# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Colleges</td>
<td>8</td>
</tr>
<tr>
<td>Academic Programs, Policies, and Procedures</td>
<td>8</td>
</tr>
<tr>
<td>Academic Policies and Procedures</td>
<td>8</td>
</tr>
<tr>
<td>Academic Progress, Probation, Suspension, and Dismissal</td>
<td>8</td>
</tr>
<tr>
<td>Admissions Policy</td>
<td>8</td>
</tr>
<tr>
<td>Deferred Examinations</td>
<td>9</td>
</tr>
<tr>
<td>Grading System</td>
<td>9</td>
</tr>
<tr>
<td>Incomplete Coursework</td>
<td>10</td>
</tr>
<tr>
<td>Integrity of Full-Time Study</td>
<td>10</td>
</tr>
<tr>
<td>Payment of Tuition and Fees</td>
<td>10</td>
</tr>
<tr>
<td>Procedure for Appealing a Course Grade</td>
<td>11</td>
</tr>
<tr>
<td>Refund</td>
<td>11</td>
</tr>
<tr>
<td>Student Attendance</td>
<td>13</td>
</tr>
<tr>
<td>Transcript of Record</td>
<td>14</td>
</tr>
<tr>
<td>Undergraduate Policy on Academic Integrity</td>
<td>14</td>
</tr>
<tr>
<td>Withdrawal from the University and Leaves of Absence</td>
<td>17</td>
</tr>
<tr>
<td>Educational Philosophy</td>
<td>17</td>
</tr>
<tr>
<td>Important and Useful Links</td>
<td>18</td>
</tr>
<tr>
<td>Special Academic Programs</td>
<td>19</td>
</tr>
<tr>
<td>5-Year Integrated Teacher Education Track</td>
<td>19</td>
</tr>
<tr>
<td>Academic Advising for Student-Athletes</td>
<td>21</td>
</tr>
<tr>
<td>Cooperative Program in Engineering (3-2 Engineering)</td>
<td>21</td>
</tr>
<tr>
<td>Early Master's Degree Admission/Five-Year Programs</td>
<td>22</td>
</tr>
<tr>
<td>Graduate Study</td>
<td>22</td>
</tr>
<tr>
<td>Higher Education Opportunity Program</td>
<td>22</td>
</tr>
<tr>
<td>Institute of American Language and Culture</td>
<td>22</td>
</tr>
<tr>
<td>Internships</td>
<td>23</td>
</tr>
<tr>
<td>Pre-Architecture</td>
<td>23</td>
</tr>
<tr>
<td>Pre-Law</td>
<td>25</td>
</tr>
<tr>
<td>Pre-Medical and Pre-Health</td>
<td>25</td>
</tr>
<tr>
<td>ROTC: Air Force ROTC/Aerospace Science</td>
<td>27</td>
</tr>
<tr>
<td>ROTC: Army ROTC/Military Science</td>
<td>27</td>
</tr>
<tr>
<td>ROTC: Naval ROTC/Naval Science</td>
<td>30</td>
</tr>
<tr>
<td>ROTC: Reserve Officers' Training Corps</td>
<td>30</td>
</tr>
<tr>
<td>Service-Learning</td>
<td>31</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>32</td>
</tr>
<tr>
<td>Tutorials</td>
<td>33</td>
</tr>
<tr>
<td>University Policy</td>
<td>33</td>
</tr>
<tr>
<td>Affirmative Action Policy</td>
<td>33</td>
</tr>
<tr>
<td>Catholic and Jesuit Tradition</td>
<td>33</td>
</tr>
<tr>
<td>Equity in Athletics Disclosure Act</td>
<td>33</td>
</tr>
<tr>
<td>Nondiscrimination and Title IX Coordinator</td>
<td>33</td>
</tr>
<tr>
<td>Public Safety</td>
<td>33</td>
</tr>
<tr>
<td>Reserved Rights</td>
<td>34</td>
</tr>
<tr>
<td>Student Records</td>
<td>34</td>
</tr>
<tr>
<td>Support Services for Students with Disabilities</td>
<td>34</td>
</tr>
<tr>
<td>University Code of Conduct</td>
<td>35</td>
</tr>
<tr>
<td>Core Curriculum Course Requirements</td>
<td>36</td>
</tr>
<tr>
<td>Initial Courses</td>
<td>36</td>
</tr>
<tr>
<td>Disciplinary Ways of Knowing</td>
<td>37</td>
</tr>
<tr>
<td>Advanced Disciplinary Study</td>
<td>40</td>
</tr>
<tr>
<td>Capstone Courses</td>
<td>49</td>
</tr>
<tr>
<td>Distributive Requirements</td>
<td>51</td>
</tr>
<tr>
<td>Fordham College at Lincoln Center</td>
<td>56</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>58</td>
</tr>
<tr>
<td>Academic Policies and Procedures</td>
<td>59</td>
</tr>
<tr>
<td>Academic Program</td>
<td>61</td>
</tr>
<tr>
<td>Honors Program</td>
<td>61</td>
</tr>
<tr>
<td>Supporting Student Success</td>
<td>63</td>
</tr>
<tr>
<td>Fordham College at Rose Hill</td>
<td>65</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>67</td>
</tr>
<tr>
<td>Academic Policies and Procedures</td>
<td>67</td>
</tr>
<tr>
<td>Business Coursework</td>
<td>70</td>
</tr>
<tr>
<td>Summer Courses</td>
<td>70</td>
</tr>
<tr>
<td>Academic Program</td>
<td>70</td>
</tr>
<tr>
<td>Honors Program</td>
<td>71</td>
</tr>
<tr>
<td>Supporting Student Success</td>
<td>73</td>
</tr>
<tr>
<td>Fordham School of Professional and Continuing Studies</td>
<td>74</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>76</td>
</tr>
<tr>
<td>Academic Policies and Procedures</td>
<td>76</td>
</tr>
<tr>
<td>College Support Services</td>
<td>80</td>
</tr>
<tr>
<td>Core Curriculum</td>
<td>80</td>
</tr>
<tr>
<td>Honors Program</td>
<td>83</td>
</tr>
<tr>
<td>Gabelli School of Business</td>
<td>83</td>
</tr>
<tr>
<td>Academic Activities</td>
<td>85</td>
</tr>
<tr>
<td>CFA Track</td>
<td>85</td>
</tr>
<tr>
<td>Dual-Degree Programs</td>
<td>85</td>
</tr>
<tr>
<td>Global Business Honors Program</td>
<td>86</td>
</tr>
<tr>
<td>Honors Thesis Program</td>
<td>86</td>
</tr>
<tr>
<td>Research with Faculty</td>
<td>87</td>
</tr>
<tr>
<td>Academic Policies and Procedures</td>
<td>89</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>Accounting</td>
<td>103</td>
</tr>
<tr>
<td>Accounting - Public Accountancy Major</td>
<td>100</td>
</tr>
<tr>
<td>Accounting - Public Accountancy Major (CPA-150 track)</td>
<td>99</td>
</tr>
<tr>
<td>Applied Accounting and Finance Major</td>
<td>101</td>
</tr>
<tr>
<td>Concentration in Accounting</td>
<td>102</td>
</tr>
<tr>
<td>Accounting/Information Systems Major</td>
<td>97</td>
</tr>
<tr>
<td>Accounting Minor</td>
<td>98</td>
</tr>
<tr>
<td>Accounting - Public Accountancy Major (120 credits)</td>
<td>100</td>
</tr>
<tr>
<td>Applied Accounting and Finance Major</td>
<td>101</td>
</tr>
<tr>
<td>Concentration in Accounting</td>
<td>102</td>
</tr>
<tr>
<td>Accounting</td>
<td>103</td>
</tr>
<tr>
<td>African and African American Studies</td>
<td>106</td>
</tr>
<tr>
<td>African and African American Studies Major</td>
<td>114</td>
</tr>
<tr>
<td>African and African American Studies Minor</td>
<td>115</td>
</tr>
<tr>
<td>African Studies</td>
<td>116</td>
</tr>
<tr>
<td>African Studies Minor</td>
<td>117</td>
</tr>
<tr>
<td>American Catholic Studies Certificate</td>
<td>118</td>
</tr>
<tr>
<td>American Catholic Studies</td>
<td>119</td>
</tr>
<tr>
<td>American Studies</td>
<td>123</td>
</tr>
<tr>
<td>American Studies Major</td>
<td>128</td>
</tr>
<tr>
<td>American Studies Minor</td>
<td>136</td>
</tr>
<tr>
<td>Anthropology</td>
<td>137</td>
</tr>
<tr>
<td>Anthropology Major</td>
<td>159</td>
</tr>
<tr>
<td>Anthropology Minor</td>
<td>160</td>
</tr>
<tr>
<td>Art History and Visual Arts Double Major</td>
<td>161</td>
</tr>
<tr>
<td>Art History</td>
<td>162</td>
</tr>
<tr>
<td>Art History Major</td>
<td>169</td>
</tr>
<tr>
<td>Art History Minor</td>
<td>171</td>
</tr>
<tr>
<td>Bioethics</td>
<td>172</td>
</tr>
<tr>
<td>Bioethics Minor</td>
<td>173</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>174</td>
</tr>
<tr>
<td>Biological Sciences Major</td>
<td>178</td>
</tr>
<tr>
<td>Biological Sciences Minor</td>
<td>180</td>
</tr>
<tr>
<td>Business Administration Major</td>
<td>181</td>
</tr>
<tr>
<td>Business Administration Minor</td>
<td>182</td>
</tr>
<tr>
<td>Business Administration</td>
<td>183</td>
</tr>
<tr>
<td>Classical Languages Major</td>
<td>197</td>
</tr>
<tr>
<td>Classical Languages Minor</td>
<td>198</td>
</tr>
<tr>
<td>Communication and Culture Major</td>
<td>203</td>
</tr>
<tr>
<td>Communication and Culture Minor</td>
<td>205</td>
</tr>
<tr>
<td>Communications Major</td>
<td>206</td>
</tr>
<tr>
<td>Communications Minor</td>
<td>208</td>
</tr>
<tr>
<td>Digital Technologies and Emerging Media Major</td>
<td>209</td>
</tr>
<tr>
<td>Digital Technologies and Emerging Media Minor</td>
<td>210</td>
</tr>
<tr>
<td>Film and Television Major</td>
<td>211</td>
</tr>
<tr>
<td>Film and Television Minor</td>
<td>212</td>
</tr>
<tr>
<td>Communication and Media Studies</td>
<td>213</td>
</tr>
<tr>
<td>Journalism Major</td>
<td>242</td>
</tr>
<tr>
<td>Journalism Minor</td>
<td>244</td>
</tr>
<tr>
<td>Communication and Media Management</td>
<td>247</td>
</tr>
<tr>
<td>Comparative Literature</td>
<td>249</td>
</tr>
<tr>
<td>Comparative Literature Major</td>
<td>261</td>
</tr>
<tr>
<td>Comparative Literature Minor</td>
<td>262</td>
</tr>
<tr>
<td>Bioinformatics Minor</td>
<td>263</td>
</tr>
<tr>
<td>Computer Science Major</td>
<td>264</td>
</tr>
<tr>
<td>Computer Science Minor</td>
<td>265</td>
</tr>
<tr>
<td>Cybersecurity Minor</td>
<td>266</td>
</tr>
<tr>
<td>Computer and Information Sciences</td>
<td>287</td>
</tr>
<tr>
<td>Bioethics Minor</td>
<td>173</td>
</tr>
<tr>
<td>Business Administration Major</td>
<td>181</td>
</tr>
<tr>
<td>Business Administration Minor</td>
<td>182</td>
</tr>
<tr>
<td>Business Administration</td>
<td>183</td>
</tr>
<tr>
<td>Concentration in Digital Media and Technology</td>
<td>291</td>
</tr>
<tr>
<td>Concentration in Digital Media and Technology</td>
<td>292</td>
</tr>
<tr>
<td>Concentration in Business Economics</td>
<td>184</td>
</tr>
<tr>
<td>Business Economics</td>
<td>185</td>
</tr>
<tr>
<td>Business Law and Ethics Minor</td>
<td>186</td>
</tr>
<tr>
<td>Business Law and Ethics Major</td>
<td>187</td>
</tr>
<tr>
<td>Chemistry</td>
<td>189</td>
</tr>
<tr>
<td>Chemistry Minor</td>
<td>193</td>
</tr>
<tr>
<td>Classical Civilization Major</td>
<td>195</td>
</tr>
<tr>
<td>Classical Civilization Minor</td>
<td>196</td>
</tr>
<tr>
<td>Classical Languages Major</td>
<td>197</td>
</tr>
<tr>
<td>Classical Languages Minor</td>
<td>198</td>
</tr>
<tr>
<td>Communication and Culture Major</td>
<td>203</td>
</tr>
<tr>
<td>Communication and Culture Minor</td>
<td>205</td>
</tr>
<tr>
<td>Communications Major</td>
<td>206</td>
</tr>
<tr>
<td>Communications Minor</td>
<td>208</td>
</tr>
<tr>
<td>Digital Technologies and Emerging Media Major</td>
<td>209</td>
</tr>
<tr>
<td>Digital Technologies and Emerging Media Minor</td>
<td>210</td>
</tr>
<tr>
<td>Film and Television Major</td>
<td>211</td>
</tr>
<tr>
<td>Film and Television Minor</td>
<td>212</td>
</tr>
<tr>
<td>Communication and Media Studies</td>
<td>213</td>
</tr>
<tr>
<td>Journalism Major</td>
<td>242</td>
</tr>
<tr>
<td>Journalism Minor</td>
<td>244</td>
</tr>
<tr>
<td>Communication and Media Management</td>
<td>247</td>
</tr>
<tr>
<td>Comparative Literature</td>
<td>249</td>
</tr>
<tr>
<td>Comparative Literature Major</td>
<td>261</td>
</tr>
<tr>
<td>Comparative Literature Minor</td>
<td>262</td>
</tr>
<tr>
<td>Bioinformatics Minor</td>
<td>263</td>
</tr>
<tr>
<td>Computer Science Major</td>
<td>264</td>
</tr>
<tr>
<td>Computer Science Minor</td>
<td>265</td>
</tr>
<tr>
<td>Cybersecurity Minor</td>
<td>266</td>
</tr>
<tr>
<td>Computer and Information Sciences</td>
<td>287</td>
</tr>
<tr>
<td>Bioethics Minor</td>
<td>173</td>
</tr>
<tr>
<td>Business Administration Major</td>
<td>181</td>
</tr>
<tr>
<td>Business Administration Minor</td>
<td>182</td>
</tr>
<tr>
<td>Business Administration</td>
<td>183</td>
</tr>
<tr>
<td>Concentration in Digital Media and Technology</td>
<td>291</td>
</tr>
<tr>
<td>Concentration in Digital Media and Technology</td>
<td>292</td>
</tr>
<tr>
<td>Concentration in Business Economics</td>
<td>184</td>
</tr>
<tr>
<td>Business Economics</td>
<td>185</td>
</tr>
<tr>
<td>Business Law and Ethics Minor</td>
<td>186</td>
</tr>
<tr>
<td>Business Law and Ethics Major</td>
<td>187</td>
</tr>
<tr>
<td>Chemistry</td>
<td>189</td>
</tr>
<tr>
<td>Chemistry Minor</td>
<td>193</td>
</tr>
<tr>
<td>Classical Civilization Major</td>
<td>195</td>
</tr>
<tr>
<td>Classical Civilization Minor</td>
<td>196</td>
</tr>
<tr>
<td>Classical Languages Major</td>
<td>197</td>
</tr>
<tr>
<td>Classical Languages Minor</td>
<td>198</td>
</tr>
<tr>
<td>Communication and Culture Major</td>
<td>203</td>
</tr>
<tr>
<td>Communication and Culture Minor</td>
<td>205</td>
</tr>
<tr>
<td>Communications Major</td>
<td>206</td>
</tr>
<tr>
<td>Communications Minor</td>
<td>208</td>
</tr>
<tr>
<td>Digital Technologies and Emerging Media Major</td>
<td>209</td>
</tr>
<tr>
<td>Digital Technologies and Emerging Media Minor</td>
<td>210</td>
</tr>
<tr>
<td>Film and Television Major</td>
<td>211</td>
</tr>
<tr>
<td>Film and Television Minor</td>
<td>212</td>
</tr>
<tr>
<td>Communication and Media Studies</td>
<td>213</td>
</tr>
<tr>
<td>Journalism Major</td>
<td>242</td>
</tr>
<tr>
<td>Journalism Minor</td>
<td>244</td>
</tr>
<tr>
<td>Communication and Media Management</td>
<td>247</td>
</tr>
<tr>
<td>Comparative Literature</td>
<td>249</td>
</tr>
<tr>
<td>Comparative Literature Major</td>
<td>261</td>
</tr>
<tr>
<td>Comparative Literature Minor</td>
<td>262</td>
</tr>
<tr>
<td>Bioinformatics Minor</td>
<td>263</td>
</tr>
<tr>
<td>Computer Science Major</td>
<td>264</td>
</tr>
<tr>
<td>Computer Science Minor</td>
<td>265</td>
</tr>
<tr>
<td>Cybersecurity Minor</td>
<td>266</td>
</tr>
<tr>
<td>Computer and Information Sciences</td>
<td>287</td>
</tr>
<tr>
<td>Bioethics Minor</td>
<td>173</td>
</tr>
<tr>
<td>Business Administration Major</td>
<td>181</td>
</tr>
<tr>
<td>Business Administration Minor</td>
<td>182</td>
</tr>
<tr>
<td>Business Administration</td>
<td>183</td>
</tr>
<tr>
<td>Concentration in Digital Media and Technology</td>
<td>291</td>
</tr>
<tr>
<td>Concentration in Digital Media and Technology</td>
<td>292</td>
</tr>
<tr>
<td>Concentration in Business Economics</td>
<td>184</td>
</tr>
<tr>
<td>Business Economics</td>
<td>185</td>
</tr>
<tr>
<td>Business Law and Ethics Minor</td>
<td>186</td>
</tr>
<tr>
<td>Business Law and Ethics Major</td>
<td>187</td>
</tr>
<tr>
<td>Chemistry</td>
<td>189</td>
</tr>
<tr>
<td>Chemistry Minor</td>
<td>193</td>
</tr>
<tr>
<td>Classical Civilization Major</td>
<td>195</td>
</tr>
<tr>
<td>Classical Civilization Minor</td>
<td>196</td>
</tr>
<tr>
<td>Classical Languages Major</td>
<td>197</td>
</tr>
<tr>
<td>Classical Languages Minor</td>
<td>198</td>
</tr>
<tr>
<td>Communication and Culture Major</td>
<td>203</td>
</tr>
<tr>
<td>Communication and Culture Minor</td>
<td>205</td>
</tr>
<tr>
<td>Communications Major</td>
<td>206</td>
</tr>
<tr>
<td>Communications Minor</td>
<td>208</td>
</tr>
<tr>
<td>Digital Technologies and Emerging Media Major</td>
<td>209</td>
</tr>
<tr>
<td>Digital Technologies and Emerging Media Minor</td>
<td>210</td>
</tr>
<tr>
<td>Film and Television Major</td>
<td>211</td>
</tr>
<tr>
<td>Film and Television Minor</td>
<td>212</td>
</tr>
<tr>
<td>Communication and Media Studies</td>
<td>213</td>
</tr>
<tr>
<td>Journalism Major</td>
<td>242</td>
</tr>
<tr>
<td>Journalism Minor</td>
<td>244</td>
</tr>
<tr>
<td>Communication and Media Management</td>
<td>247</td>
</tr>
<tr>
<td>Comparative Literature</td>
<td>249</td>
</tr>
<tr>
<td>Comparative Literature Major</td>
<td>261</td>
</tr>
<tr>
<td>Comparative Literature Minor</td>
<td>262</td>
</tr>
<tr>
<td>Bioinformatics Minor</td>
<td>263</td>
</tr>
<tr>
<td>Computer Science Major</td>
<td>264</td>
</tr>
<tr>
<td>Computer Science Minor</td>
<td>265</td>
</tr>
<tr>
<td>Cybersecurity Minor</td>
<td>266</td>
</tr>
<tr>
<td>Computer and Information Sciences</td>
<td>287</td>
</tr>
</tbody>
</table>
Adolescence Biology, MST ........................................ 758
Adolescence Chemistry, MST ................................ 759
Adolescence Earth Science Education, MST ............ 760
Adolescence English Language Arts, MST ................. 760
Adolescence Mathematics, MST ............................... 761
Adolescence Physics, MST ....................................... 762
Adolescence Social Studies, MST .............................. 763
Adolescence Special Education, MST ......................... 763
Bilingual Childhood Education, MST ......................... 764
Childhood Education, MST ....................................... 765
Childhood Special Education, MST .................. 766
Early Childhood and Childhood Education, MST ........ 767
Early Childhood Education, MST ............................ 768
Early Childhood Special Education, MST .................. 770
Exceptional Adolescents with Subject Extension, MST .... 771
Five-Year Teacher Education Program (BA/BS and MST) .... 772
General and Exceptional Adolescents, MST ............ 774
Teaching English to Speakers of Other Languages, MST ... 775
Advanced and Specialist Teaching Programs (MSE) ........ 776
Childhood Special Education, MSE ......................... 776
Early Childhood Special Education, MSE ................. 777
Literacy Education (BirthΓÇôGrade 6), MSE ................. 777
Literacy Education (Grades 5 through 12), MSE .......... 778
Certificate and Extension Teaching Programs: Non-degree (Advanced Certificate) .......... 779
Bilingual Education, Advanced Certificate .............. 779
Bilingual Special Education, Advanced Certificate ........ 780
Childhood Special Education, Advanced Certificate .... 780
Early Childhood Special Education, Advanced Certificate ... 780
Exceptional Adolescents with Subject Extension, Advanced Certificate ........ 781
Middle Childhood Biology – Advanced Certificate .......... 781
Middle Childhood Chemistry – Advanced Certificate .......... 782
Middle Childhood English – Advanced Certificate .......... 782
Middle Childhood Mathematics – Advanced Certificate .......... 782
Middle Childhood Physics – Advanced Certificate ........ 783
Middle Childhood Social Studies – Advanced Certificate .......... 783
Special Education/Teaching English to Speakers of Other Languages, Advanced Certificate ........ 784
Teaching English to Speakers of Other Languages, Advanced Certificate ........ 784
Non-Certification Teaching Programs (Masters and Advanced Certificate) ........ 785
Curriculum and Teaching, MSE .............................. 785
English as a World Language, MS ............................. 785
Literacy Leadership, Advanced Certificate .................. 786
Leadership Programs ............................................ 786
Administration and Supervision, Catholic/Faith-Based Educational Leadership, MSE ............... 790
Administration and Supervision, EdD ..................... 790
Administration and Supervision, PhD ...................... 792
School Building Leader, MSE ............................... 793
School District Leadership, Advanced Certificate ......... 794
Counseling and School Psychology Programs ............. 795
Bilingual School Psychology, Advanced Certificate ........ 803
Bilingual School Psychology, Professional Diploma Program .......................................................... 803
Counseling Psychology, PhD ........................................ 805
Educational Psychology, MSE ................................. 807
Mental Health Counseling, MSE ............................... 808
Psychology of Bilingual Students, MSE ...................... 809
School Counseling, MSE ........................................... 810
School Psychology, Advanced Certificate .................. 811
School Psychology, PhD ........................................... 813
Therapeutic Interventions, MSE ............................... 815
Interdisciplinary Research Programs ......................... 816
Contemporary Learning and Interdisciplinary Research, PhD .......................................................... 817
GSE Courses ....................................................... 818
Programs of Study .................................................. 844
Course Descriptions (University-wide) ......................... 850
Accounting (Graduate) (ACGB) ............................... 852
Accounting (Undergraduate) (ACBU) ......................... 854
Accounting Law (ACGL) ........................................... 855
Administration and Supervision (GSE) (ASGE) ............ 855
Administrative Law (ADGL) ........................................ 858
African and African American Studies (AFAM) .......... 859
American Catholic Studies (AMCS) ......................... 865
American Studies (AMST) ........................................... 868
Anthropology (ANTH) ............................................ 869
Antitrust (ATGL) .................................................... 878
Applied Statistics and Decision Making (SDGB) ......... 878
Arabic (ARAB) ...................................................... 879
Art History (ARHI) ................................................... 880
Banking (BKGL) ....................................................... 886
Bankruptcy (BRGL) ................................................... 889
UNDERGRADUATE COLLEGES

2017-2018 Undergraduate Bulletin

This Bulletin describes the academic procedures, degree programs and requirements, courses of instruction and faculty as projected for the undergraduate colleges of Fordham University during the 2017-2018 academic year.

- Fordham College at Rose Hill (p. 65)
- Fordham College at Lincoln Center (p. 56)
- Fordham School of Professional Studies (p. 74)
- Gabelli School of Business (p. 83)

The University reserves the right to withdraw or modify any course or program listed within, or to make any changes it considers necessary or desirable to improve undergraduate education, or for which it deems the registration insufficient.

Students are responsible for knowing and complying with all the regulations that may affect their status in Fordham University. Students are expected to acquaint themselves with the contents of this Bulletin and to read all notices posted regarding Fordham University regulations. Please refer all questions to the Office of the Dean or the chair of the department in the appropriate college.

A wide variety of programs are offered by our three liberal arts and sciences colleges: Fordham College at Rose Hill (FCRH), Fordham College at Lincoln Center (FCLC), and Fordham School of Professional and Continuing Studies (PCS), as well as our Gabelli School of Business. PCS has three locations—Rose Hill, Lincoln Center, and Westchester. Both FCRH and FCLC primarily geared toward recent high school graduates interested in traditional, residential full-time study, while PCS primarily attracts adults interested in part-time study. Gabelli has programs for both types of students.

Academic Programs, Policies, and Procedures

- Academic Policies and Procedures (p. 8)
- Core Curriculum Course Requirements (p. 36)
- Educational Philosophy (p. 17)
- Important and Useful Links (p. 18)
- Special Academic Programs (p. 19)
- University Policy (p. 33)

Academic Policies and Procedures

- Academic Progress, Probation, Suspension, and Dismissal (p. 8)
- Admissions Policy (p. 8)
- Deferred Examinations (p. 9)
- Grading System (p. 9)
- Incomplete Coursework (p. 10)
- Integrity of Full-Time Study (p. 10)
- Payment of Tuition and Fees (p. 10)
- Procedure for Appealing a Course Grade (p. 11)
- Refund (p. 11)
- Student Attendance (p. 13)
- Transcript of Record (p. 14)
- Undergraduate Policy on Academic Integrity (p. 14)
- Withdrawal from the University and Leaves of Absence (p. 17)

Academic Progress, Probation, Suspension, and Dismissal

For policy on satisfactory academic progress, probation, suspension, and/or dismissal, please refer to the individual College chapters of this bulletin.

Midterm Grades for Freshmen

In freshman year, all full-time students receive an alphabetical evaluation of their work at midterm. Parents of Fordham College at Rose Hill freshmen are also mailed a copy of midterm grades. This grade is not factored into the student’s academic record nor does it affect their GPA. It only indicates where they stand in their semester work and, if they are failing, urges them to make the necessary adjustments to better their performance.

Midterm Appraisal

At the midterm of both the fall and spring semesters, teachers inform their students about their standing in their respective courses. This is accomplished through conferences with students or by other appropriate means of the teacher’s choosing. Students are responsible for learning their academic standing at this time. Students who withdraw after the deadline for withdrawing will receive a grade of WF for the course.

Final Examinations

All students are normally required to sit for a two-hour written examination in each course at the end of the semester. Schedules of examinations are prepared well in advance and are posted on the Enrollment Services webpage. Once a final examination has been taken, it cannot be repeated.

Deferred Examination: Failure to take the semester examination in a course will generally mean losing credit for that course. However, if the examination is missed because of illness or other serious reason, the student will be allowed to take a deferred examination. Permission for deferred examinations may be arranged through the class dean on approval of the course instructor.

Admissions Policy

Regular Decision

Students applying Regular Decision may submit an application by January 1. These students should complete the SAT or ACT by the end of December of their senior year. The Regular Decision process is non-binding, and students do not have to commit to the institution they plan to attend until May 1. Decision letters will be sent by April 1.

Early Decision

Students who would like to receive an admission decision early may submit an application by November 1. Students applying under the Early Decision process should complete the SAT or ACT by October of their senior year. The Early Decision process is binding, and admitted
students are required to commit to Fordham. Decision letters will be sent by December 20.

**Early Action**

Students who would like to receive an admission decision early may submit an application by November 1. Students applying under the Early Action process should complete the SAT or ACT by October of their senior year. The Early Action process is non-binding, and students do not have to commit to the institution they plan to attend until May 1. Decision letters will be sent by December 20.

**Priority Performance**

Students applying to the theatre major or the Aliley/Fordham BFA in Dance program must apply by the Priority Performance deadline of November 1. Please note that theatre and dance applicants should select Early Action on the Common Application. Candidates for these programs will be automatically considered as Priority Performance, and decisions will be rendered on a rolling basis after March 1. These programs have additional audition/interview requirements.

**Part-Time/Adult Admission**

Fordham University offers highly regarded part-time/adult degree programs in the New York City metropolitan area, at three convenient locations—Lincoln Center in Manhattan, Rose Hill in the Bronx, and in West Harrison in Westchester county. Our part-time/adult degree programs are flexible, personal, intellectually stimulating, and built on the same standards of excellence that have made the Fordham degree prestigious for more than 160 years.

For more information, please refer to the Fordham School of Professional and Continuing Studies section of this bulletin and call the Office of Admission at the campus of your choice: Rose Hill, 718-817-4600; Lincoln Center, 212-636-6372; or West Harrison, 914-367-3303.

**Deferred Examinations**

The professor is not obligated to provide makeup examinations for students who miss scheduled examinations or quizzes during the semester.

A student may be excused from taking the final examination at the normally scheduled time and be given a grade of ABS only for illness, personal emergency, or some special contingency. Written documentation of the reason for the absence must be provided within five university business days of the examination. In the case of illness, an official doctor’s note should be provided; in other situations, a written explanation by the student will be sufficient. This documentation will be given to the appropriate assistant dean or class dean along with the application for the deferred examination and will be used to determine whether approval of the application will be granted. If the application is rejected, then a grade of F will be recorded for the examination.

In case of conflicting examination times or an excessive number of examinations in one day, the student may consult with the instructor to see whether an examination may be rescheduled.

**Grading System**

The University uses a letter grading system with quality point equivalents.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Equivalent</th>
<th>Grade Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Excellent. Honors-level work, outstanding.</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>Still excellent.</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Very Good. High level of performance.</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Good. Solid and above-average level of performance.</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>Above average.</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Better than satisfactory.</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Satisfactory. Acceptable level of performance.</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>Minimally Acceptable.</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>Failure. Inferior performance.</td>
</tr>
<tr>
<td>PF/P</td>
<td></td>
<td>This symbol indicates satisfactory work in a course for which the student gains credit but no grade points. Courses receiving a grade of P will not count towards fulfilling the core, major, or minor.</td>
</tr>
<tr>
<td>PF/F</td>
<td></td>
<td>This symbol indicates failure in a course for which the only alternative grade would have been a pass. It is the equivalent of an F grade but is not included in grade point computation.</td>
</tr>
<tr>
<td>AF</td>
<td></td>
<td>Failure for excessive absence in a course. (PCS only)</td>
</tr>
<tr>
<td>INC</td>
<td></td>
<td>Temporary grade given when a course requirement, other than the final exam, has not been met, given only for rare and compelling circumstances.</td>
</tr>
<tr>
<td>ABS</td>
<td></td>
<td>Temporary grade granted by the instructor for absence from the final examination, due to extenuating circumstances, such as illness or death in the family.</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>This symbol indicates that a student has a special justification for withdrawing from a course subsequent to the last day for dropping courses without academic penalty. It may be granted only by authorization of the dean or class dean.</td>
</tr>
<tr>
<td>WF</td>
<td></td>
<td>Failure for dropping a course without the permission of the dean or class dean. It is the equivalent of an F.</td>
</tr>
</tbody>
</table>

**Helpful Definitions for Reading Grade Reports on My.Fordham (my.fordham.edu)**

**Attempted Hours:** The number of credits assigned to each course for which the student registered.

**Earned Hours:** The actual number of credits earned in each course; cumulatively reflects the number of credits successfully completed to date, meaning all classes passed at Fordham plus any IB/AP/transfer credits awarded. Credit for courses taken pass/fail, while not counted toward quality hours, are counted in earned hours.

**GPA Hours:** The number of credits assigned for each course that was attempted for a regular grade. “Regular” grades are standard letter grades with a numerical value assigned (A-F). WF, or withdrawal failure, is the numerical equivalent of an F and is counted toward quality hours.
Quality Points: The numerical value of the earned grade in each course (not shown on My.Fordham, but see above) multiplied by the number of credits assigned for each course that was attempted for a regular grade (quality hours).

Grade Point Average: a weighted average used to indicate to the student and to the faculty the academic progress of each student. Since each course is added to the accumulated average of all courses pursued, it is a cumulative index and is computed by dividing the quality points by the quality hours. This index is used to determine the student’s rank in class and hence is computed to three digits beyond the decimal point. Courses taken pass/fail are not counted towards quality hours, and are not included in the grade point average.

Pass/Fail
Students should apply for a pass/fail grade only when they determine, at the beginning of the semester, that a letter grade in a particular course is not needed. The pass/fail option exists to encourage students to experiment and to undertake new and difficult course work; it is not meant merely as a means of avoiding serious academic work and/or a low letter grade. Once chosen, the option cannot be rejected in anticipation of a high letter grade; conversely, the likelihood of a low letter grade is not grounds for a belated request for pass/fail. In order to take a course on a pass/fail basis, the approval of the appropriate class dean is required.

No courses required to fulfill the core, a major, or a minor in any college of the University may be taken on a pass/fail basis. All internships are graded on a pass/fail basis only, except in the Gabelli School of Business. Students must observe the deadline set forth in the academic calendar for indicating a course pass/fail.

Students are permitted to take one course per year on a pass/fail basis in their sophomore, junior, and senior years. (In the Gabelli School of Business Administration, students are only permitted to exercise their pass/fail option for liberal arts electives. Pass/fail courses may not be used for the fulfillment of courses going toward majors, minors, or concentrations.) Credit will be granted for a passing grade (D or better), but since there is no numerical value attached to a pass/fail grade, the grade is not computed in the student’s index.

Withdrawal from a Course
With the permission of the appropriate assistant dean, a student may withdraw from a course or courses until the deadline specified in the academic calendar. If permission is obtained, the student will be awarded the grade of W, a grade which carries no academic penalty, if the student withdraws without permission, he or she will be awarded the grade of WF, a grade which is the equivalent of an earned F in the cumulative quality point index. If a student withdraws from a course after the deadline specified in the academic calendar, they will receive a WF. If a student is found in violation of the Academic Integrity Policy and receives an F in a course, and subsequently elects to withdraw from the course prior to the withdrawal deadline, the student shall receive the grade of WF.

Students who withdraw from a course are responsible for discussing with the appropriate assistant dean how the lost credits will be made up. In addition, they are advised to refer to the information on tuition refunds in the Academic Programs, Policies, and Procedures chapter of this bulletin for information about financial penalties.

Quality Point Index
The quality point index, or grade point average, is a weighted average used to indicate to the student and to the faculty the academic progress of each student. Since each course is added to the accumulated average of all courses pursued, it is a cumulative index and is computed in the following manner:

1. Multiply the numerical value of the letter grade in each course taken by the number of credits assigned to the course (exclude all classes taken on a pass/fail basis);
2. Add these products and divide by the total number of credits earned in these courses (exclude all classes taken on a pass/fail basis). This is your quality point index or grade point average.

This index is used to determine the student’s rank in class and hence is computed to three digits beyond the decimal point.

Notification of Grades
Grades are posted on My.Fordham (my.fordham.edu) at the end of each term. Students are expected to check My.Fordham for their final grades. Grade reports will not be mailed to students.

Incomplete Coursework
When a course requirement, other than the final examination, has not been met, the instructor may report a temporary grade of INC (incomplete). This grade, however, should only be used for rare and compelling reasons, including illness, personal emergency, or some special contingency. An undergraduate student must submit an Undergraduate Petition for Grade of Incomplete (available from their class dean) prior to the final examination. The petition should include documentation regarding the cause. In case of illness, an official doctor’s note should be provided; in other situations, a written explanation by the student will be sufficient. The instructor must submit the completed Petition for Grade of Incomplete to the Office of Academic Records (with copy to the class dean of the student’s home school) before marking and sending in the INC grade. The grade of INC will not be allowed unless the petition is on file.

On completion of the course requirements, the INC will, with the approval of the class dean, be removed and replaced by a permanent grade. If the requirements are not completed by the date specified on the academic calendar, the INC will be changed automatically to an F. No request for an INC will be allowed after the first day of the regularly scheduled examination period.

Integrity of Full-Time Study
A university cannot compromise on its objective of the honest and wholehearted pursuit of academic excellence. Students must guard against allowing outside activities, including part-time employment, from interfering unduly with their academic pursuits. Full-time student status means just that. Therefore, students should not compromise their academic careers by losing sight of the primary objective of academic excellence.

Payment of Tuition and Fees
Shortly after registration students are sent a billing statement. Payment in full for all charges must be made to the University on or before the due date on the first bill of the semester. The due date that appears on each subsequent billing statement refers to newly billed charges only. Failure to make payment by the due date may result in late fees, and/or cancellation of registration and campus housing. The University will also deny access to registration, official transcripts, and diplomas.
Fordham University accepts payment by cash, check, money order, wire transfer, or Automated Clearing House (ACH) transactions that directly debit an individual's bank account.

For credit card payments, please see the following credit card procedure:

Payment for tuition, fees, room, and board cannot be made by credit card with the following exceptions:

- School of Professional AND Continuing Studies and Evening Program students in the Gabelli School of Business,
- For Summer Session: All Undergraduates, Graduate School of Arts and Sciences, and Graduate Religion students,
- Institute of American Language and Culture course fees,
- Miscellaneous incidental fees (conferences, workshops, application fees, late fees).

For those students who are eligible to pay by credit card, payment may be made in person or by calling Enrollment Services during regular business hours at 718-817-4900 or by accessing my.fordham.edu and clicking on "Make a Payment." Credit cards currently accepted are VISA, MasterCard, American Express, and Discover Credit card payments sent to the P.O. Box address will be returned to the sender. For the most up-to-date payment methods, please click here.

**Late Payment and Penalties**

The amount due that appears on each bill is payable on or before the due date to be considered on time. The due date that appears on each bill refers to newly billed charges only. All balances must be paid in full, or if necessary, a formal payment arrangement must be completed by the due date. The Office of Student Financial Services is available to counsel students and families on various financing options.

Balances that remain unpaid by the due date will incur a late fee of $15 or 1.5 percent per month, whichever is greater. Unpaid tuition and fees or default on payment arrangements may result in cancellation of registration and loss of University housing. Additionally, holds will be placed on future registrations, University Housing, official transcripts, and diplomas.

**Procedure for Appealing a Course Grade**

An undergraduate who claims to have received an unfair grade in a course may use the following grievance procedure. The student must act in a timely manner following the steps below with the goal of resolving the grade grievance.

All grade changes must be approved by the academic dean of the student's home college and receive final approval from the academic vice president. All time requirements given below refer to time when classes are in session during the given semester.

**Step One**

The student should set a meeting time and talk with the professor whose grade he or she is grieving during the semester or within one month of the beginning of the new semester.

**Step Two**

If the grade grievance is not resolved to the satisfaction of the student, he or she may submit a written request for the grade change and the supporting justification to the chair of the pertinent department/area within two weeks of ending discussion with the professor. The chair will send a copy of this request to the professor.

**Step Three**

The department/area chair will meet with the student within two weeks of receiving the student's written request for the grade change. The chair will also review the request with the professor.

1. If the chair finds the request for a grade change without merit; he or she will meet with the student and discuss his or her decision.
2. If the chair supports the request for a grade change, the chair will meet with the student and professor together or separately as he or she deems best. If the professor believes the grade change is not merited, he or she will make his or her reasons clear to the chair in writing if requested by the chair.
3. Should the student decide to appeal to the associate dean, he or she should inform the chair within two weeks. The chair will act on this appeal by submitting a written report and supporting materials within two weeks to the associate dean of the college in which the course was taken.

**Step Four**

The associate dean will review the materials and assemble an Appeals Committee of his or her choosing to advise him or her on the grade grievance. The associate dean will make a decision and submit a written report and his or her recommendation to the academic dean of the student's home college before the end of the semester.

**Step Five**

The academic dean of the appropriate college will review the materials, make a decision, and notify all parties of his or her decision. The academic dean's decision is final.

**Refund**

The University's refund policies and procedures ensure equitable refunds to students who withdraw from all or a portion of their studies or when payment(s) are in excess of total charges.

A refund request can be submitted to the Office of Student Accounts in writing, verbally, or by e-mail at studentaccts@fordham.edu. Credit balances are processed each business day. Refund processing for a term begins after the add/drop period, for the student's home school, has passed. Please allow 10 business days from when a credit balance is refundable for the processing to be completed.

Credit balances resulting from anticipated payments, third-party payments (i.e., outside scholarship providers, employers, governmental agencies, New York State Tuition Assistance Program [TAP], etc.) or personal checks will only be refunded once funds are received by the University and applied to the student’s account. Refunds will be processed as follows: credit back to the original credit cards up to the amount of the original charge, PLUS loans refunded to parents, monthly payment plan payments usually refunded to applicant; all other credits refunded to the student. Student refund checks are mailed to the student's local address, unless otherwise specified on the refund request form.
Application fees and tuition deposits are not refundable. Registration, late payment, student activities, laboratory, maintenance of matriculation, and other special fees are not refundable after classes begin.

Room deposits are refundable according to the following schedule:

If the withdrawal notification is received by the Office of Residential Life:

<table>
<thead>
<tr>
<th>Date of Withdrawal</th>
<th>Due Fordham</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>On or before June 1</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>June 2 through June 30</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Thereafter ¹</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

¹ Notification of withdrawal after August 1 for the fall and at the beginning of Christmas break for spring assignments are subject to a late withdrawal fee. This fee is in addition to the forfeit of any housing deposit paid.

A student is considered withdrawn from the University only if an official withdrawal form has been submitted to the Office of Academic Records. The effective date of withdrawal will be the date this form is signed by the Office of the Dean.

### Refund of Institutional Charges

The following refund policies are based on 100 percent payment of all institutional charges for the enrollment period. The refund period begins on the first day of the enrollment period.

#### Institutional Refund Policy (Tuition)

<table>
<thead>
<tr>
<th>Date of Withdrawal</th>
<th>Due Fordham</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to start of term</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Prior to second week of term</td>
<td>15%</td>
<td>85%</td>
</tr>
<tr>
<td>Prior to third week of term</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>Prior to fourth week of term</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>Prior to fifth week of term</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Prior to sixth week of term</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>Thereafter ¹</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

¹ The add/drop period for each school within the University is approximately seven days into the term. During this period changes in course work are permitted with no tuition penalty. However, if a student withdraws from the University during the add/drop period, the tuition liability will be calculated based on the above table.

### Return of Financial Aid Funds Policies and Procedures

Financial aid that has been disbursed to a student’s account for a period of enrollment from which the student has withdrawn is subject to the return of funds policy. Funds from federal Title IV assistance programs are subject to Return of Title IV Funds policy. Title IV funds include Direct Subsidized and Unsubsidized Loan, Perkins Loan, PLUS Loan, Pell Grants, and SEOG. (This policy does not apply to the Federal Work Study program.) Funds from Fordham University are subject to the Institutional Return of Funds policy.

The student is responsible for any unpaid institutional charges. The student is also responsible for any additional balances created as a result of the Title IV Return of Funds Procedure. Also refer to the Refund and Withdrawal Policies.

#### Procedure for Determining the Return of Institutional Funds for Non-Title IV Aid Recipients

Financial aid that has been disbursed to a student’s account from Fordham University sources will be prorated at the same rate that the student is charged. See the percent in the column “Due Fordham” in the Institutional Refund Policy (Tuition) chart, located in the “Refund of Institutional Charges” section under the Academic Programs, Policies, and Procedures chapter of this bulletin, to determine the rate.

#### Procedure for Determining the Return of Financial Aid for Federal Title IV Aid Recipients

Changes to federal law may affect this policy.

Procedure for determining the Federal Return of Title IV Funds (This procedure is federally mandated.)

**Step 1: Determine the Withdrawal Date**

**Official Withdrawals**

If the student officially withdraws, the withdrawal date is the date Fordham determines the student either began the withdrawal process, or the date the student provided official notification to Fordham, in writing or verbally, of his or her intent to withdraw.

**Unofficial Withdrawals**

If Fordham determines that a student did not provide official notification of his or her intent to withdraw because of illness, accident, grievous personal loss, or other such circumstances beyond the student’s control, the withdrawal date will be determined in relation to that circumstance.

If a student does not return from an approved leave of absence, the withdrawal date is the date that institution determines the student began the leave of absence. If a student takes a leave of absence that does not meet the requirements of an official leave of absence, the withdrawal date is the date that the student began the leave of absence.

Otherwise, the withdrawal date is the student’s last date of attendance at an academic-related activity that is documented by Fordham.
Step 2: Calculate the Percentage of Enrollment Period Completed
The percentage of enrollment period completed is determined by dividing the total number of calendar days in the enrollment period into the number of calendar days completed in that period as of the withdrawal date. (The total number of calendar days in a payment period includes all days within the period. Scheduled breaks of at least five consecutive days are excluded from the total number of calendar days in the enrollment period and the number of calendar days completed in that period.)

Step 3: Calculate the Amount of Title IV Assistance the Student Can Keep
If the withdrawal date is greater than 60 percent of the enrollment period (semester), the student can keep 100 percent of the Title IV aid received for that semester. If the withdrawal date is less than or equal to 60 percent of the semester, the amount of Title IV funds that the student can keep is calculated by determining the percentage of Title IV funds that has been earned by the student for that semester. Then apply this percentage to the total amount of Title IV funds that was disbursable for the semester as of the withdrawal date.

The amount of Title IV funds that the student cannot keep is calculated by subtracting the amount of Title IV funds the student can keep from the total of Title IV aid received.

Step 4: Determine the Amount to be Returned or Repaid to the Financial Aid Program
Fordham is required to return the lesser of the total amount of Title IV funds the student cannot keep, or an amount equal to the charges if the total amount to be returned exceeds the charges incurred by the student. Charges include tuition, fees, room, and board (if the student contracts with Fordham for room and board) and can include other education-related expenses assessed by Fordham.

The student must return the total amount of Title IV funds the student cannot keep minus the amount Fordham is required to return.

The student (or parent in the case of a PLUS Loan) must return or repay, as appropriate, the amount determined to any Title IV loan program in accordance with the terms of the loan, and any Title IV grant program as an overpayment of the grant. However, a student is not required to return 50 percent of the grant assistance that is the responsibility of the student to repay.

Amounts to be returned by Fordham or the student will be credited to the appropriate programs in the following order: Federal Direct Subsidized/Unsubsidized loans, Federal Perkins Loans, Federal PLUS loans received on behalf of the student.

If amounts to be returned remain after repayment of all outstanding loan amounts, the remaining excess must be credited to any amount awarded for the semester for which a return of funds is required in the following order: Federal Pell Grants, Federal SEOG Grants, other grant or loan assistance authorized by Title IV of the Higher Education Act, University funds. Federal work-study is excluded from this policy.

**Student Attendance**

**Attendance Policy at FCLC and PCS**
Students are expected to attend every class of every course for which they are registered. If an instructor wishes to have a different attendance policy, it must be spelled out in the syllabus distributed to each student registered for the course, including whether and how absences will affect the grade for the course.

If a student has been absent for several meetings, the instructor is expected to notify the appropriate class dean of the student’s home school. The class dean will contact the student.

Students are responsible for keeping a record of their own absences and may not exceed the maximum number allowed. While students may consult the instructor about their record of attendance, the instructor is the final judge of that record.

Student Health Services will not provide notes excusing students from class. Students can give permission for their class deans to contact Student Health Services. The class dean will contact students’ professors and provide sufficient information to allow the professor to decide whether the absence will be excused, depending on the attendance policy for the course.

**Religious Holidays**
A number of religious faiths are represented in the Fordham student body. Reasonable accommodations will be made for any students who must miss a class or an examination due to a religious observance not specified in the Fordham calendar. Students who intend to avail themselves of any aspect of the Religious Observance Provision, should advise and notify their instructors of any conflicts or expected absences due to a religious holiday, preferably at least two weeks prior to any affected class session. To avoid problems, students are encouraged to review their schedule for the semester for conflicts between exams and other major deadlines. Instructors may ask students to notify them in writing of any expected absences due to religious observance.

**Attendance Policy at FCRH and GSB**
Students are expected to attend every class of every course for which they are registered. Each class meeting has its own dynamics and provides a unique opportunity for learning. While acknowledging the critical importance of class attendance, the institution also recognizes that there are times when absence from class is unavoidable.

Absences for reasons of religious holiday, serious illness, death in the student’s immediate family, or required participation in a university-sponsored event are, with the appropriate documentation, excused absences, and students will be given an opportunity to make up class examinations or other graded assignments. The maximum number of total excused absences will not exceed six class meetings for a course that meets three days per week, four class meetings for a course meeting two days per week, or two class meetings for a course that meets once a week.

If a faculty member chooses to allow unexcused absences, the number of excused and unexcused absences combined may be limited to the maximum number noted above. Faculty members are under no obligation to allow makeup work for unexcused absences. Faculty who choose to establish a more stringent attendance policy must have the approval of their department. All faculty must include their attendance policy in the course syllabus distributed at the first course meeting.

In cases where unusual circumstances cause a student to miss a significant amount of class time for reasons beyond the student’s control, the student should confer with the faculty member and class dean to ascertain if it is feasible to complete the work of the course. If a student misses a week of class, faculty members are encouraged to
notify the appropriate class dean of the student’s home school. The class dean will contact the student.

**Procedure for Documenting Student's Excused Absence**

**Personal Illness and Death in the Immediate Family**

In case of personal illness, verification will be accepted from a physician in writing on official letterhead or prescription pad from the Fordham Student Health Center. In case of death, a letter from a family member or other appropriate verification is required. These documents should be sent to the class dean of the student’s home school as soon as possible. The class dean will notify the instructors of the student’s situation.

**Religious Holidays**

Students who are absent due to religious holiday(s) should notify their instructor in writing preferably at the beginning of the semester but no later than two weeks prior to any affected class session. Faculty members who intend to observe religious holidays on days when the University is in session should note such dates on the syllabus and alert the student as to how the work for the missed class will be made up.

**Participation in University-Sanctioned Activity**

There is a variety of activities in which students serve as representatives of the Fordham community. The most visible of these is varsity athletics, but others include the debate team, ROTC, presentation of research, the University choir, and the dance team. The authorized administrator/director of the activity will provide a written list of the dates of the activities, including travel time, at the beginning of the semester to each of the students. Students will provide each of their professors with the scheduled list of excused absence(s) at the beginning of each semester. The faculty will acknowledge the scheduled absence(s) by signing an accompanying letter. In some cases—e.g., the scheduling of a championship tournament or a rescheduled competition—the actual timing of the event may not be known at the beginning of the semester. In such cases, the authorized administrator will make every effort to notify instructors as soon as possible.

In any of the above four circumstances, it is the student’s responsibility to obtain any class notes or other course material missed due to the absence from peers in the course. It is also the student’s responsibility to speak with the instructor to make arrangements for missed examinations or graded assignments. The manner in which the work will be made up is left to the discretion of each faculty member.

There are university resources available to assist faculty in accommodating students. Tutoring is available through the individual departments. Assistance with proctoring of examinations is available through the Office of Academic Records, the class deans associated with each of the colleges, the Office of Academic Advising for Student-Athletes, or the secretary or graduate assistants of one’s own department.

**Transcript of Record**

An official transcript is one bearing the seal of the University. Official transcripts of academic records are not given to students or graduates, but must be sent directly to the college, professional or graduate school, government agency, or business concern that the student designates. Students may receive an unofficial transcript listing courses and credits and marked “Unofficial.” Students may also view their unofficial transcript via My.Fordham (my.fordham.edu). The University accepts no responsibility for the accuracy of an unofficial transcript after it has been issued.

Transcripts may be requested from the Office of Academic Records in person, in writing, or via the University’s website. They should be requested well in advance of the date desired. No transcripts will be issued for students who have unpaid financial obligations owing to the University. A fee for immediate processing is charged for each transcript, payable at the time of request. The Office of Academic Records may use its discretion to limit the number of transcripts requested at any one time.

Fordham University will make every effort to promptly fill all requests for transcripts but will not assume responsibility for delays. All inquiries concerning issuance of transcripts must be made to the Office of Academic Records within three months of the original request.

**Undergraduate Policy on Academic Integrity**

A university, by its nature, strives to foster and recognize originality of thought, which can be recognized only when people produce work that is theirs alone and properly acknowledge information and ideas that are obtained from the work of others. It is therefore essential that students maintain the highest standards with regard to honesty, effort, and performance.

As a Jesuit, Catholic university, Fordham is committed to ensuring that all members of the academic community strive not only for excellence in scholarship but also for integrity of character. In the pursuit of knowledge and personal development, it is imperative that students present their own ideas and insights for evaluation, critique, and eventual reformulation. As part of this process, each student must acknowledge the intellectual contribution of others.

1. **The Academic Integrity Statement**

The following statement will be read at the academic orientation by all incoming freshmen and external transfer students to increase their awareness of the importance Fordham attaches to integrity within the academic community.

As a student of Fordham University, I recognize that I am part of a community dedicated to the disciplined and rigorous pursuit of knowledge and communication of truth. I therefore commit myself to the University Code of Conduct and upholding the highest standards of academic integrity. Any work that I claim to be my own will be my own; I will give appropriate credit where credit is due; I will be fair and honest in all of my interactions with members of the Fordham community. By being enrolled at Fordham University, students are bound to comply with the University Code of Conduct, which includes, but is not limited to the following Standards of Academic Integrity.

2. **Standards of Academic Integrity**

Academic integrity is the pursuit of scholarly activity in an honest, truthful and responsible manner. Violations of academic integrity include, but are not limited to, plagiarism, cheating on exams, falsification, unapproved collaboration, and destruction of library materials. Below are instances of violations with which all members of the academic community should be familiar.

a. **Plagiarism**

Plagiarism occurs when individuals attempt to present as their own what has come from another source. Plagiarism takes place whether such theft is accidental or deliberate. It is no defense to claim that one has “forgotten” to document ideas or material taken from another source. Examples of plagiarism include, but are not limited to
i Using the ideas of another person, whether or not such ideas are paraphrased, from whatever source, including oral, print, broadcast, or computer-mediated communication;

ii Rewriting borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or sentence;

iii Presenting borrowed material, whether a phrase, a sentence, or whole paragraphs without placing quotation marks around the borrowed material in the approved style;

iv Presenting as one’s own an assignment, paper, or computer program partially or wholly prepared by another person, whether by another student, a friend, or a business or online service that sells or distributes such papers and programs;

v Failing to use proper citation for information obtained from print sources or the Internet, according to citation criteria specified by the instructor or in cases where instructor guidance is not given, by standard manuals of style (e.g., The Chicago Manual of Style).

b. Cheating

Cheating occurs when individuals use course materials, information or devices (e.g., programmable calculator, cell phone) when such is unauthorized or prohibited.

Examples of cheating include, but are not limited to

i Having or using unauthorized materials, information or an unauthorized device at an examination, test, or quiz;

ii Copying from another student at an examination, test, or quiz, or copying another student’s assignment, data, or laboratory report;

iii Permitting another student to copy from an assignment, paper, computer program, project, examination, test, or quiz;

iv Obtaining and/or using an unauthorized examination, test, or quiz prior to its administration;

v Having another person act as proxy to take an examination, test, or quiz or to complete an assignment, paper, computer program, or project.

c. Falsification

Falsification occurs when individuals make false statements that mislead others.

Examples of falsification include, but are not limited to

i The submission or presentation of a falsified excuse for an absence from a course requirement, examination, test, or quiz;

ii The presentation of false identification or credentials in order to gain admission to a course, examination, test, quiz, or degree program;

iii The creation of a false or misleading citation;

iv The manipulation or falsification of data for an academic assignment.

d. Unapproved Collaboration

Certain coursework and assignments such as team projects, papers, and laboratory work may involve collaboration. Unless expressly permitted or prescribed by the faculty member, students shall not engage in collaboration on graded assignments. It is the student’s responsibility to ask for clarification from a faculty member as to what extent, if at all, collaboration with others is allowed.

e. Other Violations of Academic Integrity

Additional violations of academic integrity include, but are not limited to

i Theft, destruction, or tampering with library materials, audio- and videotapes, and computer hardware or software;

ii Submission of a paper or project to more than one course during the time in which a student is attending Fordham University, without the explicit permission from all the instructors involved;

iii Submission of work previously done in high school or at another institution, whether modified or not, without permission of the instructor.

3. The Academic Integrity Committee

To foster a trusting environment that is essential for learning, it is the responsibility of both students and faculty to maintain and to promote the intellectual community. To ensure that all members of that community are represented in the process, a committee comprised of three faculty members, three students, and one academic administrator will be established for each college. This committee will oversee the procedures and appeals associated with courses taught in that college.

a. Responsibilities

The responsibilities of the Academic Integrity Committee (AIC) are:

i to record and verify receipt of Violation Reports signed by the instructor and student;

ii to further investigate the incident if the student challenges the decision of the instructor and schedule a case review;

iii to report the violation to the appropriate dean(s);

iv to provide annual reports of the academic integrity violations and final sanctions to the dean of the College;

v to review periodically the functioning of the committee, including Standards of Academic Integrity and Procedures and Appeals to determine if changes are needed. This oversight review shall be communicated to the Dean of the College;

vi to work with relevant student groups to develop workshops to promote and maintain academic integrity.

b. Membership

The Dean of the College will solicit nominations for membership, including substitute faculty and students. The dean will forward a list of recommendations to the Office of the Senior Vice President and Chief Academic Officer, who will then appoint three faculty, three students, and one administrator from the college and identify substitute faculty and students who are willing to serve, if needed. The committee will be chaired by one member selected by the Dean of the College from among the three faculty and the administrator members. Agreement to serve on the committee is a serious commitment. Faculty members will serve a term of three years, and student members will serve a term of two years with an initial staggering of terms to ensure continuity. The chair of the committee will serve in that capacity for a one-year period with the possibility of yearly renewal.

c. Case Reviews

Case reviews are to be conducted by a quorum comprised of the AIC chair, two (additional) members of the faculty/administrator group, and two student members. The chair will verify members’ attendance. A member of the AIC may be excused from a particular case review when a conflict of interest is disclosed to the chair. In the event that an academic integrity violation is filed against a senior just prior to graduation and the student challenges the instructor’s claim, the chair of the AIC is empowered to convene an emergency ad hoc committee during
d. **Confidentiality**

Faculty, administrators, and students engaged in academic integrity procedures involving academic integrity violations shall treat as confidential all information disclosed during such procedures, as well as the fact of occurrence of the case review. Persons nominated to the Academic Integrity Committee as members will only be permitted to serve after they sign a nondisclosure agreement that limits the discussion of cases to committee members and the college deans on a "need to know basis" only.

4. Procedures

   a. When an instructor suspects that a student has engaged in academic dishonesty, the instructor shall hold a conference with the student regarding the basis for the suspected violation and the sanction(s) to be imposed according to the Academic Integrity Policy Statement (Section 6).

   b. The instructor shall fill out an Academic Integrity Violation Report and attach the appropriate documentation. Both the instructor and student will sign the Report. When signing the report, the student will either acknowledge that he or she has committed a violation of Academic Integrity Policy and accepts the instructor’s sanctions, or indicate that he or she intends to challenge the instructor’s claim. Failure of the student to sign the report without an expressed challenge made to the instructor’s claim shall be deemed an acknowledgement of the violation and an acceptance of the sanctions.

   For charges at the end of the spring semester, when there may not be an opportunity to meet with the student, this process may be completed by teleconference. However discussions over electronic mail may be disadvantageous to students in regards to comprehension and the educational value. Therefore, in the event that an in person meeting or teleconference is not immediately feasible, the process can be put on hold until classes resume. In addition, if a meeting with the student will be held in the fall instead, this should be decided before the June deadline for finalizing NGRs; at that point the Chair of the Academic Integrity Committee can ask that this period be extended if given sufficient details from the faculty member.

   c. The Academic Integrity Violation Report and documentation will be sent directly to the chair of the AIC. The chair of the AIC will then notify the committee members that an Academic Integrity Report has been filed and apprise the members of the student’s signed statement.

   d. If the student has signed an affirmative statement of violation and acceptance of the instructor’s sanctions in accordance with this Policy Statement, the dean of the student’s home college will be notified as such. Under this circumstance, no case review by the AIC will be held and the case report is sent directly to the dean of the home college.

   e. In all cases, the instructor will file a grade of "NGR" pending the actions of the AIC and notification from the AIC chair of any relevant sanction (i.e., an F for the course; Section 6) that is imposed by the dean of the home college.

The Student Challenge and Case Review

f. If the student intends to challenge the instructor’s claim, he or she must declare that intent to the AIC chair in writing within two weeks of the initial conference between the instructor and the student. This challenge declaration must include a descriptive statement that explains his or her reasons for the challenge.

g. Upon receipt of the student's declaration to challenge, the AIC chair in consultation with the department/area chair or program director will seek a second reviewer in order to conduct a blind review of the Academic Integrity Report and the student’s letter. The reviewer should be a member of the department or interdisciplinary program from which the report originated. The second reviewer will submit his or her evaluation to the chair of the AIC. A second reviewer from outside the university will be utilized only when circumstances warrant.

h. Upon receipt of the second reviewer's evaluation, the chair shall schedule a case review (Section 3.C) with the AIC members.

   i. The AIC will review the case materials and the written statement (Section 4.F) of the student. After reviewing these, the committee will deliberate and vote on whether a violation has occurred. The AIC chair will notify the student, the instructor, and, in cases of the affirmative, the dean of the student’s home college of the committee’s evaluation.

Meeting with the Dean and Administration of Sanctions

j. Upon receipt of the AIC case report, the assistant or associate dean of the student's home college will meet with the student to discuss the evaluation of the AIC case review and impose the sanctions described in Section 6 according to the level of offense. The dean will also warn the student of sanctions for any future offenses. A report of the imposed sanctions will be made to the AIC for its records.

Record Keeping

k. The AIC will keep for its records and analysis all reports and actions taken by the committee. These records are education records and subject to federal rules and regulations outlined in FERPA (Family Educational Rights and Privacy Act). Records kept for the purpose of analysis and program evaluation by the AIC will have all personal identifying information removed.

5. Procedure for a Student to Report on an Academic Violation

If a student witnesses a violation of academic integrity or otherwise has reason to believe that a violation has occurred, he or she may choose among several possible courses of action.

   a. Talk with the student urging him or her to report himself or herself to the instructor of the course or to the chair of the AIC.

   b. Discuss the observed action with the instructor, not naming those involved, to obtain guidance and determine if an observed act merits action under the Academic Integrity Policy.

   c. Submit a written report to the chair of the AIC. If the student wishes to remain anonymous, the AIC will honor that request during the initial inquiry prior to a case review.

6. Sanctions for Violations of Academic Integrity

If a student is found in violation of academic integrity standards while an undergraduate at Fordham University, the following sanctions shall be imposed:

   a. **First Offense**

      i. The student shall receive an F on the assignment/examination. The student may in addition receive an F in the course at the discretion of the instructor. In the event that the student receives an F in the course and subsequently elects to withdraw from the course prior to the withdrawal deadline, the student shall receive the grade of WF, a grade
which is equivalent of an earned F in the cumulative quality point index.

ii The case shall be documented in the student’s file, where it will remain until the time of the student’s graduation from the college, at which time the material will be removed from his or her file. Any records kept for the purpose of analysis and program evaluation by the AIC and not destroyed will have all personal identifying information removed.

b. Second Offense  
   i The student shall receive an F for the course and shall be subject to suspension or expulsion from the college, at the discretion of the dean. In the event that the student receives an F in the course and subsequently elects to withdraw from the course prior to the withdrawal deadline, the student shall receive the grade of WF, a grade which is equivalent of an earned F in the cumulative quality point index. If the student is expelled, the notation—Withdrawn by the University—will appear on his or her transcript.
   ii The case shall be documented in the student’s file, where it will remain until the time of the student’s graduation from the college, at which time the material will be removed from his or her file. Any records kept for the purpose of analysis and program evaluation by the AIC and not destroyed will have all personal identifying information removed.

c. Third Offense  
   If a student is found guilty of a third violation of academic integrity, the student will receive an F for the course and will be expelled from the University, at the discretion of the dean. In the event that the student receives an F in the course and subsequently elects to withdraw from the course prior to the withdrawal deadline, the student shall receive the grade of WF, a grade which is equivalent of an earned F in the cumulative quality point index. If the student is expelled, the notation—Withdrawn by the University—will appear on his or her transcript.

7. The Right to Grieve Grades in Relationship to Violations of Academic Integrity  
   Any other grades given for work in the same course, unless the grade itself is the sanction, can be grieved in accordance with the established College policy only after any and all questions of violations of academic integrity have been resolved through the processes stated above.

Withdrawal from the University and Leaves of Absence  

Full-time day students who find it necessary to withdraw from the University should promptly file the required forms in the Office of the dean of their college. Students may not withdraw from the University after the deadline for withdrawal from courses without incurring failures in the courses for which they are enrolled at the time.

Withdrawal procedures should not be started without prior consultation with the assistant dean. Refunds for withdrawals will be calculated on the basis of the date when the required written approval for withdrawals is received in the Office of Academic Records. (See Refund Policies and Procedures (p. 11).) Once withdrawn, a student must apply for readmission through their College Dean’s Office.

Leave of Absence  

Full-time day students in good standing may request a one-semester leave of absence (renewable on written request, and at the dean’s discretion, for one additional semester). To request a leave of absence, a student must write a letter in a timely manner, preferably at least two weeks before the semester begins, to the appropriate assistant dean, discussing the reason (e.g., illness, family crisis) for the request. The dean of the student’s college, acting on a case-by-case basis, will have sole authority to grant leave requests. During a leave of absence and at least one month prior to the subsequent semester, the student must inform the assistant dean in writing of an intention to return. The assistant dean of the student’s college, upon approval by the dean of the college, will inform the Office of Academic Records each time a leave is granted and also on receipt of written notice of intention to return.

Readmission  

Students seeking readmission to Fordham University after a withdrawal or leave of absence should contact their College Dean regarding the reapplication or re-entry process.

Educational Philosophy  

Fordham affirms the value of a core curriculum rooted in the liberal arts and sciences. The University seeks to foster in all its students life-long habits of careful observation, critical thinking, creativity, moral reflection and articulate expression. (From the Fordham University Mission Statement.)

About the Core Curriculum  

Fordham’s Core Curriculum (p. 36) is a central part of its larger mission and identity as a university in the Catholic and Jesuit tradition preparing its students for responsible leadership in a global society. The “core” plays a key role in the undergraduate curriculum as a whole. As students’ majors and electives allow specialization and individualization in their studies, the Core Curriculum assures that every student’s undergraduate education is anchored, as a whole, in the liberal arts. The Core Curriculum provides an ongoing developmental context for students’ studies and a framework for the entire undergraduate education.

Education for Intellectual Excellence  

One purpose of the Fordham University liberal arts core is to enable students to go beyond mere proficiency and achieve a level of excellence in the essential skills of literacy. Excellence in the expressive skills of writing and speaking with logical clarity, that is, eloquencia perfecta, is founded on the arts of reading, listening, observing, thinking, and mastery and thorough understanding of the topic under consideration. The first task of the student of the liberal arts is listening and observation for the sake of understanding. Such observation and listening is not, in essence, passive but rather a supremely active engagement of the mind in a genuine conversation. Students of the liberal arts converse not only with those few who are present in the university halls and those who speak their own language but also with those in distant places, those who speak other languages, and those who are absent, perhaps even long dead.

Education for Freedom  

Education in the liberal arts has traditionally been called “liberal” for several reasons, but among them is the fact that these arts engender the ability to form judgments based on sound reasoning, free of prejudice and free of insufficiently examined premises. Such critical
and independent thinking demands knowledge of ourselves and the cultures that have shaped us. Learning to think, if pursued according to its most exacting standards and taken to its greatest depths, demands the actualization of our most distinctly human capacities, including the capacity for freedom. A liberal education prepares the student for a creative life, one capable of transforming its own conditions. In this regard, the liberal arts attempt to make learners aware of and aspirant to the greatness of the human.

**Education for Others and Respect of Difference**

A liberal arts education involves a community of learners. This community, committed to achieving excellence in the practice of the liberal arts, is composed of learners who depend on each other in a task that is too great for any one of them or even any one generation alone. This community of learners forms a republic of learning that transcends any one generation or nationality. The unifying principle of this republic is the preservation and advancement of the arts, the sciences, and wisdom.

The conversation in which Fordham’s core engages its students aims to engender civility, that is, an attitude of respect and openness to the other and to the world. This respect is a foundational virtue both for the University and for modern pluralist societies: for the university because the intelligent conversation at the heart of education is not possible without it; and for pluralist societies because their civic life requires tolerance of differences. Acknowledging and understanding human beings of different historical periods, genders, sexualities, ages, religions, races, ethnicities, and cultures is an intrinsic part of the perspective gained through learning in Fordham’s humanistic Core Curriculum. It invites students to go beyond themselves and the familiar, to understand the world through the eyes of the other, and in so doing, helps prepare them for citizenship in pluralist societies and nourishes the quest for social justice.

**Education for Leadership**

The humanistically educated do not stand by as idle spectators of suffering and strife, but attempt to serve others and the communities to which they belong, that is, their families, their neighborhoods, their countries, and the world. Fordham is not an ivory tower suspended above the world, but a community forming leaders and citizens in the midst of one of the world’s capitals—New York City. Fordham and New York City share a common fate and collaborate in a mission of justice and human welfare that spans from their immediate neighborhoods to the globe.

**Education for Wisdom**

A liberal arts education demands a spirit of inquiry that bars no question in itself and no aspect of life. Fordham’s Core Curriculum requires, therefore, the mastery and questioning of the various ways of knowing demanded by the most diverse subject matters and disciplines. This key part of undergraduate education leads to questions concerning meaning and values, and the nature and purpose of human action in the world, and includes an openness to questions of faith and the transcendent. What begins as a quest for excellence in the practice of writing and speaking leads to a quest for higher things, to a search for the wisdom that transforms life for the better. Socrates insisted at the very beginning of higher education that the eloquent sophist is not the ultimate goal; that in order for higher education to be complete, it must seek wisdom: “We were educated once, and it is indeed taking our whole life to get over it, to cease being astonished at what is” (Phaedrus).

---

**Important and Useful Links**

Information about the following topics has been included in past print editions of Fordham University’s Undergraduate Bulletin. Current, expanded information about the University, its policies, resources, and services is now maintained on the Fordham University website. Please use the links provided below to learn more.

- Academic Calendar [fordham.edu/academiccalendar](http://fordham.edu/academiccalendar)
- Fordham at a Glance [fordham.edu/discover_fordham](http://fordham.edu/discover_fordham)
- University Mission Statement [fordham.edu/mission](http://fordham.edu/mission)
- Fordham’s Jesuit Tradition [fordham.edu/discover_fordham](http://fordham.edu/discover_fordham)
- Enrollment and Faculty Statistics [fordham.edu/facts](http://fordham.edu/facts)
- Trustees and Officers [fordham.edu/trustees](http://fordham.edu/trustees)
- Accreditations and Affiliations [fordham.edu/accreditation](http://fordham.edu/accreditation)

**Campuses**

- Rose Hill [fordham.edu/discover_rh](http://fordham.edu/discover_rh)
- Lincoln Center [fordham.edu/discover_lc](http://fordham.edu/discover_lc)
- Westchester [fordham.edu/westchester](http://fordham.edu/westchester)
- Louis Calder Center Biological Field Station [fordham.edu/calder](http://fordham.edu/calder)
- Fordham University London Centre [fordham.edu/londoncentre](http://fordham.edu/londoncentre)

**Colleges and Schools**

- [fordham.edu/academics](http://fordham.edu/academics)
- Undergraduate Colleges
  - Fordham College at Rose Hill [fordham.edu/fcrh](http://fordham.edu/fcrh)
  - Fordham College at Lincoln Center [fordham.edu/fclc](http://fordham.edu/fclc)
  - Gabelli School of Business [fordham.edu/gabelli](http://fordham.edu/gabelli)
  - Fordham School of Professional and Continuing Studies [fordham.edu/pcs](http://fordham.edu/pcs)
- Graduate and Professional Schools
  - School of Law [fordham.edu/law](http://fordham.edu/law)
  - Graduate School of Arts and Sciences [fordham.edu/gsas](http://fordham.edu/gsas)
  - Graduate School of Social Service [fordham.edu/gss](http://fordham.edu/gss)
  - Graduate School of Education [fordham.edu/gse](http://fordham.edu/gse)
  - Graduate School of Religion and Religious Education [fordham.edu/gre](http://fordham.edu/gre)
  - Graduate School of Business Administration [fordham.edu/gba](http://fordham.edu/gba)
  - Research Centers and Institutes [fordham.edu/research](http://fordham.edu/research)

**Resources**

- Libraries [www.library.fordham.edu](http://www.library.fordham.edu)
- Information Technology [fordham.edu/it](http://fordham.edu/it)
- Public Safety [fordham.edu/publicsafety](http://fordham.edu/publicsafety)
- Vincent T. Lombardi Memorial Athletic Center [fordham.edu/lombardi](http://fordham.edu/lombardi)
- Fitness and Exercise Center [fordham.edu/recreation](http://fordham.edu/recreation)
- Language Laboratories/Language Learning Centers [fordham.edu/language](http://fordham.edu/language)

**Residential Life**

- [fordham.edu/student_affairs/residential_life](http://fordham.edu/student_affairs/residential_life)
- Integrated Learning Communities and Residential Colleges [fordham.edu/integratedlearning](http://fordham.edu/integratedlearning)
- Wellness Community [fordham.edu/wellnesscommunity](http://fordham.edu/wellnesscommunity)

**Student Leadership and Community Development**

- [fordham.edu/student_leadership](http://fordham.edu/student_leadership)
- New Student Orientation [fordham.edu/nso](http://fordham.edu/nso)

*Updated: 10-11-2017*
First Year Formation Rose Hill fordham.edu/fyf_rh
First Year Formation Lincoln Center fordham.edu/fyf_lc
Clubs and Organizations fordham.edu/clubs_organizations
Leadership Development Programs Rose Hill fordham.edu/activities_rh
Leadership Development Programs Lincoln Center fordham.edu/activities_lc

Student Services
fordham.edu/student_services
Commuter Student Services fordham.edu/commuter_student_services
Counseling Centers fordham.edu/counseling
University Health Services fordham.edu/health
Campus Ministry fordham.edu/campusministry
Global Outreach fordham.edu/go
Career Services fordham.edu/career
Multicultural Affairs fordham.edu/oma
Ram Van Service fordham.edu/ramvan
Rose Hill Off-Campus Shuttle Service fordham.edu/off_campus_shuttle
Disability Services fordham.edu/disabilities
International Initiatives fordham.edu/international

Admission
fordham.edu/admission
High School Entry fordham.edu/admissions/requirements
Transfer Students fordham.edu/admissions/transfer
International Students fordham.edu/international_students
Tuition fordham.edu/tuition
Adult Entry fordham.edu/pcs
State Law on Immunization fordham.edu/immunization
Financial Services fordham.edu/finaid
Application Procedures fordham.edu/finaid/apply
Grants and Scholarships fordham.edu/undergrad_scholarships
Student Employment Office fordham.edu/undergrad_student_employment
Study Abroad Finances for Fordham Sponsored Programs fordham.edu/finaid/studyabroad
Academic Progress fordham.edu/academicprogress

Faculty
411.fordham.edu

Maps and Directions
fordham.edu/maps

University Directory
411.fordham.edu

Undergraduate Bulletin Online
fordham.edu/undergraduatebulletin

Special Academic Programs

- 5-Year Integrated Teacher Education Track (p. 19)
- Academic Advising for Student-Athletes (p. 21)
- Cooperative Program in Engineering (3-2 Engineering) (p. 21)
- Early Master's Degree Admission/Five-Year Programs (p. 22)
- Graduate Study (p. 22)
- Higher Education Opportunity Program (p. 22)
- Institute of American Language and Culture (p. 22)
- Internships (p. 23)
- Pre-Architecture (p. 23)
- Pre-Law (p. 25)
- Pre-Medical and Pre-Health (p. 25)
- ROTC: Air Force ROTC/Aerospace Science (p. 27)
- ROTC: Army ROTC/Military Science (p. 27)
- ROTC: Naval ROTC/Naval Science (p. 30)
- ROTC: Reserve Officers' Training Corps (p. 30)
- Service-Learning (p. 31)
- Study Abroad (p. 32)
- Tutorials (p. 33)
- Pre-Law (p. 25)
- Pre-Medical and Pre-Health (p. 25)
- ROTC: Air Force ROTC/Aerospace Science (p. 27)
- ROTC: Army ROTC/Military Science (p. 27)
- ROTC: Naval ROTC/Naval Science (p. 30)
- ROTC: Reserve Officers' Training Corps (p. 30)
- Service-Learning (p. 31)
- Study Abroad (p. 32)
- Tutorials (p. 33)
- Pre-Law (p. 25)
- Pre-Medical and Pre-Health (p. 25)
- ROTC: Air Force ROTC/Aerospace Science (p. 27)
- ROTC: Army ROTC/Military Science (p. 27)
- ROTC: Naval ROTC/Naval Science (p. 30)
- ROTC: Reserve Officers' Training Corps (p. 30)
- Service-Learning (p. 31)
- Study Abroad (p. 32)
- Tutorials (p. 33)

5-Year Integrated Teacher Education Track

The Fordham University Graduate School of Education (GSE) offers a 5-Year Integrated Teacher Education Track for students enrolled in one of the undergraduate colleges of the University. Programs are offered at the Lincoln Center campus. The 5-Year Track provides an opportunity for students to complete a B.A./B.S. and a 36 credit Master of Science in Teaching (MST) degree in Early Childhood Education, Childhood Education, or Adolescence Education (biology, chemistry, physics, earth science, mathematics, English, or social studies), or TESOL (Teaching English to Students of Other Languages). Dual certification and extensions may also be pursued in early childhood special education, childhood special education, early childhood/childhood education, bilingual Childhood education, and adolescence special education. Dual certification MST programs are 45 credits. Extensions are also offered in middle childhood education, TESOL, special education or bilingual education for additional credits.

Students interested in teaching English to students of other languages may pursue a program in TESOL for grades Pre K-12. There are specific language requirements for this program and consultation with the appropriate program adviser is necessary.

The five-year combined degree track consists of early admission to the GSE, integration of 12 GSE credits during senior year, the completion of a B.A./B.S. degree, and a fifth year as a full-time student completing the additional credits in coursework and two semesters of student teaching. Dual certifications are additional credits and might take longer to pursue. After completion of all program requirements, students receive an MST degree and are eligible for GSE endorsement for New York State Initial Teacher Certification. New York State Certification is reciprocal with many states.

Early advisement and coordination is an important feature of this track. Please note that any student who does not complete successfully all degree requirements will not be endorsed for New York State Initial Teacher Certification.

Graduate School of Education graduates are highly qualified teachers who respect individuals in a multicultural society, excel in academic disciplines, acquire a broad knowledge base, learn in meaningful contexts, become reflective practitioners, and engage in life-long learning. Fordham is accredited by the National Council for Accreditation of Teacher Education (NCATE).

To find out more about the track, consult with the GSE advisor. For further information, please visit the Graduate School of Education Bulletin (p. 772).
Program Activities

Field Experience

Once the Declaration of Interest is submitted, the coordinator will permit registration into the 1 credit Field Experience Seminar (CTGE 4200 FLD EXPER RFL PRACT). Sophomores meet twice each semester, juniors meet three times each semester, and seniors meet once monthly. Seminars are held on both campuses except in senior year when they are held at LC along with GSE courses. Field experience requires 30 hours per semester through senior year. The field hours are arranged according to the student’s schedule. The field experience helps the student to examine interest in the teaching profession, gain experience working with children on different grade levels, allows education faculty to learn about student’s suitability for teaching, and prepares the student for the fifth year student teaching experience.

Student Teaching Orientation

Prior to beginning fall student teaching, an orientation is held for students in all programs who are beginning this experience. Students are provided with extensive information, meet with their field specialists, and receive their school and grade assignment for the fall semester.

Student Teaching

In the 5th year, each student completes a full-time student teaching placement at two different sites in the grade levels of the certification area. Students are placed in schools that have partnerships with the GSE and with cooperating teachers that have more than three years of experience teaching. Each works with a field specialist who serves as a mentor and coach and who observes and evaluates the student in their student teaching placement site. A career adviser works specifically with students throughout the job search process. Field and student teaching placements provide more than 600 hours of comprehensive experience in public schools.

NYS Teacher Certification Exams and Workshops

Students are notified about NYS teaching certification requirements: certification exams, specialized workshops, fingerprinting, and application process. Extensive support is provided to students throughout this process.

Final Project

At the end of the fifth year, students prepare a capstone project as a culminating activity. This includes a theoretical and reflective essay highlighting teaching practice and knowledge gained. Adolescence education programs require the completion of a student work sample.

Admissions

Early Admission to Master’s Program

There are two application stages to the Five-Year Integrated Teacher Education Track:

First Stage

- Complete a Declaration of Interest Form and submit to the Five-Year Track coordinator at the Graduate School of Education.
- Plan to seek program advisement about core courses to complete the B.A./B.S. Students should plan so as to be able to integrate 12 GSE credits in senior year. Fordham core must include the courses and content required by NYSED for teacher candidates; some core courses may fulfill more than one NYSED requirement.
- Inform major advisor of decision to apply. Advisor will give permission to register for the one-credit Field Experience Seminar.
- Meet with GSE Five-Year Track coordinator.

Second Stage

- Complete a GSE admissions application and submit all required supplemental information in the spring of the junior year for early admission. The application includes a written personal statement, two letters of reference, a resume, and a copy of all transcripts.
- Provide a letter from the undergraduate adviser indicating that 12 GSE credits will be completed during senior year, including field experience and reflective seminar.
- Maintain a minimum grade point average of 3.0 (B or better).
- Meet the general admissions requirements to the Graduate School of Education and for the specific program to which the Fordham undergraduate student is applying. Specific admissions requirements are listed on each program’s page in this Bulletin.

Note: Fordham Juniors who apply to the 5-Year Integrated Track program are not required to submit standardized test scores from the Miller Analogies Test, Graduate Record Examination, or significantly equivalent exam with their application to the program. However, official test scores MUST be submitted during the first semester as a fully-matriculated GSE student.

Requirements

NYS Certification Requirements

Students who meet all program requirements, complete the course of study, and meet established field experience competencies are eligible to receive Fordham University’s endorsement for New York state initial certification in their program area provided they also have

- earned a passing score on the relevant New York state teacher examinations; and
- completed workshops in child abuse identification, Dignity for All Students Act (DASA), schools against violence education, drug and alcohol abuse, and health and physical education.

Undergraduate Core and Content Requirements

Teacher preparation for state certification includes requirements for general education and pedagogical core courses, as well as specific content courses related to the grade(s) and subjects the candidate will teach. The requirements differ across certification areas and are complex. They affect the choices that are made to meet the undergraduate core curriculum distribution, as well as selections and scheduling of courses within the major. For example, to meet state certification requirements in the general education core, teacher education candidates need the following liberal arts and science requirements: artistic expression, communication, or written analysis and expression; concepts in history and social sciences; a language other than English; scientific and mathematical processes; and literature. These core/content requirements do not replace Fordham’s requirements.

Students must also meet the admissions prerequisites for their chosen master’s program. For example, students pursuing adolescence education must have the required 30 credits in specific content areas. More information about the requirements for each certification and major
can be obtained from the coordinator of the Five-Year Integrated Track at amoliterno@fordham.edu. It is students’ responsibility to meet with their advisers and to ensure they are meeting Fordham undergraduate, GSE, and New York State admissions and completion requirements for their program of choice.

To meet all requirements for the baccalaureate degree and a master’s degree, candidates work closely with their Fordham undergraduate advisers and the GSE adviser.

**Academic Advising for Student-Athletes**

The primary mission of the Office of Academic Advising for Student-Athletes is to provide Fordham University’s more than 500 NCAA student-athletes with the resources and direction needed to achieve their scholastic potential and to prepare them for post graduate scholastic, athletic, and career opportunities. The office brings a breadth and depth of experience in athletics and higher education to their many responsibilities. These responsibilities include general academic counseling, eligibility monitoring, assistance in maintaining satisfactory progress toward degrees, and course scheduling. Mid- and post semester grade reviews are conducted every semester.

The office has six full-time administrators: Francis P. Taylor III (director and academic adviser); Eric J. Sanders (senior associate academic adviser), Sr. Anne Walsh, RSHM (associate academic adviser); Carla Lide (assistant academic adviser); Melissa Yeagley (associate academic adviser); and Tom Campbell (assistant academic adviser for basketball) —all of whom are dedicated to working with and for Fordham’s student-athletes.

**Cooperative Program in Engineering (3-2 Engineering)**

Fordham College at Rose Hill and Fordham College at Lincoln Center offer a five-year program that combines a broad liberal arts education with professional training in engineering. The cooperative program in engineering is an educational affiliation between Fordham University and the School of Engineering and Applied Science of Columbia University, which enables students to prepare for careers in applied science or engineering. This plan leads to a B.A. or B.S. degree from Fordham College as well as a B.S. degree from Columbia University. Fordham University also has an affiliation with Case Western Reserve University in Cleveland, Ohio.

Rose Hill students who enter this program may choose to major in chemistry, engineering physics, physics, mathematics or computer and information sciences. Students at Lincoln Center typically major in either mathematics or computer science. The B.S. degree from Columbia University or Case Western Reserve is in one of the following fields: applied mathematics, applied physics, biomedical engineering, chemical engineering, civil engineering, computer engineering, computer science, earth and environmental engineering, electrical engineering, engineering and management systems, engineering mechanics, industrial engineering, materials science, mechanical engineering, and operations research.

The program consists of three years at Fordham and two years at the engineering school. Students who wish to enter the program should have completed a minimum mathematics level of pre-calculus before entering Fordham, since Calculus I and Calculus II must be taken in freshman year. By the end of the junior year at Fordham, the student must have completed all of the major requirements. The cooperative program is very intensive, and it may be necessary for the student to take certain Core Curriculum courses during the summer at additional expense. Some courses taken at the engineering school fulfill some of Fordham’s degree requirements. At Rose Hill and at Lincoln Center, both the Fordham and Columbia degrees are awarded at the end of the fifth year.

To retain membership in the cooperative engineering program at Fordham and to permit admission to the engineering college, the student must maintain a 3.0 cumulative grade point average and a 3.0 grade point average in mathematics and science courses. Guaranteed admission to Columbia has among its requirements a 3.3 cumulative grade point average as well as a minimum grade of B in each pre-engineering requirement. Students without guaranteed admission may still apply.

At the beginning of the spring semester of the junior year, the student must submit an online application for admission to the engineering college. If the student has maintained the required 3.0 averages and successfully completed the required academic program, then the program coordinator will send a recommendation for admission. Official transcripts must also be forwarded at this time. While attending classes at the engineering college, the student must maintain matriculation at Fordham. Students who choose to exit the program may remain at Fordham in their chosen majors.

Occasionally, a student wishes to apply for admission to the engineering school after graduation from Fordham. Such students will be treated as graduate students and will most likely be excluded from any financial aid considerations at the engineering school.

During the FCRH New Student Orientation, a special session is held regarding the 3-2 cooperative program in engineering. All Rose Hill students interested in the program are expected to attend this session.

**For more information**

Visit the cooperative program in engineering webpage.

The Columbia University website for this program is: www.seas.columbia.edu.

The Case Western Reserve website for this program is: engineering.case.edu/desp/dualdegree.

**Requirements**

1. At least 27 credits in the humanities.
2. A completed major in chemistry, engineering physics, physics, mathematics, or computer and information sciences at Rose Hill or in mathematics or computer and information sciences at Lincoln Center.
3. The following pre-engineering requirements:
   - Two years of calculus and one class in ordinary differential equations
   - One year of physics with lab
   - One semester of chemistry with lab
   - One class in computer science (C++)
   - One class in economics
   - One class in English composition

_updated: 10-11-2017_
Early Master’s Degree Admission/ Five-Year Programs

Outstanding Fordham undergraduate students are invited to apply for early admission to master’s degree study offered by Fordham’s Graduate School of Arts and Sciences. Students submit their application materials by the April deadline in the spring of their junior year and begin the program during the fall of their senior year. Depending on the specific program, undergraduate students admitted to a master’s program under the early admissions policy take between two and three graduate courses during their senior year with the approval of the program director. These courses and credits will count toward the bachelor’s degree and are accepted for the master’s degree program. Students should also seek the approval of their undergraduate adviser before registering for their courses. Students following this option typically complete the masters degree requirements within a year after completing their bachelor’s if they study full time. This policy applies to FCLC, FCRH, and PCS.

Advantages for prospective undergraduates include: The application fee and the GRE are waived for admission to the master’s program; courses on the graduate level begin before completing the bachelor’s degree, enriching the undergraduate experience and strengthening the undergraduate transcripts; and students admitted early benefit financially by including part of their master’s degree tuition within their senior year, cutting their master’s tuition bill by 20 to 30 percent. Students interested in applying for additional financial aid after they obtain their bachelor’s must take the GRE.

The early admissions policy is available for the following programs:

- Master of Science in Applied Psychological Methods
- Master of Science in Biology
- Master of Science in Computer Science
- Master of Arts in Economics
- Master of Arts in Elections and Campaign Management (Department of Political Science)
- Master of Arts in English
- Master of Arts in Ethics and Society
- Master of Arts in History
- Master of Arts in Philosophy
- Master of Arts in Theology
- Master of Arts in Urban Studies

In some programs the early admissions option is available by invitation only. Students should obtain specific information on eligibility from the graduate chair or the director of graduate studies in the department.

Applying for Early Admission to a GSAS Masters Program

An applicant can access his/her application as often as he/she wishes and submit the application to the Office of Admissions only when it is complete. Please note that you can submit your application before all of your recommenders have submitted their letters of recommendation.

In the application you will be asked if you are applying for early admission. Be sure to answer the question so that the Office of Admissions can process your application materials properly. Along with the application other application requirements include

1. Statement of intent
2. Five to seven page writing sample
3. Curriculum vitae or resume
4. Two letters of recommendation (not three as normally required without early admission option)
5. Official Fordham transcript (may be requested from Enrollment Services, Thebaud Hall)

The Office of Admissions of the Graduate School of Arts and Sciences is located in Keating Hall Room 216 and can be reached at 718-817-4416 or fuga@fordham.edu. If you have any questions, do not hesitate to contact them.

Graduate Study

Fordham College at Rose Hill and Fordham College at Lincoln Center make an effort to acquaint students with opportunities for study beyond the baccalaureate level. Students who show special promise in scholarship are encouraged to give serious consideration to graduate study after completion of their college program. At the beginning of junior year, qualified students should consult the appropriate adviser in their major department. Some departments have initiated an early admission to their master’s programs for their most promising undergraduate majors.

In addition, Fordham College seniors are allowed to register for courses in Fordham’s Graduate School of Arts and Sciences. Seniors with an index of at least 3.00 must register for courses under their major department. Students wishing to take graduate courses must get permission from the department and the dean of the Graduate School of Arts and Sciences, then contact their class dean to be registered.

Higher Education Opportunity Program

HEOP, funded by New York State, provides financial aid, counseling, and tutorial and other services to carefully selected economically and academically disadvantaged students. Applicants must be residents of New York State, possess a high school diploma or an equivalent, and show potential for success in college. All students accepted by HEOP are required to attend a special summer program prior to the beginning of their freshman year. For further information, call or write the HEOP office at Freeman Hall, room 102, 718-817-4205 at Rose Hill, and Lowenstein 803, 212-636-6235 at Lincoln Center.

Institute of American Language and Culture

The Institute of American Language and Culture (IALC) offers English as a Second Language (ESL) courses to non native English speakers in all skill areas: writing, grammar, reading, speaking, listening, and vocabulary. Content-based courses are offered to students at advanced levels of proficiency. The majority of IALC students are either enrolled in the University or planning to attend a university.

The full-time ESL program fulfills the United States Immigration and Naturalization Service (INS) requirements for student visas. Acceptance to the Institute does not imply admission to any Fordham degree program.

If a non native, English speaking, international student cannot supply a TOEFL or IELTS score at the time of application to a Fordham
undergraduate program, he or she may take the Fordham English Language Test (FELT). Students who spend at least two semesters taking courses at the IALC and reach the highest level of proficiency (level 6) may not be required to take the TOEFL or IELTS test, but if they are admitted to the University, they must take IALC writing courses until determined to be no longer necessary.

All non native, English speaking, international undergraduates are required to complete the FELT prior to commencement of their first semester of study for the purpose of course placement. Fordham undergraduates receive college credit for College ESL Writing 1 and 2.

For more information
Visit the Institute of American Language and Culture's web page.

Institute of American Language and Culture
33 West 60th Street, 3rd Floor
New York, New York 10023
Telephone: 212-636-6353
Fax: 212-636-7045

Internships

The professional achievements of Fordham graduates arise, in part, from the University’s extensive Internship Program. This highly successful program offers students the opportunity to intern with over 2,600 of New York’s most prestigious employers. More than 600 students participate in internships each year. Popular internship sites included Live with Regis and Kelly, ABC, MTV Networks, WNBC, Madison Square Garden, Warner Bros. Pictures, Miramax, Simon AND Schuster, JP Morgan Chase, KPMG, Ernst AND Young, Sony Records, ESPN, Merrill Lynch, Goldman Sachs, Morgan Stanley, Deloitte AND Touche, DKNY, New York Rangers, Universal Pictures, Manhattan District Attorney’s Office, Legal Aid Society, United States Secret Service, Office of the Child Advocate, NYC Council Office of Investigation, Museum of Arts and Science, and many more.

The internship program exemplifies Fordham’s dedication and commitment to the education of the whole person. By participating in an internship, students have the opportunity to apply theories learned in class to the realities of a professional situation and explore connections between their major and their career goals.

An internship is a meaningful, well-supervised experiential education experience that benefits both students and organizations. An internship is an excellent way for students to explore career possibilities, gain solid professional experience in their chosen field of interest, and obtain valuable networking contacts. Since full-time employment offers are frequently a direct result of internships, students are strongly encouraged to complete an internship before they graduate.

Fieldwork experience is arranged where students can obtain academic credit and may also include a stipend from the sponsoring organization. Opportunities are available in the fall, spring, and summer semesters in all career fields/industries. Placements can be coordinated on a regional and national basis over the summer. Juniors and seniors generally participate in an internship on a part-time basis while maintaining a full course-load during the fall and spring semesters and generally participate on a full-time basis during the summer. Corporations and not-for-profit organizations participating in the program represent a wide geographic location: Metropolitan New York, the tri state area, and national, as well as international locations.

FCRH, FCLC, PCS College Policy

Each college offers juniors and seniors with a minimum grade point average of 3.00 the opportunity to engage in internships that relate to the student’s major field of study or another field of interest. Students may register for a paid or unpaid internships in one of the following methods:

• Enroll in an internship tutorial and meet with the instructor on a regular basis
• Enroll in an internship seminar within a discipline, if one is available
• Enroll in a general internship seminar, e.g., SOCI 4900 INTERNSHIP SEMINAR.

Internships are normally taken for between four and eight credits, with tutorial experiences receiving one to two credits. Normally, students may not repeat internships. Internships are graded on a pass/fail basis. Most internship credits applied toward the major will be in addition to the minimum credit requirement in the major. All internships must be approved by the student’s major adviser prior to the placement of students. Students interested in the internship program should consult with their faculty adviser, the department in their field of interest, and the Office of Career Services, Experiential Education Program.

Gabelli Policy

On average, 91 percent of Gabelli students hold at least one internship during their college careers. An internship is a short-term, pre-professional work experience that provides hands-on practice and skill development in a professional environment that complements and advances the Gabelli education. Students at Gabelli who are interested in pursuing an internship should review Gabelli’s internship policies (p. 95).

For more information
Visit the Career Services web page.

Pre-Architecture

Architecture is the art, science, humanity, social science, and technology of designing buildings. Architects provide the tools, settings, and props for the performance of everyday life by the species Homo Sapiens. Architecture emerged in Europe during the Renaissance out of the practices of a loosely associated group of tradesmen (Brunelleschi, Palladio), fortifications designers (Michelangelo, Durer), and scientist/inventors (Leonardo, Galileo). For professional convenience, specialization, and educational purposes, architecture was then divided into several specialties. In Paris, for example, the Ecole des Ponts et Chaussées was split apart from the Ecole des Beaux Arts in 1747. In the 1880s, professional architecture programs were initiated by American technical institutes, beginning at M.I.T., and by universities, beginning with Columbia. Columbia’s B.Arch program was closed after the disturbances of 1968, and this university now offers only an M.Arch. degree, as do most of the more rigorous educational institutions that offer architectural design training. At present about half of all architecture graduates hold master’s level degrees. This transition parallels another transition: in the early 1960s, American schools of architecture were almost all male, whereas now, the gender balance averages 50/50. Most of the three-dimensional design disciplines descended from architecture—for example civil engineering, landscape architecture, interior design, and urban and regional planning—are either self-regulated by professional association or, in most developed nations,
regulated by the state to ensure the health, safety and welfare of the public to whom the profession is dedicated.

Since the environmental design professions—architecture, landscape architecture, historic preservation, interior design, urban, and regional planning, and civil engineering—draw on all the arts, sciences, and technologies, graduate design programs look for just the kind of broad liberal arts education that Fordham provides. These schools do not specify a particular major but will look for a coherent program of studies preparing for a specific environmental design discipline. Most pre-architecture students pursue an architecture concentration within a visual arts major, although similar concentrations are also available in art history and theatre design. Students majoring in urban studies, environmental policy, theatre design or engineering physics must also declare a pre-professional design minor.

It is recommended that students interested in the design professions begin taking courses in the fundamentals in freshman year, and that they make their intentions known to the program adviser as early as possible, since advisement may affect core, major, minor, and elective course selections.

**Program Activities**

In the spring of Junior Year, generally in mid-April, all pre-architecture students must participate in Junior Review. Each student submits a portfolio of creative architectural, artistic, critical and constructive work for review by program faculty, together with a transcript printout and course selections for the following year. Proposals for VART 4600 SENIOR SEMINAR: STUDIO ART (if submitted) will also be evaluated at this time. Students who have declared professional ambitions but appear unlikely will be encouraged to find alternative programs.

During Senior Review, generally in late November, portfolios will be accepted, together with proposals for VART 4090 SENIOR PROJECT ARCHITECTURE, and proposals for Senior Exhibitions in the Centre or Lapani Galleries.

Fordham hosts a local chapter of the AIAS, the American Institute of Architecture Students. Pre-Architecture students are encouraged to join, volunteer, and take part in chapter, quadrant and national activities.

Fordham’s pre-architecture students have been accepted into professional graduate programs all across the country, including design schools at Parsons, Columbia, RISD, Pratt, The University of Pennsylvania, SUNY Buffalo, Spitzer, UBC, Syracuse, UVa, Hines, NJIT, NYU, Tulane, IT, Colorado, and SCIARC, often with advanced standing in history and design studio. Advanced standing may also be available in engineering technology. Students should contact the admissions office of each graduate school as regards their policies.

The “Nemetchecker Award” is given to a rising Junior or Senior who has displayed a willingness to learn—and help others learn—Fordham’s CAD (Computer-Aided Design), and CAMM (Computer-Aided Modelling and Manufacturing) software.

The Gerald M. Quinn Library Prix de L’Ancien Eleve de l’Universitaire Furt-heim is awarded to a graduate of FCLC or FCRH each year. Selected by a panel of librarians, theatre designers and architects, this graduate will have excelled in his/her studies in Pre-Architecture or Pre-Professional Design (see the description of this Minor Program in this bulletin), will have assisted others in a “teamwork” approach to design education, will have travel plans, and usually, by April of their Senior Year, will have received good news regarding their acceptance by their chosen design school.

**For more information**
Visit the Pre-Architecture program webpage.

**Requirements**

Since Pre-Architecture is an advisement program, there are no “requirements” except that every course and extracurricular selection the student makes constitutes preparation for graduate school training.

Pre-Architecture selections from Fordham’s Common Core Curriculum should include Urbanism, Physics, and Applied Calculus. Electives should include, in the Physics Department, Statics, Mechanics of Materials, and Electricity, if possible, and if advanced standing in the chosen graduate school is desired, further ARHI coursework in architectural history, for example:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VART 2055</td>
<td>ENVIRONMENTAL DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2460</td>
<td>ARCHITECTURE 1300-1750</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2540</td>
<td>MODERN ARCHITECTURE</td>
<td>4</td>
</tr>
<tr>
<td>VART 3070</td>
<td>URBAN ARCHITECTURAL DESIGN I</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 3350</td>
<td>AGE OF CATHEDRALS</td>
<td>4</td>
</tr>
<tr>
<td>VART 4090</td>
<td>SENIOR PROJECT ARCHITECTURE</td>
<td>4</td>
</tr>
</tbody>
</table>

Students interested in interior design should have an especially broad understanding of the history of art and theatre. The studio/seminar requirements of the pre-professional design minor should be considered minimal. An excellent portfolio, resulting in advanced placement in graduate design schools (i.e., January placement) will result from undertaking at least six synthetic studios (course 4 in that program) and several courses in the graphic design concentration of the visual arts major (p. 688) also.

To prepare for graduate training in technology, students are advised to fulfill their core requirements wisely and choose electives carefully. Admission requirements vary from school to school and from discipline to discipline. Some architecture schools require undergraduate courses such as the following, while other schools simply require some college-level math or physics:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1203</td>
<td>APPLIED CALCULUS I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1204</td>
<td>APPLIED CALCULUS II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1601 &amp; PHYS 1511</td>
<td>INTRODUCTION TO PHYSICS I and PHYSICS I LAB</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 1602 &amp; PHYS 1512</td>
<td>INTRODUCTION TO PHYSICS II and PHYSICS II LAB</td>
<td>5</td>
</tr>
</tbody>
</table>

Landscape architecture schools often require preparation in biology. Historic preservation often requires chemistry.

Students may design a program of elective and minor courses to support interests in urban studies; environmental policy; business administration; engineering physics; lighting, costume or set design; or art and architectural history. In senior year, an internship in the office of one of New York’s many respected architectural firms, design studios or planning offices is encouraged. Senior students are also encouraged to
Students who meet these criteria become eligible during the fall of their junior year to apply to the School of Law of Fordham University. Before they apply, however, they must receive a favorable recommendation from their pre-law adviser. After receiving such clearance, the director of admissions of the School of Law will invite them for an interview. Students recommended for application are not guaranteed admittance to the law school. Final admission decisions rest with the School of Law.

For more information
Visit the Pre-Law program webpage.

Pre-Law

American law schools look favorably on applicants who possess a strong liberal arts education, but they do not prescribe a specific, pre-law curriculum. Students can choose the major that interests them most, as law schools do not require any particular major as a prerequisite for admission. Students who are interested in pursuing a legal career, however, are advised to take courses that develop analytical skills and reading and writing ability. They must also establish good study habits, which are vital for legal study and practice.

Most law schools employ three basic academic criteria in selecting applicants: the Law School Admission Test (LSAT) score, the cumulative grade point average, and the undergraduate university attended. Law schools are also looking for well-rounded students, who are active and demonstrate leadership in their communities. To assure optimum performance on the LSAT, students should take the exam at a time that affords the best opportunity for preparation, usually in June of junior year or in the fall of senior year. To assure optimum performance in the classroom, students should choose courses that stimulate their interest and encourage them to excel. In addition, the prudent applicant will consult with the pre-law adviser by the beginning of his or her junior year, or earlier, in order to maximize chances for success in the highly competitive law school admission process.

For detailed information on advising and programming, students are encouraged to contact their college’s pre-law adviser listed above. Additionally, students may wish to join their school’s student-run Pre-Law Society, which sponsors lectures on admission to law school, the law school experience, and careers in the law.

3-3 Program

The 3-3 Program enables students to complete their bachelor’s and law degrees in six years. Outstanding Fordham undergraduates may be admitted to and matriculate in Fordham Law School after three years of study at Fordham College at Rose Hill, Fordham College at Lincoln Center, Gabelli School of Business, or Fordham School of Professional and Continuing Studies. The B.A./B.S. degree is awarded following completion of the first year of law school. Eligibility requires that a student:

- Complete all core and major requirements and at least 92 credits (transfer students must have completed at least 47 credits at Fordham) before beginning law school.
- Maintain a recommended grade point average of at least A- (3.670) in all undergraduate courses including transferred credits.
- Have a very strong LSAT score, scoring at the 93 percentile or higher is recommended. The LSAT scores must be available by February of the year in which studies at the School of Law are to begin.

Students who are participants in Fordham’s pre-health professions program receive both individual and group advising from the pre-health program advisers during their freshman through senior years. Group advising sessions are class specific (freshman, sophomore, junior) and are scheduled to help students plan for significant upcoming events, such as taking the MCAT or DAT. Students are also encouraged to meet individually with the pre-health program advisers to discuss their progress in attaining acceptance into a health professions program.

Health professions programs do not require a specific major, but instead value a breadth of education along with the completion of specific coursework. Students preparing for a doctoral-level health professions career may therefore pursue majors in the natural sciences, social sciences, or humanities.

Post Baccalaureate Pre-medical/Pre-Health Program

The Fordham Post-Baccalaureate Pre-Medical/Pre-Health Program is offered through Fordham School of Professional and Continuing Studies (PCS). (p. 571)

See the Fordham School of Professional and Continuing Studies section of this catalog for further information.

Program Requirements

Pre-Health Professions Program

Students focused on entering a health profession program such as medicine, dentistry, veterinarian medicine, nursing, or other health professional schools will require successful completion of majors-level science coursework and labs. The courses listed below constitute the minimum requirements for a health professional school application:

- One year of Introductory Biology (with lab) OR General Biology (with lab)
- One year of General Chemistry (with lab)
- One year of Organic Chemistry (with lab)
- One year of General Physics (with lab)
- One year of English
In addition, beginning in fall 2012 incoming students who intend to apply to medical school will be required to complete the following coursework, to meet the newly revised competencies for entrance into medical school:

- One semester of Biochemistry
- One semester of Psychology
- One semester of Sociology
- One semester of Statistics

All pre-health students, no matter what their primary fields of study, should master the major concepts and skills of science and mathematics, and are generally advised to take additional upper-level science coursework to help prepare for standardized entrance exams. In addition, some health professional schools may require calculus as a prerequisite; students should check individual programs websites for school-specific requirements.

Students planning to apply to a health professional school are advised to take the appropriate standardized admissions test—MCAT, DAT, OAT, or GRE—in the spring or early summer of the application year at the latest.

**Early Admission to Master’s Program**

*Early Acceptance into the Doctor of Physical Therapy Program (D.P.T.) at the School of Health Sciences and Practice at New York Medical College*

Fordham University has an early acceptance agreement with New York Medical College (NYMC), for the Doctor of Physical Therapy degree. This program is designed to prepare competent and caring physical therapists that will be able to skillfully practice in a variety of clinical settings and evolve with changes in the health care system.

For a detailed description of the Doctor of Physical Therapy program at New York Medical College, visit their website at [www.nymc.edu/pt](http://www.nymc.edu/pt). Students pursuing any major are welcome to apply. Applicants to the Early Acceptance Program should have an academic record that includes a grade point average of at least a 3.3 with a balance of coursework in humanities, social science, and natural science, including the following required majors level courses, with no letter grade below a C:

- Introductory Biology (one course with lab) OR General Biology (one course with lab)
- Physics I and II (each with lab)
- General Chemistry I and II, (each with lab)
- Anatomy (one course with lab) and Physiology (one course with lab)
- Psychology (one introductory course and one advanced-level course)
- Mathematics (one course)
- Statistics (one course)

The following courses are recommended, but not required:

- Organic Chemistry
- Human Anatomy

Applicants must also complete more than 50 hours of volunteer experience in two or more physical therapy clinics that serve different type of patients.

**Early Acceptance into the Master of Science Program in Speech-Language Pathology**

Fordham University has an early acceptance agreement with New York Medical College (NYMC), for the Master of Science program in Speech-Language Pathology. The Speech-Language Pathology program at NYMC is one of the very few such programs located in a medical university setting, and also one of a few programs with a strong focus on public health. For a detailed description of the Master of Science program in Speech-Language Pathology, visit the Program’s website at [www.nymc.edu/slp](http://www.nymc.edu/slp).

**Academic Requirements**

Although no formal major is required, speech-language pathology is an applied science that requires an aptitude in foundational sciences. Applicants to the Early Acceptance Program should have an academic record that includes a grade point average of at least a 3.4, and a balance of coursework in humanities, social science, and majors level natural sciences, including

- Introductory Biology (one course with lab) OR General Biology (one course with lab)
- Physics I OR Chemistry I (each with lab)
- Courses in Psychology and/or Sociology (total of at least two courses)
- One course in Mathematics OR Statistics

Any student interested in pursuing admission to an early acceptance program should speak with his or her pre-health adviser as soon as possible.

**Program Activities**

**Freshman Pre-Health Symposium**

The Freshman Pre-Health Symposium is a one-credit course offered in the first semester of freshman year at the Rose Hill campus. In this course, students read widely about diverse issues facing the medical professions. They also explore ways to engage fully in the academic and extracurricular life of the University. In addition, they work in small groups to discuss challenges common to first-year students in pre-professional programs and propose ways to meet such challenges. First-year students in this symposium work with peer mentors and participate in the student pre-health organization meetings (The Laennec Society).

**Science Integrated Learning Community (SILC)**

First-year science majors and pre-health program students enrolled in science courses have the option to live in the Science Integrated Learning Community (SILC), a residential community on the Rose Hill campus. First-year students majoring and pre-health program students occupy two wings of a freshman dorm. The freshman students living in SILC receive support and peer mentoring from the two science major resident assistants and peer tutors living on the floor. SILC brings together those students who are enrolled in science courses and want to quickly find a support network among their peers. Residents engage in science related activities and participate in events focused on concerns of first-year science students.

**Research Opportunities**

Fordham students have ample opportunities to participate in undergraduate research programs with faculty and gain exposure to the most recent scientific development. Numerous students are active in research projects not only during the summer months, but also during the academic year. Many have presented their research at professional conferences and Fordham's own Undergraduate Research Symposium, and still more are co-authors on scientific publications and contribute to [The Fordham Undergraduate Research Journal (FURJ)](http://www.fordham.edu/furj). In addition to participating in research projects on campus, Fordham students are also doing research at the Louis Calder Center (Fordham’s biological field station for ecological research), and other nearby locations including...
Fordham undergraduates. They make their own arrangements for college covering as few as two years through as many as three and a half years. Fordham students may compete for scholarships as part of this program, students to enroll in the Air Force ROTC program at Manhattan College and its Air Force ROTC unit. This permits Fordham University to be linked by a formal written agreement with the colleges, providing peer mentoring to high school children from health-related issues and serving at local soup kitchens.

**Pre-Health Professions Library**

The pre-health professions program maintains a library of books focusing on medicine. Most of these books are authored by physicians, but many are written by patients. Some are written by physicians who have experienced medical crises from the patient’s perspective. Students may visit the library in Keating 320, and they may check out books for a period of four weeks.

**Laennec Society**

The Laennec Society is an organization for students interested in doctor level health-professional fields. The Laennec Society promotes academic excellence, provides essential information about health-professional occupations, and encourages future healthcare professionals to engage in meaningful service to the community and to each other. The Laennec Society also sponsors lectures by alumni working in healthcare and by admission’s representatives from professional schools. In addition, it shares information from recent graduates about their experiences in professional school. The Laennec Society focuses some of its meetings on issues pertinent to students in a specific undergraduate year. Seniors attend workshops on interviewing skills, while juniors work together to approach professional school exams and the primary and secondary application processes. Sophomores focus on developing leadership in appropriate service, extracurricular, and research activities. Freshmen students are welcome at all meetings and have an opportunity to participate in events targeted to their specific needs.

**For more information**

Visit the Pre-Health program web site.

**ROTC: Air Force ROTC/Aerospace Science**

Fordham University is linked by a formal written agreement with Manhattan College and its Air Force ROTC unit. This permits Fordham students to enroll in the Air Force ROTC program at Manhattan College and to be commissioned as second lieutenants in the U.S. Air Force upon meeting all program requirements and receiving their bachelor’s degrees.

Fordham students may compete for scholarships as part of this program, covering as few as two years through as many as three and a half years. Air Force ROTC cadets lead essentially the same campus life as other Fordham undergraduates. They make their own arrangements for college enrollment and room and board, pursue studies leading to the bachelor’s degree, and may take part in any extracurricular activities that do not interfere with their Air Force ROTC requirements. Cadets must wear their uniforms one day per week during the academic year and during professional military training periods: academic classes, official summer programs, summer field training, and base visits. The government furnishes the uniforms. Cadets must conduct themselves professionally at all times when in uniform or when representing Air Force ROTC.

Air Force ROTC classes are held at Manhattan College in the Bronx. Cadets are responsible for arranging transportation.

Those interested in obtaining more information about the Air Force ROTC Program and scholarships should contact:

- Unit Admissions Officer, AFROTC Detachment 560
- Manhattan College
  - Leo Engineering Building, Room 246
  - 3825 Corlear Avenue
  - Riverdale, NY 10463

Phone inquiries to 718-862-7201
E-mail inquiries to afrotc@manhattan.edu
Visit the AFROTC webpage at www.AFROTC.com.

Any student may take any academic courses without entering the AFROTC program. Leadership Laboratory is limited to cadets pursuing a commission in the U.S. Air Force. All courses are offered at Manhattan College.

Requirements can be found here: https://www.fordham.edu/info/20283/curriculum_and_programs

**Requirements**

To receive a commission, a cadet must complete all requirements for a bachelor’s degree in accordance with Fordham University rules and regulations. He or she must also complete certain courses specified by the Air Force. Scholarship cadets must meet additional grade-point requirements. Additionally, the cadet must earn a passing score on the Air Force Officer Qualifying Test; pass a physical-fitness test each semester and pass a medical exam; and successfully compete for and complete field training. Contact the detachment for full requirements. The general academic requirements for a cadet include

- Major in any field of study leading to a bachelor’s degree
- Complete the courses or the equivalent in the Aerospace curriculum.

**ROTC: Army ROTC/Military Science**

Military science is a program available to all undergraduate and graduate students, regardless of their college or major. The Army Reserve Officers’ Training Corps (ROTC) program qualifies students for appointment as officers of the U.S. Army, Army Reserve, or Army National Guard. Students other than those with ROTC scholarships attend the first two years of study without incurring any commitment to serve in the military. The program includes class work and leadership laboratories, which develop leadership, confidence, maturity, responsibility, and dependability. Additionally, a variety of challenging extracurricular activities are open to all students. These include the National Society of Pershing Rifles, the Association of the United States Army Ram Company, Ranger Challenge, the Army Color Guard, Drill Team, and an Army 10-Mile Running Team. Cadets also have the opportunity to...
participate in a variety of social events, including the annual Military Ball, a Dining In, and several high-profile New York City events.

Students may enter the program at any time up until the start of their junior year. Challenging and fun summer training is conducted between junior and senior years. Graduates of the program earn a commission as an U.S. Army second lieutenant.

**New York City Army ROTC Information**

For information about Army ROTC, scholarships, paid summer internships, and other options, contact our enrollment officer in Room 130 of Faculty Memorial Hall; write to:

NYC ROTC, Fordham University
441 E. Fordham Rd
Bronx, NY 10458

Call: 718-817-4798
E-mail: ROTCRoo@fordham.edu
Visit our website at: www.NYCRotC.com

**Special Programs**

**Leadership Development and Assessment Course**

This program is a paid 32-day advanced military internship at Fort Lewis, Washington, which is mandatory for all students who have completed MS 3101 and 3201. Emphasis is on the training, assessment, and development of students as leaders and soldiers prior to their senior year. The environment is highly structured and demanding, with a focus on leadership at the small unit level under varied and challenging conditions. Camp performance weighs heavily in the selection process that determines the specialty and job opportunities available to the student upon graduation and subsequent commissioning as a second lieutenant in the U.S. Army.

**Physical Development**

All students participate in an individual physical-fitness program to increase strength and endurance. The program focuses on developing and sustaining individual fitness and health habits for lifetime wellness.

**Cadet Professional Development Training (CPDT)**

A variety of three- to four-week summer and winter intercession training opportunities are available to qualified students. These include the following four programs:

**Cadet Practical Field Training (CPFT)**

Army schools and special courses may be available following the freshman, sophomore, and junior years. These may include Air Assault (helicopter insertion operations), Basic Airborne (parachutist), Mountain Warfare Operations, Northern Warfare Operations, and an international program at a University Officer Training Center in the United Kingdom.

**Cadet Troop Leader Training (CTLT)**

Select Leadership Development and Assessment Course graduates may have the opportunity to serve as leaders with active Army units or government agencies either in the United States or overseas. Specialized programs may include paid internships with the Department of Defense, Department of the Army, Army Corps of Engineers, and Mounted Maneuver Training.

**Nurse Summer Training Program (NSTP)**

A clinical elective available to qualified Army nurse cadets following the Leadership Development and Assessment course. This three-week program provides opportunities to develop and practice leadership skills in a clinical setting. Training by Army Nurse Corps preceptors is conducted at selected U.S. Army Medical Treatment Facilities either in the United States or overseas.

**Cadet Field Training (CFT)**

An eight-week program combines seven weeks of field training at the United States Military Academy at West Point with a one-week introduction to mechanized operations at Fort Knox, Kentucky. This program is only available following sophomore year.

**For more information**

Visit the Army ROTC program webpage.

**Requirements**

**Academic Credit**

Army ROTC cadets may be granted credit for some military science courses that fulfill certain degree requirements. MLSC 2101 BASIC LDRSHIP DEVEL-PH I and MLSC 2201 BASIC LDSHP DEV PHASE II each receive three credits. MLSC 2201 BASIC LDSHP DEV PHASE II may be substituted for the junior core management course (MGBU 3223 PRINCIPLES OF MANAGEMENT) when taken in combination with MLSC 3201 ADV LDSHP & MGMT PHASE II. In the junior year, MLSC 3201 ADV LDSHP & MGMT PHASE II is a three-credit elective. In the senior year, MLSC 4201 CMND & STF TRNG & MGT II counts as a four-credit, nonbusiness elective. An additional credit may be added to each of these courses if done in conjunction with an approved Service-Learning Credit Project such as the St. James Community Center After-School Tutoring Program or Boy Scout Troop Support. Other military science courses are not applied to the degree requirement. If a military science course is taken for credit, it may count as one of the courses in the student’s normal course load. ROTC courses are taken without charge.

**Basic Courses**

Open to all freshmen and sophomore students without obligation. Students compete for contracted status based on grades and physical fitness. Contracted students receive $300 to $350 per month as a stipend during the school year. Service commitment varies with the type of scholarship, typically four years of active duty and four years of reserve duty as an officer. Classroom instruction is supplemented with practical exercises, placing students in positions of progressively increasing responsibility.

MLSC 1101. INTR LDRSHIP & US ARMY I. (0 Credits)

This is an introductory course open to all students without obligation. It focuses on the military as a profession and examines its organization, ethics and values. The course explores the responsibilities and impact of leadership and the rules, customs and traditions of military service. Students are introduced to the fundamentals of land navigation, physical fitness, drill and ceremonies, first aid and public speaking.

Updated: 10-11-2017
MLSC 1201. BASIC LDERSHP & MGMT II. (0 Credits)
Open to all students without obligation. The course explores leadership principles, decision-making and team building. Students are introduced to tactical systems and the field environment. Students learn advanced techniques in land navigation, terrain association, and first aid. Students also begin their program in professional military reading.

MLSC 1001. LEADERSHIP LABORATORY I. (0 Credits)
Provides practical experience within the setting of a military organization to develop discipline and team work. The course provides opportunities to apply learned leadership principles and to plan, instruct and practice military skills such as drill and ceremonies, marksmanship, communications and physical fitness. Students in the Basic Course are organized into squads and platoons under the supervision of Advanced Course cadets. Senior cadets are responsible for Basic Course training and logistics as officers within the cadet battalion. Cadets who will attend ROTC National Advanced Leadership Camp are provided with an intensive program of military and leadership skills enhancement and assessment under cadre direction.

MLSC 2101. BASIC LDERSHIP DEVEL-PH I. (3 Credits)
Open to all students without obligation. Continues the basic leader development process. The course focuses on applying the fundamentals of leadership and team-building skills. Students gain an understanding of small team dynamics and the roles and responsibilities of junior leaders. The course further reinforces the ideals of service, ethics and values and develops students' confidence in their own skills, knowledge and attributes.

MLSC 2201. BASIC LDERSHP DEV PHASE II. (3 Credits)
Open to all students without obligation. The course continues the application of leadership and team-building principles. Proficiency in individual skills and leadership abilities is assessed during situational training to evaluate students in leadership roles. Advanced techniques in problem analysis, sound decision making, planning and organizing, delegation, control and interpersonal skills. Advanced small team operations, movement techniques and tactics are emphasized.

MLSC 2001. LEADERSHIP LABORATORY II. (0 Credits)
Provides practical experience within the setting of a military organization to develop discipline and team work. The course provides opportunities to apply skills such as drill and ceremonies, marksmanship, communications and physical fitness. Students in the Basic Course are organized into squads and platoons under the supervision of Advanced Course cadets. Senior cadets are Leadership Camp are provided with an intensive program of military and leadership skills enhancement and assessment under cadre direction.

Army ROTC Leader’s Training Course
The Leader’s Training Course (LTC) is a 28-day paid summer military internship at Fort Knox, Kentucky. LTC gives you some very special skills. It simultaneously presents you with a combination of mental and physical challenges that are specifically designed to bring out your leadership potential. Students who are completing their sophomore year and accepted graduate students with two years remaining until graduation may meet prerequisites for the Advanced Course and apply for a two-year scholarship by completing LTC in lieu of the Basic Course. Interested students should apply in the fall, as slots are limited. Some slots may be available spring semester.

Advanced Courses
Open to all qualified juniors and seniors who have contracted with ROTC. Contracted cadets receive a $450 to $500 per month stipend during the school year. Classroom instruction is supplemented with practical application during leadership laboratories and field training exercises. These place the students in leadership positions of progressively increasing responsibility and introduce command and staff procedures. Cadets also are required to complete Professional Military Education (PME) requirements and demonstrate proficiency in military history, computer literacy, and both written and oral communication skills prior to commissioning.

MLSC 3101. ADV LDERSHIP & MGMT-PH I. (0 Credits)
Expands and refines the leader development process. This is an intensive program to prepare cadets for tasks, skills and responsibilities associated with Advanced Camp. Cadets are trained and evaluated on the full range of leadership skills and attributes. Written and oral communication skills, motivational behavior, interpersonal skills, administrative procedures, decision-making and military field skills are emphasized. Must be taken in conjunction with MSBU 3001.

MLSC 3201. ADV LDSP & MGMT PHASE II. (3 Credits)
Expands on the skills introduced in MSBU 3101 and incorporates increasingly challenging situations involving military technical, tactical and leadership skills. Advanced training in marksmanship and physical fitness is emphasized. Course culminates with several field training exercises where students are placed in simulated combat and evaluated on performance. Course is designed to bring cadets to peak proficiency in physical conditioning and leadership ability. Must be taken in conjunction with MSBU 3001.

MLSC 3001. LEADERSHIP LABORATORY III. (0 Credits)
See MSBU 4001 for description.

MLSC 4001. LEADERSHIP LABORATORY IV. (0 Credits)
Provides practical experience within the setting of a military organization to develop discipline and team work. The course provides opportunities to apply learned leadership principles and to plan, instruct and practice military skills such as drill and ceremonies, marksmanship, communications and physical fitness. Students in the Basic Course are organized into squads and platoons under the supervision of Advanced Course cadets. Senior cadets are responsible for basic course training and logistics. And function as officers within the cadet battalion. Cadets who will attend ROTC Advanced Camp are provided with an intensive program of military and leadership skills enhancement and assessment under cadre direction.

MLSC 4101. CMD/STF TRAIN & MGMT-PH1. (0 Credits)
Refines military skills and knowledge to the precommissioning level. Senior students assume leadership roles as cadet commanders, staff officers, or staff assistants responsible for the planning, coordination and execution of all cadet training and operations. Training focuses on Army legal, administrative, and logistical systems and training methodologies. It reinforces individual competencies and maximizes opportunities for practical application of leadership skills. Must be taken in conjunction with MSBU 4001.

MLSC 4201. CMND & STF TRNG & MGMT II. (4 Credits)
Culminates the leader development process at the precommissioning level. Designed to prepare cadets for transition from cadet to Second Lieutenant. Instruction seeks to expand the frame of reference. Cadets examine ethical and legal issues related to being an officer and continue to improve their leader and decision-making skills. Several practical exercises and field training events supplement classroom instruction. Must be taken in conjunction with MSBU 4001. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
ROTC: Naval ROTC/Naval Science

Fordham University is linked by a formal written agreement with SUNY Maritime College and Maritime’s Navy ROTC Unit. This permits Fordham students to enroll in the Navy ROTC Program at Maritime and be commissioned as officers in the Navy or Marine Corps upon receiving their bachelor’s degrees.

Navy ROTC midshipmen lead basically the same campus life as other Fordham undergraduates. They make their own arrangements for college enrollment, room and board; pursue studies leading to the bachelor’s degree; and may take part in any extracurricular activities that do not interfere with their Navy ROTC requirements. During drills, summer training periods, and specified naval science classes, they wear uniforms furnished by the government and must conduct themselves in a military manner. Naval science classes and drills are held at the Maritime College, located in historic Fort Schuyler on the Throggs Neck peninsula.

To receive a commission, a midshipman must complete all requirements for a bachelor’s degree in accordance with Fordham University rules and regulations. He or she also must complete certain courses specified by the Navy. The Navy is interested in producing top-quality officers, so midshipmen are expected to maintain above-average grades.

Those interested in obtaining more information about the four-year and two-year Navy ROTC Scholarship and College Programs should refer to the pertinent paragraphs in the Grants and Scholarships section under the Naval ROTC: Naval ROTC/Naval Science heading.

For more information
Visit the Naval ROTC program webpage.

Requirements
The general academic requirements for scholarship program midshipmen include:

• Major in any field of study leading to a bachelor’s degree
• Complete the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAVY 1100</td>
<td>NAVAL LABORATORY I</td>
<td>0</td>
</tr>
<tr>
<td>NAVY 1101</td>
<td>NAVAL ORIENTATION (Freshman Year)</td>
<td>0</td>
</tr>
<tr>
<td>NAVY 1102</td>
<td>HISTORY OF SEA POWER</td>
<td>3</td>
</tr>
<tr>
<td>NAVY 2200</td>
<td>NAVAL LABORATORY II (Sophomore Year)</td>
<td>0</td>
</tr>
<tr>
<td>NAVY 2201</td>
<td>NAVAL LEADERSHIP I</td>
<td>2</td>
</tr>
</tbody>
</table>

1 Calculus and physics are optional for college program (nonscholarship) midshipmen, but must be taken if the midshipman desires to be nominated for a scholarship. Calculus and physics are not required for Marine Option midshipmen.

2 These naval science courses are taken regardless of a student’s academic major.

3 Formerly NAVY 2202 MARINE ENGINEERING.

4 Formerly NAVY 3302 NAVAL OPERATIONS.

ROTC: Reserve Officers’ Training Corps

Army Reserve Officers’ Training Corps (ROTC)
The Army Reserve Officers’ Training Corps (ROTC) is a premier leadership training experience available to all students that complements undergraduate or graduate studies, regardless of major. Our mission is to commission the future officer leadership of the United States Army and to provide leadership instruction to non-Cadets as well. Fordham’s Army ROTC program has been fulfilling this mission for 78 years with eminent graduates such as former secretary of state Colin L. Powell and General Jack M. Keane, former vice chief of staff of the Army.

The department of military science is an academic department within the Gabelli School of Business. The four components of the Army ROTC program are military science classes, leadership labs, physical fitness and development, and outdoor training exercises and adventure-type activities. Cadets develop their leadership skills and gain knowledge they will need to successfully serve as leaders and officers in the active Army, Army Reserve, or Army National Guard.

Army ROTC scholarship Cadets receive outstanding institutional incentives. ROTC course credit may fulfill specific college or elective requirements. These courses are taken by students at no cost.

To obtain information about the Army ROTC program, scholarship opportunities, paid summer internship training and other options, call or e-mail our enrollment director, visit our website or write to

NYC ROTC
Fordham University
441 E. Fordham Rd.
Bronx, NY 10458

For more Army ROTC information, please refer to the appropriate chapter of this bulletin. (p. 27)
Naval Science

Fordham University is linked by a formal written agreement with SUNY Maritime College and Maritime's NROTC unit. This permits Fordham students to enroll in the NROTC program at Maritime and be commissioned as officers in the Navy or Marine Corps on receiving their bachelors' degrees.

To receive a commission, a midshipman must complete all requirements for a bachelor's degree in accordance with Fordham University rules and regulations. He or she also must complete certain courses specified by the Navy. The Navy is interested in producing top-quality officers, so midshipmen are expected to maintain above-average grades. NROTC midshipmen lead basically the same campus life as other Fordham undergraduates.

Those interested in obtaining more information about the four-year and two-year Navy ROTC scholarship and college programs should visit the Navy ROTC website or write to

Professor of Naval Science
NROTC Unit
SUNY Maritime College
Fort Schuyler
Bronx, NY 10465-4198

Fordham's Service-Learning Program is housed within the Dorothy Day Center for Service and Justice (DDCSJ) and works in collaboration with faculty members across the disciplines. All student placements in service organizations are arranged through the DDCSJ, where an affiliate network has already been established in the community. The DDCSJ aids students in finding a site appropriate to a particular course and establishing contact for volunteer placement.

Currently, Fordham has service-learning initiatives across the disciplines in two forms, including: Service-Learning Interdisciplinary Seminars and Integrated Service-Learning Courses.

Aerospace Studies

Fordham University is linked by formal written agreement with Manhattan College's AFROTC unit. This permits Fordham students to enroll in the AFROTC program at Manhattan College and be commissioned as Second Lieutenants in the United States Air Force upon receiving their bachelor's degrees.

To receive a commission, a cadet must complete all requirements for a bachelor's degree in accordance with Fordham University rules and regulations. He or she must also complete certain courses specified by the Air Force. The Air Force is interested in producing top quality officers, so Cadets are expected to maintain above-average grades. Scholarship cadets must meet additional grade point requirements. Additionally, Cadets must earn at least a passing score on the Air Force Officer Qualifying Test; pass physical fitness tests each semester; pass a physical exam; and successfully compete for and complete field training.

Service-Learning

As a living-learning initiative, service-learning offers students an opportunity to expand their academic experience by bringing together service in the community with the learning resources of a course. The central idea with service-learning is that students are testing the concepts of their courses (e.g., in the humanities) or practicing the skills of a course (e.g., languages or sciences) through experience in the community. This experience is in service to an underrepresented or marginalized group. Thus, service-learning aims to create mutually beneficial relationships for the student who learns course materials through additional methods, exposure and experience, and the community agency where the student volunteers his/her time. Aligned with Fordham's mission as a Jesuit university, service-learning aims to form students in a "well-educated solidarity" (Jesuit Conference 2002, "Communal Reflection on the Jesuit Mission in Higher Education") and to provide an opportunity to apply academic resources to the work of social justice.

The requirements for the Service-Learning Interdisciplinary Seminar bring together community service, reflection, and course work. Students in the Interdisciplinary Seminar volunteer in the local community and connect this to the work of a course in which they are enrolled. The faculty member teaching this course serves as their service-learning mentor, while students across the disciplines come together at the Interdisciplinary Seminar sessions organized through the Dorothy Day Center for Service and Justice.

To become a participant in the Interdisciplinary Seminar a student must

1. Meet with the Associate Coordinator for Service-Learning to discuss the course and service agency with which you would like to partner
Integrated Service-Learning Courses

In this faculty-initiated form of service-learning, community-based experiences are employed as a learning resource alongside the traditional resources of readings, lectures, discussion, labs, etc. In this model, service is integrated into the syllabus and is thus required for all students enrolled in the course. Because the entire class participates in service-learning, the instructor is able to fully integrate the service component into the course material and classroom discussions. Generally, faculty members structure the course load so that service is balanced with reading and writing assignments.

Sections of courses that integrate service as a learning resource will be listed in Banner under the attribute “Service Learning.” Through this notation, students can identify prior to registration those classes in which service hours in the community are required.

The list of courses below indicates some of the types of courses that have developed service-learning sections.

Possible service-learning courses have included the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 3240</td>
<td>WORLD POVERTY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3964</td>
<td>HOMELESSNESS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3940</td>
<td>THE AFRICAN CITY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3000</td>
<td>PHILOSOPHICAL ETHICS</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2700</td>
<td>INFANT AND CHILD DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2900</td>
<td>ABNORMAL PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 4810</td>
<td>CLINICAL CHILD PSYCHOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 4830</td>
<td>PRACTICUM IN PSYCHOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>THEO 1000</td>
<td>FAITH AND CRITICAL REASON</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3120</td>
<td>THE PROPHETS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 4030</td>
<td>MORAL ASPECTS OF MEDICINE</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3861</td>
<td>WORKS OF MERCY/WORK FOR JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1100</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 3256</td>
<td>POLITICAL SOCIOLOGY IN FILM</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4970</td>
<td>COMMUNITY SERVICE/SOCIAL ACTION</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 2640</td>
<td>SPANISH AND NEW YORK CITY</td>
<td>4</td>
</tr>
</tbody>
</table>

Study Abroad

In the long-standing tradition of Jesuit education, Fordham University encourages study that enhances students’ appreciation of the world’s people and their interdependence. Our goal is to enable students gain an understanding of other cultures and to encourage them to consider incorporating a global dimension into their chosen fields of study. As such, Fordham prides itself on its partnerships with programs that are committed to linguistic, cultural, and academic immersion and are integrated into the host communities. The University is also proud to offer one of the most extensive networks for foreign study of any major university. Since this network covers six regions (Africa, Europe, the Far East, Latin America, the Middle East, and Oceania), and the sponsored programs are wide-ranging and can accommodate various academic interests, students who meet the eligibility requirements and have enthusiasm for learning about the world beyond the United States should consider the following:

Sponsored programs at some destinations (mostly in Ireland, Scotland, Australia, and England) give students the opportunity to enroll directly and do all course work at a foreign university. Students considering these programs should note that they will be exposed not only to a different culture but also, and more significantly, to a different academic tradition and to different teaching styles, conventions, and assessment methods.

In “island” or “hybrid” programs in which course work is mostly done at a study center for American students, the methods of assessment and expectations of students will be significantly closer to those with which American students are familiar, but exposure to students from the host country and their educational system will be limited. Some sponsored programs have a specific focus and are distinctively designed for students from Jesuit universities. These include: Casa de la Solidaridad at Universidad Centroamericana in El Salvador and the Beijing Center for Chinese Studies in China. Fordham University currently maintains two centers abroad. The Fordham University London Center offers semester-long programs in theatre and business studies: the London Dramatic Academy and the Gabelli School of Business in London. In addition, Fordham in Granada offers a spring semester program for students studying Spanish language and culture.

Our Office of International and Study Abroad Programs (ISAP) will answer most questions about how to plan for study abroad, how to apply for admission to sponsored programs, what programs cost per term, and what Fordham expects of participants. Planning ahead and careful consideration and research of available options are essential. All prospective study abroad applicants are thus expected to discuss in advance with their major or study abroad advisers which programs will meet their academic and personal objectives. In addition, students seeking to take courses in a foreign language must avoid a “gap” in language study while at Fordham.

Study abroad is not a requirement nor an entitlement of a Fordham education. Rather, applicants earn the right to study abroad by high academic performance (a cumulative 3.00 GPA is required), a clearly reasoned academic purpose, appropriate preparation, and conduct that demonstrates genuine enthusiasm for learning about and experiencing other cultures. Students enrolled in sponsored study abroad programs remain matriculated at Fordham University and are subject to the academic policies of the University and their major. As such, the following guidelines apply: a full-course semester load, equivalent with Fordham’s, is required, and the number of courses taken abroad must be consistent with all relevant graduation requirements; grades earned abroad (C or better only) are recorded on transcripts but are not calculated in the student’s GPA; pass/fail and one-credit courses will not transfer; no duplication of classes taken at Fordham can occur; and applications to semester or academic year programs are not open to freshmen or seniors. Students should also note that financial aid and scholarships are available (detailed information is available online and in ISAP’s offices). Finally, it is important to remember that timely submission of all required forms before, during, and after their time
abroad is essential to secure necessary approvals and the transferring of credits.

Application deadlines periods are as follows: for fall and academic year study abroad, December 1 to February 15; for spring, April 1 to September 10; for summer, March 1.

For more information
Visit the Study Abroad web page.

Tutorials
Juniors and seniors have the opportunity to do independent research. Students choose a faculty member in the area of study and together design the course including objectives, course requirements and bibliography. Approval must be received from the instructor, the department chair and one of the deans.

University Policy
- Affirmative Action Policy (p. 33)
- Catholic and Jesuit Tradition (p. 33)
- Equity in Athletics Disclosure Act (p. 33)
- Nondiscrimination and Title IX Coordinator (p. 33)
- Public Safety (p. 33)
- Reserved Rights (p. 34)
- Student Records (p. 34)
- Support Services for Students with Disabilities (p. 34)
- University Code of Conduct (p. 35)
- University Policy

Affirmative Action Policy
The University continues its commitment to affirmative action by providing the means to recruit, employ, and promote women and other underrepresented minorities in the interest of attaining workplace diversity. The Director of Institutional Equity and Compliance is available to all members of the Fordham community for consultation, training, and development of those methods and initiatives that advance a more diversified workforce, and ensure nondiscrimination, access to equal employment opportunities, and fair treatment of individuals. It is the responsibility of the Director of Institutional Equity and Compliance to monitor and report regularly on the University’s efforts to achieve diversity and compliance with all laws pertaining to nondiscrimination.

Catholic and Jesuit Tradition
The distinctive Catholic and Jesuit tradition of Fordham University is an important part of its present identity and mission. For this reason, the University considers it a priority to recruit qualified Jesuits from the existing pool of Jesuit scholar-teachers. Whatever initiatives the University takes in pursuit of this priority will always take into consideration the needs of individual departments and the appropriate University procedures for hiring of faculty.

Equity in Athletics Disclosure Act
In accordance with the “Equity in Athletics Disclosure Act,” effective July 1, 1996, information regarding the intercollegiate athletics program is available for review upon request to the

Director of Athletic Administration

Fordham University, Rose Hill Gymnasium
Bronx, New York 10458
Telephone: 718-817-4300

Nondiscrimination and Title IX Coordinator
Fordham University is an academic institution that, in compliance with federal, state, and local laws, does not discriminate on the basis of race, color, creed, religion, age, sex, gender, national origin, marital or parental status, sexual orientation, citizenship status, veteran status, disability, or any other basis prohibited by law. No otherwise qualified person shall be discriminated against in any programs or activities of the University because of disability. Likewise, no person shall be discriminated against on the basis of sex. Fordham University does not knowingly support or patronize any organization that engages in unlawful discrimination. This policy is strictly enforced by the University and alleged violations receive prompt attention and appropriate corrective action.

Complaints of discrimination by students against other students should be brought to the complainant’s Dean of Students for handling. All other complaints involving students and employees, or only employees, should be brought to the Director of Institutional Equity and Compliance for handling.

The Director of Institutional Equity and Compliance is the University’s compliance officer for all forms of discrimination and is specifically designated as the University’s Title IX Coordinator, responsible for the University’s Title IX compliance efforts, including sex and gender discrimination, sexual harassment, sexual assault and violence, stalking, intimate partner violence, retaliation, and athletics. Inquiries concerning the application of Title IX and its implementing regulation may be referred to the designated Title IX coordinator(s) or to the Office for Civil Rights. The director may be contacted at

Anastasia Coleman
Director of the Office of Institutional Equity and Compliance/Title IX Coordinator
Administration Building, Room 114
Rose Hill Campus
718-817-3112
TitleIX@Fordham.edu

For more information
Visit the Title IX/Institutional Equity and Compliance web page.

Public Safety
The Advisory Committee on Campus Security will provide upon request all campus crime statistics as reported to the U.S. Department of Education. The U.S. Department of Education Website is www.ed.gov. Fordham University provides campus crime statistics on its website. Requests for a hard copy can be directed to the University Associate Vice President Safety/Security by phone at 718-817-2222 or in writing at

Associate Vice President Safety/Security Thebaud Annex
Fordham University
441 East Fordham Rd.
Bronx, NY 10458

Updated: 10-11-2017
For more information
Visit the Public Safety web page.

Reserved Rights
The University reserves the right, in its discretion, at any time, to deny matriculated status, to cancel a student’s registration, to refuse to award academic credit, or to deny or rescind a certificate or a degree in accordance with the University Statutes and its academic policies. All forms of dishonesty, including cheating and plagiarism, may result in appropriate disciplinary action, including denial or revocation of a degree or certificate.

Student Records
Notification of Rights under FERPA
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a written request for access. A student should submit to the Office of Academic Records–Fordham University Enrollment Group at the Rose Hill Campus, the Lincoln Center Campus, or the Law School Registrar, if applicable, a written request that identifies the record(s) he or she wishes to inspect. The Office of Academic Records–Enrollment Group will make arrangements for access and notify the student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading. A student may ask the University to amend a record that he or she believes is inaccurate or misleading. The student must write the University Registrar, or the Law School Registrar, clearly identifying the part of the record he or she wants changed, and specifically why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Fordham University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, D.C. 20202-5920

Directory Information
The University, at its discretion, may provide the following directory information: student’s name, addresses, telephone numbers, electronic mail addresses, photograph, date and place of birth, major field of study, dates of attendance, class level, enrollment status (e.g., undergraduate or graduate; full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, the most recent educational agency or institution attended, and other such information. A student who wishes the University to withhold directory information from disclosure must notify the Office of Academic Records or Law School Registrar in writing within 10 days after the first day of class each semester.

Dependent Status
Generally, undergraduate students are considered holding “dependent” status unless written notification and adequate documentation of “independent” status has been submitted to the Office of Academic Records–Enrollment Group.

Veteran Information
Veterans enrolled at Fordham University utilizing education benefits programs—such as Post 9/11 GI Bill, Montgomery GI Bill–Active Duty, Montgomery GI Bill–Selected Reserve and the Reserve Education Assistance Program (REAP)—must present their Certificate of Eligibility to the Office of Academic Records at the time of registration or as soon as possible thereafter. Please refer to the VA website, www.gibill.va.gov, for eligibility criteria as well as type of education or training benefits available under each program. Veterans who do not have such a letter must follow the same procedure for payment of tuition as all other students. Specific tuition questions should be directed to the Financial Aid office of your home school.

For information on Fordham University’s participation in the Post 9/11 GI Bill Yellow Ribbon Program, please refer to https://www.fordham.edu/info/20731/veterans_admissions.

Support Services for Students with Disabilities
The Office of Disability Services (ODS) works closely with students, faculty, and university administrators to ensure appropriate services for students with documented disabilities in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans and Disabilities Act of 1990. Students who register with ODS will complete the same coursework as their peers, and registering does not become a part of a student’s transcript. The University will make every attempt to provide reasonable accommodations to students who have a documented disability. Freshmen students who have a disability are eligible to participate in the Transition Year Program.
(TYP) that begins in early September and continues throughout the student’s entire freshmen year. Please contact ODS by calling our main office at Rose Hill (Monday–Friday 9 a.m.–5 p.m.) at 718-817-0655 to obtain information about documentation guidelines, which vary by disability, and the registration process if you would like to receive academic accommodations at Fordham University and to participate in the Transition Year Program. Please note that students are not eligible to receive any academic accommodations until they have formally registered with ODS and completed their intake appointment. Accommodations are not made retroactively, so it is best to contact ODS to begin this process during the summer before entering Fordham. If a student has one of the following types of disabilities, it is essential to contact ODS by July 2 of the summer before entering as a freshmen in order to ensure that accommodations can be put in place before classes begin in September: physical mobility, visual impairment, hearing impairment, and certain health conditions. Please do not send documentation of a disability to the Admissions office. The Admissions office will not forward any information regarding a student’s 504 Plan or IEP directly to ODS.

Students seeking a substitution for the foreign language core through the Office of Disability Services must complete the process by the end of their first year at Fordham. Applying for the substitution does not guarantee you will be approved for this accommodation as this accommodation is the only one that changes degree requirements and therefore eligibility is jointly determined by ODS and the dean.

Applicants who have been accepted for admission, or current students who are seeking accommodation(s) for a disability should contact the Director of Disability Services at the following locations:

Lincoln Center Campus
Lowenstein Room 207
212-636-6282

Rose Hill Campus
O’Hare Hall, Lower Level
718-817-0655

Westchester students should contact the Rose Hill office, 718-817-0655.

For more information
Visit the Disability Services web page.

University Code of Conduct

Rationale for University Discipline
The reasonableness of University discipline must be judged in its relation to the educational purposes of the University. If those purposes may be described as the pursuit of truth and the advancement of knowledge, University discipline exists to assure a setting wherein those purposes may be achieved.

The educational purposes of the University can best be protected through the clear communication and enforcement of certain standards of behavior judged essential to the achievement of those purposes. What follows is a statement of these standards of behavior developed through the cooperative efforts of the students, faculty, and administrative officials, and staff. When any individual accused of violating this University Code of Conduct maintains more than one of the above-mentioned statuses in the University, determination of his or her status in a particular situation will be made in the context of the surrounding facts.

Violations
The following actions are considered violations of the University Code of Conduct and are punishable by sanctions imposed in accordance with the published judicial procedures of the University

1. All forms of dishonesty, including cheating, plagiarism, supplying false information to any University official, as well as forgery or use of University documents or instruments of identification with intent to defraud.

2. Theft from or damage to University property and/or theft of or damage to the property of another while located on the property of the University. Knowingly receiving, retaining, or disposing of the lost or mislaid property of a member of the University community or of the University itself.

3. Unauthorized entry, use, or occupation of University facilities, as well as the unauthorized possession, duplication, or use of keys to University facilities.

4. Tampering with or misusing fire alarms, fire-fighting equipment, or safety equipment.

5. Harassment of another person, whether physical, sexual, or verbal, and either oral or written.

6. Physical abuse, sexual abuse, threats, intimidation, coercion, and/or other conduct which threatens or endangers the health or safety of any person.

7. The unauthorized selling, purchasing, producing, or possession of any lethal weapons, explosives, fireworks, or incendiary devices.

8. The unauthorized selling, purchasing, producing, possession , or use of barbiturates, amphetamines, marijuana, hallucinogens, opiates, or other addictive and illegal drugs or drug paraphernalia.

9. Engaging in or inciting others to engage in conduct which interferes with or disrupts any University function, or which prevents or limits the free expression of the ideas of others, or which physically obstructs or threatens to obstruct or restrain other members of the University community or visitors.

10. Failing to surrender the University Identification Card upon request of clearly identified University personnel (this includes campus security personnel) in the performance of their assigned duties. All members of the University community are required to have the University Identification Card in their possession while on campus.

11. Engaging in lewd, licentious, or disorderly conduct.

12. Failing to comply with the direction of clearly identified University personnel (this includes campus security guards) in the performance of their assigned duties.

13. Violation of the published University regulations, including, but not limited to, those regarding motor vehicles, residence halls, and the McGinley Center.

For more information
Visit the University Code of Conduct web page.
Core Curriculum Course Requirements

NOTES: Gabelli (p. 92) and PCS (p. 80) students should refer to their respective sections of this bulletin to guide their selection of liberal arts core courses.

Initial courses
The initial courses of the Core Curriculum (p. 36) begin the process of attaining the above goals and objectives with an emphasis on language mastery (English composition and foreign language preparation).

- ENGL 1102 COMPOSITION II
- Foreign Language and Literature (p. 36)

Disciplinary Ways of Knowing and Concepts
The second step of the core curriculum (p. 37) continues the development of writing and oral expression as well as social awareness in the study of ways of knowing characteristic of liberal arts disciplines.

- Mathematical/Computational Reasoning (p. 37): One required course
- Natural Science (p. 37): Two courses: Physical Science and Life Science
- PHIL 1000 PHILOSOPHY OF HUMAN NATURE
- THEO 1000 FAITH AND CRITICAL REASON
- Fine and Performing Arts (p. 38): One required course
- Texts and Contexts (p. 38): One required course
- Understanding Historical Change (p. 39): One required course
- Social Sciences (p. 39): One required course

Advanced Disciplinary Study
The third phase enables (p. 40) students to deepen and extend their disciplinary study and enrich their major courses, which they will be taking concurrently, through a diverse spectrum of advanced courses, thereby assuring the achievement of intellectual perspective with breadth. The following upper-level courses will build on the knowledge, skills, and methodological foundations of the disciplinary introductions to develop and extend their awareness of questions and approaches outside their majors. Courses at this level will generally be numbered in the 3000 range and may be taken when students have completed the introductory disciplinary courses in the area, beginning in sophomore year.

- PHIL 3000 PHILOSOPHICAL ETHICS
- Sacred Texts and Traditions (p. 40): One required course
- Advanced Disciplinary Courses: Two required courses:
  - an advanced literature course (p. 40) and an advanced history course (p. 45); or
  - an advanced history course (p. 45) and an advanced social science course (p. 46); or
  - an advanced social science course (p. 46) and an advanced literature course (p. 40).

Capstone Courses
The final stage of learning through the core curriculum (p. 49) builds on themes introduced in earlier courses. One course completes the sequence of courses in literature, history, and/or social science, and enables students to recognize interrelations among disciplinary ways of knowing through interdisciplinary study. The second course reflects on the infusion of values in knowledge and human life, thereby forming a broader perspective that will provide a framework for the development of socially responsible wisdom after graduation. Courses at this level will be numbered in the 4000 range, and may be taken when students have completed or are completing the Advanced Disciplinary courses.

- Interdisciplinary Capstone in Literature, History, and/or Social Science (p. 49): One required course
- Values Seminar (p. 50): One required course

Distributive Requirements
Finally, students must complete a set of distributive requirements (p. 51) across their four years at Fordham.

- Eloquentia Perfecta Seminars: Four required courses
- Global Studies (p. 52): One required course
- American Pluralism (p. 54): One required course
- Service-Learning (p. 55): One encouraged course

Initial Courses
Composition: One Required Course
This course will build competence and confidence in the use of language for analytic, dialogic, and expressive purposes, develop basic reasoning skills and skills of close and attentive reading, enrich an appreciation of the power and importance of language, and help students learn sound practices with respect to conventions of citation, quotation, paraphrase, and documentation.

ENGL 1102 COMPOSITION II
Prerequisite: Depending on placement, ENGL 1101 COMPOSITION I may be required. To move to ENGL 1102 COMPOSITION II from ENGL 1101 COMPOSITION I, a grade of C or better is required.

Foreign Language and Literature: One Required Course
The 2001-level course in a classical or modern language other than English fulfills the language requirement. In order to achieve a level of mastery of a foreign language that will allow students to comprehend a text of average sophistication in its oral and written form and to be able to comment on it orally and in writing in a coherent and correct manner, the courses provide either a critical analysis of selected cultural and literary texts, with composition, conversation, and review of pertinent grammatical structures, or advanced reading in classical authors.

Language skills preparation: one to three courses. Students in modern languages starting a new language will take an intensive one-semester course (three class hours, two lab hours, two tutorial hours; five credits) in order to accelerate their progress (1001-Introduction I). This introductory course is followed by 1501/1502-Intermediate I/II and concludes with 2001. Students continuing with a language will be placed in Introduction II (only offered in the fall), in Intermediate I or II, or in 2001. No student is required to take more than four courses of a language. The language preparation courses may not be taken Pass/fail.

Students seeking a substitution for the foreign language core through the Office of Disability Services must complete the process by the end of their first year at Fordham. Similarly, students with proficiency in a foreign language must provide documentation to the Associate Chair of the Modern Language and Literature Department regarding competence by the end of their first year at Fordham. This documentation may include the equivalent of a high school diploma from a foreign-language-speaking country where the foreign language is the language of instruction or official certification of having attained a B2-level score from the Common European Framework exam or passing the 16-point proficiency exam at NYU with a score of 15 or higher.

Courses in languages are offered by the Classical Languages and Civilization (p. 199) or Modern Languages and Literatures (p. 487) departments.

Exemptions: B.S. and B.F.A. students, B.A. students in PCS, and those majoring in natural science will not have a language requirement unless required for their major. Psychology majors must complete the language requirement unless they are prehealth.

Disciplinary Ways of Knowing

Mathematical/Computational Reasoning

One Required Course

The aim of this requirement is to develop the fundamental skills involved in mathematical and computational approaches to problem solving, reasoning, and an understanding of our world. These skills also form the basis for advanced reasoning in many areas and provide a basis for testing logic, solving problems, and evaluating mathematical and computational arguments and evidence in daily life. After completing this requirement, students will be prepared to explore quantitative and computational issues in the natural sciences, the social sciences and the humanities.

The following courses have the MCR (Mathematical/Computational Reasoning) attribute:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 1100</td>
<td>STRUCTURES OF COMPUTER SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>CISC 1400</td>
<td>DISCRETE STRUCTURES</td>
<td>4</td>
</tr>
<tr>
<td>CISC 1401</td>
<td>DISCRETE STRUCTURES</td>
<td>3</td>
</tr>
<tr>
<td>CISC 1600</td>
<td>COMPUTER SCIENCE I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1002</td>
<td>BEATS, VIBRATION AND HARMONY; A MUSICAL PLAYBILL TO MATHEMATICS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1100</td>
<td>FINITE MATHEMATICS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1203</td>
<td>APPLIED CALCULUS I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1206</td>
<td>CALCULUS I</td>
<td>4</td>
</tr>
</tbody>
</table>

Natural Science

Two Courses in Sequence: Physical Science and Life Science

Through core science courses, students will gain understanding of scientific methodology as a way of knowing and an appreciation of the social responsibility and ethics of science. By understanding how reasoning and experimental evidence lead to scientific conclusions, students will develop scientific literacy—the ability to understand the breakthroughs in science, medicine, and technology as educated, creative, responsible citizens. With knowledge of the basic principles of science, students will be able to evaluate the legal, moral, and ethical issues that will affect their lives after they graduate. In the science courses, students will develop skills in critical thinking and discernment; qualitative and quantitative reasoning; written and oral communication; and formulation, analysis, and solution of complex problems.

Students who are not science majors may take modular or integrated courses on various topics. The physical science section, which is taken first, covers energy (kinetic and potential, electromagnetic, thermodynamics), matter (atomic and molecular structure, chemical bonding), and interactions (strong, weak, electromagnetic, gravitational). The life science sections (usually taken second) cover evolution: genetics and genetic engineering; human biology; including nervous and sensory systems; environment; and behavior and learning (classical, operant, and observational). All sections have labs. Alternatively, for those interested in a specific science -- including non-science majors -- this requirement may be met through a two-semester disciplinary introduction with associated labs.

In summary, students may fulfill this requirement through one of three ways:

1. One course with the PSCI attribute and one course with the LSCI attribute (for non-science majors).
2. A two-course disciplinary introduction sequence. (This option is preferred for science majors who must take such courses anyway.)
3. A two-course sequence (NSCI 1050 & NSCI 1051), for nonscience majors only.

Physical Science courses for Non-science Majors

The following courses have the PSCI (Physical Science Core) attribute:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1104</td>
<td>THE CHEMISTRY OF ART</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1110</td>
<td>FORENSIC SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 1010</td>
<td>PHYSICAL SCIENCES: FROM PAST TO PRESENT</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 1020</td>
<td>PHYSICAL SCIENCE: TODAY’S WORLD</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 1050</td>
<td>HEALTH AND DISEASE I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1201</td>
<td>INTRODUCTION TO ASTRONOMY</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1203</td>
<td>ENVIRONMENTAL PHYSICS</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1207</td>
<td>PHYSICS OF LIGHT AND COLOR</td>
<td>3</td>
</tr>
</tbody>
</table>

Life Science for Non-science Majors

The following courses have the LSCI (Life Science Core) attribute:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1200</td>
<td>INTRODUCTION TO PHYSICAL ANTHROPOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 1600</td>
<td>INTRODUCTION TO HUMAN VARIATION</td>
<td>3</td>
</tr>
<tr>
<td>BISC 1000</td>
<td>LIFE ON THE PLANET EARTH</td>
<td>3</td>
</tr>
<tr>
<td>BISC 1001</td>
<td>HUMAN BIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BISC 1002</td>
<td>ECOLOGY: A HUMAN APPROACH</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 1030</td>
<td>HUMAN FUNCTION AND DYSFUNCTION</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 1040</td>
<td>PEOPLE AND THE LIVING ENVIRONMENT</td>
<td>3</td>
</tr>
</tbody>
</table>
Disciplinary Ways of Knowing

PSYC 1100 BIOPSYCHOLOGY 3

Two-course Sequence (for non-science majors only)
Course  Title Credits
NSCI 1050 HEALTH AND DISEASE I 6
& NSCI 1051 and HEALTH AND DISEASE II

Two-Course Disciplinary Introduction Sequences (mainly for science majors)
Course  Title Credits
Rose Hill courses
Biology:
BISC 1403 INTRODUCTORY BIOLOGY I 5
& BISC 1413 and INTRODUCTORY BIOLOGY LAB I
BISC 1404 INTRODUCTORY BIOLOGY II 5
& BISC 1414 and INTRODUCTORY BIOLOGY LAB II
Chemistry:
CHEM 1321 GENERAL CHEMISTRY I 6
& CHEM 1331 and GENERAL CHEMISTRY LAB I
CHEM 1322 GENERAL CHEMISTRY II 6
& CHEM 1332 and GENERAL CHEMISTRY LAB II
General Physics:
PHYS 1501 GENERAL PHYSICS I 4
& PHYS 1511 and PHYSICS I LAB
PHYS 1502 GENERAL PHYSICS II 4
& PHYS 1512 and PHYSICS II LAB
Introduction to Physics:
PHYS 1601 INTRODUCTION TO PHYSICS I 5
& PHYS 1511 and PHYSICS I LAB
PHYS 1602 INTRODUCTION TO PHYSICS II 5
& PHYS 1512 and PHYSICS II LAB
Lincoln Center
Introductory Biology:
NSCI 1403 GENERAL BIOLOGY LECTURE I 5
& NSCI 1413 and GENERAL BIOLOGY LAB I
NSCI 1404 GENERAL BIOLOGY LECTURE II 5
& NSCI 1414 and GENERAL BIOLOGY LAB II
Concepts in Biology:
NSCI 1423 CONCEPTS IN BIOLOGY LECTURE I 5
& NSCI 1433 and CONCEPTS IN BIOLOGY LAB I
NSCI 1424 CONCEPTS IN BIOLOGY LECTURE II 5
& NSCI 1434 and CONCEPTS IN BIOLOGY LAB II
General Chemistry:
NSCI 1321 GENERAL CHEMISTRY LECTURE I 6
& NSCI 1331 and GENERAL CHEMISTRY LAB I
NSCI 1322 GENERAL CHEMISTRY LECTURE II 6
& NSCI 1332 and GENERAL CHEMISTRY LAB II
General Physics:
NSCI 1501 GENERAL PHYSICS LECTURE I 4
& NSCI 1511 and GENERAL PHYSICS LAB I
NSCI 1502 GENERAL PHYSICS LECTURE II 4
& NSCI 1512 and GENERAL PHYSICS LAB II

Philosophy of Human Nature
One Required Course
A philosophical reflection on the central metaphysical and epistemological questions surrounding human nature, which includes discussion of some or all of the following problems: the body/soul distinction and the mind/body problem; the problem of knowledge (relativism, skepticism, the objectivity of knowledge; faith and reason); free will and determinism; and self and society (subjectivity, personhood, sociality, historicity, and tradition). At least 60 percent of each section of the course is devoted to readings from Plato, Aristotle, Augustine or Aquinas, and Descartes. Each section includes some writings by at least one contemporary figure.

Course  Title Credits
PHIL 1000 PHILOSOPHY OF HUMAN NATURE 3

Faith and Critical Reason
One Required Course
An introduction to fundamental theological issues including the dialectic between religion and modernity that has shaped our cultural heritage, and some of the ways that various cultures and individuals have confronted the pressing questions of meaning in human life. When apposite, comparisons with religious traditions other than Christianity are made.

Course  Title Credits
THEO 1000 FAITH AND CRITICAL REASON 3

Fine and Performing Arts
One Required Course
By seeing or hearing visual or musical works and understanding them, students learn to appreciate the non verbal and how such works both are influenced by and exercise influence on their cultural milieu. The courses take advantage of and encourage students to appreciate the extensive cultural offerings of New York City.

The following courses have the FACC (Fine and Performing Arts) attribute:
Course  Title Credits
ARHI 1101 INTRODUCTION TO ART HISTORY: EUROPE 3
ARHI 1102 INTRODUCTION TO ART HISTORY: ASIA 3
ARHI 1103 INTRODUCTION TO ART HISTORY: AMERICAS 3
ARHI 3480 ART AND ARCHITECTURE IN LONDON 4
MUSC 1100 INTRODUCTION TO MUSIC HISTORY 3
MUSC 1101 OPERA: AN INTRODUCTION 3
THEA 1100 INVITATION TO THEATRE 3
VART 1101 URBANISM 3

Texts and Contexts
One Required Course
The introductory core course in English literature, which may include literature in translation, will teach the arts of literary interpretation by developing techniques of close reading, an appreciation of the relations among literary works and the contexts in which they are written and
read, and an ability to write critically about the interplay between text and context. The sections of this course will offer students choice among thematic and topical foci, which will be specified in each section title and spelled out in the section’s description. All sections will be offered in the Eloquienia Perfecta format, which emphasizes writing and presentation and fulfill the EP2 requirement (p. 51).

The following courses have the **TC** (Texts and Contexts) attribute:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS 2000</td>
<td>TEXTS AND CONTEXTS</td>
<td>3</td>
</tr>
<tr>
<td>COLI 2000</td>
<td>TEXTS AND CONTEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2000</td>
<td>TEXTS AND CONTEXTS</td>
<td>3</td>
</tr>
<tr>
<td>MLAL 2000</td>
<td>T&amp;C: REMEMBERING ITALY’S LONG CENTURY IN LITERATURE, FILM, AND MUSIC</td>
<td>3</td>
</tr>
</tbody>
</table>

**Prerequisite: ENGL 1102 COMPOSITION II**

**Understanding Historical Change**

**One Required Course**

Through the introduction to the discipline of history, students will begin to achieve knowledge of the structure of societies, how they function, and how they change. Each section of the course will consider how to assess evidence, identify and evaluate differing and often contradictory explanations and arguments, and appraise the relative scale and importance of particular changes in the past. Students will be able to choose from different sections of the course, each with the title Understanding Historical Change and a descriptive subtitle, such as Ancient Greece, American History, etc.

The following courses have the **HC** (Understanding Historical Change) attribute:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 1600</td>
<td>UNDERSTANDING HISTORICAL CHANGE: AFRICA</td>
<td>3</td>
</tr>
<tr>
<td>CLAS 1210</td>
<td>UNDERSTANDING HISTORICAL CHANGE: ANCIENT GREECE</td>
<td>3</td>
</tr>
<tr>
<td>CLAS 1220</td>
<td>UNDERSTANDING HISTORICAL CHANGE: ANCIENT ROME</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1000</td>
<td>UNDERSTANDING HISTORICAL CHANGE: MODERN EUROPE</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1075</td>
<td>UNDERSTANDING HISTORICAL CHANGE: RENAISSANCE TO REVOLUTION IN EUROPE</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1100</td>
<td>UNDERSTANDING HISTORICAL CHANGE: AMERICAN HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1103</td>
<td>UNDERSTANDING HISTORICAL CHANGE: FIGHTING FOR EQUAL RIGHTS IN AMERICAN HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1210</td>
<td>UNDERSTANDING HISTORICAL CHANGE: ANCIENT GREECE</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1220</td>
<td>UNDERSTANDING HISTORICAL CHANGE: ANCIENT ROME</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1240</td>
<td>UNDERSTANDING HISTORICAL CHANGE: THE ANCIENT WORLD</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1300</td>
<td>UNDERSTANDING HISTORICAL CHANGE: MEDIEVAL</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1400</td>
<td>UNDERSTANDING HISTORICAL CHANGE: LATIN AMERICA</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1450</td>
<td>UNDERSTANDING HISTORICAL CHANGE: SOUTH ASIAN HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1550</td>
<td>UNDERSTANDING HISTORICAL CHANGE: EAST ASIAN HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1551</td>
<td>UNDERSTANDING HISTORICAL CHANGE: REPRESENT CHINA AND THE WEST</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1600</td>
<td>UNDERSTANDING HISTORICAL CHANGE: AFRICA</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1650</td>
<td>UNDERSTANDING HISTORICAL CHANGE: THE BLACK ATLANTIC</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1700</td>
<td>UNDERSTANDING HISTORICAL CHANGE: MIDEAST</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1750</td>
<td>UNDERSTANDING HISTORICAL CHANGE: ISLAMIC HISTORY AND CULTURE</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1850</td>
<td>UNDERSTANDING HISTORICAL CHANGE: JEWS IN THE ANCIENT AND MEDIEVAL WORLD</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1851</td>
<td>UNDERSTANDING HISTORICAL CHANGE: JEWS IN THE MODERN WORLD</td>
<td>3</td>
</tr>
<tr>
<td>HIST 4110</td>
<td>NARRATING THE GREAT WAR</td>
<td>4</td>
</tr>
</tbody>
</table>

**Social Sciences**

**One Required Course**

Students will be introduced to the ways of knowing the characteristics of the social sciences through introductory courses in anthropology, communications, economics, political science, psychology, and sociology. The courses will usually focus on a substantive concern of the social sciences and include historical overviews, consideration of the variety of research methods typically used (especially empirical research), reviews of the major theoretical orientations and models, and real-world implications and applications to practical problems.

The following courses have the **SSCI** (Social Science Core Requirement) attribute:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1050</td>
<td>ANTHROPOLOGY FOCUS</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 1100</td>
<td>INTRODUCTION TO CULTURAL ANTHROPOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 1300</td>
<td>INTRODUCTION TO ARCHAEOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>COMC 2121</td>
<td>INTRODUCTION TO COMMUNICATION AND MEDIA STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>COMC 2175</td>
<td>PERSUASION AND PUBLIC OPINION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2329</td>
<td>INTRODUCTION TO MEDIA INDUSTRIES</td>
<td>3</td>
</tr>
<tr>
<td>COMC 2377</td>
<td>MASS COMMUNICATION AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>COMM 1000</td>
<td>FUNDAMENTALS OF COMMUNICATION AND MEDIA STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>COMM 1010</td>
<td>INTRODUCTION TO COMMUNICATION AND MEDIA STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>DTEM 2459</td>
<td>SOCIAL HISTORY OF COMMUNICATION AND TECHNOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 1100</td>
<td>BASIC MACROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1200</td>
<td>BASIC MICROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 3215</td>
<td>Bronx Urban Economic Development</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 1761</td>
<td>THE POWER OF NEWS</td>
<td>3</td>
</tr>
</tbody>
</table>
### Advanced Disciplinary Study

#### Philosophical Ethics

**One Required Course**

This course involves philosophical reflection on the major normative ethical theories underlying moral decision making in our everyday lives. The principal focus of the course is a systematic introduction to the main normative ethical theories, i.e., eudaimonism, natural law ethics, deontological ethics, utilitarianism, virtue ethics, and feminism. The differences among these approaches are illuminated by studying various moral issues. In each section of the course, at least half the readings will be selected from Aristotle and Kant. Each section will include writings by at least one contemporary figure.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 3000</td>
<td>PHILOSOPHICAL ETHICS</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Sacred Texts and Traditions

**One Required Course**

The second theology course, selected from a group of offerings called Sacred Texts and Traditions, builds on the foundation of critical reasoning about traditions in the first theology course through analytical study of one religious textual tradition. The sections of this course will offer students a variety of texts from which to choose. All sections will draw on the disciplines of history, literary analysis, and theology, interpreting religious traditions and texts as both historically embedded and always evolving responses to the experience of the transcendent in human life.

The following courses have the STXT (Sacred Texts and Traditions) attribute:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 3110</td>
<td>INTRODUCTION TO OLD TESTAMENT</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3102</td>
<td>BOOK OF GENESIS</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3105</td>
<td>THE TORAH</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3120</td>
<td>THE PROPHETS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3200</td>
<td>INTRODUCTION TO NEW TESTAMENT</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3207</td>
<td>THE FIRST THREE GOSPELS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3212</td>
<td>GOSPEL OF JOHN</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3250</td>
<td>JESUS IN HISTORY AND FAITH</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3301</td>
<td>CHRISTIAN TEXTS IN CONTEXT</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3310</td>
<td>EARLY CHRISTIAN WRITINGS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3314</td>
<td>ST. AUGUSTINE OF HIPPO</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3316</td>
<td>BYZANTINE CHRISTIANITY</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3320</td>
<td>AUGUSTINE, AQUINAS, AND LUTHER</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3330</td>
<td>MEDIEVAL THEOLOGY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3332</td>
<td>CHRISTIANS, MUSLIMS, JEWS IN THE MEDIEVAL PERIOD</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3340</td>
<td>CHRISTIAN MYSTICAL TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3345</td>
<td>THE BOOK OF REVELATION</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3360</td>
<td>REFORMATION TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3361</td>
<td>PROTESTANT TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3375</td>
<td>AMERICAN RELIGIOUS TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3390</td>
<td>CHURCH IN CONTROVERSY</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3542</td>
<td>CATHOLIC SOCIAL TEACHING</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3546</td>
<td>THE BIBLE AND SOCIAL JUSTICE</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3610</td>
<td>CHRIST IN WORLD CULTURES</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3620</td>
<td>GREAT CHRISTIAN HYMNS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3655</td>
<td>The Journey of Faith: Autobiography as Sacred Text</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3700</td>
<td>SCRIPTURES OF THE WORLD</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3711</td>
<td>SACRED TEXTS OF THE MIDEAST</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3713</td>
<td>CLASSIC JEWISH TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3715</td>
<td>CLASSIC ISLAMIC TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3720</td>
<td>HINDU LITERATURE AND ETHICS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3724</td>
<td>CLASSIC BUDDHIST TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3725</td>
<td>BUDDHISM IN AMERICA: A MULTIMEDIA INVESTIGATION</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3728</td>
<td>BUDDHIST MEDITATION</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3731</td>
<td>JAPANESE RELIGIONS: TEXTS AND ARTS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3785</td>
<td>SPIRITUAL EXERCISES AND CULTURE</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3790</td>
<td>VISION AND FAITH</td>
<td>3</td>
</tr>
<tr>
<td>THEO 4008</td>
<td>RELIGION AND ECOLOGY</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Advanced Disciplinary Courses

**Two Required Courses**

Following the introductory literature, history, and social science courses, these courses will enable the student to achieve a sharper focus and more detailed knowledge of complex literary, historical, and social methods, materials, interactions, and processes. To fulfill the requirement, two advanced disciplinary courses will be chosen from two different disciplines:

- an advanced literature course and an advanced history course; or
- an advanced history course and an advanced social science course; or
- an advanced social science course and an advanced literature course.

They will be taken before or simultaneously with the capstone requirements.

**Advanced Literature Core Courses**

The following courses have the ALC (advanced literature core) attribute:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMCS 3320</td>
<td>THE WRITING IRISH</td>
<td>4</td>
</tr>
<tr>
<td>ARAB 2400</td>
<td>APPROACHES TO ARABIC CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>ARAB 3010</td>
<td>HUMAN RIGHTS IN ARABIC LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>CLAS 3040</td>
<td>LAW AND SOCIETY IN GREECE AND ROME (ADVANCED LITERATURE CORE)</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3122</td>
<td>THE ETERNAL FEMININE IN LITERATURE AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3137</td>
<td>WORLD CINEMA MASTERPIECES</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3143</td>
<td>WORLD CINEMA MASTERPIECES 1960-1980</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3200</td>
<td>MACHIAVELLI'S UTOPIA</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3202</td>
<td>ARIOSTO TO GALILEO: THE INVENTION OF MODERNITY IN RENAISSANCE ITALY</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3364</td>
<td>NOVELS OF IDEAS: 19TH CENTURY</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3365</td>
<td>NOVELS OF IDEAS: HIGH MODERNISM</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3466</td>
<td>DISCOVERING FRENCH CINEMA</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3476</td>
<td>CONFLICT AND VIOLENCE IN FRANCOPHONE AFRICAN CINEMAS</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3575</td>
<td>PAINTING THE EMPIRE: UNDERSTANDING THE SPANISH EMPIRE THROUGH ART AND LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>ENGL 3691</td>
<td>BLACK ATLANTIC LITERATURE: IMAGINING FREEDOM</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3701</td>
<td>AMERICAN WRITERS IN PARIS (Advanced Literature Core)</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3802</td>
<td>LITERATURE AND IMPERIALISM</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3820</td>
<td>SATIRE BEFORE 1800</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3841</td>
<td>CONTEMPORARY FICTION</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3842</td>
<td>THE SHORT STORY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3857</td>
<td>17TH CENTURY TEXTS: SKEPTICISM AND AFFIRMATION</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4010</td>
<td>AMERICAN CRIME STORIES</td>
<td>4</td>
</tr>
<tr>
<td>FREN 2600</td>
<td>FRANCE: LITERATURE, HISTORY, AND CIVILIZATION</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3005</td>
<td>FRENCH BUSINESS CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3020</td>
<td>FRENCH FOOD, FILM, FICTION</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3100</td>
<td>MEDIEVAL FRENCH LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3101</td>
<td>WORD AND IMAGE IN MEDIEVAL FRANCE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3109</td>
<td>MEDIEVAL FRENCH LITERATURE AND POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3120</td>
<td>INVENTING IDENTITY: 16TH CENTURY</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3125</td>
<td>MAPPING THE NATION</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3130</td>
<td>CULTURE AND SCIENCE IN FRANCE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3150</td>
<td>MEDIEVAL SAINTS AND SINNERS</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3153</td>
<td>MEDIEVAL FRENCH COMEDY AND SATIRE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3175</td>
<td>FRENCH RENAISSANCES</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3251</td>
<td>17TH CENTURY STAGE AND STATE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3253</td>
<td>MOLIERE: FROM PAGE TO STAGE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3290</td>
<td>EARLY AUTHORS MODERN THEORY</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3291</td>
<td>FABLE AND FAIRY TALE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3300</td>
<td>THE ENLIGHTENMENT</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3333</td>
<td>TABLEAUX: ART AND THEATER: 1700S</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3340</td>
<td>NEO-CLASSICAL FRENCH WOMEN WRITERS</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3350</td>
<td>THINKERS AND MORALISTS</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3360</td>
<td>FRENCH AUTOBIOGRAPHY</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3400</td>
<td>ROMANTICISM</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3450</td>
<td>WRITERS AND LAWBREAKERS</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3473</td>
<td>VISIONS OF THE MAGHREB</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3476</td>
<td>CONFLICT AND VIOLENCE IN FRANCOPHONE AFRICAN CINEMAS</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3477</td>
<td>MURDER MYSTERY AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3478</td>
<td>THE ESSAY FILM</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3479</td>
<td>THE NEW WAVE ARRIVES</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3480</td>
<td>FRANCOPHONE CARIBBEAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3500</td>
<td>FRENCH LITERARY THEORY</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3550</td>
<td>IN SEARCH OF LOST TIME: MODERNITY, TEMPORALITY, AND THE SELF IN 20TH CENTURY FRENCH LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3560</td>
<td>THE CONTEMPORARY NOVEL</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3561</td>
<td>MODERN FRENCH THEATER</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3562</td>
<td>WOMEN ON STAGE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3564</td>
<td>FRENCH THEATRE AND PERFORMANCE (TAUGHT IN FRENCH)</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3565</td>
<td>FRENCH CONTEMPORARY NOVEL</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3571</td>
<td>FRENCH WOMEN WRITERS</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3610</td>
<td>FRENCH-CANADIAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3611</td>
<td>QUEBECOIS THEATER</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3630</td>
<td>FRANCOPHONE VOICES FROM NORTH AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3631</td>
<td>NORTH AFRICAN FRANCE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3637</td>
<td>FRANCOPHONE MIDDLE EAST</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3640</td>
<td>POSTCOLONIAL REPRESENTATION</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3675</td>
<td>&quot;AMERICA&quot; FRENCH AND FRANCOPHONE PERSPECTIVES</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3800</td>
<td>INTERNSHIP</td>
<td>3</td>
</tr>
<tr>
<td>GERM 2800</td>
<td>GERMAN SHORT STORIES</td>
<td>4</td>
</tr>
<tr>
<td>GERM 3010</td>
<td>FRISCH AUS DER PRESSE: MEDIA AND COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>GERM 3050</td>
<td>THE SOUND OF MUSIC: GERMAN MUSIC AND MUSICAL GENRES</td>
<td>4</td>
</tr>
<tr>
<td>GERM 3051</td>
<td>SURVEY OF LITERATURE I</td>
<td>4</td>
</tr>
<tr>
<td>GERM 3052</td>
<td>SURVEY OF LITERATURE II</td>
<td>4</td>
</tr>
<tr>
<td>GERM 3057</td>
<td>MEDIEVAL GERMAN LITERATURE: POTIONS, PASSIONS, PLAYERS, AND PRAYERS</td>
<td>4</td>
</tr>
<tr>
<td>GERM 3250</td>
<td>POETRY OF THE GOLDEN AGE</td>
<td>4</td>
</tr>
<tr>
<td>GERM 3302</td>
<td>GERMAN THROUGH THE SENSES</td>
<td>4</td>
</tr>
<tr>
<td>GERM 3303</td>
<td>BORDERS AND CROSSINGS</td>
<td>4</td>
</tr>
<tr>
<td>GERM 3307</td>
<td>GERMANY AND MIGRATION</td>
<td>4</td>
</tr>
<tr>
<td>GERM 3310</td>
<td>DEEP IN THE FOREST: THE PAGAN-CHRISTIAN ENCHANTMENT OF THE FAIRY TALE</td>
<td>4</td>
</tr>
<tr>
<td>GERM 3371</td>
<td>19TH CENTURY REALISM</td>
<td>4</td>
</tr>
<tr>
<td>GERM 3501</td>
<td>THE GERMAN SCENE POST 89</td>
<td>4</td>
</tr>
<tr>
<td>GERM 3550</td>
<td>LITERATURE IN THIRD REICH</td>
<td>4</td>
</tr>
<tr>
<td>GERM 3566</td>
<td>DEUTSCHLAND 1968: PROTEST, HIPPIES, UND TERRORISTEN (TAUGHT IN GERMAN)</td>
<td>4</td>
</tr>
<tr>
<td>GERM 3601</td>
<td>GERMAN LITERATURE SINCE 1945</td>
<td>4</td>
</tr>
<tr>
<td>GERM 4063</td>
<td>THOMAS MANN/HERMAN HESSE</td>
<td>4</td>
</tr>
<tr>
<td>GREK 3034</td>
<td>READINGS IN HOMER (ADVANCED LITERATURE CORE / TAUGHT IN GREEK)</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>GREEK 3200</td>
<td>READINGS IN GREEK</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3474</td>
<td>THE ARAB ISRAELI CONFLICT: CULTURAL PERSPECTIVES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3998</td>
<td>PEOPLE AND OTHER ANIMALS IN HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 2500</td>
<td>APPROACHES TO LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 2561</td>
<td>READING CULTURE THROUGH LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 2910</td>
<td>EMIGRATION IN LITERATURE AND FILM 1850-PRESENT</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3002</td>
<td>THE ART OF TRANSLATION</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3010</td>
<td>POLITICS AND POETRY IN THE MIDDLE AGES: THE RISE OF VERNACULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3011</td>
<td>DANTE AND HIS AGE</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3012</td>
<td>MEDIEVAL STORYTELLING</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3020</td>
<td>RENAISSANCE AND BAROQUE NOVELLA</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3021</td>
<td>VICE AND VIRTUE IN MEDIEVAL ITALIAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3050</td>
<td>ARTS AND POLITICAL ITALIAN HUMANISM</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3051</td>
<td>SURVEY OF LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3062</td>
<td>ETHICS AND ECONOMIC VALUE IN MEDIEVAL LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3063</td>
<td>SATURNIAN SPIRITS: ART AND LITERATURE IN ITALY</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3111</td>
<td>NEW ITALIAN CINEMA</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3120</td>
<td>RENAISSANCE LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3125</td>
<td>MAGNIFICENCE AND POWER: THE MEDICI AND RENAISSANCE FLORENCE</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3215</td>
<td>LOVE AND HONOR IN THE RENAISSANCE COURTS</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3280</td>
<td>THE ITALIAN SHORT STORY</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3450</td>
<td>20TH CENTURY LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3452</td>
<td>ITALIAN MIGRANT LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3500</td>
<td>COMEDY AND SATIRE IN ITALIAN CINEMA</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3530</td>
<td>THE STAGE AND SOCIETY SINCE 1700</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3540</td>
<td>LIBERTY AND TYRANNY 18 AND 19TH CENTURY</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3542</td>
<td>NATURE ART AND LITERATURE SINCE 1700</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3550</td>
<td>ITALIAN UNIFICATION: FILM/LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3553</td>
<td>ITALY FROM UNIFICATION TO 1945: LITERATURE, CULTURE, AND SOCIETY OF THE MODERN PERIOD</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3625</td>
<td>THE MODERN ITALIAN THEATER</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3630</td>
<td>CONTEMPORARY ITALIAN NOVELS</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3650</td>
<td>ITALY AT WAR</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3660</td>
<td>AVANT-GUARDE MOVEMENTS</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3701</td>
<td>ITALIAN WOMEN WRITERS</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3901</td>
<td>NARRATIVE AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3910</td>
<td>ITALY TODAY</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3920</td>
<td>WORDS ON FIRE: POETRY/SOC. TODAY</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3980</td>
<td>THE ITALIAN SHORT STORY</td>
<td>4</td>
</tr>
<tr>
<td>JWST 3300</td>
<td>LITERATURES AND CULTURES OF MODERN ISRAEL</td>
<td>4</td>
</tr>
<tr>
<td>JWST 3474</td>
<td>THE ARAB ISRAELI CONFLICT: CULTURAL PERSPECTIVES</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3005</td>
<td>LATIN AMERICAN THEMES</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3275</td>
<td>HYBRID FUTURES: A PANORAMA OF MEXICAN SHORT FICTION</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3575</td>
<td>PAINTING THE EMPIRE: UNDERSTANDING THE SPANISH EMPIRE THROUGH ART AND LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>LALS 4005</td>
<td>QUEER THEORY AND THE AMERICAS</td>
<td>4</td>
</tr>
<tr>
<td>LATN 3009</td>
<td>HORACE: ODES</td>
<td>4</td>
</tr>
<tr>
<td>LATN 3041</td>
<td>OVID</td>
<td>4</td>
</tr>
<tr>
<td>LATN 3060</td>
<td>READINGS IN VERGIL</td>
<td>4</td>
</tr>
<tr>
<td>LATN 3061</td>
<td>CHRISTIAN LATIN</td>
<td>4</td>
</tr>
<tr>
<td>LATN 3300</td>
<td>ADVANCED LATIN</td>
<td>4</td>
</tr>
<tr>
<td>LATN 3332</td>
<td>SENECA’S LETTERS</td>
<td>4</td>
</tr>
<tr>
<td>LATN 3456</td>
<td>IMPERIAL LATIN BIOGRAPHY</td>
<td>4</td>
</tr>
<tr>
<td>MAND 2500</td>
<td>APPROACHES TO LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>MAND 2670</td>
<td>ORIGIN AND DEVELOPMENT OF SINO-AMERICAN RELATIONS</td>
<td>4</td>
</tr>
<tr>
<td>MAND 3002</td>
<td>TOPICS IN CHINESE CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>MAND 3020</td>
<td>LEARN CHINESE THROUGH FILM</td>
<td>4</td>
</tr>
<tr>
<td>MAND 3040</td>
<td>TOPICS IN MANDARIN CHINESE LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>MAND 3050</td>
<td>CHINA IN THE HEADLINES: AN ADVANCED NEWSPAPER READING COURSE IN MANDARIN CHINESE</td>
<td>4</td>
</tr>
<tr>
<td>MAND 3055</td>
<td>CHINA AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3000</td>
<td>GENDER AND SEXUALITY STUDIES</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3010</td>
<td>POLITICS AND POETRY IN THE MIDDLE AGES: THE RISE OF VERNACULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3022</td>
<td>PRINCIPLES OF WORLD LANGUAGE LEARNING AND TEACHING</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3040</td>
<td>CHINESE LANGUAGE AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3043</td>
<td>MODERN CHINESE LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3045</td>
<td>WOMEN IN CHINESE LITERATURE AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3047</td>
<td>CHINESE CULTURE: TRADITIONS AND TRANSFORMATION</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3057</td>
<td>MEDIEVAL GERMAN LITERATURE: POTIONS, PASSIONS, PLAYERS, AND PRAYERS</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3060</td>
<td>MAGIC AND REALITY IN RUSSIAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3070</td>
<td>RUSSIAN VISIONS: THE INTERPLAY BETWEEN RUSSIAN LITERATURE AND ART IN MID-19TH/EARLY 20TH CENTURY</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3080</td>
<td>TOLSTOY, DOSTOEVSKY AND THE MEANING OF LIFE AND DEATH</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3115</td>
<td>HISTORY AND THE NOVEL: DON QUIXOTE AND MODERN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3200</td>
<td>MACHIAVELLI’S UTOPIA</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3202</td>
<td>ARIOSTO TO GALILEO: THE INVENTION OF MODERNITY IN RENAISSANCE ITALY</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3210</td>
<td>ISLAM AND ITALY</td>
<td>4</td>
</tr>
</tbody>
</table>

Updated: 10-11-2017
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLAL 3300</td>
<td>LITERATURES AND CULTURES OF MODERN ISRAEL</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3307</td>
<td>GERMANY AND MIGRATION</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3402</td>
<td>INTRODUCTION TO RUSSIAN DRAMA</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3405</td>
<td>MASTERPIECES OF RUSSIAN FILM</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3410</td>
<td>ARAB CINEMA: HISTORY AND CULTURAL IDENTITY</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3440</td>
<td>ARABIC LITERATURE IN TRANSLATION</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3442</td>
<td>ARAB CULTURE AND NEWS MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3450</td>
<td>THE ARAB SPRING IN ARABIC LIT</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3474</td>
<td>THE ARAB ISRAELI CONFLICT: CULTURAL PERSPECTIONS</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3475</td>
<td>OPPOSITIONAL THOUGHT IN ISLAMIC LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3500</td>
<td>WRITING UNDER GERMAN CENSORSHIP: A CULTURE OF BANNED BOOKS</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3504</td>
<td>STUDY TOUR: BERLIN TALES: GERMANY'S KIEZ</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3535</td>
<td>BUILDING THE IDEAL CITY. ETHICS AND ECONOMICS FOUNDATIONS OF REALIZABLE UTOPIAS</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3600</td>
<td>WOMEN'S VOICES IN GERMAN AND AUSTRIAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3624</td>
<td>MUSIC AND NATION IN THE ARAB WORLD</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3701</td>
<td>VILLAINS, VAMPS AND VAMPIRES: AN INTRODUCTION TO GERMAN CINEMA</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3710</td>
<td>FIN-DE SIECLE VIENNA: KLIMT, CAFES, AND CEMETERIES</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3800</td>
<td>CLOISTERS, CASTLES, AND KINGS: MEDIEVAL BAVARIA</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3820</td>
<td>MEMORY AND IDENTITY IN MODERN ITALY</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3822</td>
<td>THE ARABIAN NIGHTS</td>
<td>4</td>
</tr>
<tr>
<td>MVST 3057</td>
<td>MEDIEVAL GERMAN LITERATURE: POTIONS, PASSIONS, PLAYERS, AND PRAYERS</td>
<td>4</td>
</tr>
<tr>
<td>MVST 3800</td>
<td>CLOISTERS, CASTLES, AND KINGS: MEDIEVAL BAVARIA</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 2650</td>
<td>MEDIA AND THE RUSSIAN STATE: NEWS OUTLETS FROM 19TH CENTURY TO PRESENT DAY RUSSIA</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 3001</td>
<td>CONTEMPORARY RUSSIAN PROSE</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 3002</td>
<td>GENRES AND STYLES RUSSIAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 3010</td>
<td>19TH CENTURY RUSSIAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 3011</td>
<td>RUSSIAN ROMANTIC NOVEL</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 3020</td>
<td>THE RUSSIAN SHORT STORY</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 3021</td>
<td>THE MODERN RUSSIAN NOVEL</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 3025</td>
<td>INTRODUCTION TO RUSSIAN THEATER</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 3027</td>
<td>RUSSIAN CINEMA</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 2500</td>
<td>APPROACHES TO LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 2700</td>
<td>HISPANIC LEGENDS</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3001</td>
<td>SPAIN: LITERATURE AND CULTURE SURVEY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3002</td>
<td>LATIN AMERICA: LITERATURE AND CULTURE SURVEY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3005</td>
<td>THEMES IN LATINA/O AND LATIN AMERICAN STUDIES</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3051</td>
<td>SURVEY OF SPANISH LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3052</td>
<td>SURVEY OF SPANISH-AMERICAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3066</td>
<td>SURVEY OF LATIN AMERICAN FILM</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3070</td>
<td>THE LATIN-AMERICAN URBAN CHRONICLE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3075</td>
<td>Crime Fiction in Hispanic Literature</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3126</td>
<td>SPANISH GOLDEN AGE: THE AGES</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3180</td>
<td>POETRY IN CONTEXT</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3200</td>
<td>MULTICULTURAL SPAIN</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3210</td>
<td>TRANSatlantic PicaRESQUE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3230</td>
<td>SINFUL BUSINESS</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3250</td>
<td>GOD, GOLD, AND GLORY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3275</td>
<td>HYBRID FUTURES: A PANORAMA OF MEXICAN SHORT FICTION</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3301</td>
<td>FEDERICO GARCIA LORCA AND HIS WORLD</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3398</td>
<td>GENERATION OF 1898</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3401</td>
<td>MODERN SPANISH FICTION</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3420</td>
<td>MODERN SPANISH POETRY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3425</td>
<td>MODERN SPANISH THEATER</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3426</td>
<td>MODERN HISPANIC THEATER</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3450</td>
<td>NOBEL PRIZES IN HISPANIC LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3500</td>
<td>LITERATURE OF DISCOVERY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3510</td>
<td>SPAIN AT WAR</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3530</td>
<td>EXCESS IN SPANISH LIT</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3535</td>
<td>UNUS MUNDUS: DECONSTRUCTING 'TIME' THROUGH SPANISH LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3540</td>
<td>SPAIN AND ISLAM</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3550</td>
<td>EXPRESSING THE COLONIES</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3560</td>
<td>REIMAGINING THE COLONIES</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3561</td>
<td>REPRESENTING THE GYPSY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3570</td>
<td>STORIES OF A NEW WORLD</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3575</td>
<td>PAINTING THE EMPIRE: UNDERSTANDING THE SPANISH EMPIRE THROUGH ART AND LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3582</td>
<td>NEW YORK IN LATINO LITERATURE AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3610</td>
<td>CHILDREN'S GAZE IN LATIN AMERICAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3625</td>
<td>SPANISH-AMERICAN SHORT FICTION</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3630</td>
<td>CULTURAL JOURNEY THROUGH MEXICO CITY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3642</td>
<td>SPANISH-AMERICAN LITERATURE AND POPULAR MUSIC</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3685</td>
<td>MEDIA AND LITERATURE IN SPANISH AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3701</td>
<td>SPANISH-AMERICAN WOMEN WRITERS</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3710</td>
<td>CONTEMPORARY LATIN AMERICAN FICTION</td>
<td>4</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>SPAN 3712</td>
<td>LITERATURES OF THE LATIN AMERICAN BOOM AND POST-BOOM</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3715</td>
<td>LATIN AMERICAN CYBERLITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3727</td>
<td>Writing Disease in Latin American Literature</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3728</td>
<td>Popular Culture in Latin America</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3730</td>
<td>WRITING VIOLENCE: PERU, 1980-2000</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3750</td>
<td>CONTEMPORARY PERUVIAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3751</td>
<td>ADAPTING SPANISH DRAMA</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3755</td>
<td>SPANISH AMERICAN LITERATURE AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3770</td>
<td>CULTURES OF MEMORY AND POSTMEMORY IN CONTEMPORARY CHILE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3800</td>
<td>THE SPANISH DIASPORA</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3809</td>
<td>ARGENTINE LITERATURE AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3820</td>
<td>CARIBBEAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3826</td>
<td>LATIN AMERICAN AND WORLD LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3850</td>
<td>NARRATING THE CITY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3855</td>
<td>FASCISMS, AESTHETICS, AND THE HISPANIC WORLD</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3908</td>
<td>FRANCOIST SPAIN</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3950</td>
<td>THE FANTASTIC IN SPANISH LITERATURE AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3990</td>
<td>SPANISH IMMERSION IN SPAIN</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 4001</td>
<td>CERVANTES AND DON QUIXOTE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 4020</td>
<td>NOVELS OF PEREZ GALDOS</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 4511</td>
<td>SPANISH CIVIL WAR</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 4900</td>
<td>SEMINAR: HISPANIC LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2001</td>
<td>THEATRE HISTORY I: MYTHOS</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2002</td>
<td>THEATRE HISTORY II: MODERNITY</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2003</td>
<td>THEATRE HISTORY III: POSTMODERNISM AND THE PRESENT</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2353</td>
<td>MOLIERE: FROM PAGE TO STAGE</td>
<td>4</td>
</tr>
<tr>
<td>THEA 3564</td>
<td>FRENCH THEATRE AND PERFORMANCE (TAUGHT IN FRENCH)</td>
<td>4</td>
</tr>
<tr>
<td>WGSS 3000</td>
<td>GENDER AND SEXUALITY STUDIES</td>
<td>4</td>
</tr>
<tr>
<td>WGSS 3067</td>
<td>CONTEMPORARY WOMEN POETS</td>
<td>4</td>
</tr>
<tr>
<td>WGSS 3318</td>
<td>EARLY WOMEN NOVELISTS</td>
<td>4</td>
</tr>
<tr>
<td>WGSS 3537</td>
<td>SATIRE, SEX, STYLE, AGE OF T. NASH</td>
<td>4</td>
</tr>
<tr>
<td>WGSS 3931</td>
<td>INTRODUCTION TO GAY AND LESBIAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>WGSS 4005</td>
<td>QUEER THEORY AND THE AMERICAS</td>
<td>4</td>
</tr>
<tr>
<td>WGSS 4127</td>
<td>SEMINAR: NOVELS BY WOMEN: JANE AUSTEN TO MORRISON</td>
<td>4</td>
</tr>
</tbody>
</table>

**Advanced History Core Courses**

The following courses have the AHC (Advanced History Core) attribute:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 3001</td>
<td>AFRICAN AMERICAN HISTORY I</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3134</td>
<td>FROM ROCK-N-ROLL TO HIP-HOP</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3148</td>
<td>HISTORY OF SOUTH AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3154</td>
<td>BLACK, WHITE, AND CATHOLIC: RACE, RELIGION, AND CIVIL RIGHTS</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3190</td>
<td>MAPPING SOUTHERN AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3192</td>
<td>THE UNITED STATES, AFRICA, AND THE COLD WAR</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3633</td>
<td>THE BRONX: IMMIGRATION, RACE, AND CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3939</td>
<td>HISTORY OF GLOBAL POP MUSIC: FROM AFRICA TO THE AMERICAS AND BACK</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 3030</td>
<td>ATHENIAN DEMOCRACY</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 3031</td>
<td>THE SPARTAN MIRAGE</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 4050</td>
<td>ANCIENT ROMAN CITIES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3001</td>
<td>AFRICAN AMERICAN HISTORY I</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3002</td>
<td>AFRICAN AMERICAN HISTORY II</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3010</td>
<td>EUROPE IN CRISIS: 1880-1914</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3012</td>
<td>MEDIEVAL FRANCE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3051</td>
<td>THE BLACK DEATH, 1348-1450</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3100</td>
<td>HISTORY OF THE ARTS AT LINCOLN CENTER: URBAN RENEWAL AND THE ARTS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3102</td>
<td>WORKER IN AMERICAN LIFE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3145</td>
<td>MEDIEVAL BARBARIANS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3148</td>
<td>HISTORY OF SOUTH AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3205</td>
<td>MEDIEVAL MEDICINE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3208</td>
<td>THE MEDIEVAL OTHER</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3210</td>
<td>KING, COURT, CRUSADE: WRITING KNIGHTLY LIFE IN THE HIGH MIDDLE AGES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3211</td>
<td>MEDIEVAL SIN, SINNERS, AND OUTCASTS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3215</td>
<td>MIDDLE AGES AND WEST</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3220</td>
<td>MEDIEVAL HOLLYWOOD</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3270</td>
<td>THE CRUSADES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3305</td>
<td>MEDIEVAL WARFARE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3330</td>
<td>DIAGNOSING EMPIRE: SCIENCE AND MEDICINE IN THE COLONIAL WORLD (ADVANCED HISTORY CORE)</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3354</td>
<td>THE SUPPRESSION AND RESTORATION OF THE SOCIETY OF JESUS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3356</td>
<td>CONFESSIONALIZATION AND conflict IN EARLY MODERN EUROPE, 1453-8885</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3357</td>
<td>THE PHOENIX RISES: THE RESTORED SOCIETY OF JESUS, 1800-1983</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3362</td>
<td>CRIME AND PUNISHMENT IN EUROPE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3411</td>
<td>TUDOR AND STUART ENGLAND</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3413</td>
<td>REFORMATION ENGLAND</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3414</td>
<td>CABBAGES AND KINGS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3415</td>
<td>EUROPEAN WOMEN: 1500-1800</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3420</td>
<td>THE ENGLISH RENAISSANCE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3425</td>
<td>HENRY VIII'S ENGLAND</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3430</td>
<td>THE WORLD OF QUEEN ELIZABETH I</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3455</td>
<td>20TH CENTURY IRELAND</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3457</td>
<td>BRITAIN: 1867-PRESENT</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3458</td>
<td>IRELAND: 1688-1923</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3480</td>
<td>JUDAISM AND ISLAM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3513</td>
<td>OLD REGIME AND FRENCH REVOLUTION</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3515</td>
<td>MEDIA HISTORY: 1400 TO PRESENT</td>
<td>4</td>
</tr>
</tbody>
</table>

Updated: 10-11-2017
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 3541</td>
<td>MODERN ITALY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3543</td>
<td>THE CONNECTING SEA: THE MEDITERRANEAN SINCE 1800</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3545</td>
<td>RACE AND NATION IN MODERN EUROPE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3547</td>
<td>POSTWAR: EUROPE SINCE 1945</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3548</td>
<td>PAINTING BOHEMIAN LIVES: ABSINTHE, IDEOLOGY, AND THE POLITICS OF URBAN LIFE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3555</td>
<td>HITLER'S GERMANY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3557</td>
<td>EUROPE IN THE WORLD</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3559</td>
<td>EUROPE SINCE 1945</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3566</td>
<td>WAR AND IMPERIALISM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3575</td>
<td>TORTURE, TERROR, AND THE BODY IN THE MODERN WORLD</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3580</td>
<td>WAR, GENDER, AND VIOLENCE IN MODERN EUROPE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3614</td>
<td>REVOLUTIONARY AND SOVIET RUSSIA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3634</td>
<td>MODERN SOUTH ASIAN HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3635</td>
<td>SCIENCE IN POPULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3655</td>
<td>WITCHCRAFT IN COLONIAL AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3656</td>
<td>THE AMERICAN REVOLUTION</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3657</td>
<td>AMERICAN CONSTITUTION</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3670</td>
<td>THE MODERN MIDDLE EAST</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3675</td>
<td>HISTORY OF MODERN ISRAEL</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3700</td>
<td>SICKNESS AND HEALTH IN EARLY MA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3752</td>
<td>COMING OF THE CIVIL WAR</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3753</td>
<td>CIVIL WAR ERA: 1861-1877</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3758</td>
<td>AMERICA AT WAR</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3773</td>
<td>AMERICAN CAPITALISM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3774</td>
<td>HISTORY OF CAPITALISM IN THE U.S.</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3775</td>
<td>THE EARLY REPUBLIC</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3789</td>
<td>MODERN SOUTH AFRICA STORIES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3797</td>
<td>THE HISTORY OF US POPULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3804</td>
<td>CITY IN AMERICAN HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3806</td>
<td>U.S. IMMIGRATION/ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3810</td>
<td>JEWS IN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3815</td>
<td>EAST EUROPEAN JEWISH HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3826</td>
<td>MODERN US WOMEN'S HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3830</td>
<td>HISTORY OF AMERICAN WOMEN AND GENDER</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3838</td>
<td>HISTORY OF U.S. SEXUALITY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3842</td>
<td>THE VIETNAM WARS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3843</td>
<td>AMERICAN DRUG WAR</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3845</td>
<td>THE HISTORY OF U.S. FOREIGN RELATIONS, 1898 TO THE PRESENT</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3846</td>
<td>THE HISTORY OF U.S. FOREIGN RELATIONS, 1974 TO PRESENT</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3857</td>
<td>AMERICA SINCE 1945</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3862</td>
<td>HISTORY OF NEW YORK CITY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3864</td>
<td>NEW FRONTIERS? 1960'S AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3870</td>
<td>ASSASSINATIONS AND THE MAKING OF POST-INDEPENDENCE AFRICAN HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3900</td>
<td>NORTH AMERICAN ENVIRONMENTAL HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3965</td>
<td>COLONIAL LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3968</td>
<td>MEXICO</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3969</td>
<td>LATIN AMERICA AND THE U.S.</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3972</td>
<td>REVOLUTION IN CENTRAL AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3974</td>
<td>SPANIARDS AND INCAS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3983</td>
<td>APOCALYPTICISM AND MESSIANISM IN ISLAMIC THOUGHT AND HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3990</td>
<td>SEMINAR: JEWISH SOCIETY AND CULTURE IN EASTERN EUROPE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4845</td>
<td>U.S.-LATIN AMERICAN RELATIONS</td>
<td>4</td>
</tr>
<tr>
<td>MVST 3210</td>
<td>BUILDING THE IDEAL CITY</td>
<td>4</td>
</tr>
<tr>
<td>MVST 3535</td>
<td>THE HISTORY OF U.S. SEXUALITY</td>
<td>4</td>
</tr>
<tr>
<td>MVST 3700</td>
<td>MEDICINE, MAGIC, AND MIRACLES: SICKNESS AND HEALTH IN THE EARLY MIDDLE AGES</td>
<td>4</td>
</tr>
<tr>
<td>MVST 3930</td>
<td>SEX AND GENDER IN SOUTH ASIA</td>
<td>4</td>
</tr>
</tbody>
</table>

### Advanced Social Science Core Courses

The following courses have the ASSC (Advanced Social Science Core) attribute:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 3037</td>
<td>BEING AND BECOMING BLACK IN THE ATLANTIC WORLD</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>AFAM 3110</td>
<td>THE BLACK ATHLETE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3120</td>
<td>BLACK RELIGION AND BLACK POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3132</td>
<td>BLACK PRISON EXPERIENCE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3133</td>
<td>PERFORMANCE AFRICAN DIASPORA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3136</td>
<td>CIVIL RIGHTS/BLACK POWER</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3139</td>
<td>BUFFALO SOLDIERS: RACE AND WAR</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3141</td>
<td>WOMEN IN AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3188</td>
<td>EXPLORING AFRICA: ENCOUNTER, EXPEDITION, AND REPRESENTATION</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3634</td>
<td>FILM AND THE AFRICAN AMERICAN</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3692</td>
<td>SOCIAL CONSTRUCTION OF WOMEN</td>
<td>4</td>
</tr>
<tr>
<td>AMST 2800</td>
<td>AMERICAN LEGAL REASONING</td>
<td>4</td>
</tr>
<tr>
<td>AMST 3600</td>
<td>AMERICAN LEGAL REASONING</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2202</td>
<td>ANTHROPOLOGY OF PERFORMANCE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2520</td>
<td>INTRODUCTION TO FORENSIC ANTHROPOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2614</td>
<td>URBANISM AND CHANGE IN THE MIDDLE EAST</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2700</td>
<td>YOU ARE WHAT YOU EAT: THE ANTHROPOLOGY OF FOOD</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2880</td>
<td>HUMAN SEXUALITY IN CROSS-CULTURAL PERSPECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3110</td>
<td>ANCIENT CULTURES OF THE BIBLE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3152</td>
<td>SPORTS AND NATIONAL POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3220</td>
<td>ARCHAEOLOGY, LANGUAGE, AND GENETICS: THE POLITICS OF IDENTITY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3260</td>
<td>POLITICS OF REPRODUCTION</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3330</td>
<td>RACE AND URBAN LANDSCAPE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3339</td>
<td>IRISH AND MEXICAN MIGRATION: NEW YORK FOCUS</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3341</td>
<td>RACE, SEX, AND SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3343</td>
<td>GHETTOS AND GATED COMMUNITIES</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3351</td>
<td>COMPARATIVE CULTURES</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3355</td>
<td>CULTURE AND ANTICOLONIALISM</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3380</td>
<td>HAZARDS, DISASTERS, AND HUMAN EXPERIENCE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3393</td>
<td>GRAFFITI: THE CHALLENGES AND CONUNDRUMS OF STREET ART</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3483</td>
<td>BOND, BOURNE, AND BRITAIN: THE NOSTALGIA OF EMPIRE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3520</td>
<td>FORENSIC INVESTIGATION OF THE HUMAN SKELETON</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3570</td>
<td>APPLIED HUMAN RIGHTS</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 3610</td>
<td>FAMILIES IN ECONOMIC CRISIS</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3620</td>
<td>BORDER CULTURES IN THE CITY: SUMMER IN NEW YORK</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 4114</td>
<td>ANTHROPOLOGY OF HEALTH HEALING AND SOCIAL JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3171</td>
<td>ORALITY AND LITERACY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3172</td>
<td>PRINCIPLES OF ADVERTISING</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3237</td>
<td>GENDER IMAGES AND MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3247</td>
<td>RACE, CLASS, AND GENDER IN MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3268</td>
<td>MEDIA AND NATIONAL IDENTITY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3350</td>
<td>MEDIA LAW</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3374</td>
<td>MEDIA EFFECTS</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3375</td>
<td>CHILDREN AND MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3380</td>
<td>INTERNATIONAL COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4267</td>
<td>MEDIA AND SOCIAL AWARENESS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3244</td>
<td>INTERNATIONAL ECONOMIC POLICY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3248</td>
<td>MIGRATION AND DEVELOPMENT: A SOCIAL JUSTICE PERSPECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3346</td>
<td>INTERNATIONAL TRADE</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3453</td>
<td>LAW AND ECONOMICS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3570</td>
<td>LABOR MARKET AND DIVERSITY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3636</td>
<td>MONEY AND BANKING</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3850</td>
<td>ENVIRONMENTAL ECONOMICS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 5545</td>
<td>MICROFINANCE IN EMERGING ECONOMIES</td>
<td>3</td>
</tr>
<tr>
<td>GERM 3307</td>
<td>GERMANY AND MIGRATION</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3139</td>
<td>BUFFALO SOLDIERS: RACE AND WAR</td>
<td>4</td>
</tr>
<tr>
<td>HUST 2001</td>
<td>INTRODUCTION TO GLOBAL HEALTH</td>
<td>4</td>
</tr>
<tr>
<td>INST 3100</td>
<td>THE GLOBAL ENVIRONMENT</td>
<td>4</td>
</tr>
<tr>
<td>INST 4620</td>
<td>THE WORLD OF DEMOCRACY</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 3760</td>
<td>THE JOURNALIST AND THE LAW</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3007</td>
<td>SPANISH LINGUISTICS</td>
<td>4</td>
</tr>
<tr>
<td>LING 3007</td>
<td>SPANISH LINGUISTICS</td>
<td>4</td>
</tr>
<tr>
<td>LING 3607</td>
<td>TOPICS IN MULTILINGUALISM</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3007</td>
<td>SPANISH LINGUISTICS</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3307</td>
<td>GERMANY AND MIGRATION</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3607</td>
<td>TOPICS IN MULTILINGUALISM</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3120</td>
<td>NEW YORK CITY INTERNSHIP</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3121</td>
<td>NEW YORK CITY POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3131</td>
<td>POLITICS, URBAN HEALTH, AND ENVIRONMENT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3209</td>
<td>CONSTITUTIONAL LAW</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3210</td>
<td>CIVIL RIGHTS AND LIBERTIES</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3213</td>
<td>INTEREST GROUP POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3214</td>
<td>THE U.S. CONGRESS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3215</td>
<td>AMERICAN POLITICAL PARTIES</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3217</td>
<td>THE AMERICAN PRESIDENCY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3219</td>
<td>CONSTITUTIONAL LAW AND THE DEATH PENALTY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3220</td>
<td>CRIMINAL LAW AND JUSTICE IN THE U.S.</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3223</td>
<td>CONSTITUTIONAL LAW: CRIMINAL JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3228</td>
<td>CIVIL RIGHTS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3231</td>
<td>JUDICIAL POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3301</td>
<td>CAMPAIGNS AND ELECTIONS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3302</td>
<td>VOTING BEHAVIOR AND ELECTIONS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3307</td>
<td>ENVIRONMENTAL POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3309</td>
<td>WOMEN IN AMERICAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3310</td>
<td>RACIAL AND ETHNIC POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3311</td>
<td>AMERICAN SOCIAL MOVEMENTS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3313</td>
<td>POLITICAL PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3315</td>
<td>POLITICAL PARTICIPATION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3316</td>
<td>MASS MEDIA AND AMERICAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3317</td>
<td>MEDIA AND PUBLIC OPINION</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>POSC 3319</td>
<td>FILM AND POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3321</td>
<td>AMERICAN PUBLIC POLICY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3324</td>
<td>POLITICS OF IMMIGRATION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3326</td>
<td>LATINO POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3327</td>
<td>GENDER AND SEXUALITY IN US POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3404</td>
<td>AMERICAN POLITICAL THOUGHT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3405</td>
<td>RADICAL AND CONSERVATIVE THOUGHT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3411</td>
<td>CLASSICAL POLITICAL THOUGHT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3412</td>
<td>MODERN POLITICAL THOUGHT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3413</td>
<td>CONTEMPORARY POLITICAL PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3414</td>
<td>POLITICS, NATURE, AND HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3415</td>
<td>POLITICS, REASON, AND REVELATION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3416</td>
<td>LIBERALISM AND ITS CRITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3418</td>
<td>ISLAMIC POLITICAL THOUGHT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3420</td>
<td>WOMEN AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3421</td>
<td>POLITICAL THEORY IN POPULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3422</td>
<td>POLITICS OF THE PRESENT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3423</td>
<td>POLITICAL IDEOLOGIES</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3429</td>
<td>DEMOCRATIC THEORY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3505</td>
<td>INTERNATIONAL LAW</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3507</td>
<td>INTERNATIONAL HUMAN RIGHTS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3508</td>
<td>THE POLITICS OF HUMANITARISSM IN AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3510</td>
<td>STATECRAFT AND NEGOTIATION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3511</td>
<td>WAR AND PEACE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3516</td>
<td>CONFLICT ANALYSIS/RESOLUTION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3521</td>
<td>GLOBAL GOVERNANCE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3522</td>
<td>UNITED NATIONS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3526</td>
<td>DEM TERRORISM AND MODERN LIFE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3527</td>
<td>UNITED NATIONS PEACE OPERATIONS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3528</td>
<td>CIVIL WARS AND THE DEVELOPING WORLD</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3530</td>
<td>U.S. FOREIGN POLICY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3540</td>
<td>POLITICS OF CYBERSPACE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3605</td>
<td>COMPARATIVE DEMOCRACY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3610</td>
<td>POLITICAL ECONOMY OF DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3611</td>
<td>THIRD WORLD POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3613</td>
<td>POLITICAL MOVEMENTS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3614</td>
<td>POLITICAL INSTITUTIONS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3616</td>
<td>POLITICAL ECONOMY OF POVERTY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3621</td>
<td>EUROPEAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3622</td>
<td>POLITICS OF THE EUROPEAN UNION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3623</td>
<td>ISLAM IN EUROPE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3624</td>
<td>THE QURAN AND HADITH IN THE GLOBAL POLITICAL PERSPECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3631</td>
<td>CHINA AND RUSSIA IN COMPARATIVE PERSPECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3632</td>
<td>CHINA AND U.S. IN GLOBAL ERA</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3635</td>
<td>CHINA, JAPAN, KOREA, AND THE U.S. IN THE GLOBAL ERA</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3641</td>
<td>LATIN AMERICAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3642</td>
<td>CARIBBEAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3645</td>
<td>POLITICS OF IMMIGRATION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3651</td>
<td>COMPARATIVE POLITICS OF THE MIDDLE EAST</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3800</td>
<td>INTERNSHIP</td>
<td>3</td>
</tr>
<tr>
<td>POSC 3915</td>
<td>INTERNATIONAL POLITICAL ECONOMY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4260</td>
<td>THE POLITICAL HISTORY OF SEX AND SEXUALITY IN THE UNITED STATES</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4518</td>
<td>INTERNATIONAL DEVELOPMENT COOPERATION: IDEAS, DEBATES, ACTORS</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3100</td>
<td>HEALTH PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3110</td>
<td>COGNITIVE NEUROSCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3300</td>
<td>INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3320</td>
<td>CONSUMER BEHAVIOR</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3330</td>
<td>FAMILY PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3600</td>
<td>MULTICULTURAL PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3610</td>
<td>GLOBAL HEALTH AND PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3640</td>
<td>CROSS-CULTURAL-PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3700</td>
<td>HUMAN SEXUALITY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3730</td>
<td>MEN AND MASCULINITIES</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3820</td>
<td>FORENSIC PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3930</td>
<td>INTRODUCTION TO CLINICAL PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2410</td>
<td>INEQUALITY: CLASS, RACE, AND ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2701</td>
<td>INTRODUCTION TO CRIMINAL JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2847</td>
<td>THE 60s: SEX, DRUGS, ROCK &amp; ROLL</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2925</td>
<td>MEDIA, CRIME, SEX, AND VIOLENCE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2965</td>
<td>SCIENCE FICTION AND SOCIAL CRISIS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3001</td>
<td>ETHICAL ISSUES IN JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3030</td>
<td>HIV/AIDS IN AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3102</td>
<td>CONTEMPORARY SOCIAL ISSUES AND POLICIES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3114</td>
<td>SOCIOLOGY OF HEALTH AND ILLNESS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3120</td>
<td>CONTROVERSIES IN RELIGION AND INTERNATIONAL RELATIONS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3136</td>
<td>INEQUALITY-WHY/EFFECTS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3148</td>
<td>POPULATION AND ECONOMIC DEVELOPMENT ISSUES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3260</td>
<td>POLITICS OF REPRODUCTION</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3300</td>
<td>&quot;RACE&quot; AND &quot;MIXED RACE&quot;</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3401</td>
<td>GENDER, CRIME, AND JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3405</td>
<td>GENDER, RACE, AND CLASS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3415</td>
<td>DEVELOPMENT AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3450</td>
<td>TRANSNATIONAL SOCIAL MOVEMENTS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3456</td>
<td>MODERN AMERICAN SOCIAL MOVEMENTS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3471</td>
<td>UNDOCUMENTED MIGRATION</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3500</td>
<td>CONTEMPORARY FAMILY ISSUES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3506</td>
<td>DIVERSITY IN AMERICAN FAMILIES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3601</td>
<td>URBAN POVERTY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3603</td>
<td>URBAN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3606</td>
<td>THE GLOBAL CITY</td>
<td>4</td>
</tr>
</tbody>
</table>
Capstone Courses

Interdisciplinary Capstone in Literature, History, and/or Social Science

One Required Course

For this capstone in the literary, historical and social scientific sequence, courses will use interdisciplinary study to examine the role of disciplines in knowledge formation. Each course will feature at least two disciplines that conceive and study a common topic or problem. The Interdisciplinary courses will be team taught by professors representing contrasting disciplines, or taught by a single individual who has expertise in both disciplines. One discipline featured in each interdisciplinary course must use methods that are literary, historical, or based on a social science, which may include participants from English, history, the social sciences, classics, African and African American studies, modern languages and literature, and interdisciplinary programs. The second or other disciplines in each course must be different from the first, but may be literary, historical, social scientific, or drawn from any other discipline, such as the sciences, fine arts, philosophy or theology.

The following courses have the ICC (Interdisciplinary Capstone Core) attribute:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 4147</td>
<td>FOOD AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4148</td>
<td>RACE, RELIGION, AND POLITICS: CATHOLIC AND CIVIL RIGHTS</td>
<td>4</td>
</tr>
<tr>
<td>AMCS 4950</td>
<td>CHRISTIANITY AND GENDER/Sexual Diversity: INTERDISCIPLINARY PERSPECTIVES</td>
<td>4</td>
</tr>
<tr>
<td>AMST 4010</td>
<td>APPROACHES TO AMERICAN STUDIES</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4005</td>
<td>ANTHROPOLOGY OF J.R.R. TOLKIEN</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4114</td>
<td>ANTHROPOLOGY OF HEALTH HEALING AND SOCIAL JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4344</td>
<td>REPRODUCTIVE TECHNOLOGIES: GLOBAL PERSPECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4373</td>
<td>ENVIRONMENT AND HUMAN SURVIVAL</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4490</td>
<td>ANTHROPOLOGY OF POLITICAL VIOLENCE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4722</td>
<td>PRIMATE ECOLOGY AND CONSERVATION</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 4210</td>
<td>OUTSIDERS IN MEDIEVAL CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 4210</td>
<td>OUTSIDERS IN MEDIEVAL CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 4250</td>
<td>AZTEC ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 4555</td>
<td>ART AND ECOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 4560</td>
<td>MODERNISM IN ART AND LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>CEED 4245</td>
<td>ETHICS IN RESEARCH</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4001</td>
<td>COMPUTERS AND ROBOTS IN FILM</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4006</td>
<td>BRAINS AND BEHAVIOR IN BEASTS AND BOTS</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 4020</td>
<td>THE CLASSICAL TRADITION IN CONTEMPORARY FICTION AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 4050</td>
<td>ANCIENT ROMAN CITIES</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4018</td>
<td>CONTEMPORARY CUBAN CULTURE IN HAVANA</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4206</td>
<td>COMPARATIVE STUDIES IN REVOLUTION</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4207</td>
<td>COMPARATIVE STUDIES IN EMPIRE</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4320</td>
<td>READING THE INDIAN OCEAN WORLD</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4603</td>
<td>ASIANS IN THE AMERICAS</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4222</td>
<td>MEDIA AND THE ENVIRONMENT</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4241</td>
<td>COMMUNICATION, POPULAR CULTURE, AND PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4340</td>
<td>FREEDOM OF EXPRESSION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4348</td>
<td>RELIGION, THEOLOGY, AND NEW MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3215</td>
<td>Bronx Urban Economic Development</td>
<td>4</td>
</tr>
<tr>
<td>ECON 4020</td>
<td>DISABILITY: ECONOMIC AND OTHER APPROACHES</td>
<td>4</td>
</tr>
<tr>
<td>ECON 4870</td>
<td>ECONOMIC FOUNDATIONS OF CATHOLIC SOCIAL TEACHING</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4005</td>
<td>THE MEDIEVAL TRAVELER</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4036</td>
<td>PSYCHOLOGICAL HORROR LITERATURE AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4137</td>
<td>HYSTERIA/SexualITY/UNCONSCIOUS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4143</td>
<td>SHAKESPEARE: TEXT AND PERFORMANCE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4145</td>
<td>DRAMATURGY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4147</td>
<td>FOOD AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4148</td>
<td>MEDIEVAL DRAMA IN PERFORMANCE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4150</td>
<td>RACE AND HOLLYWOOD FILM</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4184</td>
<td>POSTwar AMERICAN LITERATURE AND CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4185</td>
<td>CARIBBEAN ISLANDS AND OCEANS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4206</td>
<td>COMPARATIVE STUDIES IN REVOLUTION</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4207</td>
<td>COMPARATIVE STUDIES IN EMPIRE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4208</td>
<td>INTERDISCIPLINARY NARRATIVE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4227</td>
<td>BLACK LITERATURE AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4370</td>
<td>DISGUST IN LITERATURE AND PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4407</td>
<td>ROMANTICISM AND REVOLUTION</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4421</td>
<td>DISABILITY, LITERATURE, CULTURE: NEUROLOGICAL, MENTAL, AND COGNITIVE DIFFERENCE IN CULTURE &amp; CONTEXT</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4490</td>
<td>BRITISH LITERATURE, HISTORY, AND CULTURE OF THE GREAT WAR</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4603</td>
<td>ASIANS IN THE AMERICAS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4000</td>
<td>HISTORY, PHILOSOPHY, AND LAW: PROBLEMS IN INTERPRETATION</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4004</td>
<td>AMERICAN ECONOMIC HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4005</td>
<td>AMERICAN PHOTOGRAPHY: HISTORY AND ART</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4007</td>
<td>MEDIEVAL AUTOBIOGRAPHIES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4008</td>
<td>RACE AND GENDER IN THE OLD WEST</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4009</td>
<td>FILM, FICTION, AND POWER IN THE AMERICAN CENTURY</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HIST 4031</td>
<td>RISE OF THE AMERICAN SUBURB</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4057</td>
<td>SEMINAR: HISTORY AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4104</td>
<td>LIQUID HISTORY: BEVERAGES AND DRINK IN SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4105</td>
<td>THE EARLY MODERN WORLD: ART AND SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4110</td>
<td>NARRATING THE GREAT WAR</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4137</td>
<td>HYSTERIA, SEXUALITY, AND THE UNCONSCIOUS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4152</td>
<td>THE ITALIAN RENAISSANCE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4195</td>
<td>CONFUCIANISM IN THREE KEYS: THE HISTORY, PHILOSOPHY, AND POLITICS OF CONFUCIANISM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4347</td>
<td>LATINOS: FACT AND FICTION</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4654</td>
<td>MEDIEVAL LONDON</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4998</td>
<td>STUDY TOUR: MEDIEVAL SPAIN</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 4006</td>
<td>DANTE'S COSMOS: MEDIEVAL SCIENCE, THEOLOGY, AND POETRY IN THE DIVINA COMMEDIA</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 4766</td>
<td>TELEVISION NEWS INNOVATORS</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 4767</td>
<td>HISTORY OF WOMEN'S MAGAZINES</td>
<td>4</td>
</tr>
<tr>
<td>LALS 4005</td>
<td>QUEER THEORY AND THE AMERICAS</td>
<td>4</td>
</tr>
<tr>
<td>LALS 4347</td>
<td>LATINOS: FACT AND FICTION</td>
<td>4</td>
</tr>
<tr>
<td>LALS 4005</td>
<td>QUEER THEORY AND THE AMERICAS</td>
<td>4</td>
</tr>
<tr>
<td>LALS 4347</td>
<td>LATINOS: FACT AND FICTION</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 4000</td>
<td>MUSIC AND NATIONALISM</td>
<td>4</td>
</tr>
<tr>
<td>MVST 4005</td>
<td>THE MEDIEVAL TRAVELER</td>
<td>4</td>
</tr>
<tr>
<td>MVST 4006</td>
<td>DANTE'S COSMOS SCIENCE, THEOLOGY AND LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>MVST 4007</td>
<td>MEDIEVAL FOUNDATIONS OF MODERNITY</td>
<td>4</td>
</tr>
<tr>
<td>MVST 4008</td>
<td>MEDIEVAL AUTOBIOGRAPHIES</td>
<td>4</td>
</tr>
<tr>
<td>MVST 4009</td>
<td>MEDIEVAL JERUSAEL</td>
<td>4</td>
</tr>
<tr>
<td>MVST 4564</td>
<td>MEDIEVAL LONDON</td>
<td>4</td>
</tr>
<tr>
<td>MVST 4998</td>
<td>STUDY TOUR: MEDIEVAL SPAIN</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4301</td>
<td>HAPPINESS AND WELL-BEING</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4302</td>
<td>ENVIRONMENTAL POLICY &amp; ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4303</td>
<td>HUMAN ERROR: PHILOSOPHICAL AND PSYCHOLOGICAL PERSPECTIVES</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4304</td>
<td>THE PHILOSOPHY AND ECONOMICS OF LAW (Interdisciplinary Capstone Core)</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4310</td>
<td>HUMAN RIGHTS IN CONTEXT</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4422</td>
<td>HARRY POTTER AND PHILOSOPHY (ICC)</td>
<td>4</td>
</tr>
<tr>
<td>PJST 4990</td>
<td>CONFLICT RESOLUTION AND JUSTICE CREATION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4013</td>
<td>RELIGION AND AMERICAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4015</td>
<td>AMERICAN ECONOMIC POLICYMAKING</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4020</td>
<td>PLACE, SPACE, AND IMMIGRANT CITIES</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4025</td>
<td>YOUTH AND POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4036</td>
<td>HUMAN NATURE AFTER DARWIN</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4037</td>
<td>SOCIAL MOVEMENTS AND REVOLUTIONS</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 4000</td>
<td>HISTORY AND SYSTEMS OF PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 4036</td>
<td>PSYCHOLOGY HORROR LITERATURE AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 4245</td>
<td>ETHICS IN RESEARCH</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 4310</td>
<td>AGING AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 4370</td>
<td>DISGUST IN LITERATURE AND PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3044</td>
<td>POVERTY AND COMMUNITY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4004</td>
<td>Art Worlds: Anthropology and Sociology Perspectives</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4020</td>
<td>PLACE, SPACE, AND IMMIGRANT CITIES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4052</td>
<td>AN ETHICS OF MODERN SELFHOOD: THE PURSUIT OF AUTHENTICITY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4105</td>
<td>RELIGION, GENDER, AND SEXUALITY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4245</td>
<td>ETHICS IN RESEARCH</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4400</td>
<td>GENDER, BODIES, AND SEXUALITY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4421</td>
<td>DISABILITY, LITERATURE, CULTURE: NEUROLOGICAL, MENTAL, AND COGNITIVE DIFFERENCE IN CULTURE &amp; CONTEXT</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4961</td>
<td>URBAN ISSUES AND POLICIES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4990</td>
<td>CONFLICT RESOLUTION AND JUSTICE CREATION</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 4018</td>
<td>CONTEMPORARY CUBAN CULTURE IN HAVANA</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 4347</td>
<td>LATINOS: FACT AND FICTION</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 4511</td>
<td>SPANISH CIVIL WAR</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 4520</td>
<td>SPAIN IN CONTEXT</td>
<td>4</td>
</tr>
<tr>
<td>THEA 4143</td>
<td>SHAKESPEARE: TEXT AND PERFORMANCE</td>
<td>4</td>
</tr>
<tr>
<td>THEA 4148</td>
<td>MEDIEVAL DRAMA</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4009</td>
<td>MEDIEVAL JERUSAEL</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4013</td>
<td>RELIGION AND AMERICAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4036</td>
<td>HUMAN NATURE AFTER DARWIN (Interdisciplinary Capstone Core)</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4037</td>
<td>NATURE IN HISTORICAL AND ETHICAL PERSPECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4052</td>
<td>AN ETHICS OF MODERN SELFHOOD: THE PURSUIT OF AUTHENTICITY</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4105</td>
<td>RELIGION, GENDER, AND SEXUALITY</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4411</td>
<td>RELIGION, THEOLOGY, AND NEW MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4853</td>
<td>SPIRITUALITY AND POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4870</td>
<td>ECONOMIC FOUNDATIONS OF CATHOLIC SOCIAL TEACHING</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4950</td>
<td>CHRISTIANITY AND GENDER/Sexual Diversity: Interdisciplinary Perspectives</td>
<td>4</td>
</tr>
<tr>
<td>WGS 4005</td>
<td>QUEER THEORY AND THE AMERICAS</td>
<td>4</td>
</tr>
<tr>
<td>WGS 4105</td>
<td>RELIGION, GENDER, AND SEXUALITY</td>
<td>4</td>
</tr>
<tr>
<td>WGS 4344</td>
<td>REPRODUCTIVE TECHNOLOGIES: GLOBAL PERSPECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>WGS 4400</td>
<td>GENDER, BODIES, SEXUALITY</td>
<td>4</td>
</tr>
<tr>
<td>WGS 4950</td>
<td>CHRISTIANITY AND SEXUAL DIVERSITY</td>
<td>4</td>
</tr>
</tbody>
</table>

**Values Seminar**

**One Required Course**

In these courses, students will learn to identify, take seriously, and think deeply and fairly about complex ethical issues in contemporary and former times. Faculty from all departments in the Arts and Sciences will
develop these capstone seminars. These small, writing intensive topical seminars will be offered in the Eloquentia Perfecta format and fulfill the EP4 requirement (p. 51).

The following courses have the VAL (Values Seminar) attribute:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 4000</td>
<td>AFFIRMATIVE ACTION AND THE AMERICAN DREAM</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4192</td>
<td>RACE AND RELIGION IN THE TRANSATLANTIC WORLD</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4650</td>
<td>SOCIAL WELFARE AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 4200</td>
<td>BEYOND BEAUTY: ART AND HUMAN VALUES</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 4230</td>
<td>ART AND ETHICS: ARTICULATING FUNCTION IN THE VISUAL ARTS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4650</td>
<td>CYBERSPACE: ISSUES AND ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4660</td>
<td>MINDS, MACHINES, AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 4040</td>
<td>THE BIRTH OF LEARNING: CLASSICAL EDUCATION THEN, NOW, AND IN NEW YORK CITY</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4126</td>
<td>TEN SHORT FILMS ABOUT MORALITY</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4420</td>
<td>ETHICS AND INTELLIGENCE</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4360</td>
<td>COMMUNICATION ETHICS AND THE PUBLIC SPHERE</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4370</td>
<td>ETHICAL CONTROVERSES IN 21ST CENTURY MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 4480</td>
<td>DIGITAL MEDIA AND PUBLIC RESPONSIBILITY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 4110</td>
<td>ETHICS AND ECONOMICS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4096</td>
<td>HOBBITS/HEROES/HUBRIS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4126</td>
<td>TEN SHORT FILMS ABOUT MORALITY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4129</td>
<td>4 MODERN CATHOLIC WRITERS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4135</td>
<td>BIBLE IN ENGLISH POETRY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4140</td>
<td>THE JESUIT RELATIONS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4141</td>
<td>DEATH IN THE MIDDLE AGES</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4149</td>
<td>MODERN DRAMA AS MORAL CRUCIBLE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4403</td>
<td>EXTRAORDINARY BODIES</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4403</td>
<td>EXTRAORDINARY BODIES</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4420</td>
<td>ETHICS AND INTELLIGENCE</td>
<td>4</td>
</tr>
<tr>
<td>FITV 4570</td>
<td>FILMS OF MORAL STRUGGLE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4308</td>
<td>ANTISEMITISM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4510</td>
<td>CONQUEST, CONVERSION, CONSCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>INST 4620</td>
<td>THE WORLD OF DEMOCRACY</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 4010</td>
<td>ANNI DI PIOMBO / YEARS OF LEAD: CULTURE, POLITICS, AND VIOLENCE</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 4500</td>
<td>VALUES IN THE NEWS</td>
<td>4</td>
</tr>
<tr>
<td>LALS 4100</td>
<td>SPEAKING FOR/AS THE OTHER</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 4010</td>
<td>ANNI DI PIOMBO / YEARS OF LEAD: CULTURE, POLITICS, AND VIOLENCE</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4407</td>
<td>GENDER, POWER, AND JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4408</td>
<td>HOSPITALITY AND COSMOPOLITANISM</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4409</td>
<td>ENVIRONMENTAL ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4410</td>
<td>LOVE AND EMPIRE</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4412</td>
<td>CLASSICAL VALUES: ART OF LIVING</td>
<td>4</td>
</tr>
</tbody>
</table>

PHIL 4416 | ART, MORALITY, AND POLITICS                   | 4       |
PHIL 4418 | ISSUES OF LIFE AND POLITICS                   | 4       |
PHIL 4423 | BUSINESS ETHICS                               | 4       |
PHIL 4425 | BUDDHIST MORAL THOUGHT                        | 4       |
PHIL 4430 | EDUCATION AND DEMOCRACY                       | 4       |
PHIL 4442 | FANTASY AND PHILOSOPHY                         | 4       |
PHIL 4444 | AI, SCI FI, AND HUMAN VALUE                   | 4       |
PHIL 4455 | RESPECTFUL DISAGREEMENT                       | 4       |
PHIL 4469 | SEX, LOVE, AND THE VIRTUES                    | 4       |
PHIL 4470 | LINCOLN: DEMOCRATIC VALUES                     | 4       |
PHIL 4473 | WAR AND PEACE: JUST WAR THEORY                | 4       |
PHIL 4480 | TECHNOLOGY AND VALUES                         | 4       |
PHIL 4484 | FREEDOM AND RESPONSIBILITY                     | 4       |
PHIL 4486 | EVIL, VICE, AND SIN                            | 4       |
PJST 4970 | COMMUNITY SERVICE/SOCIAL ACTION               | 4       |
POSC 4210 | SEMINAR: STATE, FAMILY, AND SOCIETY           | 4       |
POSC 4220 | SEMINAR: RELIGION AND THE LAW                 | 4       |
POSC 4400 | SEMINAR: GLOBAL JUSTICE                       | 4       |
POSC 4515 | SEMINAR: INTERNATIONAL POLITICS OF PEACE      | 4       |
POSC 4620 | SEMINAR: THE WORLD OF DEMOCRACY               | 4       |
POSC 4900 | SEMINAR: DEMOCRACY, DEVELOPMENT, AND THE GLOBAL ECONOMY | 4 |
PSYC 4340 | LAW AND PSYCHOLOGY                             | 4       |
PSYC 4900 | PSYCHOLOGY AND HUMAN VALUES                   | 4       |
PSYC 4920 | YOUTH, VALUES, AND SOCIETY                    | 4       |
PSYC 4930 | CODES FOR MENTAL HEALTH SERVICES              | 4       |
SOCI 4970 | COMMUNITY SERVICE/SOCIAL ACTION               | 4       |
SOCI 4971 | DILEMMAS OF THE MODERN SELF                   | 4       |
SPAN 4100 | SPEAKING FOR/AS THE OTHER                     | 4       |
THEO 4005 | WOMEN AND THEOLOGY                            | 4       |
THEO 4010 | DEATH AND DYING                               | 4       |
THEO 4011 | THE NEW TESTAMENT AND MORAL CHOICES           | 4       |
THEO 4025 | FUTURE OF MARRIAGE 21ST CENTURY               | 4       |
THEO 4030 | MORAL ASPECTS OF MEDICINE                     | 4       |
THEO 4455 | EUCHARIST, JUSTICE, AND LIFE                  | 4       |
THEO 4570 | ORTHODOX CHRISTIAN ETHICS                     | 4       |
THEO 4600 | RELIGION AND PUBLIC LIFE                      | 4       |
THEO 4847 | THEOLOGIES OF LIBERATION                      | 4       |

Distributive Requirements

Eloquentia Perfecta Seminars

Four Required Courses

Eloquentia Perfecta (EP) seminars will dedicate at least one-fifth of class time to student writing and oral expression. Students will be expected to take four EP seminars during the undergraduate years. EP1 and EP3 are apply to designated sections of individual courses, but are not listed in this bulletin. The EP2 and EP4 requirements are automatically fulfilled by completing, respectively, the Texts and Contexts (p. 38) and Values Seminars (p. 50) core requirements.
• EP1: Special sections of courses, which are reserved for freshmen students. Upper class transfer students are exempted from EP1.

• EP2: All sections of Texts and Contexts (p. 38) will be designated Eloquencia Perfecta 2.

• EP3: Special sections of core, major, and elective courses will be designated Eloquencia Perfecta 3.

• EP4: All Values Seminars (p. 50) will be designated Eloquencia Perfecta 4.

Global Studies

One Required Course

Global Studies courses are intended to ensure that students come to respect, understand, and appreciate the significant variations in customs, institutions, and world views that have shaped peoples and their lives. Courses with a global focus may be drawn from core, major, or elective offerings. They will be applicable both to the Global Studies requirement and to the core and major requirements that a student must complete in the course of his or her college career.

The following courses have the GLBL (Global Studies) attribute:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 2886</td>
<td>ANTHROPOLOGY OF GENDER AND SEXUALITY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3110</td>
<td>ANCIENT CULTURES OF THE BIBLE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3111</td>
<td>NEW WORLD ARCHAEOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3260</td>
<td>POLITICS OF REPRODUCTION</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3343</td>
<td>GHETTOS AND GATED COMMUNITIES</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3351</td>
<td>COMPARATIVE CULTURES</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3470</td>
<td>PEOPLE AND CULTURES OF LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3725</td>
<td>CULTURE AND CULTURE CHANGE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4114</td>
<td>ANTHROPOLOGY OF HEALTH HEALING AND SOCIAL JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4344</td>
<td>REPRODUCTIVE TECHNOLOGIES: GLOBAL PERSPECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4373</td>
<td>ENVIRONMENT AND HUMAN SURVIVAL</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4999</td>
<td>TUTORIAL IN ANTHROPOLOGY</td>
<td>1-4</td>
</tr>
<tr>
<td>ARHI 1102</td>
<td>INTRODUCTION TO ART HISTORY: ASIA</td>
<td>3</td>
</tr>
<tr>
<td>ARHI 1103</td>
<td>INTRODUCTION TO ART HISTORY: AMERICAS</td>
<td>3</td>
</tr>
<tr>
<td>ARHI 2211</td>
<td>ART OF CHINA: SPIRIT AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2223</td>
<td>ART AND VIOLENCE IN MODERN ASIA</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2225</td>
<td>JAPANESE MODERN AND CONTEMPORARY ART AND VISUAL CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2230</td>
<td>ISLAMIC ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2250</td>
<td>PRE-COLOMBIAN ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2256</td>
<td>RENAISSANCE AND BAROQUE IN LATIN AMERICAN ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2257</td>
<td>MODERN LATIN AMERICAN ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 4250</td>
<td>AZTEC ART</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3119</td>
<td>CONTEMPORARY MIDDLE EAST FILM AND LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3434</td>
<td>THE AVANT-GARDES: EUROPE AND LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3664</td>
<td>POST COLONIAL LITERATURES</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3689</td>
<td>AFRICAN LITERATURE II</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3802</td>
<td>LITERATURE AND IMPERIALIAL</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3840</td>
<td>LATIN AMERICAN CULTURE THROUGH FILM</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4018</td>
<td>CONTEMPORARY CUBAN CULTURE IN HAVANA</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4206</td>
<td>COMPARATIVE STUDIES IN REVOLUTION</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4320</td>
<td>READING THE INDIAN OCEAN WORLD</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2278</td>
<td>MEDIA, CULTURE, AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3268</td>
<td>MEDIA AND NATIONAL IDENTITY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3380</td>
<td>INTERNATIONAL COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3210</td>
<td>ECONOMICS OF DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3228</td>
<td>MIDDLE EAST ECONOMICS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3235</td>
<td>ECONOMY OF LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3240</td>
<td>WORLD POVERTY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3242</td>
<td>GLOBAL ECONOMIC ISSUES</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3256</td>
<td>COMPARATIVE ECONOMIC SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3802</td>
<td>LITERATURE AND IMPERIALIAL</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4005</td>
<td>THE MEDIEVAL TRAVELER</td>
<td>4</td>
</tr>
</tbody>
</table>

Updated: 10-11-2017
American Pluralism

One Required Course

American Pluralism courses will afford students the opportunity to develop tolerance, sensitivities, and knowledge of the following forms of American diversity: race, ethnicity, class, religion, and gender. American Pluralism courses may be drawn from core, major, or elective offerings. They will be applicable both to the American Pluralism requirement and to other core or major requirements that a student must complete in the course of his or her college career.

The following courses have the PLUR (Pluralism) attribute:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 1650</td>
<td>BLACK POPULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 2005</td>
<td>AMERICAN PLURALISM</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3001</td>
<td>AFRICAN AMERICAN HISTORY I</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3002</td>
<td>AFRICAN AMERICAN HISTORY II</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3030</td>
<td>AFRICAN AMERICAN WOMEN</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3033</td>
<td>WOMEN IN HIP-HOP</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3034</td>
<td>BLACK TRADITIONS IN AMERICAN SOCIAL DANCE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3110</td>
<td>THE BLACK ATHLETE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3112</td>
<td>THE SIXTIES</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3115</td>
<td>MARTIN LUTHER KING JR. AND MALCOLM X</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3120</td>
<td>BLACK RELIGION AND BLACK POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3130</td>
<td>RACIAL AND ETHNIC CONFLICT</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3132</td>
<td>BLACK PRISON EXPERIENCE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3134</td>
<td>FROM ROCK-N-ROLL TO HIP-HOP</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3136</td>
<td>CIVIL RIGHTS/BLACK POWER</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3139</td>
<td>BUFFALO SOLDIERS: RACE AND WAR</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3152</td>
<td>EXPRESSIVE BODIES: RACE, SEXUALITY, AND THE ARTS</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3154</td>
<td>BLACK, WHITE, AND CATHOLIC: RACE, RELIGION, AND CIVIL RIGHTS</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3162</td>
<td>VALUE IN BLACK AND WHITE DRAMA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3632</td>
<td>HARLEM RENAISSANCE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3633</td>
<td>THE BRONX: IMMIGRATION, RACE, AND CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3637</td>
<td>BLACK FEMINISM: THEORY AND EXPRESSION</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3720</td>
<td>AFRICAN AMERICAN PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3999</td>
<td>TUTORIAL</td>
<td>3</td>
</tr>
<tr>
<td>AFAM 4045</td>
<td>YOUNG, GIFTED, AND BLACK</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4600</td>
<td>AFRICAN AMERICANS AND THE LAW</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4802</td>
<td>COMMUNITY RESEARCH METHODS: ORAL HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>AMST 2000</td>
<td>MAJOR DEVELOPMENTS IN AMERICAN CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3340</td>
<td>ANTHROPOLOGICAL PERSPECTIVES ON RACE AND ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2270</td>
<td>NATIVE AMERICAN ART</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3910</td>
<td>US LATINO FILM MAKING</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4603</td>
<td>ASIANS IN THE AMERICAS</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2258</td>
<td>MYTH AND SYMBOL OF AMERICAN CHARACTER</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2377</td>
<td>MASS COMMUNICATION AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3247</td>
<td>RACE, CLASS, AND GENDER IN MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4248</td>
<td>MULTICULTURALISM</td>
<td>4</td>
</tr>
<tr>
<td>EC0N 3570</td>
<td>LABOR MARKET AND DIVERSITY</td>
<td>4</td>
</tr>
<tr>
<td>EC0N 3580</td>
<td>ECONOMICS OF DIVERSITY</td>
<td>4</td>
</tr>
<tr>
<td>EC0N 4020</td>
<td>DISABILITY: ECONOMIC AND OTHER APPROACHES</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3001</td>
<td>QUEER THEORIES</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3357</td>
<td>ASIAN-AMERICAN LITERATURE 1</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3629</td>
<td>20TH CENTURY AFRO-AMERICAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3652</td>
<td>NEW WAVE IMMIGRANT LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3665</td>
<td>COMING OF AGE: ASIAN AMERICANS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3964</td>
<td>HOMELESSNESS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4150</td>
<td>RACE AND HOLLYWOOD FILM</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4603</td>
<td>ASIANS IN THE AMERICAS</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3579</td>
<td>MOVIES AND AMERICAN EXPERIENCE</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3658</td>
<td>ITALIAN AMERICANS ON SCREEN</td>
<td>4</td>
</tr>
<tr>
<td>HIST 1103</td>
<td>UNDERSTANDING HISTORICAL CHANGE: FIGHTING FOR EQUAL RIGHTS IN AMERICAN HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 3001</td>
<td>AFRICAN AMERICAN HISTORY I</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3002</td>
<td>AFRICAN AMERICAN HISTORY II</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3139</td>
<td>BUFFALO SOLDIERS: RACE AND WAR</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3804</td>
<td>CITY IN AMERICAN HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3806</td>
<td>U.S. IMMIGRATION/ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3826</td>
<td>MODERN US WOMEN'S HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3950</td>
<td>LATINO HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>LALS 2005</td>
<td>AMERICAN PLURALISM</td>
<td>4</td>
</tr>
<tr>
<td>MEST 3620</td>
<td>ISLAM IN AMERICA</td>
<td>4</td>
</tr>
</tbody>
</table>
MLAL 3000 GENDER AND SEXUALITY STUDIES 4
MUSC 2014 JAZZ: A HISTORY IN SOUND 4
PHIL 3720 AFRICAN AMERICAN PHILOSOPHY 4
PHIL 3722 NATIVE AMERICAN PHILOSOPHY 4
POSC 1999 TUTORIAL 1
POSC 2102 INTRODUCTION TO URBAN POLITICS 4
POSC 3121 NEW YORK CITY POLITICS 4
POSC 3213 INTEREST GROUP POLITICS 4
POSC 3228 CIVIL RIGHTS 4
POSC 3231 JUDICIAL POLITICS 4
POSC 3324 POLITICS OF IMMIGRATION 4
POSC 3645 POLITICS OF IMMIGRATION 4
PSYC 3600 MULTICULTURAL PSYCHOLOGY 4
PSYC 3730 MEN AND MASCULINITIES 4
SOCI 1025 SOCIOLOGY OF AMERICAN CULTURE 3
SOCI 2410 INEQUALITY: CLASS, RACE, AND ETHNICITY 4
SOCI 2420 SOCIAL PROBLEMS OF RACE AND ETHNICITY 4
SOCI 3000 LATINO IMAGES IN MEDIA 4
SOCI 3136 INEQUALITY-WHY/EFFECTS 4
SOCI 3140 OLD AND NEW MINORITIES IN THE U.S. 4
SOCI 3300 "RACE" AND "MIXED RACE" 4
SOCI 3405 GENDER, RACE, AND CLASS 4
SOCI 3418 CONTEMPORARY IMMIGRATION IN GLOBAL PERSPECTIVE 4
SOCI 3427 HISPANICS/LATINOS IN THE USA 4
SOCI 3456 MODERN AMERICAN SOCIAL MOVEMENTS 4
SOCI 3506 DIVERSITY IN AMERICAN FAMILIES 4
SOCI 3507 QUEER THEORY 4
SOCI 3601 URBAN POVERTY 4
SOCI 3602 URBAN SOCIOLOGY 4
SOCI 3603 URBAN AMERICA 4
SOCI 3670 HISPANIC WOMEN 4
SOCI 3720 MASS INCARCERATION 4
SOCI 4105 RELIGION, GENDER, AND SEXUALITY 4
SOCI 4400 GENDER, BODIES, AND SEXUALITY 4
SOCI 4408 DIVERSITY IN AMERICAN SOCIETY 4
SPAN 3582 NEW YORK IN LATINO LITERATURE AND FILM 4
SPAN 3583 NEW YORK CITY LATINO THEATRE AND PERFORMANCE 4
SSCI 2000 AMERICAN PLURALISM 3
THEA 4045 YOUNG, GIFTED, AND BLACK 4
THEO 3375 AMERICAN RELIGIOUS TEXTS 3
THEO 3847 LATINO/A THEOLOGY 4
THEO 3874 RELIGION IN AMERICA 4
THEO 3876 MUSLIMS IN AMERICA 4
THEO 3877 RELIGION AND THE AMERICAN SELF 4
THEO 3960 RELIGION AND RACE IN AMERICA 4
THEO 3970 CATHOLICS IN AMERICA 4
THEO 3995 RELIGION AND THE AMERICAN SELF 4
TRNF P999 Pluralism Transfer Elective 3-6

WGSS 3000 GENDER AND SEXUALITY STUDIES 4
WGSS 3001 QUEER THEORIES 4
WGSS 3826 MODERN US WOMEN’S HISTORY 4
WGSS 4105 RELIGION, GENDER, AND SEXUALITY 4
WGSS 4400 GENDER, BODIES, SEXUALITY 4

Service-Learning
The central goal of service-learning is that students will test the skills and knowledge they acquire in their courses (e.g., in the humanities, language, and sciences) through service to the community outside the University. Students will understand in advance that service hours in the community are required. Each student will be encouraged to take at least one course as an Integrated Service Course, although they will not be required to do so.

The following courses have the SL (Service-Learning) attribute:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 3215</td>
<td>Bronx Urban Economic Development</td>
<td>4</td>
</tr>
<tr>
<td>PJST 4970</td>
<td>COMMUNITY SERVICE/SOCIAL ACTION</td>
<td>4</td>
</tr>
<tr>
<td>SERV 0099</td>
<td>SEMINAR SERVICE LEARNING</td>
<td>1</td>
</tr>
</tbody>
</table>
Fordham College at Lincoln Center

Fordham College at Lincoln Center (FCLC) is the dynamic liberal arts college on Fordham’s attractive and self-contained campus at the cultural and communications crossroads of Manhattan. The first Fordham school in Manhattan was founded in 1847, and Fordham schools evolved through locations in Chelsea and Lower Manhattan before moving in 1968 to the Lincoln Square neighborhood of the city’s West Side. This redevelopment included campuses for Fordham, the Juilliard School, and Lincoln Center for the Performing Arts, which is home to the Metropolitan Opera, the New York Philharmonic, and the New York City Ballet. Other neighbors include CBS and ABC Television, the Time Warner Center, and Central Park.

FCLC is a close-knit intellectual and creative community of faculty and students that combines a traditionally strong Fordham liberal arts education with the innovative instructional and Pre-professional opportunities readily available at our location amidst the world’s most remarkable concentration of artistic, cultural, media, commercial, and nonprofit institutions. The college provides majors in the humanities, social sciences and natural science, as well as offering outstanding programs in theatre, dance, visual arts, social work and education. A vast array of internship experiences is available, and coursework is enriched by incorporating the resources of Manhattan into the life of the College. FCLC’s affiliation with the Ailey School enables Fordham students to study at one of the country’s premier schools of dance. Fordham’s own “Poets Out Loud” series brings contemporary poets to campus to read and discuss their work. Distinguished authors, actors, politicians and intellectuals regularly enrich the life of the College with talks and seminars.

The College’s urban location also allows students to confront the pressing social and ethical questions of modern life: issues of justice, equality, community, diversity, faith, and human dignity. Opportunities for community service and service-learning are readily available. Seniors are eligible to apply for a United Nations Field Study program. The transition to college is facilitated by the First Year Experience program of special seminars events and a system of active faculty advising.

The College welcomes transfer students. Each year many students receive credit for coursework completed at other universities and go on to complete their bachelor’s degrees at FCLC.

Many graduates of the College continue their education at outstanding medical, dental, law, graduate, and other professional schools across the United States and abroad.

A strong full-time arts and sciences faculty of about 140 is based at Lincoln Center and is augmented with colleagues from Rose Hill. Adjunct faculty bring to classes special professional expertise.

Many members of the faculty are well-known and established scholars, authors, and editors in a wide range of academic disciplines. Others are active practitioners, including painters, photographers, filmmakers, poets, and composers, and Obie-winning actors and directors.

• FCLC maintains programs with the professional schools of Fordham University with whom we share the Lincoln Center campus and with the Graduate School of Arts and Sciences at the Rose Hill campus.
• Qualified students may gain entry to the 3–3 program with Fordham Law School and thereby save a year of study.
• Students who meet the requirements may apply for the accelerated masters program in English and save a year of study.
• Completion of the B.A. in social work enables graduates who matriculate at Fordham University School of Social Service to complete the M.S.W. degree in one year.
• The College, in collaboration with the Graduate School of Education, coordinates a teacher-education track leading to certification.
• Business courses offered on the Lincoln Center campus by Fordham’s Gabelli School of Business allow a student to complete a business minor.
• Faculty from theater, English, and communication and media studies collaborate to offer a minor in creative writing.
• A visual arts complex offers students splendid facilities for painting, drawing, photography, video, and computer graphics.
• The innovative B.F.A. in dance combines the resources of Fordham and the Ailey School.
• Our Global Outreach and community service programs reflect Fordham’s Jesuit commitment to educate men and women who will use their education in the service of others.

Visit our website at www.fordham.edu/fclc.

Students should consult the university-wide sections of this bulletin for more information on academic programs, policies, and procedures (p. 8).

The College Council

From its very inception, Fordham College at Lincoln Center has recognized that, in order to achieve its objectives, it should foster the development of an academic community among its faculty, students, and administrators. This academic community has manifested itself in the establishment of the College Council.

The College Council is a representative body of students, faculty, and administrators that assists in formulating policies for the College and making recommendations to appropriate university officers and bodies concerning university policies that affect the College. The dean of the college serves as chairperson of the council.

Fordham College at Lincoln Center Alumni Opportunities

All graduates of Fordham College at Lincoln Center (FCLC) are members of the alumni association by virtue of their graduation. A board of interested and active alumni represents the FCLC alumni constituency. The board partners with the Office of Alumni Relations to provide opportunities that support and advance FCLC through innovative programs and events. The goal of all alumni activities is to foster lifelong relationships between alumni and Fordham and to create ways for alumni to share their talents and interests with the University.

The Office of Alumni Relations also sponsors numerous opportunities for FCLC alumni to interact with alumni from all of the schools within the
University. The young alumni program focuses on the specific needs of alumni who have graduated within the last 10 years. The regional club program maintains Fordham’s national alumni network. The cultural program capitalizes on the unique benefits of New York City for metro area alumni. Rampass, the alumni I.D. card, affords alumni special discounts and allows alumni to easily return to both campuses.

For more information about opportunities to get involved with the alumni program, please contact the Office of Alumni Relations at 212-636-6520.

Departments

The following is a list of academic departments and interdisciplinary units at Fordham College at Lincoln Center:

- African Studies (p. 116)
- African and African American Studies (p. 106)
- American Studies (p. 123)
- Anthropology (p. 137)
- Art History (p. 162)
- Bioethics (p. 172)
- Classical Languages and Civilization (p. 199)
- Communication and Media Studies (p. 213)
- Comparative Literature (p. 249)
- Computer and Information Sciences (p. 267)
- Dance (p. 278)
- Economics (p. 294)
- English (p. 307)
- Environmental Science (p. 339)
- Environmental Studies (p. 347)
- Fashion Studies (p. 350)
- History (p. 370)
- Humanitarian Studies (p. 400)
- Integrative Neuroscience (p. 413)
- International Political Economy (p. 416)
- International Studies (p. 419)
- Irish Studies (p. 426)
- Jewish Studies (p. 428)
- Latin American and Latino Studies (p. 430)
- Mathematics (p. 459)
- Medieval Studies (p. 467)
- Middle East Studies (p. 474)
- Modern Languages and Literatures (p. 487)
- Music (p. 532)
- Natural Sciences (p. 540)
- New Media and Digital Design (p. 547)
- Orthodox Christian Studies (p. 552)
- Peace and Justice Studies (p. 575)
- Philosophy (p. 580)
- Political Science (p. 604)
- Psychology (p. 620)
- Religious Studies (p. 631)
- Social Work (p. 637)
- Sociology (p. 640)
- Theatre and Visual Arts (p. 669)
- Theology (p. 691)
- Urban Studies (p. 709)

Programs

Majors

- African and African American Studies Major (p. 114)
- American Studies Major (p. 128)
- Anthropology Major (p. 159)
- Art History Major (p. 169)
- Art History and Visual Arts Double Major (p. 161)
- Classical Civilization Major (p. 195)
- Classical Languages Major (p. 197)
- Communication and Culture Major (p. 203)
- Communications Major (p. 206)
- Comparative Literature Major (p. 261)
- Computer Science Major (p. 264)
- Dance Major (p. 288)
- Digital Technologies and Emerging Media Major (p. 209)
- Economics Major (p. 293)
- English Major (p. 336)
- English Major with a Creative Writing Concentration (p. 304)
- Environmental Science Major (p. 341)
- Environmental Studies Major (p. 343)
- Film and Television Major (p. 211)
- French Language and Literature Major (p. 480)
- French Studies Major (p. 483)
- German Major (p. 484)
- German Studies Major (p. 486)
- History Major (p. 396)
- Humanitarian Studies Major (p. 402)
- Individualized Major (p. 405)
- Information Science Major (p. 275)
- Integrative Neuroscience Major (p. 414)
- International Political Economy Major (p. 418)
- International Studies Major (p. 423)
- Italian Major (p. 524)
- Italian Studies Major (p. 526)
- Journalism Major (p. 242)
- Latin American and Latino Studies Major (p. 436)
- Mathematics Major (p. 463)
- Mathematics and Computer Information Sciences Major (p. 277)
- Mathematics/Economics Major (p. 302)
- Medieval Studies Major (p. 471)
- Middle East Studies Major (p. 477)
- Music Major (p. 538)
- Natural Sciences Major (p. 545)
- New Media and Digital Design Major (p. 549)
- Philosophy Major (p. 593)
- Political Science Major (p. 617)
- Psychology Major (p. 628)
- Religious Studies Major (p. 633)
• Social Work Major (p. 638)
• Sociology Major (p. 662)
• Spanish Language and Literature Major (p. 529)
• Spanish Studies Major (p. 531)
• Theatre Major (p. 684)
• Theology Religious Studies Major (p. 706)
• Theology Religious Studies Second Major (p. 708)
• Urban Studies Major (p. 713)
• Visual Arts Major (p. 688)
• Women, Gender, and Sexuality Studies Major (p. 719)

Minors
• African Studies Minor (p. 117)
• African and African American Studies Minor (p. 115)
• American Studies Minor (p. 136)
• Anthropology Minor (p. 160)
• Arabic Minor (p. 479)
• Art History Minor (p. 171)
• Bioethics Minor (p. 173)
• Bioinformatics Minor (p. 263)
• Business Administration Minor (p. 182)
• Classical Civilization Minor (p. 196)
• Classical Languages Minor (p. 198)
• Communication and Culture Minor (p. 205)
• Communications Minor (p. 208)
• Comparative Literature Minor (p. 262)
• Computer Science Minor (p. 265)
• Creative Writing Minor (p. 306)
• Cybersecurity Minor (p. 266)
• Digital Technologies and Emerging Media Minor (p. 210)
• Economics Minor (p. 303)
• English Minor (p. 338)
• Environmental Studies Minor (p. 345)
• Fashion Studies Minor (p. 351)
• Film and Television Minor (p. 212)
• French Minor (p. 482)
• German Minor (p. 485)
• History Minor (p. 398)
• Humanitarian Studies Minor (p. 404)
• Information Science Minor (p. 276)
• Irish Studies Minor (p. 427)
• Italian Minor (p. 525)
• Jewish Studies Minor (p. 429)
• Journalism Minor (p. 244)
• Latin American and Latino Studies Minor (p. 439)
• Mandarin Chinese Minor (p. 527)
• Mathematics Minor (p. 466)
• Medieval Studies Minor (p. 473)
• Middle East Studies Minor (p. 478)
• Music Minor (p. 539)
• New Media and Digital Design Minor (p. 551)
• Orthodox Christian Studies Minor (p. 553)

• Peace and Justice Studies Minor (p. 579)
• Philosophy Minor (p. 595)
• Political Science Minor (p. 619)
• Psychology Minor (p. 630)
• Religious Studies Minor (p. 634)
• Russian Minor (p. 528)
• Sociology Minor (p. 663)
• Spanish Minor (p. 530)
• Sports Journalism Minor (p. 245)
• Theatre Minor (p. 687)
• Theology Minor (p. 705)
• Urban Studies Minor (p. 714)
• Visual Arts Minor (p. 690)

Additional programs
• American Catholic Studies Certificate (p. 118)

Academic Advising

Academic advising is an essential part of the college experience. All students in the College are advised by faculty, a process that is coordinated by the Academic Advising Center. Regular advising includes discussion of interests and aspirations, career goals, academic progress and the planning of an academic program.

The College’s First-Year Experience (FYE) has as its primary goal to welcome students into the academic and intellectual community and provide a variety of opportunities to assist them to better know one another, to engage the faculty both in small seminar classes and in less formal settings beyond the classroom, to explore some of what New York City offers, and to reflect on their own goals. In essence, the aim is to begin to make the most of the students’ years at Fordham. First Year Eloquentia Perfecta seminars are designed to both introduce the student to one of the core areas of study in their Fordham curriculum and assist them in developing excellent skills in writing, speaking, and logical thinking. In these seminars, students are encouraged to work together on assignments in small groups, which include both commuter and residential students. Interaction continues beyond the classroom through experiences offered by faculty, the staff of the residence hall, and the assistant dean for the First Year Experience.

All first year students will have a faculty adviser, often the professor leading their Eloquentia Perfecta seminar, or another full-time faculty member. The adviser will meet with the individual students over the course of the year—not only as a counselor but as a member of the intellectual and creative community that is the college. The adviser will help their students to become a part of that community. Each student will meet for a one-on-one session with the adviser early in the term to assure a successful beginning at Fordham. Later in the semester they will meet again to discuss plans for the subsequent semester. In the second semester, the student and adviser will review the first semester experience and begin to focus on future academic goals.

After the first year, students declare a major and choose, or are assigned, an adviser in their major field. Students are encouraged to see their adviser regularly to discuss their academic and intellectual progress. During the regular advising and registration period, students discuss the selection of courses for the following semester with their adviser.
All students are invited to visit the Academic Advising Center with any questions they may have about their program and for assistance in selecting a major. They may also obtain information concerning the fulfillment of core, major, and graduation requirements.

### Academic Policies and Procedures

#### Registration

**Matriculation**

Matriculated students are those who have been admitted through the Office of Admissions as candidates for a degree. A nonmatriculated student is one who has not been admitted as a degree candidate, but has received approval to register for credit courses.

#### Classification of Students

Class standing is determined by the number of credits the student has completed, which in turn determines which class dean the student will work with.

<table>
<thead>
<tr>
<th>Year or Classification</th>
<th>Credits Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-29</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30-59</td>
</tr>
<tr>
<td>Junior</td>
<td>60-91</td>
</tr>
<tr>
<td>Senior</td>
<td>92 and above</td>
</tr>
</tbody>
</table>

#### Official Registration

Fordham University recognizes that the responsibility for each student’s academic success is shared by the student, the faculty, and the administration. Therefore, before a student registers for coursework at the University, preregistration advising is provided. An advising hold is placed on each student. Once students have met with their faculty adviser, this hold is removed and students may register for the next semester. Students must register according to the schedule provided in their registration materials before attending any course. Registration materials are e-mailed to each student’s Fordham e-mail address before official registration in the fall (for the next spring term) and spring (for the next fall term). Students must register before the first day of classes. Students will not be awarded credit for courses they have not registered for by the end of the add/drop period.

#### Course Changes

Students may change their course schedules by adding/dropping until the deadline specified in the academic calendar.

#### Registration in Other Fordham Schools

As part of their degree program, students may register for major and elective courses in GSB, PCS, and FCRH. Any other cross-registration (or intra-university registration) requires the prior approval of an assistant dean at the student’s school of matriculation (home school). Students seeking approval for courses in a major, minor, or program must obtain approval from the academic department or program. Students are expected to take core courses FCLC. Certain major courses that meet core requirements may be taken in another Fordham school if students consult before registration with their class dean. Students may not take more than six courses at the Gabelli School of Business (GSB). Sixty percent of credits taken at Fordham must be taken in the home school.

#### Credit/Course Load

Full-time status is achieved by registering for 12 or more credits per term; part-time status involves a credit load of fewer than 12 credits. Full-time status is needed for financial aid and residential life. The normal credit load per term is five three-credit courses for freshmen and four four-credit courses for juniors and seniors.

Students who have demonstrated their ability to carry a 16-credit course load with at least a 3.000 cumulative GPA may request special permission of an assistant dean to enroll in an additional course. Students paying the flat tuition rate will be charged extra tuition for any credits over 18. B.F.A. students may register for up to 21 credits without additional charges, and students majoring in natural science for up to 20.) Exceptions: Juniors and seniors who have achieved a 3.700 grade point average (cumulative or for the two preceding semesters) are eligible for a scholarship for a fifth course taken to enrich their academic program. Such scholarship courses and credits may not be used to accelerate graduation, that is, to reduce the number of full-time semesters a student spends at Fordham College at Lincoln Center. B.F.A. students may register for up to 21 credits without additional charges, and students majoring in natural science or registered as prehealth may register for up to 20 credits. The college reserves the right to cancel the registration of students who take more than the maximum credit load without permission.

#### Leave of Absence and Readmission

The leave of absence policy is described in the Academic Programs, Policies, and Procedures chapter of the bulletin.

All former students who wish to apply for readmission may obtain the application form from the Office of Academic Advising (LL804; 212-636-6350).

In addition to the application, a personal statement describing the applicant’s activities while away from college must be submitted. An interview may be required as part of the readmission process.

Readmission decisions are based primarily on the applicant’s previous academic record with the college, although other factors may be considered as well.

#### Academic Progress

Academic progress toward a degree must be maintained for the continuation of study in Fordham College at Lincoln Center. Satisfactory academic progress, as defined by the college, must also be maintained to receive financial aid.

For graduation, the student must successfully fulfill the following requirements:

- Completion of a minimum of 124 credits and 36 courses of three credits or more, with a minimum grade point average of 2.000
- A residency of at least 64 credits (a minimum of 16 courses), exclusive of courses taken on a pass/fail basis
- The Core Curriculum that provides students with a broad-based exposure to the liberal arts
- Completion of a major with a minimum grade point average of 2.000
- Completion of remaining elective credits which students may choose to use for a second major, a minor or a Pre-professional program

Full-time students are expected to complete their coursework in four years. Students who need additional time to complete their degree due to special circumstances, such as illness, a change in major, etc., must complete their coursework in a period not to exceed six years.
Restrictions on the use of the grades W (Withdrawal), ABS (Absent from the Final Exam) and INC (Incomplete) are intended to preserve the character of a Fordham education. Permission to have such grades is the recognition by the University of a pressing need due to an individual's circumstances. However, a pattern of reliance on these grades contravenes the intentions of an academic program. In addition, a pattern of reliance on grades of W, ABS, and INC will be taken as evidence of failing to maintain reasonable academic progress. Repeated courses will be calculated into a student’s GPA and will not replace the original grade, but only the repeated course will be counted toward graduation requirements. In addition, the satisfactory completion of fewer credits than stipulated may warrant dismissal for failure to maintain satisfactory progress toward the Fordham College at Lincoln Center bachelor's degree.

### Academic Status

<table>
<thead>
<tr>
<th>Classification</th>
<th>Academic Probation</th>
<th>Subject to Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>1.601-1.999</td>
<td>less than 1.601</td>
</tr>
<tr>
<td>Sophomore</td>
<td>1.801-1.999</td>
<td>less than 1.800</td>
</tr>
<tr>
<td>Junior and Senior</td>
<td>less than 2.000</td>
<td>less than 2.000</td>
</tr>
<tr>
<td>Graduation</td>
<td>2.000</td>
<td>—</td>
</tr>
</tbody>
</table>

Please note: Academic status standards differ slightly for students receiving funds from the New York State Tuition Assistance Program (TAP). A schedule is available at the Office of Academic Records.

For Fordham College at Lincoln Center students pursuing a degree on a part-time basis: Credits earned will be proportionate, for example, half-time students should complete half these credits.

All academic progress decisions may be appealed, in writing, to the dean of the college. The appeal must be made within two weeks of the notification of academic status. Extenuating circumstances, such as a death in the immediate family, illness, etc., should be included in the documentation provided to the academic office. The decision of the dean shall be final.

### Dismissal Policy Appeal

All academic progress decisions may be appealed, in writing, to the dean of the college. The appeal must be made within three business days of the notification of academic status. They should include documentation of any extenuating circumstances, such as a death in the immediate family or an illness. The class dean will make a decision in consultation with the dean of the school, and that decision shall be final.

### Summer Courses and Courses Taken at Other Universities

Because of the concentrated nature of summer courses, students must have written permission from their class dean to take more than two summer courses or eight credits in one summer, or more than four summer courses in the course of their college career, whether at Fordham or at another college. Permission will be based on the student’s past academic history, as an indicator of the student’s ability to succeed in the courses. It is also recommended that students not take more than one course in each summer session, so that two courses should be taken in consecutive summer sessions whenever possible. During the fall and spring semesters students may not take courses at another college or university. However, students may receive credit for courses in which they earned a grade of C or above, taken during the summer at an accredited four-year college, or for courses taken abroad in an approved program. Students who want to take any courses at another school must have approval ahead of time and a scholastic index of 2.000 or higher (3.000 for study abroad). If the course is to be applied toward a major, permission from the chair or associate chair of that academic discipline is also necessary. Permission for summer school courses does not constitute waiver of residency requirements.

### Nonmatriculated Students

Qualified students who are not enrolled in a degree program at Fordham are welcome to attend the college through the Visiting Student and Special Student Programs. However, they are not eligible for state, federal, or institutional aid through Fordham University.

### Visiting Students

Those students who are matriculated at another college or university and who wish to attend the college as a full time student may apply through the Office of Undergraduate Admission in Room 203. A visiting student may maintain nonmatriculated status for one academic year. After such time, students must receive approval from the Office of Undergraduate Admission in order to continue their studies. Students should contact their degree-granting institution in regard to financial aid assistance and course approval. For a transcript of grades to be sent to their institution, students should apply to the Office of Academic Records.

---

1 Transfer credits accepted by Fordham are counted in both credits attempted and credits completed, although the grades are not counted in the GPA.

2 For Fordham College at Lincoln Center students pursuing a degree on a part-time basis: Credits earned will be proportionate, for example, half-time students should complete half these credits.

Updated: 10-11-2017
Visiting students who wish to study on a part time basis should contact the Office of Professional and Continuing Studies, Room 301, or 212-636-7333.

**Special Students**

Students with a degree from an accredited college or university may apply to further their studies through the School of Professional and Continuing Studies. This non matriculated status allows students to register for courses for a period of one academic year. Special students must notify the School of Professional and Continuing Studies of their intention to continue study at the College beyond this period of time.

**Alumni Audit**

A graduate of any undergraduate college of Fordham University may audit a course on an unofficial basis for a nominal fee; it will not appear on a transcript, and the student receives no credit. Alumni should contact the PCS dean's office (LL302) for details.

**Business Coursework**

Undergraduate liberal arts students in all three liberal arts colleges (FCRH, FCLC, PCS) may take up to six courses in the Gabelli School of Business. Students should be aware that business courses are three-credit courses, rather than four-credit courses, typically offered in FCRH and FCLC for juniors and seniors. Hence, when considering these minors, students should consult with the junior or senior class dean to be sure they will have the number of credits (124) required for graduation.

Please note that all of the business school courses must be taken at Fordham University.

A number of minors in business are available to students at FCRH and FCLC. While not all minors are available to all students, a list of their requirements is listed here (p. 92).

**Academic Program**

The college curriculum, leading to the degrees of bachelor of arts, bachelor of science, or bachelor of fine arts, is organized into three parts: the Core Curriculum, the major, and elective courses.

**Core Curriculum**

Described in the Academic Programs, Policies, and Procedures section of this bulletin, the Core Curriculum (p. 36) consists of a set of required courses distributed across a number of disciplines. Advanced Placement credit and college courses taken elsewhere may be considered for core credit; otherwise the core must be completed in the student’s home college. The core is designed to open up new intellectual vistas; enhance understanding of ways of knowing within the disciplines and of connections among the disciplines; develop writing, research, and quantitative skills in order to prepare students for upper-level study; and situate students intellectually so they are prepared to make the right choice among major fields of study. Students are expected to complete most of the core by the end of sophomore year, with the exception of the advanced disciplinary and interdisciplinary, global, pluralism, and values requirements.

**The Major**

Fordham University offers major fields of study (p. 57) in a wide variety of areas in each of its undergraduate colleges. Students normally select an academic major before completion of the second year of study. They are assisted in this process by their academic advisers and the academic deans. Requirements for the major are described in the departmental and program sections of the bulletin. The college reserves the right to limit the number of students in a particular major.

Students have the option of completing a minor (p. 57) in addition to a major. A minor requires fewer courses and provides opportunity to pursue a complementary field of study. Some areas of study are offered only as minors, often representing new academic disciplines.

In cases where they have developed a special academic interest which is not covered by an established major, students may design an individualized major with permission of the dean of the college and in consultation with academic advisers in the appropriate fields.

**Electives**

Coursework that falls neither within the core nor the major is of equal importance to courses in these two categories. Electives enable students to explore intellectual interests and build their own academic concentrations and special competence. Electives should be chosen with care and with the advice of the academic adviser. To ensure the breadth of learning that electives are intended to promote, at least half of a student’s elective choices should be used to take courses in disciplines other than his or her major.

**Honors Program**

The honors program at Fordham College at Lincoln Center is an opportunity for talented and motivated students to explore many areas of learning in a small intellectual community of student scholars and faculty. The program is limited to approximately 16 students each year and is directed by a faculty member who stays with each class through their four years. The honors program gives students a solid grounding in the major academic disciplines, and then prepares the student for independent learning and research, culminating in a senior thesis or project.

Students are selected for invitations to the honors program in the spring before their freshman year. On rare occasions students are admitted to the program in the middle of their freshman year or at the beginning of their sophomore year. The honors curriculum replaces the regular Core Curriculum of the college with a series of intensive seminars. A dedicated honors seminar room on the ninth floor of the Lowenstein Building is available for honors classes and other activities. Students enrolled in the honors program gather outside of class for occasional dinners, visits to museums and libraries, and theatre trips.

**For more information**

Visit the Lincoln Center Honors Program web page.

**Requirements**

**Program Requirements**

During the first year the honors student takes four honors seminars (two each semester) in philosophy, English, theology, and history. In addition students take a year of a lab science (e.g., Natural Science I and II with Natural Science Lab I and II or General Biology I and II and General Biology Lab I and II) or mathematics at the level of calculus or higher. Freshmen also take a year of a modern or classical language at the intermediate level or higher. (If a student starts a new language, four semesters will be required.) The course of study is rounded out with a fifth course each semester chosen by the student; it may be an elective.
course or the beginning of a major course of study. Freshmen also take instruction in composition and public speaking.

In sophomore year honors students have more choice in their schedule. Each semester they take two interrelated honors courses. The other six courses taken in sophomore year are chosen by the student in consultation with the class adviser.

In the junior year, the student’s primary focus is on the major course of study, but students also complete an honors course from among the following options:

- They may elect to study abroad in a program approved by the honors committee.
- They may complete a tutorial designed by the student and one or more faculty and approved by the committee.
- They may arrange a special internship/tutorial (e.g., work with an artist, writer, or scientist, with directed academic readings), approved by the committee.
- They may undertake a yearlong directed reading course (outside the student’s major) with written and oral examinations, approved by the committee.

In addition, juniors-in-residence will participate in the organization of cocurricular forums designed to enhance the intellectual experience of participants in the honors program at all levels. In the senior year, honors students will participate with their peers in the Honors Senior Values Seminar. Finally, to receive honors, a student will have to show the committee that he/she has successfully completed a thesis or the equivalent (i.e., completed a special scientific research project or artistic project) in the major. Departments will be encouraged to conduct a public thesis examination for honors students in the honors program meeting room.

Courses

**HPLC 1001. HONORS PHILOSOPHY. (3 Credits)**
Borrowing the Thomistic idea of philosophy as a perennial discourse, the honors philosophy course encourages seminar participants to cultivate their own intellectual grounds through the study of classic and contemporary philosophical works. Topics may include the nature of philosophical discourse, of consciousness, of knowledge, of existence, and of human nature.

**HPLC 1011. HONORS: SPEECH AND RHETORIC I. (1 Credit)**
1 credit lab session in effective speaking techniques to be combined with the honors core.

**HPLC 1201. HONORS: ENGLISH. (3 Credits)**
Beginning with the premise that works of literature and criticism constitute an ongoing dialogue that shapes and is shaped by historical, cultural, and aesthetic movements, seminar participants will be encouraged to develop their own voices in that literary dialogue.

**HPLC 1401. HONORS: THEOLOGY. (3 Credits)**
Introduces students to the issues and methodologies of theology, providing a foundation for the exploration of religious traditions from various perspectives while focusing on the common and varying approaches of those traditions. Ethical, social, and political impacts of religion, along with major historical figures and periods in the history of religion, will be incorporated.

**Attribute:** REST.

**HPLC 1501. HONORS: ART HISTORY. (3 Credits)**
Selected topics in art history within an urban context.

**HPLC 1603. HONORS: NATURAL SCIENCE I. (4 Credits)**
First semester or a two-semester laboratory science course open to Fordham’s strongest students who have not declared a science major. This interdisciplinary course emphasizes problem solving and analysis of classic experiments to explore the interrelationships of chemistry, biology, and physics in advancing our understanding of the principles that govern the natural world. The first semester focuses on three major themes: the interaction of matter and energy and the processing of information and logic by biological systems. The second semester applies the concepts from the first semester to analyze the origin and functioning of complex systems ranging from the early cosmos to the human brain. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**HPLC 1604. HONORS: NATURAL SCIENCE II. (4 Credits)**
Second semester of a two-semester laboratory science course open to Fordham’s strongest students who have not declared a science major. This interdisciplinary course emphasizes problem solving and analysis of classic experiments to explore the interrelationships of chemistry, biology, and physics in advancing our understanding of the principles that govern the natural world. The first semester focuses on three major themes: the interaction of matter and energy and the processing of information and logic by biological systems. The second semester applies the concepts from the first semester to analyze the origin and functioning of complex systems ranging from the early cosmos to the human brain. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**HPLC 1801. HONORS: HISTORY. (3 Credits)**
Study of the Western cultural tradition from the Enlightenment to the Postmodern era by focusing on the quest for modernity. Course work will focus on the philosophical debates, the search for utopia, the role of the avant-garde, and the cultural tensions that make up the Western experience.

**HPLC 1811. HONORS: WRITING INTENSIVE. (2 Credits)**
One credit course to be offered in conjunction with the freshman honors seminar that does not offer Honors English.

**HPLC 1999. TUTORIAL. (1 Credit)**

**HPLC 2211. URBANISM: NEOLITHIC TO N.Y.. (3 Credits)**
Survey, via a series of in-depth case studies, of major moments of urbanistic development. Organized chronologically, it considers individual cities and the broader problems they address, such as changing architectural forms, demographic shifts, urban infrastructure, politics, religion, and memory.

**HPLC 2610. GLOBALIZATION: SEMINAR. (3 Credits)**
This course will introduce you to a comprehensive set of frameworks for the understanding and analysis of globalization understood as a process of global system formation. It offers you with the ability to survey and understand the wide variety of information regarding the historical development of globalization and prepares the student to assess the possibilities for the global future and its impact on our lives.

**HPLC 2803. HONORS: TRENDS IN NYC. (3 Credits)**
Analysis of topics illustrating the development over time of New York City’s populace, governance, economy and social and cultural organization.
**HPLC 2811. HONORS SACRED TEXTS. (3 Credits)**

Through a selection of primary works from ancient Egypt, Mesopotamia, and Israel, the New Testament, the Talmud, The Qur’an, and early Muslim writings, students will reflect on the social, historical, and theological contexts in which each writing emerged. Primary emphasis will be placed on the similar yet different ways humans construct themselves and their worlds in relation to the sacred.

**Attributes:** JWST, MEST.

**HPLC 2999. TUTORIAL. (2 Credits)**

Supervised individual project designed by the student in concert with one or more members of the faculty. Each course must be approved by the Honors Committee.

**HPLC 3015. HEALTH CARE IN AMERICA. (4 Credits)**

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**HPLC 3515. REVOLUTION. (4 Credits)**

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**HPLC 3800. INTERNSHIP. (3 Credits)**

**HPLC 3970. LINCOLN: DEMOCRATIC VALUES. (4 Credits)**

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attributes:** SRVL.

**HPLC 3999. TUTORIAL. (3 Credits)**

**HPLC 4050. HONORS: SENIOR VALUES SEMINAR. (4 Credits)**

Using mostly recent scholarship in philosophy and politics, this class will focus on the history and basis for human rights, and in particular the question of whether we can justify the claim that there are universal basic rights: (1) Are universal rights consistent with a wide array of varying cultures and ways of life? (2) Are concepts of rights somehow inherently “western” or “individualist,” or can relativists doubt about human rights be answered? We will relate the growth of rights law in international treaties to related issues in just war theory, including controversial questions about humanitarian intervention and ongoing transitions to democracy in parts of the developing world. We will also focus on the practical question of how the international order could be restructured if we take seriously the idea that there are universal basic rights to freedom from tyranny and to development out of poverty. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attributes:** SRVL.

**HPLC 4500. THESIS WORKSHOP. (3 Credits)**

This course is for seniors in the FCLC Honors program. Participants will workshop thesis drafts and work on presentation skills for both the research showcase and the Honors Program presentation.

**HPLC 4800. INTERNSHIP. (4 Credits)**

Combines work with an artist, writer, scientist, or other expert with directed series of academic readings relevant to that experience. (Each course must be approved by the Honors Committee.) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**HPLC 4888. HONORS: INTERNSHIP. (3 Credits)**

Combines work with an artist, writer, scientist, or other expert with directed series of academic readings relevant to that experience. [Each course must be approved by the Honors Committee.] .

**HPLC 4999. HONORS TUTORIAL. (4 Credits)**

Supervised individual project designed by the student in concert with one or more members of the faculty. [Each course must be approved by the Honors Committee.] .

**Supporting Student Success**

**College Writing Center**

Providing more than a proofreading service, our tutors will work with you on a variety of logical, rhetorical, and grammatical concerns in your writing. We can assist you with any type of writing from your curriculum, from conception, to composition, to completion. Our aim is not only to help you perfect an individual essay; we want to help you develop the tools you need to become a better writer. Our service is free and, if you come with the right expectations and the willingness to participate actively in the session, extremely effective. Visit the website for more information.

**Mathematics Help Room**

**LC: Lowenstein 302F**

The Department of Mathematics runs a Math Help Room staffed entirely by faculty, both full-time and part-time. It is located in Lowenstein 302F and is available 12 hours per week. The exact schedule varies from semester to semester and is posted on the door of that room. The Help Room is available on four different weekdays, one of which has hours in the late afternoon to early evening. No appointment is necessary to come to the Help Room—assistance is provided on a first-come, first-served basis. Any student enrolled in a mathematics course at Fordham is welcome to come and seek help. There is no charge for this service.

**Economics Tutoring Center**

The Economics Department offers free tutoring services in Basic Microeconomics, Basic Macroeconomics, Statistics I, and Statistical Decision Making. The Tutoring Center is located at the Math and Economics Help Room on the third floor in Room LL302F. The office telephone number is 212-636-7410. During the regular semester, the Center is staffed four days a week, and the times are posted. Feel free to stop by. If a tutor is available, we will be happy to assist you. If a tutor is not free, you can sign up for a time slot that will work for you. If you are unable to keep an appointment, please call to notify us as soon as possible. Visit the website for more information.

**Information Technology Services**

Fordham University’s information technology services are provided in support of your academic goals. Please visit the Student Technology Services website for detailed information on such services as My.Fordham, your Fordham e-mail account, computer maintenance and security tips, IT Customer Care, recommended computer specifications, cellular services, and the network.

**Fordham University Portal**

My.Fordham is the gateway to Fordham’s online resources, including Blackboard, MyFiles (the university file storage system); campus and personal announcements; your Fordham Gmail and Google Apps; and

Updated: 10-11-2017
registration, financial aid, bill payment, and academic course information through Banner—the student information system. Tutorials online help you navigate and customize your portal tabs.

To gain access to the portal, you will need to have claimed your AccessIT ID. To do this, open your browser and go to https://my.fordham.edu. In the first time user’s box, click the “Click Here to Claim your AccessIT ID and set Your Password” link and follow the on-screen prompts. If you encounter problems, please call the Help Desk at 718-817-3999 for assistance; only they can help you validate your personal information and escalate the issue if necessary.

**Computer Labs**

The Teaching Computer Labs located on the third floor, Rooms 304, 306, and 308 and the Public Access Lab in the Quinn Library in the Lowenstein Building are maintained by the Instructional Technology Academic Computing (ITAC) Department. At the computer labs students can utilize both Macintosh and Windows computers. Access is available to a wide range of hardware and software for use by the academic community, including business applications (word processing, spreadsheets, etc), programming languages, statistical packages, utilities, access to Internet, and e-mail. Computer user assistants are available to answer any questions. Visit the website for more information.

**Library Public Access Hours**

Monday—Thursday: 8 a.m.-2a.m.
Friday: 8a.m.—8 p.m.
Saturday: 9 a.m.—7p.m.
Sunday: 12 p.m.—2:00 a.m.

**Teach Lab Public Access Hours**

Monday—Friday: 8:30 a.m.—9 p.m.

**Educational Discounts**

Special educational discounts are available on personal computers at Fordham’s Computer Purchases and cellular service at www.fordham.edu/ramcell.

**Fordham IT Customer Care**

Fordham IT Customer Care provides support to all Fordham University faculty, staff, and students. Questions about your computer’s operating system, initial setup, software applications, claiming your AccessIT ID via the Portal (my.fordham.edu), e-mail access, or network connection may be directed to ITCC by phone, e-mail, or request form. Visit the website for more information.

**Hours**

Monday—Friday, 8 a.m.—8 p.m.
Telephone: 718-817-3999
E-mail: helpit@fordham.edu

In-person help is available through our IT Customer Care Centers, located on both the Rose Hill and Lincoln Center campuses, which in addition to the above services also provide warranty hardware support for select vendors.

**Rose Hill Campus**

Hours: Monday–Friday, 8 a.m.—8 p.m.
Location: McGinley Center, Room 229

**Lincoln Center Campus**

Hours: Monday–Friday, 10 a.m.—6 p.m.
Location: Lowenstein, Room SL19A

**Resident Technology Consultant Program**

If you live in the residence halls you can contact your Resident Technology Consultant (RTC) for in-room assistance. The RTC is the primary source of technology related assistance for students living in the residence halls and can help with many of the same issues as IT Customer Care. Visit the website for more information.

**The Olga M. Ficarra/Francis J. Morison Language Laboratory**

Modern language students at Fordham University have access to Fordham’s Language Learning Centers at the Rose Hill and Lincoln Center campuses. Both facilities provide the tools and instructional materials necessary for students to reach a determined level of proficiency as they complete their core language courses in an environment that encourages and promotes the study of language. Both facilities offer various levels of oral/aural language practice via text-based audio, video, and CD-ROM programs and powerful interactive software featuring voice recognition and on-screen performance evaluations. Each facility also features satellite television programming in various languages available at each computer station as well as a state-of-the-art projection system for group viewings of multimedia presentations. At present, Fordham’s Language Learning Centers provide material for practice in Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, and Spanish. The aim of Fordham’s Language Learning Centers is to make available to students and faculty the most up-to-date equipment and the very latest in computer-assisted language learning technology in an inviting and user-friendly environment. Visit the website for more information.

**Gerald M. Quinn Library**

The Gerald M. Quinn Library is located on the street level of the Leon Lowenstein building. It supports the curricula of Fordham College at Lincoln Center, the Graduate School of Social Service, the Graduate School of Business, and the Graduate School of Education. An open-stack facility, the library houses over 400,000 volumes, over 18,000 periodical subscriptions (full-text online and hard copy), as well as a DVD and CD collection in the AV lab. Fordham’s online catalog (OPAC) reflects the holdings of the Lincoln Center, Westchester and Rose Hill collections, as well as the Fordham Law School Library, and is available at over 150 PCs throughout the library. More than 230 online databases may be accessed in the library or via remote access. Items at any Fordham library are available by request to Lincoln Center students through standard interlibrary loan procedures. With a valid Fordham I.D., undergraduates may gain reference (not borrowing) privileges to the Fordham Law School Library. The Sidney Rosenblatt Holocaust Collection is housed in the Quinn Library. Its more than 10,000 titles chronicle the Holocaust through survivor’s memoirs, historical monographs, journals, videos, photographs, and artifacts. There are two public computer labs in the Quinn Library which contain PCs, multimedia PCs, DVD and CD players, and VCRs.

For information regarding the hours, services and policies of the university libraries, please refer to the Fordham University Library website at www.library.fordham.edu or the Fordham University Library Handbook.

**Visual Arts Complex**

LC: Lowenstein, Street Level, SL 24A-F
Visual Arts Office: Lowenstein 423, 212-636-6303

Updated: 10-11-2017
The 12,000-square-foot Visual Arts Complex at Lincoln Center has studios designed to offer the best possible environment for each discipline. A large airy painting and drawing studio, a dedicated graphics lab with all of the industry standard graphics programs, state-of-the-art film and video-editing and screening facilities, an architectural lab with computers, and large plotter printers and work tables. In addition, there is an outstanding photography area with computer and printing digital capabilities, a well-equipped darkroom, and separate finishing and critique rooms. We make every effort to keep all software and hardware up-to-date and equivalent to industry standards.

All studios are available to students whenever classes are not in session including weekends, evenings, and school breaks.

The department has two galleries at Lincoln Center. The Ildiko Butler Gallery is located near the 60th Street entrance. Exhibits feature senior student projects and museum-quality exhibitions of interest to the entire university community. The Susan Lipani Gallery, located in the Visual Arts Complex, features student work and the work of invited artists related to the curriculum.

Fordham College at Rose Hill

The oldest of the University’s 11 schools, Fordham College at Rose Hill (FCRH) was founded in 1841 by the Most Reverend John Hughes, the fourth bishop and first archbishop of New York. For 133 years, the College was a college for men. In 1974, however, as a result of a merger with Thomas More College, the University’s coordinate college for women, it became coeducational.

As a four-year Jesuit liberal arts college, FCRH invites and challenges its students to develop their intellectual, volitional, and aesthetic faculties by completing a carefully integrated yet flexible liberal arts curriculum that balances core requirements with a concentration in a particular field of study. This curriculum is designed to:

• develop the faculty of clear and critical thinking and of correct and forceful expression
• impart a knowledge of scientific principles and skills; an awareness of historical perspective; an understanding of the contemporary world; and an intelligent appreciation of religious, philosophical and moral values

Through concentration on a specific discipline, the College strives to produce students who have read, reasoned, and written sufficiently in one academic discipline to have been prepared for advanced work, to have been formed by the procedures and techniques of the discipline, and to have absorbed the ideals and ambitions that rise from serious, consistent work in one field under the direction of dedicated teacher-scholars.

In pursuit of these objectives, the curriculum of FCRH is based on the classical and modern languages, the natural sciences, the social sciences, history, and the religious concepts and philosophical systems of Western civilization from ancient times to the present day.

In addition, the College intends, through its various activities, curricular and extracurricular, to contribute to the social, spiritual, and psychological formation of its students so that they will be prepared to deal with others in various walks of life. It wants to inspire in them a desire to contribute to the culture and civilization in which they live and to form in them a trained capacity for the service of their country. It believes that these purposes, and indeed all the purposes of the College, are largely secured through adherence to a well-organized curriculum of study committed to the hands of mature scholars and administered according to high standards of performance.

The College recognizes the variety of individual needs and talents of its students and at the same time recognizes their common desire to contribute to the various spheres of life in which they participate. Therefore, it offers a wide selection of programs of study, including interdisciplinary and individual concentrations designed to meet a broad diversity of interests and the rapidly expanding needs of a changing world.

Visit our website at www.fordham.edu/fcrh.

Students should consult the university-wide sections of this bulletin for more information on academic programs, policies, and procedures (p. 8).

The College Council

The College Council meets six times during the academic year. The membership includes faculty representatives for each department and interdisciplinary program that offers a major on the Rose Hill campus, the director of the honor’s program, the Dean of Students and three students named by the United Student Government.

The council serves as an advisory body to the dean in formulating policies for the College and in making recommendations for University policies that affect the College.

Fordham College at Rose Hill Alumni Opportunities

All graduates of Fordham College at Rose Hill (FCRH) are members of the alumni association by virtue of their graduation. A board of interested and active alumni represents the FCRH alumni constituency. The board partners with the Office of Alumni Relations to provide opportunities that support and advance FCRH through innovative programs and events. The goal of all alumni activities is to foster lifelong relationships between alumni and Fordham and to create ways for alumni to share their talents and interests with the University.

The Office of Alumni Relations also sponsors numerous opportunities for FCRH alumni to interact with alumni from all of the schools within the University. The young alumni program focuses on the specific needs of alumni who have graduated within the last 10 years. The regional club program maintains Fordham’s national alumni network. The cultural program capitalizes on the unique benefits of New York City for metro area alumni. Rampass, the alumni i.D. card, affords alumni special discounts and allows alumni to easily return to both campuses.

For more information about opportunities to get involved with the alumni program, please contact the Office of Alumni Relations at 212-636-6520 or visit our website at www.fordham.edu/alumni_relations.

Departments

The following is a list of academic departments and interdisciplinary units at Fordham College at Rose Hill:

• African Studies (p. 116)
• African and African American Studies (p. 106)
• American Catholic Studies (p. 119)
• American Studies (p. 123)
• Anthropology (p. 137)
• Art History (p. 162)
• Bioethics (p. 172)
• Biological Sciences (p. 174)
• Chemistry (p. 189)
• Classical Languages and Civilization (p. 199)
• Communication and Media Studies (p. 213)
• Comparative Literature (p. 249)
• Computer and Information Sciences (p. 267)
• Economics (p. 294)
• English (p. 307)
• Environmental Science (p. 339)
• Environmental Studies (p. 347)
• General Science (p. 365)
• History (p. 370)
• Honors Program (p. 71)
• Humanitarian Studies (p. 400)
• Integrative Neuroscience (p. 413)
• International Political Economy (p. 416)
• International Studies (p. 419)
• Irish Studies (p. 426)
• Jewish Studies (p. 428)
• Latin American and Latino Studies (p. 430)
• Mathematics (p. 459)
• Medieval Studies (p. 467)
• Middle East Studies (p. 474)
• Modern Languages and Literatures (p. 487)
• Music (p. 532)
• New Media and Digital Design (p. 547)
• Orthodox Christian Studies (p. 552)
• Peace and Justice Studies (p. 575)
• Philosophy (p. 580)
• Physics and Engineering Physics (p. 598)
• Political Science (p. 604)
• Psychology (p. 620)
• Religious Studies (p. 631)
• Social Work (p. 637)
• Sociology (p. 640)
• Theatre and Visual Arts (p. 669)
• Theology (p. 691)
• Urban Studies (p. 709)

Programs

Majors

• African and African American Studies Major (p. 114)
• American Studies Major (p. 128)
• Anthropology Major (p. 159)
• Art History Major (p. 169)
• Art History and Visual Arts Double Major (p. 161)
• Biological Sciences Major (p. 178)
• Chemistry Major (p. 193)
• Classical Civilization Major (p. 195)
• Classical Languages Major (p. 197)
• Communication and Culture Major (p. 203)
• Communications Major (p. 206)
• Comparative Literature Major (p. 261)
• Computer Science Major (p. 264)
• Digital Technologies and Emerging Media Major (p. 209)
• Economics Major (p. 293)
• Engineering Physics Major (p. 596)
• English Major (p. 336)
• English Major with a Creative Writing Concentration (p. 304)
• Environmental Science Major (p. 341)
• Environmental Studies Major (p. 343)
• Film and Television Major (p. 211)
• French Language and Literature Major (p. 480)
• French Studies Major (p. 483)
• General Science Major (p. 366)
• German Major (p. 484)
• German Studies Major (p. 486)
• History Major (p. 396)
• Humanitarian Studies Major (p. 402)
• Individualized Major (p. 405)
• Information Science Major (p. 275)
• Integrative Neuroscience Major (p. 414)
• International Political Economy Major (p. 418)
• International Studies Major (p. 423)
• Italian Major (p. 524)
• Italian Studies Major (p. 526)
• Journalism Major (p. 242)
• Latin American and Latino Studies Major (p. 436)
• Mathematics Major (p. 463)
• Mathematics and Computer & Information Sciences Major (p. 277)
• Mathematics/Economics Major (p. 302)
• Medieval Studies Major (p. 471)
• Middle East Studies Major (p. 477)
• Music Major (p. 538)
• New Media and Digital Design Major (p. 549)
• Philosophy Major (p. 593)
• Physics Major (p. 602)
• Political Science Major (p. 617)
• Psychology Major (p. 628)
• Religious Studies Major (p. 633)
• Social Work Major (p. 638)
• Sociology Major (p. 662)
• Spanish Language and Literature Major (p. 529)
• Spanish Studies Major (p. 531)
• Theology Religious Studies Major (p. 706)
• Theology Religious Studies Second Major (p. 708)
• Urban Studies Major (p. 713)
• Visual Arts Major (p. 688)
• Women, Gender, and Sexuality Studies Major (p. 719)
Minors

- African Studies Minor (p. 117)
- African and African American Studies Minor (p. 115)
- American Studies Minor (p. 136)
- Anthropology Minor (p. 160)
- Arabic Minor (p. 479)
- Art History Minor (p. 171)
- Bioethics Minor (p. 173)
- Bioinformatics Minor (p. 263)
- Biological Sciences Minor (p. 180)
- Business Administration Minor (p. 182)
- Chemistry Minor (p. 194)
- Classical Civilization Minor (p. 196)
- Classical Languages Minor (p. 198)
- Communication and Culture Minor (p. 205)
- Communications Minor (p. 208)
- Comparative Literature Minor (p. 262)
- Computer Science Minor (p. 265)
- Creative Writing Minor (p. 306)
- Cybersecurity Minor (p. 266)
- Digital Technologies and Emerging Media Minor (p. 210)
- Economics Minor (p. 303)
- Engineering Physics Minor (p. 597)
- English Minor (p. 338)
- Environmental Studies Minor (p. 345)
- Film and Television Minor (p. 212)
- French Minor (p. 482)
- German Minor (p. 485)
- History Minor (p. 398)
- Humanitarian Studies Minor (p. 404)
- Information Science Minor (p. 276)
- Irish Studies Minor (p. 427)
- Italian Minor (p. 525)
- Jewish Studies Minor (p. 429)
- Journalism Minor (p. 244)
- Latin American and Latino Studies Minor (p. 439)
- Mandarin Chinese Minor (p. 527)
- Mathematics Minor (p. 466)
- Medieval Studies Minor (p. 473)
- Middle East Studies Minor (p. 478)
- Music Minor (p. 539)
- New Media and Digital Design Minor (p. 551)
- Orthodox Christian Studies Minor (p. 553)
- Peace and Justice Studies Minor (p. 579)
- Philosophy Minor (p. 595)
- Physics Minor (p. 603)
- Political Science Minor (p. 619)
- Psychology Minor (p. 630)
- Religious Studies Minor (p. 634)
- Russian Minor (p. 528)
- Sociology Minor (p. 663)
- Spanish Minor (p. 530)
- Sports Journalism Minor (p. 245)
- Theology Minor (p. 705)
- Urban Studies Minor (p. 714)
- Visual Arts Minor (p. 690)

Additional programs

- American Catholic Studies Certificate (p. 118)

Academic Advising

The Core Advisement Program was instituted by Fordham College at Rose Hill to meet the special advising needs of first-year students. It is a manifestation of the University's commitment to cura personalis—the care of the whole person. The program pairs Fordham College at Rose Hill freshmen with full-time Fordham College at Rose Hill faculty and administrators. Approximately 16-18 students are assigned to each freshman adviser, and the students meet with their adviser individually and in groups throughout the academic year. Issues covered include course planning, choosing a major, college degree requirements and policies, and strategies for academic success. The advisers also distribute and discuss the students’ schedules and midterm grades and meet with the students individually.

The Core Advising Program provides the opportunity for students who have not yet declared a major to continue meeting with their freshman adviser in the fall semester of sophomore year. These advisers help students to choose a major and to select their spring courses. Sophomores with declared majors receive course advising in their department/program of study. The sophomore class dean offers large informational group meetings for all sophomores early in the fall semester on such topics as international study abroad, internship opportunities, and workshops for liberal arts majors.

As juniors and seniors with declared majors, students receive their primary advising on all major matters from their department or program. Class deans continue to play an active role in advising students in fulfilling their Core Curriculum and graduation requirements.

Academic Policies and Procedures

Registration

Matriculation

Matriculated students are those who have been admitted through the Office of Admission as candidates for a degree. A nonmatriculated student is one who has not been admitted as a degree candidate, but has received approval to register for credit courses.

Classification of Students

Class standing is determined by the number of credits the student has completed:

<table>
<thead>
<tr>
<th>Year or Classification</th>
<th>Credits Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-29</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30-59</td>
</tr>
<tr>
<td>Junior</td>
<td>60-91</td>
</tr>
<tr>
<td>Senior</td>
<td>92 and above</td>
</tr>
</tbody>
</table>
**Official Registration**

Fordham University recognizes that the responsibility for each student's academic success is shared by the student, the faculty, and the administration. Therefore, before a student registers for coursework at the University, preregistration counseling is provided.

First- and second-year students normally register for five three-credit courses. Third- and fourth-year students normally register for four four-credit courses.

By way of exception, third- and fourth-year students who have achieved a 3.700 grade point average (cumulative or for the two preceding semesters) are eligible for a scholarship for a fifth course taken to enrich their academic program: one in the student’s third year and one each in the semesters of the fourth year. Such scholarship courses and credits may not be used to make up for previous course withdrawals or incomplete registrations and may not accelerate graduation, that is, to reduce the number of full-time semesters a student spends in Fordham College at Rose Hill. To register for a fifth course, approval of the appropriate class dean is necessary.

For students approved to take an additional course, but who do not qualify for the scholarship, payment per credit above the student’s allocated credit limit per semester is required.

Juniors and seniors with a grade point average lower than 3.000 may not take an additional course except for unusual reasons and with the approval of the class dean.

Registration at a date later than the day designated may be permitted for serious reasons by way of exception. Students registering late are held accountable for any class absences thus incurred.

**Course Changes**

By the last day of course changes, as specified in the academic calendar, students should recognize that they have made a serious commitment to complete the courses for which they have registered. Alterations in registration after the last day for course changes will be allowed only if the class dean determines that such a change is important to the academic program of the student. Students’ non academic commitments should be arranged so as not to interfere with coursework to which the student is committed by registration.

**Change of Address or Name**

Students are expected to notify the class dean and the Office of Academic Records immediately of any change of address or change of name.

**Registration in Other Fordham Schools**

Students matriculated in Fordham College at Rose Hill are required to complete their core curriculum in their home school. Courses for the major and minor should be taken at the home school or at Fordham College at Lincoln Center; however, with departmental approval, a limited number of these courses may be taken at Fordham School of Professional and Continuing Studies. Elective courses not within the major or minor may be taken at FCRH, FCLC, PCS, and GSB. No more than six of the total courses required for graduation may be taken in the Gabelli School of Business, and no more than 40 percent of the credits earned at Fordham may be taken outside the home school.

**Credit Limits**

Full-time status is achieved by registering for 12 or more credits per term; part-time status involves a credit load of fewer than 12 credits. Full-time status is needed for financial aid.

Sophomores completing a B.A. degree have a credit ceiling of 20 credits. Sophomores completing a B.S. degree, requiring additional lab courses, have a credit limit of 22 credits. This is a result of the Core Curriculum, which encourages sophomores to begin taking upper-level and major courses at an earlier stage in their studies.

Juniors and seniors pursuing a B.A. degree have a credit ceiling of 18 credits. Juniors and seniors completing a B.S. degree have a credit ceiling of 20 credits, allowing them to register for up to 20 credits. If students exceed their credit ceiling, they are charged for each credit above their ceiling.

**Academic Rank in Class**

In Fordham College at Rose Hill, a student’s rank in class is computed on the basis of a minimum of 24 graded credits in a regular academic year. No rank in class will be computed for a student who has fewer than 24 graded credits in an academic year.

Rank in class will be computed only once at the conclusion of the academic year. If grade changes of any kind are made after this time, rank in class will not be recomputed.

**Academic Progress**

Academic progress toward a degree must be maintained to continue study in Fordham College at Rose Hill. Satisfactory academic progress, as defined by the College, must be maintained to receive financial aid.

Full-time students are expected to complete their coursework in four years. Students who need additional time to complete their degree due to special circumstances, such as illness, death in the family, a change in major, etc., must complete their coursework in a period not to exceed six years.

Restrictions on the use of grades W, ABS, and INC are intended to preserve the character of a Fordham education. Permission to have such grades is the recognition by the University of a pressing need due to an individual’s circumstances. However, a pattern of reliance on these grades contradicts the intentions of a strong academic program. In addition, a pattern of reliance on grades of W, ABS, and INC will be taken as evidence of failing to maintain reasonable academic progress. Repeated courses will be calculated into a student’s GPA and will not replace the original grade.

In Fordham College at Rose Hill, both the grade point average and number of credits earned are considered in determining satisfactory academic progress. For each of these criteria, the college has developed minimal standards.

The minimal GPA required for acceptable academic standing is shown in Table 1 by year of attendance and by semesters until graduation. Use the expected degree term of the student to determine the number of fall or spring semesters until graduation. The expected degree term of transfer students is initially determined in their first month of study. Failure to meet this standard may result in academic probation, suspension or dismissal.
Table 1. Academic Standing as Reflected in Grade Point Averages

First Year

<table>
<thead>
<tr>
<th>Years of Attendance/</th>
<th>Minimally Acceptable</th>
<th>Academic Probation</th>
<th>Academic Suspension</th>
<th>Academic Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters Until</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 semesters</td>
<td>1.350</td>
<td>1.200-1.349</td>
<td>1.000-1.199</td>
<td>less than 1.000</td>
</tr>
<tr>
<td>until graduation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 semesters</td>
<td>1.600</td>
<td>1.500-1.599</td>
<td>1.450-1.499</td>
<td>less than 1.450</td>
</tr>
<tr>
<td>until graduation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Years of Attendance/</th>
<th>Minimally Acceptable</th>
<th>Academic Probation</th>
<th>Academic Suspension</th>
<th>Academic Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters Until</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 semesters</td>
<td>1.700</td>
<td>1.600-1.699</td>
<td>1.550-1.599</td>
<td>less than 1.550</td>
</tr>
<tr>
<td>until graduation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 semesters</td>
<td>1.800</td>
<td>1.700-1.799</td>
<td>1.650-1.699</td>
<td>less than 1.650</td>
</tr>
<tr>
<td>until graduation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Third Year

<table>
<thead>
<tr>
<th>Years of Attendance/</th>
<th>Minimally Acceptable</th>
<th>Academic Probation</th>
<th>Academic Suspension</th>
<th>Academic Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters Until</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 semesters</td>
<td>1.900</td>
<td>1.800-1.899</td>
<td>1.700-1.799</td>
<td>less than 1.700</td>
</tr>
<tr>
<td>until graduation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 semesters</td>
<td>2.000</td>
<td>1.900-1.999</td>
<td>—</td>
<td>less than 1.900</td>
</tr>
<tr>
<td>until graduation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Minimally acceptable standards for credits earned are outlined in Table 2. Independent of the student’s GPA, the satisfactory completion of fewer credits than stipulated in Table 2 may warrant dismissal for failure to maintain satisfactory progress toward the bachelor’s degree.

Table 2. Minimum Credit Completion Policy

<table>
<thead>
<tr>
<th>Year of Attendance/</th>
<th>Percentage of Attempted Credits Completed</th>
<th>Percentage Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters Until</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First: 6 semesters</td>
<td>65</td>
<td>18-20</td>
</tr>
<tr>
<td>until graduation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second: 4 semesters</td>
<td>70</td>
<td>42</td>
</tr>
<tr>
<td>until graduation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third: 2 semesters</td>
<td>75</td>
<td>69</td>
</tr>
<tr>
<td>until graduation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth: 0 or 1 semester until graduation</td>
<td>80</td>
<td>99-100</td>
</tr>
</tbody>
</table>

1 Transfer credits accepted by Fordham are counted in both credits attempted and credits completed, although the grades are not calculated in the GPA.

Please note: Academic progress standards differ slightly for students receiving funds from the New York State Tuition Assistance Program (TAP). A schedule is available at the Office of Academic Records.

Appeals Process

Academic progress decisions may be appealed, in writing, to the dean of the college. The appeal must be made within three business days of the notification of academic standing. The decision of the dean shall be final.

Academic Probation

Probation (conditional promotion) is a serious warning that the student must improve his/her academic performance. Students on probation may continue to study at Fordham and may be awarded financial aid. Probationary status is not automatically acquired by the student but must be granted by the dean and is restricted to two consecutive semesters.

Students on probation for two semesters may be subject to dismissal if they are judged not to be making satisfactory progress. No student may enter her/his fourth year on probation or with a deficiency. Students who do not have a cumulative index of 2.000 at the end of their junior year may be permitted to raise their index to 2.000 but only by taking courses during the first session of Fordham University’s summer school.

Students on academic probation are prohibited from participating in extracurricular activities, serving on the University’s residence hall staffs, or representing the University in intervarsity athletic competition.

Academic Suspension

Suspension is an enforced termination of formal studies and will be granted to a student only once for a minimum of two semesters in the course of her/his college career. A student may be liable to suspension if

1. He/she fails to maintain satisfactory academic standing as indicated by GPA.
2. He/she receives three failing grades in any semester.

If, after a period of suspension a student wished to continue her/his studies in the college, she/he must formally apply for readmission to the college. In order to be readmitted to the college the student must achieve a 2.750 GPA at an approved baccalaureate institution and show that the deficiencies that caused her/his suspension have been addressed and remedied.

Academic Dismissal

Academic dismissal is the ultimate sanction imposed for failure to perform satisfactorily in a program of studies. A student may be dismissed from the College for any of the following reasons:

1. He/she fails to maintain satisfactory academic progress as indicated by GPA.
2. He/she attains an index of 1.000 in any semester.
3. He/she is placed on academic probation for three successive semesters.

Once a student has been dismissed from the College for academic reasons, he/she may not take courses in Fordham College at Rose Hill.
Dismissal Policy Appeal
The academic dismissal policy for FCLC has been revised as follows: Beginning in Fall 2016, all academic progress decisions may be appealed, in writing, to the dean of the college. The appeal must be made within three business days of the notification of academic status. (Prior policy permitted an appeal period of two weeks.)

Academic Course Failures and Removal of Deficiencies
A student who has incurred a failure in a course prescribed for a degree in Fordham College at Rose Hill or in an elective must rectify the deficiency by taking a course approved by the class dean. If the failure is in the student’s major field, the deficiency must be rectified by taking an identical or equivalent course approved by both the department adviser and the class dean.

No grade lower than C will be accepted in rectifying a deficiency. Grades received by rectifying a deficiency through attendance at one of the colleges of Fordham University will be used in computation of the student’s grade index. Grades received at other universities will not be computed in the index. In both cases the original failing grade remains on the transcript and is computed in the index.

To rectify a deficiency, a student is normally obliged to attend a summer session of an approved college during the summer following the academic year in which the failure was incurred.

Students who, with prior approval of the class dean, register for an extra course to make up a deficiency, will be charged for the course.

Banner, which handles preregistration for courses, only allows students who failed a course to retake that course. If a student did not fail a course, but wants to retake it for a better grade, she/he needs to see both the department adviser and the class dean.

Business Coursework
Undergraduate liberal arts students in all three liberal arts colleges (FCRH, FCLC, PCS) may take up to six courses in the Gabelli School of Business. Students should be aware that business courses are three-credit courses, rather than four-credit courses, typically offered in FCRH and FCLC for juniors and seniors. Hence, when considering these minors, students should consult with the junior or senior class dean to be sure they will have the number of credits (124) required for graduation.

Please note that all of the business school courses must be taken at Fordham University.

A number of minors in business are available to students at FCRH and FCLC. While not all minors are available to all students, a list of their requirements is listed here (p. 92).

Summer Courses
Because of the concentrated nature of summer courses, students must have written permission from their class dean to take more than two summer courses in one summer or more than four summer courses in the course of their college career, whether at Fordham or at another college. Permission will be based on the student’s past academic history, as an indicator of the student’s ability to succeed in the courses. It is also recommended that students not take more than one course in each summer session, so that two courses should be taken in consecutive summer sessions whenever possible. During the fall and spring semesters students may not take courses at another college or university. However, students may receive credit for courses in which they earned a grade of C or above, taken during the summer at an accredited four-year college, or for courses taken abroad in an approved program. Students who want take any courses at another school must have approval ahead of time and a scholastic index of 2.000 or higher (3.000 for study abroad). If the course is to be applied toward a major, permission from the chair or associate chair of that academic discipline is also necessary. Permission for summer school courses does not constitute waiver of residency requirements.

Academic Program
The college curriculum, leading to the degrees of bachelor of arts and bachelor of science, is organized into three parts: the core curriculum, the major, and elective courses.

Core Curriculum
Described in the Academic Programs, Policies, and Procedures section of this bulletin, the Core Curriculum (p. 36) consists of a set of required courses distributed across a number of disciplines. Advanced Placement credit and college courses taken elsewhere may be considered for core credit; otherwise the core must be completed in the student’s home college. The core is designed to open up new intellectual vistas; enhance understanding of ways of knowing within the disciplines and of connections among the disciplines; develop writing, research, and quantitative skills in order to prepare students for upper-level study; and situate students intellectually so they are prepared to make the right choice among major fields of study. Students are expected to complete most of the core by the end of sophomore year, with the exception of the advanced disciplinary and interdisciplinary, global, pluralism, and values requirements.

The Major
The major, or field of concentration (p. 66), is designed to give the student mastery of a single field and to introduce that student to a field of possible professional involvement. A student will normally select a major by February of their sophomore year. If, at the time of preregistration for the fourth year, the student qualifies for a second major, he or she may request acceptance by that department. If the department finds that the student can complete its requirements satisfactorily in addition to the requirements for the original major he or she may register for a double major with the final approval of the class dean. If successfully completed, the two majors will be entered on the student’s official record. It is the major that determines the type of degree
that is awarded. The College reserves the right to limit the number of students in a particular major.

A student who has a particular interest best pursued by means of an interdisciplinary program of courses not covered by one of the College’s established programs may petition to follow an individualized major. Students interested in an individualized major, open only to candidates for the B.A. degree, should discuss their plans with the class dean; final approval will be determined by a committee of faculty.

Students wishing to major in biological sciences, chemistry, computer and information sciences, mathematics, physics, or psychology will be registered for the courses specified by these departments in freshman year.

Students interested in premedical or prehealth professions, architecture, the 3-2 cooperative engineering program, or the five-year teacher-education track should indicate this program interest when applying.

Changes may be made during the summer prior to beginning of classes. Incoming freshmen will be registered for the courses specified by these programs. Changes subsequent to the start of classes may be made in consultation with the student’s class dean.

The Minor
A minor is offered (p. 66) in many departments and in certain interdisciplinary programs. Interested students should consult the listings of the respective departments and programs. Students may register for a minor in their first semester of junior year, using the appropriate forms available in the offices of the class deans.

Electives
The curriculum is rounded out by elective courses chosen by the student in consultation with his or her adviser. To ensure the breadth of learning that electives are intended to promote, at least half of a student’s electives should be in disciplines other than his or her major.

Degree Requirements
Fordham College at Rose Hill awards both the B.A. and the B.S. degrees. The bachelor of arts and bachelor of science degree programs at Fordham College at Rose Hill are four-year, eight-semester programs. Degrees are awarded on the successful completion of a minimum of 36 courses and 124 credits, with a minimum cumulative index of 2.000. It is expected that students will be in residence during the final semester in which they complete their degree.

Students ordinarily take 20 courses (usually three-credit) in their first and second years and 16 courses (usually four-credit) in their third and fourth years. Two-credit laboratory courses do not count toward the 36-course total. The only exception to the 36-course requirement is that students who take (and successfully complete) Introductory Biology (with laboratory) and General Chemistry (with laboratory) in their first semester may take only four courses and thereby reduce the number of courses required for graduation to 35.

Honors Program
Since its founding in 1950, the Fordham College at Rose Hill Honors Program has provided students of exceptional academic talent and intellectual curiosity with the opportunity to pursue their core studies in greater depth, breadth, and intensity. Drawn from every major, honors students routinely go on to attend the most respected graduate and professional schools and to excel in their chosen fields. What unites the members of the program is their active approach to learning and their desire to go beyond compartmentalized knowledge to an understanding of the whole.

The heart of the program is a sequence of courses taken during the freshman and sophomore years. These courses work together to provide a comprehensive overview of the intellectual and social forces that have shaped the modern world. Each semester in this sequence is devoted to an integrated study of the art, history, literature, music, philosophy and religion of a particular period. In addition, special courses in mathematics and the sciences for nonscience majors help to bring out these disciplines’ important role in contemporary society. This sequence is followed by two courses in the junior year that focus on different social and ethical problems of the modern world.

The capstone of the honors curriculum is the senior thesis, an extended research project prepared under the individual guidance of a faculty mentor in one’s major field. Graduate and professional schools, as well as prospective employers, recognize the thesis as a clear indication of a student’s ability to do independent work at an advanced level. Recent theses have examined topics as diverse as the roles of women in modern film, the constitutional implications of total quality management, and the effects of cellular aging on human chromosomes.

The honors curriculum takes the place of the regular Fordham College at Rose Hill Core Curriculum, with the exception of the language requirement. Credit is granted for advanced placement courses taken in high school and for college courses taken elsewhere. Most students enter the program at the beginning of their first year, though it is possible for a certain number of students with strong academic records to join in the middle of that year and at the beginning of their sophomore year.

Because honors courses usually take the form of small seminars of no more than 14 students, enrollment in the program is necessarily limited to around 35 students each year. Members of the program are normally expected to maintain a grade average of 3.5. Successful completion of the program entitles the student to the designation in cursu honorum on the diploma and the transcript.

Policies and Procedures
Meeting the Core Requirements
Honors students are not required to take any of the other Fordham College Core Curriculum requirements. However, they are still required to fulfill the general Fordham College language requirement. AP placement may exempt students from this requirement.

Completing a Major
The honors program is not a major. It is an alternative core curriculum. Honors students must fulfill their major requirements as outlined by the respective academic department.

Advanced Placement Credit
AP credit is often used to place out of honors mathematics and honors science I and/or II. Students must have earned a 4 or 5 on the AP exams in question.

Study Abroad
Honors students may study abroad for all or part of junior year. To fulfill one or both of the junior honors course requirements, there are two possibilities: (a) the student takes a comparable course while abroad,
approved by the honors director, or (b) the student takes the junior year honors courses upon return in senior year.

For more information
Visit the Rose Hill Honors Program web page.

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ancient Period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPRH 1001</td>
<td>ANCIENT LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>HPRH 1002</td>
<td>ANCIENT PHILOSOPHY</td>
<td>3</td>
</tr>
<tr>
<td>HPRH 1003</td>
<td>ANCIENT HISTORY AND ART</td>
<td>3</td>
</tr>
<tr>
<td>HPRH 1004</td>
<td>HONORS: MATHEMATICS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>12</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medieval Period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPRH 1051</td>
<td>MEDIEVAL LITERATURE AND ART</td>
<td>3</td>
</tr>
<tr>
<td>HPRH 1052</td>
<td>MEDIEVAL PHILOSOPHY AND THEOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>HPRH 1053</td>
<td>MEDIEVAL HISTORY</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>9</td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Modern Period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPRH 2001</td>
<td>EARLY MODERN LITERATURE/ART</td>
<td>3</td>
</tr>
<tr>
<td>HPRH 2002</td>
<td>EARLY MODERN PHILOSOPHY AND THEOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>HPRH 2003</td>
<td>EARLY MODERN HISTORY/MUSIC</td>
<td>3</td>
</tr>
<tr>
<td>HPRH 2004</td>
<td>HONORS: SCIENCE I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>12</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contemporary Period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPRH 2051</td>
<td>CONTEMPORARY LITERATURE AND MUSIC</td>
<td>3</td>
</tr>
<tr>
<td>HPRH 2052</td>
<td>CONTEMPORARY SOCIAL AND POLITICAL THOUGHT</td>
<td>3</td>
</tr>
<tr>
<td>HPRH 2053</td>
<td>CONTEMPORARY HISTORY AND ART</td>
<td>3</td>
</tr>
<tr>
<td>HPRH 2005</td>
<td>HONORS: SCIENCE II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>12</td>
</tr>
<tr>
<td>Third Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPRH 3001</td>
<td>RELIGION IN THE MODERN WORLD</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>4</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPRH 3051</td>
<td>ETHICAL DIMENSIONS OF CONTEMPORARY SOCIAL PROBLEMS</td>
<td>4</td>
</tr>
</tbody>
</table>

Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall or Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPRH 4001</td>
<td>SENIOR THESIS</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>57</td>
</tr>
</tbody>
</table>

GPA Requirement
Honors students receive the special designation in cursu honorum (“in the course of honors”) on their diplomas. This is in addition to any other honors earned, such as cum laude, magna cum laude, and summa cum laude. In order to graduate in cursu honorum, a student must have a GPA of 3.5 at the end of senior year.

Courses

HPRH 1001. ANCIENT LITERATURE. (3 Credits)
An examination of the Greek, Roman, and biblical texts which have played a central role in the definition of the Western tradition.
Attribute: CLAS.

HPRH 1002. ANCIENT PHILOSOPHY. (3 Credits)
An examination of the Greek and Roman texts which have served as the foundation for subsequent Western philosophical thought.
Attribute: CLAS.

HPRH 1003. ANCIENT HISTORY AND ART. (3 Credits)
An overview of the history and art of the ancient world, with particular emphasis on the classical world of Greece and Rome.
Attribute: CLAS.

HPRH 1004. HONORS: MATHEMATICS. (3 Credits)
An introduction to the dynamics of mathematical thought for non-science majors. Attention will be paid to both the historical development of central mathematical concepts and the implications of these concepts for contemporary life.
Attribute: CLAS.

HPRH 1051. MEDIEVAL LITERATURE AND ART. (3 Credits)
An examination of the literature and art of the medieval world.
Attribute: MVST.

HPRH 1052. MEDIEVAL PHILOSOPHY AND THEOLOGY. (3 Credits)
An examination of major medieval thinkers, including Augustine, Anselm, and Aquinas.
Attribute: MVST.

HPRH 1053. MEDIEVAL HISTORY. (3 Credits)
An overview of the history of the medieval world, including an examination of the rise and spread of Islam.
Attribute: MVST.

HPRH 2001. EARLY MODERN LITERATURE/ART. (3 Credits)
An examination of the literature and art of the period from the Renaissance to the mid-19th century.

HPRH 2002. EARLY MODERN PHILOSOPHY AND THEOLOGY. (3 Credits)
An examination of the major thinkers from the Renaissance to the mid-19th century, with particular emphasis on the figures of the Enlightenment.

HPRH 2003. EARLY MODERN HISTORY/MUSIC. (3 Credits)
An overview of the history and music of the period from the Renaissance to the mid-19th century.
HPRH 2005. HONORS: SCIENCE II. (3 Credits)
A hands-on examination of a question which is the focus of contemporary scientific inquiry. The particular question considered will vary from semester to semester and will usually be addressed from the perspective of more than one scientific discipline. Typical courses examine mind/body questions from the perspective of biology and psychology and environmental issues from the perspective of chemistry and physics.

HPRH 2051. CONTEMPORARY LITERATURE AND MUSIC. (3 Credits)
An examination of the literature and music of the contemporary period, with attention to both European/American texts and texts from world literature.
Attribute: LALS.

HPRH 2052. CONTEMPORARY SOCIAL AND POLITICAL THOUGHT. (3 Credits)
An examination of the major works of social and political thought which have helped to define the modern world.
Attribute: AMST.

HPRH 2053. CONTEMPORARY HISTORY AND ART. (3 Credits)
An overview of the history and art of the contemporary period.

HPRH 2999. SERVICE LEARNING-2000 LEVEL. (1 Credit)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

HPRH 3001. RELIGION IN THE MODERN WORLD. (4 Credits)
An examination of the way that the world’s major religious traditions have come to terms with the philosophical and practical challenges of modernity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: IPE.

HPRH 3051. ETHICAL DIMENSIONS OF CONTEMPORARY SOCIAL PROBLEMS. (4 Credits)
An examination of a particular modern problem from the perspective of both social and ethical analysis. The problem to be considered will vary, although it will generally be either international in scope or able to be viewed from a number of different traditions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HPRH 3075. IGNATIAN EDUCATION SEMINAR. (1 Credit)
This seminar will examine the distinctive nature of a liberal arts education in the Ignatian tradition. Intended for those who have completed at least half of their work at Fordham, the seminar will allow such students an opportunity to reflect on their own education in conversation with a small group of their peers and a member of the faculty or administration. This one credit course will meet four times during the semester and will be graded on a pass/fail basis.

HPRH 4001. SENIOR THESIS. (4 Credits)
An extended original research project in one’s major field, prepared under the guidance of a faculty mentor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HPRH 4999. TUTORIAL. (1-4 Credits)
Independent research and reading with supervision from a faculty member.

Supporting Student Success
College Writing Center
Web: https://www.fordham.edu/info/20126/writing_center

Providing more than a proofreading service, our tutors will work with you on a variety of logical, rhetorical, and grammatical concerns in your writing. We can assist you with any type of writing from your curriculum, from conception, to composition, to completion. Our aim is not only to help you perfect an individual essay, we want to help you develop the tools you need to become a better writer. Our service is free and, if you come with the right expectations and the willingness to participate actively in the session, extremely effective. Visit the website for more information.

Mathematics Help Room
At Rose Hill, the Department of Mathematics runs a Math Help Room in JMH 410. Staffed by professors and upper-class mathematics students, the Help Room is generally open from 9:30 a.m. to 4:30 p.m. from Monday through Friday. No appointment is necessary.

Economics Tutoring Center
Web: https://www.fordham.edu/info/20930/economics/2055/economics_tutoring_center

The Economics Tutoring Center offers free tutoring services in Basic Microeconomics, and Basic Macroeconomics and for those sections of Statistics I and Statistical Decision Making that use the department approved textbook. The center is located in the economics department; Fifth Floor, Dealy Hall, Room E-535. We can be contacted during the academic year at 718-817-3149 or via e-mail at ecotutor@fordham.edu.

Information Technology Services
Web: https://www.fordham.edu/IT

Fordham University’s information technology services are provided in support of your academic goals. Please visit the Student Technology Services website at https://www.fordham.edu/info/21737/student_technology_services for detailed information on such services as My.Fordham.edu, your Fordham e-mail account, computer maintenance and security tips, IT Customer Care, recommended computer specifications, cellular services, and the network.

Fordham University Portal
Web: my.fordham.edu

My.Fordham is the gateway to Fordham’s online resources including Blackboard, MyFiles (the university file storage system), campus and personal announcements; your Fordham Gmail and Google Apps; and registration, financial aid, bill payment, and academic course information.
through Banner, the student information system. Tutorials online help you navigate and customize your portal tabs.

To gain access to the portal, you will need to have claimed your AccessIT ID. To do this, open your browser and go to my.fordham.edu. In the first-time user’s box, click the “Click Here to Claim your AccessIT ID and set Your Password” link and follow the on-screen prompts. If you encounter problems please call the Help Desk at 718-817-3999 for assistance; only they can help you validate your personal information and escalate the issue if necessary.

**Computer Labs**

**Web:** [www.fordham.edu/computerlabs](http://www.fordham.edu/computerlabs)

Maintained by the Instructional Technology Academic Computing (ITAC) Department, public computer labs are available in Keating B25, the commuter lounge in McGinley, and also at the Walsh Library. Here students can utilize both Macintosh and Windows computers. Access is available to a wide range of hardware and software for use by the academic community, including business applications (word processing, spreadsheets, etc.), programming languages, statistical packages, utilities, access to Internet, and e-mail. Computer lab assistants are available to answer any questions.

**Walsh Library Hours**: Monday-Thursday: 8:30 a.m.–12 a.m.  
Friday: 8:30 a.m.–7 p.m.  
Saturday: 9 a.m.–10 p.m.  
Sunday: 12 p.m.–12 a.m.

Some computer labs may be available all night in the Late Night Zone.

**Public Access Lab Hours:**  
Monday–Thursday: 9 a.m.–10 p.m.  
Friday: 9 a.m.–6 p.m.  
Sunday: 1 p.m.–9 p.m.

**Teaching Lab Hours**  
Contact William Campbell at 718-817-4467 or by e-mail at wcampbell@fordham.edu for information about the teaching labs and their hours of operation.

**Educational Discounts**

Special educational discounts are available on personal computers at Fordham’s computer purchases and cellular service at Fordham’s cellular services.

**Fordham IT Customer Care**

**Web:** [www.fordham.edu/helpIT](http://www.fordham.edu/helpIT)

Fordham IT Customer Care provides support to all Fordham University faculty, staff, and students. Questions about your computer’s operating system, initial setup, software applications, claiming your AccessIT ID via the Portal (my.fordham.edu), e-mail access, or network connection may be directed to ITCC by phone, e-mail, or request form.

Hours: Monday–Friday, 8 a.m.–8 p.m.  
Telephone: 718-817-3999  
E-mail: helpit@fordham.edu

In-person help is available through our IT Customer Care Centers located on both the Rose Hill and Lincoln Center campuses, which in addition to the above services also provide warranty hardware Support for select vendors.

**Rose Hill Campus:**  
Hours: Monday–Friday, 8 a.m.–8 p.m.  
Location: McGinley Center, Room 229

**Lincoln Center Campus:**  
Hours: Monday–Friday, 10 a.m.–6 p.m.  
Location: Lowenstein, Room SL19A

**Resident Technology Consultant Program**

**Web:** [https://www.fordham.edu/RTC](https://www.fordham.edu/RTC)

If you live in the residence halls, you can contact your Resident Technology Consultant (RTC) for in-room assistance. The RTC is the primary source of technology related assistance for students living in the residence halls and can help with many of the same issues as IT Customer Care.

**Fordham School of Professional and Continuing Studies**

The Fordham University diploma has stood for quality for more than 160 years. And for more than 50 of those years, Fordham’s adult degree program has been among the most highly regarded in the tristate area in pursuing its mission—to provide an outstanding academic program for men and women who are also engaged with career or family responsibilities.

At the heart of Fordham’s reputation, of course, is the quality of its educational program—a program born of the Jesuit tradition of education and built on the belief that a university must do more than equip a graduate with a particular skill or specialized capability. Few students are more pragmatic than adult students. And few understand better than experienced adults that the best program is one that multiplies their options and prepares them not just for the next opportunity but also for the many others that will follow. This defines the liberal arts tradition and the experience that will engage you at Fordham School of Professional and Continuing Studies. It is the educational experience all Fordham students share.

Fordham School of Professional and Continuing Studies enables working adults and other part-time students to choose among three convenient campuses—or to study at all three as their schedules and interests require. Evening, weekend, and online classes are offered at the 90-acre Rose Hill campus, adjacent to the New York Botanical Garden in the Northern Bronx; at the Lincoln Center campus, in the cultural heart of Manhattan at 60th Street and Columbus Avenue; and at the Westchester campus in West Harrison, just off Route 287, near the Hutchinson River Parkway and Route 684.

At each campus, you will find a full-service school dedicated to adult learners in scheduling, advising, activities, policies, and procedures. Most important, you will have access to the faculty and programs of one of the nation’s most highly regarded universities and the opportunity to become part of the Fordham University tradition.

Visit our website at [https://www.fordham.edu/pcs](https://www.fordham.edu/pcs).

Updated: 10-11-2017
Fordham School of Professional Studies
Alumni Opportunities

All graduates of Fordham School of Professional and Continuing Studies (PCS) are members of the alumni association by virtue of their graduation. A board of interested and active alumni represents the PCS alumni constituency. The board partners with the Office of Alumni Relations to provide opportunities that support and advance PCS through innovative programs and events. The goal of all alumni activities is to foster lifelong relationships between alumni and Fordham and to create ways for alumni to share their talents and interests with the University.

The Office of Alumni Relations also sponsors numerous opportunities for PCS alumni to interact with alumni from all of the schools within the University. The young alumni program focuses on the specific needs of alumni who have graduated within the last 10 years. The regional club program maintains Fordham’s national alumni network. The cultural program capitalizes on the unique benefits of New York City for metro area alumni. Rampass, the alumni I.D. card, affords alumni special discounts and allows alumni to easily return to all campuses.

For more information about opportunities to get involved with the alumni program, please contact the Office of Alumni Relations at 212-636-6520.

Programs

Fordham School of Professional and Continuing Studies offers the bachelor of arts degree and the bachelor of science degree, each of which requires the successful completion of 124 credits. The curriculum for the undergraduate degree program is organized into three parts: the Core Curriculum, the major, and elective courses.

The Major

Students are expected to choose a major field of study by the time they have accumulated 60 credits (including any transfer credits) toward the bachelor’s degree. The courses required for the completion of each major are indicated in the description of each major and are linked below.

Many major fields of study are currently available to students of Fordham School of Professional and Continuing Studies and can be completed entirely through evening, weekend, or online classes at Rose Hill, Lincoln Center, or Westchester.

• African and African American Studies (p. 114)
• Art History (p. 169)
• Business (p. 554)
• Communication and Media Studies (p. 206)
• Economics (p. 293)
• Education (B.A./M.S.T. Track) (p. 19)
• English (p. 336)
• History (p. 396)
• Individualized Major (p. 405)
• Information Technology and Systems (p. 565)
• International Studies (p. 423)
• Latin American and Latino Studies (p. 436)
• Legal and Policy Studies (p. 566)
• Organizational Leadership (p. 569)
• Philosophy (p. 593)
• Political Science (p. 617)
• Professional Studies in New Media (p. 573)
• Psychology (p. 628)
• Religious Studies (p. 633)
• Social Work (p. 638)
• Sociology (p. 662)
• Theology (p. 706)
• Visual Arts (p. 688)
• Women’s Studies (p. 719)

The following fields of study can also be selected as majors, but many of the courses required are generally offered during the day at Rose Hill or Lincoln Center. PCS students considering these majors should do so only if their schedules are such that they are able to attend day classes to fulfill major requirements.

• Anthropology (p. 159)
• American Studies (p. 128)
• Biological Sciences (p. 178)
• Chemistry (p. 193)
• Classical Civilization (p. 195)
• Classical Languages (p. 197)
• Computer Science (p. 264)
• Engineering/Physics (p. 596)
• General Science (p. 366)
• Mathematics (p. 463)
• Mathematics/Economics (p. 465)
• Medieval Studies (p. 471)
• Middle East Studies (p. 477)
• French Studies (p. 483)
• German Studies (p. 486)
• Italian Studies (p. 526)
• Music (p. 538)
• Natural Science (p. 540)
• Physics (p. 602)
• Spanish Studies (p. 531)
• Theater (p. 684)
• Urban Studies (p. 713)

The Minor

Selection of a minor is optional. It constitutes completion of at least six courses in a field of study other than the major and is intended to provide some structure and guidance for a student’s pursuit of knowledge in a second area of interest. The minor, as well as the major, is indicated on the student’s transcript at graduation. With thoughtful selection of their elective courses, most students can complete a minor without exceeding the 124 credits required for the bachelor’s degree.

Minors can be completed in almost every field in which the college offers a major; requirements are listed in each academic department’s section of this bulletin. For information on the minors in business, see the page on Business minors in the Gabelli School of Business (p. 92).

• African Studies Minor (p. 117)
• African and African American Studies Minor (p. 115)
• American Studies Minor (p. 136)
• Anthropology Minor (p. 160)
interaction, which is encouraged and facilitated at all times, and required at certain key points in the student’s career.

Advisement is an ongoing activity beginning with informational materials and counseling during the admissions process, the starting of a Degree Progress Worksheet for each student, and the presentation of a thorough orientation program. The deans provide assistance and clearance for the student’s first registration for classes. Deans and faculty conduct workshops on topics of interest to new students (study skills, time management, interest assessment, choosing a major, etc.) to extend and reinforce orientation during the term. The student’s second registration is also a “personal” one, in that he or she is cleared to register only after conferring with a dean. For the third and succeeding registrations, consultation with deans and faculty is encouraged and facilitated, but, in the interest of convenience for working adults, will not be required for registration clearance as long as the student is in good academic standing.

When the student declares his or her choice of major, a faculty member of that academic department meets with the student to ensure that departmental requirements are understood and to assist with course planning.

### Acknowledgment

The advising system in Fordham School of Professional and Continuing Studies is intended to ensure that students are well informed concerning opportunities and requirements at the start of their Fordham careers and repeatedly throughout. It is also intended to foster the development of personal relationships with deans and faculty through frequent interaction, which is encouraged and facilitated at all times.
based on their performance in the College Skills Assessment, be admitted conditionally for their first term of study. Further registration for courses will not be permitted, however, until the required documentation is submitted.

5. Applicants may, if they wish, submit other information relevant to their candidacy, such as educational achievements outside formal academic settings, community activities, employment history, and the like.

Rather than using rigid cutoff scores or other predetermined criteria, the admission committee evaluates each application individually. An effort is made to assess ability, previous achievement, motivation, and maturity of purpose, all of which are essential to success in university studies.

An admission decision and evaluation of transfer credits will be issued as soon as possible after the review of submitted materials and the interview.

Students may apply for admission for either the fall, spring, or summer terms. When admitted, they will be invited to an orientation program for new students and will be assisted in their selection of classes.

Individuals who do not intend to pursue a degree can be admitted to enable them to attend the specific courses of their choice, or to complete the courses required for one of several certificate programs that the College offers.

For further information or to schedule an admission consultation, candidates should call the Fordham School of Professional Studies admissions office at the campus of their choice:

Lincoln Center: 212-636-7333
Rose Hill: 718-817-2600
Westchester: (914) 367-3302

Information is also available at www.pcs.fordham.edu.

Transfer Credit

Up to 75 credits may be accepted in transfer from other accredited institutions or institutions with which there is an affiliation agreement. The nature and level of each course will be considered, provided it was completed with a grade of at least C or the equivalent.

Of the total transfer credits accepted, up to 26 may be applied to the requirements of the Core Curriculum. To preserve the character of the Fordham degree, transfer students will ordinarily be expected to complete at Fordham at least one course in literature, philosophy, theology, and history.

Up to half of the requirements of the student’s intended major may be satisfied by transfer credits, subject to review by the academic department in which the student later officially declares his or her choice of major.

Other credits accepted in transfer will be counted as electives, as well as those which, in the judgment of the student’s major department, should not be counted toward major requirements in that field.

While a preliminary estimate of transfer credits can be made during the admissions process based on unofficial transcripts and student records, the actual award of transfer credit can be made only on the basis of an official transcript provided directly to Fordham from the institution at which the course was completed, or in a sealed envelope delivered by the student.

Courses and credits accepted in transfer are counted toward the 124 credits required for the bachelor’s degree and, where appropriate, satisfy the prerequisites listed for advanced courses as if they were taken at Fordham. The grades received in the transferred courses are not, however, calculated as part of the student’s cumulative quality point index at Fordham.

Once enrolled in Fordham School of Professional and Continuing Studies, permission to take courses elsewhere for transfer purposes will be granted only in exceptional circumstances and only for courses at other universities or four-year colleges.

Financial Aid and Scholarships

Financial aid is available for both full- and part-time students. For purposes of financial aid, students who take 12 or more credits in both the fall and spring semesters are considered full-time students. The Office of Student Financial Services on each campus assists students in identifying programs of grants, scholarships, and loans with which to fund part of their education. They also assist with the application process for Federal Pell Grants, New York State’s Tuition Assistance Plan (TAP), Aid to Part-Time Students (APTS), the Stafford Student Loan, and the SLS Loan and can provide information on the Lifetime Learning Credit.

In addition to the availability of these aid and loan programs, Fordham School of Professional and Continuing Studies, students can qualify for:

Dean’s Scholarships of $3,500 annually, for newly admitted students whose prior records and/or performance in the admissions skills assessment demonstrate outstanding promise. Scholarships are renewable for up to five years, assuming a B average in at least four courses per year.

Achievement Awards of $3,500 based on class rank for the preceding academic year during which the student completed a total of at least 12 credits.

University Grants-in-Aid ranging from $1,500 to $3,800 annually, based primarily on financial need.

Public Service Grants provide a tuition reduction of 25 percent for all uniformed and civilian employees of the New York City Police Department; for all uniformed and civilian employees of the New York City Fire Department; and for all employees of Westchester County (including the Medical Center) or municipalities within the county.

Dancer Discount Program provides a 33 percent discount to full-time professional dancers.

The Ully Hirsch Scholarship is awarded annually to a student until degree completion who maintains academic excellence by achieving a minimum 3.0 cumulative GPA after earning at least 24 credits. Information about applications is posted in early spring for the award in the next academic year.

The Tognino Family Scholarship, established by John N. Tognino, PCS ’75, provides a scholarship award to a business or economics major in the School of Professional and Continuing Studies who demonstrates...
good academic achievement and financial need. Applications are available each spring.

The Charlotte W. Newcombe Foundation Scholarships are awarded to women students who are age 25 or over, have earned at least 60 credits with a 3.0 cumulative GPA, and who show financial need. Applications are available in late spring.

The Morton J. Levy Scholarship is awarded annually until degree completion to a student who has demonstrated academic excellence by achieving a 3.0 GPA after earning at least 24 credits and who has demonstrated financial need. Preference is given to adult, nontraditional male students. Information about applications is posted in early spring for the award in the next academic year.

**Registration**

**Matriculation**

Matriculated students are those who have been admitted as candidates for a degree. A nonmatriculated student is one who has not been admitted as a degree candidate but has received approval to register for credit courses.

**Classification of Students**

Class standing is determined by the number of credits the student has completed.

<table>
<thead>
<tr>
<th>Year or Classification</th>
<th>Credits Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-29</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30-59</td>
</tr>
<tr>
<td>Junior</td>
<td>60-91</td>
</tr>
<tr>
<td>Senior</td>
<td>92-123</td>
</tr>
<tr>
<td>Graduation</td>
<td>124</td>
</tr>
</tbody>
</table>

**Official Registration**

Students must register according to the schedule provided in their registration materials before attending any course. Registration materials are sent to each student well before official registration for an upcoming term.

**Late Registration**

A late registration period is held prior to the beginning of classes each semester.

**Course Changes**

Students may change their course schedules with their dean or through the Internet registration system by adding/dropping until the deadline specified in the academic calendar.

**Registration in Other Fordham Schools**

As part of their degree program, students may register for courses in the other undergraduate schools of Fordham University at any campus.

Except in unusual circumstances, students are expected to take at least 60 percent of their courses in their home school, through evening, weekend, or online study.

Seniors may take an introductory course in one of the graduate schools of the University with the approval of the graduate chairperson.

**Credit/Course Load**

Full-time status is achieved by registering for 12 or more credits per semester.

The typical course load in Fordham School of Professional and Continuing Studies is two or three courses per term. Many students vary their course loads from one term to the next or take an occasional term off, based on changing employment or family responsibilities.

**Payment of Tuition and Fees**

After official registration, students are mailed a billing statement. Failure to make payment or arrange for a payment schedule with the Office of Student Accounts will result in late payment fees and possible barring from class.

**Applicants for Readmission**

Students not in attendance for a semester or more, and not on an official leave of absence, must be readmitted before they can register for classes.

For more information, contact the PCS Office at the campus you will be attending.

**Academic Progress**

Academic progress toward a degree must be maintained for the continuation of study in Fordham School of Professional and Continuing Studies. Satisfactory academic progress, as defined by the school, must also be maintained to receive financial aid.

Fordham University recognizes that the responsibility for seeing that each student succeeds academically is shared by the student, the faculty, and the administration. Therefore, before a student begins coursework at the University, preregistration advising is provided.

For graduation, the student must successfully fulfill the following requirements:

1. Completion of 124 credits with a minimum grade point average of 2.0.
2. At least 49 of those credits must be earned through Fordham courses, exclusive of courses taken on a pass/fail basis; Life Experience credits; or credits awarded on the basis of CLEP exams, DANTES exams, or NPONSI. (See the Other Academic Programs section of this bulletin.)
3. The completion of the University Core Curriculum that provides students with a broad-based exposure to the liberal arts and sciences.
4. Completion of a major with a minimum grade point average of 2.0.

Restrictions on the use of grade W (course withdrawal) and the temporary grades of ABS (absent from final exam) or INC (coursework overdue) preserve the character of a Fordham education. Permission to have such grades is the recognition by the University of the exigencies of individual circumstances. However, a pattern of reliance on these grades contravenes the intentions of an academic program. In addition, a pattern of reliance on grades of W, ABS and INC will be taken as evidence of failing to maintain reasonable academic progress. Repeated courses will be calculated into a student’s GPA and will not replace the original grade, but only the repeated course will be counted toward graduation requirements. In addition, the satisfactory completion of fewer credits than stipulated may warrant dismissal for failure to maintain satisfactory...
progress toward the Fordham School of Professional and Continuing Studies bachelor’s degree.

Minimum Credit Completion Policy

<table>
<thead>
<tr>
<th>Year or Classification</th>
<th>Credits Attempted</th>
<th>Percentage Completed</th>
<th>Minimum Credits Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>First or Freshman up to 30</td>
<td>1.99-1.61</td>
<td>65%</td>
<td>18.20</td>
</tr>
<tr>
<td>Second or Sophomore</td>
<td>30-60</td>
<td>70%</td>
<td>42</td>
</tr>
<tr>
<td>Third or Junior</td>
<td>60-92</td>
<td>75%</td>
<td>69</td>
</tr>
<tr>
<td>Fourth or Senior</td>
<td>greater than 92</td>
<td>80%</td>
<td>99-100</td>
</tr>
</tbody>
</table>

1 Transfer credits accepted by Fordham are counted in both credits attempted and credits completed, although the grades are not counted in the GPA.

2 For Fordham School of Professional and Continuing Studies, pursuing a degree on a part-time basis credits earned will be proportionate. For example, half-time students should complete half of these credits.

Fordham School of Professional and Continuing Studies has established minimum standards of academic progress for each year of attendance. Failure to maintain these standards will result in being placed on academic probation, and the student may be subject to suspension and dismissal. Students on probation may continue to study at Fordham and may be awarded financial aid in keeping with their status, but they should recognize the seriousness of probation. Both full- and part-time students on probation for two terms may be subject to dismissal if they are judged not to be making satisfactory progress toward achieving good academic standing. In addition, students may be subject to dismissal if their GPA falls below those indicated.

Academic Status

<table>
<thead>
<tr>
<th>Years or Classification</th>
<th>Academic Probation</th>
<th>Subject to Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>First or Freshman</td>
<td>1.99-1.61</td>
<td>1.60 or less</td>
</tr>
<tr>
<td>Second or Sophomore</td>
<td>1.99-1.81</td>
<td>1.80 or less</td>
</tr>
<tr>
<td>Third or Junior</td>
<td>1.99 or less</td>
<td>1.99 or less</td>
</tr>
<tr>
<td>Graduation</td>
<td>2.00</td>
<td>–</td>
</tr>
</tbody>
</table>

Please note: Academic status standards differ slightly for students receiving funds from the New York State Tuition Assistance Program (TAP). A schedule is available at the Office of Academic Records.

Appeal Process

All academic progress decisions may be appealed, in writing, to the dean of the school. The appeal must be made within two weeks of the notification of academic status. Extenuating circumstances, such as a death in the immediate family, illness, etc., should be included in the documentation provided. The decision of the dean shall be final.

Dismissal Policy Appeal

The academic dismissal policy for FCLC has been revised as follows: Beginning in Fall 2016, all academic progress decisions may be appealed, in writing, to the dean of the college. The appeal must be made within three business days of the notification of academic status. (Prior policy permitted an appeal period of two weeks.)

International Students

Fordham University welcomes international students and currently registers students from about 40 different countries. The Office of International Students serves as a resource center for international students and facilitates their adjustment to life in the United States. A special orientation is held each semester for new international students. Any student unable to participate in orientation must register with the office within two weeks of starting classes. The office assists students in matters concerning immigration, such as visas and I-20 or IAM/P-66 forms, employment, and travel authorizations. The office also provides personal counseling, information on health insurance requirements and banking, and programs to promote cross-cultural and international understanding. Students fluent in English are invited to apply to the degree programs. Those students who are not proficient in the English language will be referred to the Institute of American Language and Culture.

Students are encouraged to complete the High School Certificate, the General Certificate of Education at the Ordinary Level (five passes minimum), the Baccalaureate, Maturita, or the Abitur. All submitted documents must be accompanied by a notarized English translation. Proof of financial responsibility and of thorough competence in the use and comprehension of the English language should be included among these documents. This last requirement is determined by the results of the Test of English as a Foreign Language. This test is given by the Educational Testing Service and complete information concerning the test can be obtained by writing to TOEFL

Educational Testing Service
P.O. Box 6151
Princeton, NJ 08451

International students who are at least 21 years of age are asked to submit the above required material to the Office of Undergraduate Admission at the campus of their choice by July 15 for the fall semester and by November 15 for the spring semester, and also to supply the following: admissions application and fee, personal statement, any official college or university records with certified English translation, and two letters of recommendation. Adult international students will be required to take a placement examination on arrival.

Nonmatriculated Students

Qualified students who are not enrolled in a degree program at Fordham are welcome to register for classes. However, they are not eligible for state, federal, or institutional aid through Fordham University.

Visiting Students

Those students who are matriculated at another school or university and who wish to attend Fordham may apply for admission at the campus of their choice. A visiting student may maintain nonmatriculated status for one academic year. After such time, students must receive approval in order to continue their studies. Students should contact their degree-granting institution in regard to financial aid and course approval. Students should request that the Office of Enrollment Services send a transcript of their Fordham grades to their degree-granting institution.

Alumni Audit

A graduate of any school within Fordham University may audit a course for a nominal fee on a space-available basis; it will not appear on a transcript, and the student receives no credit. Alumni should contact the Office of the Dean for details.
Business Coursework
Undergraduate liberal arts students in all three liberal arts colleges (FCRH, FCLC, PCS) may take up to six courses in the Gabelli School of Business. Students should be aware that business courses are three-credit courses, rather than four-credit courses, typically offered in FCRH and FCLC for juniors and seniors. Hence, when considering these minors, students should consult with the junior or senior class dean to be sure they will have the number of credits (124) required for graduation.

Please note that all of the business school courses must be taken at Fordham University.

A number of minors in business are available to students at FCRH and FCLC. While not all minors are available to all students, a list of their requirements is listed here (p. 92).

College Support Services
The Writing Center
Web: https://www.fordham.edu/info/20126/writing_center

The writing center at each campus offers tutoring on all levels of writing, from students' first compositions to advanced research papers, and in all aspects of the writing process, from topic development to the teaching of editing techniques. Professional tutors act as advisors; the work remains the student's own. Students schedule half-hour appointments or walk in during the center's hours, which are posted. The services are free to students.

Mathematics Help Room

The Mathematics Help Center offers tutoring services designed to assist students who have weak math skills or "math anxiety." This service is free to students.

Periodic Workshops
The Office of the Dean at each campus offers periodic workshops on study skills, test-taking, time management, etc.

Student Services
Students should consult the Student Services section of this bulletin for information on health services, campus ministry, counseling centers, disability services, and career services.

Academic Enhancement Courses
The following three-credit courses, open only to students in PCS or the Gabelli School of Business—Evening Program, are especially recommended for new students with no prior college experience or who are returning after an extended absence from the classroom:

Composition I (ENGL 1101)
Basic instruction in how to generate and present a critical position in a university essay. Emphasis on development of unity, coherence, and clarity of expression in written communication. Review of basic grammar with emphasis on diagnosing and solving persistent problems. Weekly essay assignments and workbook exercises to build competence and confidence in undergraduate-level writing.

Critical Readings in the Disciplines (IDIS 1010)
This course will provide students with the critical skills necessary to read successfully and use reference materials at the college level. Selections from disciplines such as literature, psychology, history, and natural sciences will be analyzed for information, main and subordinate ideas, logical structure, inference, tone, and irony. Written exercises and reports will measure students' comprehension.

The Adult Learner: Identity, Change, and Development (IDIS 1100)
Each student will be assisted in examining skills, values, goals, experience, educational background, personal learning style, and personality development—all for the purpose of short- and long-term career, educational, and life planning, as well as continued personal growth.

Introduction to Critical Thinking (PHIL 1010)
This course is intended to sharpen a student's ability to think clearly, consistently, critically, and creatively. The course objective considers principles of sound judgment and helps students learn how to recognize and analyze arguments present in ordinary spoken and written language, how to distinguish correct reasoning from incorrect reasoning, and how to construct valid, sound arguments.

Core Curriculum
In keeping with the Jesuit educational philosophy, the PCS Core Curriculum is designed to provide the student with a broad humanistic background. As students' majors and electives allow specialization and individualization in their studies, the Core Curriculum ensures that every student's undergraduate education is anchored, as a whole, in the liberal arts. The PCS core enables students to go beyond mere proficiency and achieve a level of excellence in the essential skills of literacy. Excellence in the expressive skills of writing and speaking with logical clarity is founded on the arts of reading, listening, observing, thinking, and mastery and thorough understanding of the topic under consideration. Education in the liberal arts has traditionally been called "liberal" for several reasons, but among them is the fact that these arts engender the ability to form judgments based on sound reasoning, free of prejudice and free of insufficiently examined premises. The PCS core enables the student to sample a range of academic disciplines and fields of study, and provides a solid foundation for achievement in any of them.

The Core Curriculum consists of 12 courses. Advanced placement credit and college courses taken elsewhere may be considered for core transfer credit.

ENGL 1102 COMPOSITION II: One Required Course
This course will build competence and confidence in the use of language for analytic, dialogic, and expressive purposes, develop basic reasoning skills and skills of close and attentive reading, enrich an appreciation of the power and importance of language, and help students learn sound practices with respect to conventions of citation, quotation, paraphrase and documentation. Prerequisite: Depending on placement, ENGL 1101 COMPOSITION I may be required. To move to ENGL 1102 COMPOSITION II from ENGL 1101 COMPOSITION I, a grade of C or better is required.

ENGL 2000 TEXTS AND CONTEXTS: One Required Course
The introductory core course in English literature, which may include literature in translation, will teach the arts of literary interpretation by
developing techniques of close reading, an appreciation of the relations among literary works and the contexts in which they are written and read, and an ability to write critically about the interplay between text and context. The sections of this course will offer students choice among thematic and topical foci, which will be specified in each section title and spelled out in the section’s description. Prerequisite: ENGL 1102 COMPOSITION II

PHIL 1000 PHILOSOPHY OF HUMAN NATURE: One Required Course
A philosophical reflection on the central metaphysical and epistemological questions surrounding human nature, which includes discussion of some or all of the following problems: the body/soul distinction and the mind/body problem; the problem of knowledge (relativism, skepticism, the objectivity of knowledge, faith, and reason); free will and determinism; and self and society (subjectivity, personhood, sociality, historicity, and tradition). At least 60 percent of each section of the course is devoted to readings from Plato, Aristotle, Augustine, or Aquinas, and Descartes. Each section includes some writings by at least one contemporary figure.

THEO 1000 FAITH AND CRITICAL REASON: One Required Course
An introduction to fundamental theological issues, including the dialectic between religion and modernity that has shaped our cultural heritage, and some of the ways that various cultures and individuals have confronted the pressing questions of meaning in human life. When apposite, comparisons with religious traditions other than Christianity are made.

HIST ****: Understanding Historical Change: One Required Course
Through the introduction to the discipline of history, students will begin to achieve knowledge of the structure of societies, how they function, and how they change. Each section of the course will consider how to assess evidence, identify and evaluate differing and often contradictory explanations and arguments, and appraise the relative scale and importance of particular changes in the past. Students will be able to choose from different sections of the course each with the title Understanding Historical Change, and a descriptive subtitle such as Ancient Greece, American History, etc.

The following courses have the HC (Understanding Historical Change) attribute:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 1600</td>
<td>UNDERSTANDING HISTORICAL CHANGE: AFRICA</td>
<td>3</td>
</tr>
<tr>
<td>CLAS 1210</td>
<td>UNDERSTANDING HISTORICAL CHANGE: ANCIENT GREECE</td>
<td>3</td>
</tr>
<tr>
<td>CLAS 1220</td>
<td>UNDERSTANDING HISTORICAL CHANGE: ANCIENT ROME</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1000</td>
<td>UNDERSTANDING HISTORICAL CHANGE: MODERN EUROPE</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1075</td>
<td>UNDERSTANDING HISTORICAL CHANGE: RENAISSANCE TO REVOLUTION IN EUROPE</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1100</td>
<td>UNDERSTANDING HISTORICAL CHANGE: AMERICAN HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1103</td>
<td>UNDERSTANDING HISTORICAL CHANGE: FIGHTING FOR EQUAL RIGHTS IN AMERICAN HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1210</td>
<td>UNDERSTANDING HISTORICAL CHANGE: ANCIENT GREECE</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1220</td>
<td>UNDERSTANDING HISTORICAL CHANGE: ANCIENT ROME</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1240</td>
<td>UNDERSTANDING HISTORICAL CHANGE: THE ANCIENT WORLD</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1300</td>
<td>UNDERSTANDING HISTORICAL CHANGE: MEDIEVAL</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1400</td>
<td>UNDERSTANDING HISTORICAL CHANGE: LATIN AMERICA</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1450</td>
<td>UNDERSTANDING HISTORICAL CHANGE: SOUTH ASIAN HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1550</td>
<td>UNDERSTANDING HISTORICAL CHANGE: EAST ASIAN HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1551</td>
<td>UNDERSTANDING HISTORICAL CHANGE: REPRESENT CHINA AND THE WEST</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1600</td>
<td>UNDERSTANDING HISTORICAL CHANGE: AFRICA</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1650</td>
<td>UNDERSTANDING HISTORICAL CHANGE: THE BLACK ATLANTIC</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1700</td>
<td>UNDERSTANDING HISTORICAL CHANGE: MIDEAST</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1750</td>
<td>UNDERSTANDING HISTORICAL CHANGE: ISLAMIC HISTORY AND CULTURE</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1850</td>
<td>UNDERSTANDING HISTORICAL CHANGE: JEWS IN THE ANCIENT AND MEDIEVAL WORLD</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1851</td>
<td>UNDERSTANDING HISTORICAL CHANGE: JEWS IN THE MODERN WORLD</td>
<td>3</td>
</tr>
<tr>
<td>HIST 4110</td>
<td>NARRATING THE GREAT WAR</td>
<td>4</td>
</tr>
</tbody>
</table>

Fine Arts OR Social Science: One Required Course from Either Area

Fine Arts Option
By seeing or hearing visual or musical works and understanding them students learn to appreciate the non-verbal and how such works both are influenced by and exercise influence on their cultural milieu. The courses take advantage of and encourage students to appreciate the extensive cultural offerings of New York City.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARHI 1101</td>
<td>INTRODUCTION TO ART HISTORY: EUROPE</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 1100</td>
<td>INTRODUCTION TO MUSIC HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>THEA 1100</td>
<td>INVITATION TO THEATRE</td>
<td>3</td>
</tr>
<tr>
<td>VART 1101</td>
<td>URBANISM</td>
<td>3</td>
</tr>
</tbody>
</table>

Social Science Option
Students will be introduced to the ways of knowing characteristic of the social sciences through introductory courses in anthropology, communications, economics, political science, psychology, and sociology. The courses will usually focus on a substantive concern of the social science, and include historical overviews, consideration of the variety of research methods typically used (especially empirical
research), reviews of the major theoretical orientations and models, and real-world implications and applications to practical problems.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1100</td>
<td>INTRODUCTION TO CULTURAL ANTHROPOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 1300</td>
<td>INTRODUCTION TO ARCHAEOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>COMM 1010</td>
<td>INTRODUCTION TO COMMUNICATION AND MEDIA STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>COMC 2329</td>
<td>INTRODUCTION TO MEDIA INDUSTRIES</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1100</td>
<td>BASIC MACROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1200</td>
<td>BASIC MICROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2600</td>
<td>SOCIAL PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2700</td>
<td>INFANT AND CHILD DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2710</td>
<td>ADOLESCENT AND ADULT DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2800</td>
<td>PERSONALITY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2900</td>
<td>ABNORMAL PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1100</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

Mathematical/Computational Reasoning: One Required Course

The aim of this requirement is to develop the fundamental skills involved in mathematical and computational approaches to problem solving, reasoning, and an understanding of our world. These skills also form the basis for advanced reasoning in many areas and provide a basis for testing logic, solving problems, and evaluating mathematical and computational arguments and evidence in daily life. After completing this requirement, students will be prepared to explore quantitative and computational issues in the natural sciences, the social sciences, and the humanities.

The following courses have the MCR (Mathematical/Computational Reasoning) attribute:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 1100</td>
<td>STRUCTURES OF COMPUTER SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>CISC 1400</td>
<td>DISCRETE STRUCTURES</td>
<td>4</td>
</tr>
<tr>
<td>CISC 1401</td>
<td>DISCRETE STRUCTURES</td>
<td>3</td>
</tr>
<tr>
<td>CISC 1600</td>
<td>COMPUTER SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1002</td>
<td>BEATS, VIBRATION AND HARMONY; A MUSICAL PLAYBILL TO MATHEMATICS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1100</td>
<td>FINITE MATHEMATICS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1203</td>
<td>APPLIED CALCULUS I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1206</td>
<td>CALCULUS I</td>
<td>4</td>
</tr>
</tbody>
</table>

Natural Science: One Course in Physical Science or Life Science

By exploring the natural sciences, students will gain understanding of scientific methodology as a way of knowing and an appreciation of the social responsibility and ethics of science. By understanding how reasoning and experimental evidence lead to scientific conclusions, students will develop scientific literacy—the ability to understand the breakthroughs in science, medicine, and technology as educated, creative, responsible citizens. Students will also develop skills in critical thinking and discernment; qualitative and quantitative reasoning; written and oral communication; and formulation, analysis, and solution of complex problems. With knowledge of the basic principles of science, students will be able to evaluate the legal, moral, and ethical issues that will affect their lives after they graduate. Science courses for nonscience majors include Health and Disease; Human Biology; Human Function and Dysfunction; Life on Planet Earth; Physics of Everyday Life; Alchemy to Astrophysics; People and the Living Environment; and Ecology: A Human Approach.

Science majors will fulfill this core requirement through their major courses.

Advanced Disciplinary Study

This portion of the core enables students to deepen and extend their disciplinary study and enrich their major courses, which they will be taking concurrently, through a diverse spectrum of advanced courses, thereby assuring the achievement of intellectual perspective with breadth. The following upper-level courses will build on the knowledge, skills and methodological foundations of the disciplinary introductions to develop and extend their awareness of questions and approaches outside their majors. Courses at this level will generally be numbered in the 3000 range and may be taken when students have completed the introductory disciplinary courses in the area..

PHIL 3000 PHILOSOPHICAL ETHICS: One Required Course

This course involves philosophical reflection on the major normative ethical theories underlying moral decision making in our everyday lives. The principal focus of the course is a systematic introduction to the main normative ethical theories, i.e., eudaimonism, natural law ethics, deontological ethics, utilitarianism, virtue ethics, and feminism. The differences among these approaches are illuminated by studying various moral issues. In each section of the course, at least half the readings will be selected from Aristotle and Kant. Each section will include writings by at least one contemporary figure..

Sacred Texts and Traditions: One Required Course

The second theology course, selected from a group of offerings relating to sacred texts and traditions, builds on the foundation of critical reasoning about traditions in the first theology course through analytical study of one religious textual tradition. The sections of this course will offer students a variety of texts from which to choose. All sections will draw on the disciplines of history, literary analysis, and theology, interpreting religious traditions and texts as both historically embedded and always evolving responses to the experience of the transcendent in human life.

The following courses have the STXT (Sacred Texts and Traditions) attribute and count toward this requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 3100</td>
<td>INTRODUCTION TO OLD TESTAMENT</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3102</td>
<td>BOOK OF GENESIS</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3105</td>
<td>THE TORAH</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3120</td>
<td>THE PROPHETS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3200</td>
<td>INTRODUCTION TO NEW TESTAMENT</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3207</td>
<td>THE FIRST THREE GOSPELS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3212</td>
<td>GOSPEL OF JOHN</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3250</td>
<td>JESUS IN HISTORY AND FAITH</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3301</td>
<td>CHRISTIAN TEXTS IN CONTEXT</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3310</td>
<td>EARLY CHRISTIANWRITINGS</td>
<td>3</td>
</tr>
</tbody>
</table>

Updated: 10-11-2017
Advanced Disciplinary Course in Literature, History, or Social Science: One Required Course

Following the introductory literature, history and social science courses, this requirement will enable the student to achieve a sharper focus and more detailed knowledge of complex literary, historical, or social methods, materials, interactions and processes. To fulfill the requirement, one advanced disciplinary course will be taken in one of the following disciplines:

- an advanced literature course numbered 2000 or above, or
- an advanced history course numbered 2000 or above, or
- an advanced social science course numbered 2000 or above

Senior Values Seminar: One Required Course

This course will be designated as a Senior Values Seminar, in the 4000 range, and will cover topics in ethical issues and moral choices through a variety of disciplines.

Honors Program

Fordham School of Professional and Continuing Studies is unique among major universities in offering an honors program tailored specifically for adult students. The program enables students who have demonstrated their capability for independent work of high quality to form mentorship relationships with senior faculty of their choosing and to design projects related to their personal and professional goals.

For more information

Visit the PCS Honors Program web page or contact:

RH: FA 670, (718) 817-3957, berg@fordham.edu
LC: LL 916, (212) 636-6391

Requirements

Students become eligible for nomination to the Honors Program after completion of at least 30 credits toward the bachelor’s degree (which may include transferred credits) and at least four Core Curriculum courses at Fordham with a cumulative grade point average of 3.6. Nominations from among this eligible group are made annually by faculty members and reviewed by the Honors Program Committee.

Projects must be in two different disciplines, only one per semester, and none in the semester of intended graduation. The interdisciplinary honors course or one of the projects may, if appropriate, be counted toward fulfillment of the student’s major. None can substitute for a major or core curriculum requirement.

Upon satisfactory completion of the interdisciplinary honors course, two independent study projects, as well as the completion of all other degree requirements with a final cumulative grade point average of 3.6, students will graduate with the notation in cursu honorum inscribed on their diplomas and transcripts. Students who are unable to fulfill all of these requirements will, nevertheless, receive full academic credit for work which they have completed.

Gabelli School of Business

The Gabelli School of Business provides an innovative, rigorous, experience-based undergraduate education designed to cultivate future leaders of the business world. Through a unique dual foundation in business and the liberal arts, Gabelli School students learn to write compellingly and persuasively, deliver captivating presentations, comprehend events on a global scale, and understand how the lessons of the past influence our present. These are among the many traits that set Fordham business graduates apart.

Each Gabelli School student may customize a degree program that matches his or her goals. Within the school’s areas of study—accounting, alternative investments, business economics, communications and media management, entrepreneurship, finance, fintech, healthcare management, information systems, law and ethics, management, marketing, social innovation, sports business, sustainability, and value investing — students select majors, minors, and concentrations that give them the background they need to enter the career field of their choice.
The Gabelli School’s focus is unwaveringly global. In recognition of the fact that all commerce today is world commerce, each course weaves in international themes and exposes students to the inner workings of economies across the globe. Students have the opportunity to crystallize this particular element of a Gabelli School education through the secondary concentration in global business, which requires three internationally themed courses, proficiency in a foreign language, and either study abroad experience or a globally oriented internship.

The heart of the Gabelli School program is its dual core curriculum. The integrated business core’s 13 courses provide a solid grounding in business fundamentals while honing students’ ability to clearly express themselves, collaborate in teams, think strategically and creatively, and evaluate their own work. The liberal arts core, also 13 courses, combines economics, English, the fine arts, history, mathematics, philosophy, and theology to give Fordham business students an uncommonly well-rounded education.

There are other hallmarks of the Gabelli School education as well. One is a commitment to personal and professional development. Through a carefully planned four-year sequence, students become aware of their personal and career goals and chart concrete plans for attaining them. Another is a hands-on, experiential education. Gabelli School course assignments are crafted to replicate the situations that students will face as professionals and to develop the skills needed to handle them successfully. Students engage in business simulations, research actual firms, develop plans to launch their own companies, utilize industry-standard financial analysis software, and much more.

All of this happens in the business capital of New York City. With one campus on Fordham’s Rose Hill campus in the Bronx and the other at Fordham’s Lincoln Center campus, the Gabelli School puts its students in extraordinarily close proximity to the fast-paced corporate world of Manhattan. More than 90 percent of Gabelli School students hold at least one internship while they are in college. Course syllabi include visits to the headquarters of multinational corporations, institutions such as the New York Stock Exchange and the United Nations, and the workplaces of scores of Fordham alumni. The Gabelli School of Business alumni network is extraordinarily strong; alumni routinely return to campus as guest speakers, act as mentors, and help students to find internships and jobs.

This high degree of alumni engagement is unsurprising given Fordham’s role as a Jesuit university, where helping others is a core value. The Gabelli School’s Jesuit identity comes into play in other ways, too, foremost among them the belief that business must serve a higher purpose than mere profit. Students are encouraged to think about how they, as business leaders, can contribute to the advancement of society and move the world forward in profound and lasting ways. They practice this concept from their earliest days as students, enrolling in local and international service-learning courses; volunteering as mentors and student leaders; launching socially conscious student businesses; and designing their own community service projects for additional credit.

### Departments

#### General Academic Programs
- Business Administration (p. 183)
- Global Business (p. 368)
- Related Academic Activities (p. 85)

### Academic Departments
- Accounting (p. 103)
- Business Law and Ethics (p. 187)
- Communication and Media Management (p. 247)
- Finance (p. 359)
- Information Systems (p. 408)
- Management (p. 443)
- Marketing (p. 452)

### Interdisciplinary Areas of Study
- Business Economics (p. 185)
- Consumer Insights (p. 447)
- Digital Media and Technology (p. 291)
- Entrepreneurship (p. 440)
- Fintech (p. 355)
- Global Business (p. 368)
- Marketing Analytics (p. 448)
- Services Marketing (p. 450)
- Social Innovation (p. 636)
- Sports Business (p. 665)
- Sustainable Business (p. 666)
- Strategic Branding (p. 451)

### Programs
A variety of majors and concentrations are available at both Rose Hill and Lincoln Center, as well as selected minors.

### Majors at Rose Hill
- Accounting - Public Accountancy Major (CPA-150 track) (p. 99)
- Accounting - Public Accounting Major (120 credits) (p. 100)
- Accounting/Information Systems Major (p. 406)
- Applied Accounting and Finance Major (p. 352)
- Business Administration Major (p. 181)
- Finance Major (p. 358)
- Information Systems Major (p. 412)
- Marketing Major (p. 457)

### Majors at Lincoln Center
- Global Business Major (p. 369)

### Primary Concentrations
- Rose Hill:
  - Accounting (p. 102)
  - Business Economics (p. 184)
  - Entrepreneurship (p. 440)
  - Finance (p. 354)
  - Information Systems (p. 407)
  - Management (p. 442)
  - Marketing (p. 449)
  - Social Innovation (p. 635)
- Lincoln Center:
  - Consumer Insights (p. 447)
• Digital Media and Technology (p. 291)
• Global Finance and Business Economics (p. 356)
• Healthcare Management (p. 441)

Secondary Concentrations
• Alternative Investments (p. 353)
• Communications and Media Management (p. 246)
• Digital Media and Technology (p. 291)
• Entrepreneurship (p. 440)
• Finance (p. 354)
• Fintech (p. 355)
• Healthcare Management (p. 441)
• Information Systems (p. 407)
• Global Business (p. 367) (Rose Hill only)
• Management (p. 442)
• Marketing (p. 449)
• Marketing Analytics (p. 448)
• Services Marketing (p. 450)
• Social Innovation (p. 635)
• Sports Business (p. 664)
• Strategic Branding (p. 451)
• Value Investing (p. 357)

Minors
• Accounting Minor (p. 98)
• Business Law and Ethics Minor (p. 186)
• Economics Minor (p. 303)
• Marketing Minor (p. 458)
• Sustainable Business Minor (p. 667)

Academic Activities
Gabelli offers many cocurricular programs and activities to its students:
• CFA Track (p. 85)
• Dual-Degree Programs (p. 85)
• Global Business Honors Program (p. 86)
• Honors Thesis Program (p. 86)
• Research with Faculty (p. 87)
• Service-Learning (p. 87)
• Study Abroad (p. 87)

CFA Track
The Chartered Financial Analyst (CFA) charter is a professional designation awarded by the CFA Institute. The CFA charter, perhaps the most respected and recognized investment credential in the world, demonstrates a mastery of a comprehensive body of knowledge important in the investment decision-making process. To earn a CFA designation, a candidate must pass three levels of exams (Levels I, II, III) and meet the experience requirement specified by the CFA Institute. The CFA Body of Knowledge has 10 topic areas: ethical and professional standards, quantitative methods, economics, accounting and corporate finance, global markets and instruments, valuation and investment theory, analysis of fixed-income securities, analysis of equity investments, analysis of alternative investments, and portfolio management. Candidates are tested on all topic areas at each level.

To enroll with the CFA Institute and register for the first exam, a candidate must have a bachelor’s (or equivalent) degree, or be in the final year of his or her bachelor's degree program at the time of registration. If a student initially enrolls/registers as a final-year undergraduate student with a degree in progress, he or she may not register for the Level II exam until he or she has earned a bachelor’s degree (or has obtained enough professional work experience to meet the program’s entrance requirements).

Many investment firms require entry-level employees to pursue the CFA designation as a condition of employment. However, the CFA Institute’s program is a graduate-level curriculum. Thus, it shows a particular level of commitment for an undergraduate student to be preparing for the exam. We are offering this program as one opportunity for our students to distinguish themselves in a competitive employment market.

At Fordham, the CFA Track is a sequence of undergraduate courses offered by the Gabelli School of Business. The courses have been designed to prepare a student to take the CFA Level I exam shortly after graduation. When possible, courses use the same textbooks and reference materials as the CFA curriculum. Also, questions from previous CFA exams are used on some course exams.

A candidate completing the finance courses in the CFA Track should have a basic framework for the fixed-income securities analysis, equity securities, analysis, and portfolio management topic areas. Other required courses in the business school curriculum should give the student a preliminary background in the quantitative analysis and economics sections. The remaining sections (ethical and professional standards, and financial accounting) are covered in the business core curriculum and supplemented with business electives in the curriculum.

Because Fordham is a CFA Program Partner University, a certain number of students may be selected each year to receive CFA student scholarships. These scholarships are provided by the CFA Institute, the global association of investment professionals that awards the Chartered Financial Analyst designation; they provide reduced costs for college or university students enrolling in the CFA Program. Students may not apply directly for a scholarship, but rather must be selected and sponsored by the Gabelli School’s CFA program director. Full details of the scholarship program are provided to students at the start of each fall semester.

For more information
To learn more about the CFA charter, please refer to the CFA Institute website. To learn more about the CFA Track at the Gabelli School of Business, please visit the CFA Track information on the Gabelli School of Business web pages.

Dual-Degree Programs
In today’s business world, advanced degrees carry an ever-greater advantage in helping graduates distinguish themselves in the eyes of potential employers. Certain self-directed, academically capable students can complete their Fordham education through the master’s level in business in five years. There is also a dual-degree program that allows the completion of a law degree in six years. Information on both options is below.

Dual-degree participants in business fields choose a B.S./M.B.A. or B.S./M.S. track, and, within each, select specific majors and concentrations.
Students might concentrate both degrees in one field—a B.S. in marketing and an M.B.A. in marketing, for example—or two different ones, such as a B.S. in finance with an M.B.A. in management. Dual-degree participants in law pursue the B.S. degree of their choosing at the Gabelli School and then earn a J.D. through Fordham Law School.

Specific requirements and offerings of the dual-degree programs change often. For that reason, interested students are encouraged to visit the Gabelli School website for the most up-to-date information.

**B.S./M.B.A. Program**

To apply for admission to the B.S./M.B.A program, students must have a 3.5 GPA or better; a GMAT score of 620 or better, or a GRE score of 155 or better; and prior internship experience. They must meet all the deadlines associated with the program, which can be found in the Dual-Degree Programs section of the Gabelli School website. Students must apply prior to completing their B.S. degree.

Undergraduate degree options include a B.S. in:

- Accounting Information Systems
- Applied Accounting and Finance
- Business Administration
- Finance
- Information Systems
- Management
- Marketing
- Public Accounting

Graduate degree options include an M.B.A. in:

- Accounting
- Communication and Media Management
- Finance
- Information Systems
- Management
- Marketing

**B.S./M.S. Program**

Options for the undergraduate degree include a B.S. in applied accounting and finance, accounting information systems, or public accounting. Options for the graduate degree include an M.S. in accounting or an M.S. in tax. For more information, please visit the Dual-Degree Programs section of the Gabelli School website.

**Global Business Honors Program**

The four-year Global Business Honors Program (GBHP) selects incoming freshmen with stellar high school academic records and prepares them for high-level roles in the world’s most dynamic firms and organizations. The approximately 25 students in each GBHP class form a close-knit community of friends and scholars.

GBHP core curriculum courses are especially rigorous and in-depth. They include business mathematics, micro- and macroeconomics, business law, and financial management. In addition to their coursework, participants travel together on intercontinental trips: to London as freshmen, and to countries such as Chile and China in the two following years. The international experiences expose students to the global marketplace and the variation of business environments across borders. Over the course of their junior and senior years, GBHP students select a business topic of interest and, working individually or in small groups, complete an original research project with the help of a faculty adviser. Some resulting papers have been selected for presentation at undergraduate research conferences.

**Global Business Honors Program Highlights**

- Each semester, students take two honors courses and three courses from the regular curriculum.
- By graduation, students have experienced business in four continents—Asia, Europe, South America, and North America—through a combination of their Rose Hill semesters and expenses-paid GBHP trips.
- GBHP groups visit top-ranked companies and business organizations in New York and overseas.
- Career-development programs hone participants’ “soft skills,” such as interviewing, networking, international business etiquette, and verbal presentation.

For more information, contact the Dean of Honors Opportunities.

**Honors Thesis Program**

The Honors Thesis Program (HTP) is a three-course sequence that enables high-ability students to conduct original business research of publishable quality.

The Honors Thesis Program begins in the spring semester of a student’s junior year. During that first term, each participant learns research methodology, and identifies and begins to define a specific thesis topic. The outcome of this first semester is a proposal that includes a comprehensive literature review and a road map for a theory-based study. At the conclusion of this junior spring semester, the student presents his
or her proposal for approval, delivering an oral presentation right before final exam week and a formal written proposal shortly thereafter.

The thesis program continues in the fall of a student’s senior year. Early in (if not before) this second semester, the student must secure an adviser. During this second semester, each student learns more about research, refines his or her specific proposal, and, if pursuing an empirical study, gathers relevant data and begins to analyze it.

The third and final term, the spring of a student’s senior year, includes final data analysis, writing a first draft, and editing that draft—the adviser’s and Honors Thesis Program director’s supervision—into the final draft of the thesis. All students who complete an honors thesis earn a medal at Awards Night during the week before graduation. The thesis voted best each year earns a special award.

For more information, visit the Honors Program web page.

Research with Faculty

Just as the Global Business Honors Program and Honors Thesis Program allow students to conduct their own original research, a separate Gabelli School program offers students the chance to collaborate with professors on faculty research.

Undergraduate research assistantships are open to Gabelli School sophomores, juniors, and seniors who have demonstrated exceptional academic performance and a strong interest in academic inquiry. Students assist a full-time faculty member on his or her research throughout the school year. Opportunities vary each semester in quantity of assistantships available and topics being researched, depending on faculty needs. In this program

• A student works with one or more faculty members on a faculty-directed research project.
• The student is compensated for his or her work and, in some cases, is listed as a co-author of the resulting paper.
• Duration (project, semester, year) is dependent upon faculty needs.
• An application is required. For more details, please contact the Assistant Dean of Honors Opportunities.

Service-Learning

One of the hallmarks of the Gabelli School is learning by doing. Another is business conducted with the goal of helping others and advancing society. These two principles come together in service-learning.

Service-learning at the Gabelli School is available both internationally and in New York. To learn more about international service-learning, see the part of this section that deals with Fair Trade. To learn more about service-learning in New York City, see below.

In one recent year alone, Gabelli School students volunteered more than 1,300 total hours at nine Bronx nonprofits as part of the service-learning program—and gained hands-on experience in the process, along with one additional academic credit. Some of them volunteered at the Concourse Fund, a local nonprofit microfinance organization. Others worked on behalf of the Fordham Road Business Improvement District. Still others acted as pro bono accountants for low-income residents through the city’s VITA income-tax assistance program.

The greatest part about the Gabelli School’s service-learning program is that students get to choose the organization they help, by proposing a project that interests them to the service-learning adviser. Students build their résumés and enhance their experience while advancing the cause of a nonprofit, program, or part of the community that matters most to them.

For more information

Visit the Gabelli School web pages to learn more about New York City-based service learning at the Gabelli School, or to propose a one-credit service-learning experience paired with an academic course.

Study Abroad

Traveling to another country offers an unparalleled advantage for business students. Abroad, Gabelli School students have the chance to immerse themselves in a distinct business culture, make connections at an all-new roster of corporations, learn another language, and expand their cultural fluency. Gabelli School students should integrate as much international experience as possible into their undergraduate careers.

There are three options available to business students, who may take advantage of one or all:

• Full semesters abroad
• Short-term summers abroad
• Seven- to 10-day global immersion courses

Full Semesters and Summers Abroad

The Gabelli School encourages qualified students to study for a semester or summer in another country. Fordham has partnerships with many colleges and universities that offer study abroad opportunities. Applications for these programs can be found in the Office of International and Study Abroad Programs (ISAP).

Of particular interest is the Gabelli School of Business in London program, which combines the advantages of an overseas experience with actual Fordham courses that can be used to fulfill core and major requirements. The Gabelli School in London gives students an advanced socioeconomic understanding of business in the U.K. and Europe through coursework, corporate visits, and cultural excursions. Accounting, marketing, finance, and other disciplines get a fresh context in Europe. This program is available in the fall, spring, and summer semesters.

Global Immersion Courses

No time in your schedule for a full semester abroad? Prefer to experience several countries rather than only one? Already studied abroad for a semester but want to hit one or two more destinations? Global immersion courses meet all of these needs—and more. These seven- to 10-day trips are connected directly with a business class; for example, the Entrepreneurship and Fair Trade course includes a tour to meet business people in India. Travel takes place over winter or spring break or at the end of a semester, to accommodate students’ schedules. Students travel the entire time with Fordham professors and deans, are met on the ground by knowledgeable local guides, and stay in excellent hotels. Global immersion courses include visits to the offices of corporations, exchanges, and markets; meetings with business leaders; excursions to noteworthy historical sites; meals at traditional restaurants; and sometimes even sessions with Fordham alumni who live abroad. Destinations change each semester; past countries visited include Argentina, Brazil, Canada, France, India, Ireland, Italy, Japan, Peru, Singapore, Switzerland, and the United Kingdom.
For more information
Visit the Gabelli School Global Business Education web pages and the Fordham office of International and Study Abroad Programs.

Academic Advising

Academic Advising
Each student is different. Some know their major and career paths from the moment they arrive at Fordham. Others have no idea where to start. Still others think they know when they’re freshmen but arrive at completely different decisions after a few semesters. The Gabelli School’s academic advisers are adept at coaching students in each of these situations and more.

The entire specialized academic advising staff—freshman, sophomore, junior, and senior class deans; the dean of international programs; the transfer dean; the evening program director; and the dean of honors opportunities—helps each student to plan an academic program and learn how to make wise decisions regarding academics, careers, and life in general.

Advisers provide help in identifying goals, choosing courses, investigating majors and concentrations, experimenting with electives, securing internships, and building the portfolio of skills needed to succeed in any given area of business. For more details and contact information for each adviser, visit the Undergraduate Advising web pages.

Registration
Each semester, students are assigned a specific day or days for registration. Registration dates for each semester can be found on the enrollment services website. Students register based on the academic program they are pursuing and to which they have been admitted. They are responsible for consulting with their class dean to familiarize themselves with their program’s requirements and to make sure that their program is correctly listed in the Degreeworks system, accessible through the student tab on my.fordham.edu/portal. The Gabelli School of Business offers multiple special academic programs; most are open to all students, while others are by admission only. Students with an interest in or questions about any academic programs are encouraged to see their class deans or the individual program directors.

By the last date for course changes, students should recognize that they have made a serious commitment to complete the courses for which they have registered. Alterations in registration after that date are at the discretion of the dean’s office. Students should make sure they can complete any nonacademic commitments they have—clubs, jobs, internships, and so on—without interfering with the coursework they committed to during registration. If students register late, they are held accountable for any absences they may incur as a result.

Please note that no Gabelli School student shall at the same time be matriculated in any other school or college, either at Fordham University or elsewhere, without the consent of the dean.

Full-Time Status
Students should maintain full-time status to participate in intercollegiate athletics, university housing, family medical-insurance plans, and, for international students, their student visa. Full-time status means that a student is enrolled in at least 12 credits each semester and completes at least 12 credits each semester. Students who fail to complete at least 12 credits per semester may find themselves ineligible for intercollegiate athletics, university housing, financial aid, scholarships, the outside medical-insurance plans under which they are covered through their families, and/or their student visa. Students who anticipate one or more semesters in which they do not maintain full-time status should speak with their class dean and their families as soon as possible to better understand any potential consequences.

To meet the 120-credit and 40-course requirements for on-time graduation, Gabelli School students in the four-year program should register for five courses each semester (plus one Integrated Project per year), with 1.5-credit courses counted as half courses. Any deviation from this five-course format requires a class dean’s approval and may require taking summer classes or delaying graduation.

Program Approval
During the second semester of sophomore year (or, in some circumstances, the first semester of junior year), Gabelli School students must declare their specific program of study: a major and, if needed or desired, one or more concentrations or minors. They declare this program through their class dean, whose offices are on the fourth floor of Hughes Hall. Once the program of study has been recorded, students are responsible to ensure that it is listed correctly on the Degreeworks system and They must inform their class dean immediately if there are any errors.

Program Changes
Students who are contemplating a change in their program of study should seek advice from their class dean immediately. The class dean helps students to take next steps with the academic area chair, and ultimately gives approval for the change.

Students who are considering changing their academic program should do so as early as possible. Changes often involve considerable adjustments and become increasingly costly in time and credits if delayed beyond the first semester of junior year.

In considering program changes, please note that
1. courses cannot be added to a program after the first week of class in any given semester without permission; and
2. if any course is dropped without written permission from the class dean, it will result in a failure.

Four Year Day Program at Rose Hill
The Gabelli School of Business program at Rose Hill consists of 40 courses and requires a minimum of 120 credits. (Please note that certain three-credit business core courses are split into two 1.5-credit courses; in such cases, those two courses do not count separately, but rather count together as one course.) Students must achieve a cumulative quality point index (GPA) of at least 2.0 to graduate.

Students who transfer into the Gabelli School of Business from another school must complete a minimum of 20 courses and 60 credits as matriculated Gabelli School students.

Gabelli School students typically take five courses per semester plus one Integrated Project per year. All students who come to Fordham without any prior credit for college coursework must take this number to be on target for graduation in four years. Any deviation from a five-course semester should be approved by the class dean.

See the Gabelli School of Business Core Curriculum (p. 92) and Academic Programs (p. 84) list for specific course requirements.
Evening Program

The Gabelli School of Business evening program allows students to take classes on a part-time or modified full-time basis, depending on the circumstances.

Admission to the Evening Program

There is no direct admission to the Gabelli School of Business evening program. Students first must be admitted to Fordham’s School of Professional and Continuing Studies (PCS). For more information on this initial stage of the process, please visit the School of Professional and Continuing Studies Admissions web pages: http://www.fordham.edu/pcs

Once accepted to the School of Professional and Continuing Studies, students must complete all of the Gabelli School’s evening prerequisites. These are:

- ECON 1100 BASIC MACROECONOMICS
- ECON 1200 BASIC MICROECONOMICS
- ECON 2140 STATISTICS I
- MATH 1108 MATH FOR BUSINESS: FINITE
- MATH 1109 MATH FOR BUSINESS: CALCULUS

With those prerequisites complete and other evening-program requirements met, candidates must submit an internal transfer application. Candidates should contact the transfer dean to get more information about the requirements and to begin this phase. Decisions are typically made twice per semester.

Evening Program Schedule

Students take primarily evening-hours business courses and also may choose among a select number of evening and weekend liberal arts courses. All liberal arts core courses must be taken through Fordham’s School of Professional and Continuing Studies.

Evening students who wish to take business courses during the daytime may do so on a limited basis, with approval from the evening program director.

Evening Curriculum

The evening program is similar academically to the day program—including a liberal arts core, a business core, a major/concentration, and electives—but varies in its delivery, structure, and approach.

The evening program calls for at least 40 3- or 4-credit courses and 120 credits with a minimum cumulative index (GPA) of 2.0. Students who transfer from another school are required to complete a minimum of 20 courses and 60 credits as matriculated Gabelli School of Business students.

Evening students may choose from the same majors and concentrations available to four-year day students and listed in the Areas of Study (p. 84) section of this bulletin. They also may pursue a secondary concentration or a liberal arts minor, and, if interested, are encouraged to discuss this with the evening program adviser as soon as possible after their acceptance. Please note, however, that there are certain majors and concentrations that are more accessible to evening students and others that are more accessible to day students based upon the number of courses in each area that are offered in the evening versus the daytime. Students should confer with the director of evening programs to determine the best program of study for their needs.

Below is a table of business courses, liberal arts courses, and free electives for the business administration major and the public accounting major. The number refers to the actual number of courses that must be completed for each major.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Bus Admin</th>
<th>Pub Acct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Courses</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>Business core</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Concentration +</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>bus elec. (col.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) or major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(col. 2-4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts and</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal arts core</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Liberal arts</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>elective(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free electives</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

Evening students are advised to save two or three liberal arts electives and the fine arts core requirement for their last year, because it is much easier to schedule these courses around the very specific senior-year business requirements.

In the event of questions, current evening students may consult the evening program director.

Academic Policies and Procedures

Changes of Name or Address

In the case of a change of name or address, students are expected to immediately notify, in writing, the dean’s office and the office of enrollment services. Students also must follow any procedures required by enrollment services.

Dean’s List

The Gabelli School of Business recognizes students’ superior scholastic achievement during the annual Dean’s List Ceremony.

Students enrolled in the Gabelli School of Business full-time day program earn Dean’s List honors by:

- Completing a minimum of 12 credits in each of the fall and spring semesters
- Earning a minimum annual grade point average of 3.600
  - Dean’s List with First Honors - 3.900-4.000
  - Dean’s List with Second Honors - 3.800-3.899
  - Dean’s List - 3.600-3.799

Students enrolled in the Gabelli School of Business evening program earn Dean’s List honors by:

- Completing a minimum of 9 credits in each of the fall and spring semesters
- Earning a minimum annual grade point average of 3.600
  - Dean’s List with First Honors - 3.900-4.000
  - Dean’s List with Second Honors - 3.800-3.899
  - Dean’s List - 3.600-3.799
Academic Policies and Procedures

Students in either program with a grade of Incomplete (INC) or Failure (F) during the fall or spring semester are disqualified from Dean’s List consideration.

Academic Progress

To remain in good standing at the Gabelli School of Business and retain any awarded financial aid, students must meet established year-by-year standards of “academic progress.” Faculty and administrators are dedicated to supporting students in meeting these standards. For details on standards for each class year, see the Academic Status section.

Full-time students are expected to complete their coursework in four years. Students who need additional time to complete their degrees due to special circumstances, such as an illness or a change in major, must receive approval from the senior class dean to continue their programs. Part-time students are not held to this four-year expectation and may take longer to complete their degrees.

It is extremely important that Gabelli School students develop adequate skills in written and oral English. Each teacher, no matter what the subject, may include an assessment of the student’s ability to communicate as part of the grade. The teacher can adjust grades for the quality of the student’s writing and has the right to require reports to be rewritten on the basis of poor writing alone.

If a student repeats a course, the original grade will remain and will be calculated into the student’s GPA along with subsequent grades.

To preserve the quality of a Fordham education, the Gabelli School restricts the use of grades W (Withdrawal) ABS (Absent from exam), and INC (Incomplete). If a student does establish a pattern of these grades, it is considered evidence of failing to maintain reasonable academic progress.

Students must complete 120 credits and 40 courses to graduate. (Please note that certain 3-credit business core courses are split into two 1.5-credit courses; in such cases, those two courses do not count separately, but rather count together as one course.) If a student does not complete enough credits in the time allotted, he or she may warrant dismissal for failure to maintain satisfactory progress toward the bachelor’s degree.

Failure to meet standards of academic progress may result in penalties, including probation, suspension, and dismissal. Students on probation may continue to study at Fordham and may be awarded financial aid, though this is not guaranteed; however, they will need to improve their academic status and return to good academic standing.

Academic Status

Though students must achieve a 2.000 cumulative GPA by the end of their academic program to graduate, minimum standards for the first three years of study are somewhat lower. Please note that for students receiving funds from the New York State Tuition Assistance Program (TAP) and other financial aid, academic standards differ somewhat from the chart below. For further details, consult Fordham’s Office of Academic Records.

Table 1: Academic Status

<table>
<thead>
<tr>
<th>Year of Attendance</th>
<th>Minimally Acceptable</th>
<th>Academic Probation</th>
<th>Subject to Suspension</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seven Semesters</td>
<td>2.000</td>
<td>1.400-1.999</td>
<td>1.350-1.399</td>
<td>less than 1.350</td>
</tr>
<tr>
<td>Until Graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six Semesters</td>
<td>2.000</td>
<td>1.500-1.999</td>
<td>1.450-1.499</td>
<td>less than 1.450</td>
</tr>
<tr>
<td>Until Graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Five Semesters</td>
<td>2.000</td>
<td>1.600-1.999</td>
<td>1.550-1.599</td>
<td>less than 1.550</td>
</tr>
<tr>
<td>Until Graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four Semesters</td>
<td>2.000</td>
<td>1.700-1.999</td>
<td>1.650-1.699</td>
<td>less than 1.650</td>
</tr>
<tr>
<td>Until Graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three Semesters</td>
<td>2.000</td>
<td>1.800-1.999</td>
<td>1.700-1.799</td>
<td>less than 1.700</td>
</tr>
<tr>
<td>Until Graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Semesters</td>
<td>2.000</td>
<td>1.900-1.999</td>
<td>-</td>
<td>less than 1.900</td>
</tr>
<tr>
<td>Until Graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Semesters</td>
<td>2.000</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Until Graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 These standards also apply to transfer students. Both full- and part-time students on probation for two semesters may be subject to dismissal if they do not make satisfactory progress toward good academic standing. In addition, students may be subject to suspension or dismissal if their GPA falls below those indicated.

Re: Gabelli School Evening Students and Table 1

| First/Freshman | Fall | 15-29 credits attempted |
|               | Spring | 30-44 credits attempted |

| Second/Sophomore | Fall | 45-59 credits attempted |
|                 | Spring | 60-74 credits attempted |

| Third/Junior | Fall | 75-89 credits attempted |
|             | Spring | 90+ credits attempted |
Table 2: Minimum Credit Completion Policy

<table>
<thead>
<tr>
<th>Year or Classification</th>
<th>Credits Attempted 1</th>
<th>Percentage Completed 1</th>
<th>Minimum Credits Completed 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>First/freshman</td>
<td>up to 30</td>
<td>65%</td>
<td>18-20</td>
</tr>
<tr>
<td>Second/sophomore</td>
<td>30-60</td>
<td>70%</td>
<td>42</td>
</tr>
<tr>
<td>Third/junior</td>
<td>60-92</td>
<td>75%</td>
<td>69</td>
</tr>
<tr>
<td>Fourth/senior</td>
<td>92+</td>
<td>80%</td>
<td>99-100</td>
</tr>
</tbody>
</table>

1 Transfer credits accepted by Fordham are counted in both credits attempted and credits completed, though the grades are not counted in the GPA.

2 For Gabelli School evening students pursuing a degree on a part-time basis, credits earned will be proportionate. Half-time students should complete half of these credits; three-quarter-time students should complete three quarters of these credits.

Course Failures
If a student fails a course, but his or her academic record does not otherwise warrant direction to withdraw from the University, he or she may continue his or her course of study with the understanding of the following:

• That failing any required course is a deficiency that must be made up by repeating the course, normally before the beginning of senior year.
• That a failure in any course becomes a permanent part of a student’s record and influences the student’s GPA even after he or she has repeated the course for a passing grade.
• That the responsibility for repeating and passing a failed course rests with the student, who should arrange to remedy this deficiency as soon as possible.

Make-Up by Equivalent Course
If a student fails a required course at Fordham, he or she must make up that course at Fordham, in all but exceptional cases. Four-year day students who fail a course must retake and pass the class through the Gabelli School of Business, Fordham College at Rose Hill, or the Fordham summer program. Evening students who fail a course must retake and pass the class through the Gabelli School of Business, Fordham’s School of Professional and Continuing Studies, or the Fordham summer program. Only if scheduling or other circumstances prevent this may a student apply for permission from the class dean to take an equivalent course in another school within Fordham or at another institution.

Students wishing to pursue this option first must get approval from the class dean that the University will accept and give transfer credit for the course in question. If the course is a liberal arts course, the class dean also may require the student to get permission from the chair of the department that offers the course. Forms for this approval process are available from the deans’ offices.

Though the class dean may approve an exception for a student to retake a course outside of Fordham, only courses taken at Fordham count toward a student’s GPA. Students should consider the ramifications of this policy, especially knowing that the original failing grade remains even when a course is successfully retaken: A course retaken and passed at Fordham will yield a higher counterbalancing grade, whereas a course retaken and passed elsewhere will not. In addition, students should note that the University will not transfer in any external course in which the grade received is below a C (2.0 out of 4.0).

The above policies also apply to courses taken outside of Fordham that had not been failed at Fordham (including non-Fordham study abroad programs).

Probation, Suspension, and Dismissal

Probation
Students are given probationary status through the direct action of a dean. In all but rare cases, students may remain on probation for no longer than the equivalent of one academic year.

Suspension
Suspension is an enforced termination of formal studies, typically given for two semesters. A student may be put on suspension if any one or more of these criteria apply:

• He or she fails to maintain satisfactory academic standing as indicated in the Academic Status section of this bulletin.
• He or she receives three failing grades in any semester.
• He or she has more than one academic integrity violation.

If a student wishes to continue his or her studies at the Gabelli School after a suspension, he or she formally must apply for readmission to the school and should contact your Gabelli School class dean for an application. Students are generally required to demonstrate academic proficiency at another four-year college or university prior to returning to Fordham.

Dismissal
A student may be dismissed if either or both of the following criteria are met:

• He or she fails to maintain satisfactory academic standing as indicated in the Academic Status section of this bulletin.
• He or she receives three failing grades in any semester.
• He or she is placed on academic probation for three successive semesters.

If a student has been dismissed for academic reasons, he or she may not continue to take courses in the school. Dismissal is a formal termination of all further studies in the Gabelli School of Business and Fordham University.

Appeal Process
All academic progress decisions may be appealed, in writing, to the dean of the college. The appeal must be made within three business days of the notification of academic status. They should include documentation of any extenuating circumstances, such as a death in the immediate family or an illness. The class dean will make a decision in consultation with the dean of the school, and that decision shall be final.

Grievance Procedure
Any enrolled student has the right to grieve alleged discriminatory treatment on the part of any Fordham administrative office, department, procedure, or student organization. The student alleging discriminatory treatment has the right to a prompt investigation of the charges, resulting in redress of grievances where cause is found. Internal grievance channels provide for the investigation and adjudication of charges by members of the Fordham community. Two internal procedures have
been established: one for grievances in academic matters and a second for grievances in nonacademic matters. In either instance, to be valid, a grievance must be filed within thirty (30) days of the action against which it is directed. Further details concerning these procedures are available in the dean’s office.

Accreditations and Affiliations

Since its introduction in 1926, the bachelor of science degree program of the Gabelli School of Business has been fully recognized and registered by the University of the State of New York. The school has been a member of the Middle Atlantic (formerly New York State) Association of Colleges of Business Administration since the organization’s formation in 1951. The Gabelli School is accredited by the Middle States Association of Colleges and Secondary Schools and, since 1939, by the Association for the Advancement of Collegiate Schools of Business—International, which is recognized as the preeminent accrediting agency for baccalaureate and master’s degree programs in business administration.

As an institution accredited by the AACSB, the Gabelli School has an active chapter of Beta Gamma Sigma, the national honorary business fraternity. Membership is based on, among other things, the maintenance of an outstanding scholastic record. Other active chapters of honorary and professional fraternities with national affiliations include Alpha Sigma Nu, Phi Kappa Phi, and Beta Alpha Psi, the national honorary for financial services.

In addition to these affiliations, accreditations, and associations, the Gabelli School is a member of the American Council on Education’s Internationalization Collaborative, which is an invitation forum for member institutions to advance international education on their campuses and nationally, and is one of only 24 schools worldwide to be selected as a “Champion” university within the United Nations’ Principles of Responsible Management Education initiative.

Business Minors

Undergraduates in all four of Fordham’s schools—the Gabelli School of Business, Fordham College at Rose Hill (FCRH), Fordham College at Lincoln Center (FCLC), and the School of Professional and Continuing Studies (PCS)—are eligible to pursue business minors of various types. Students may choose one or more of these to complement their major; each provides a foundational understanding in a specific area. These minors especially may be helpful to liberal arts students who are considering entering the business world after graduation.

Undergraduate liberal arts students in all three liberal arts colleges may take up to six courses in the Gabelli School of Business. Students should be aware that business courses are three-credit courses, rather than four-credit courses typically offered in FCRH for juniors and seniors. Hence, in considering this minor, students should consult with the junior or senior class dean to be sure they will have the required number of credits (124) required by the state for graduation.

Students in the Gabelli School of Business are required to complete the business core curriculum (p. 92) as part of their degree requirements. Traditional day students will pursue Track 1, while evening students will pursue Track 2.

The availability of the respective business minors to students in each school is listed in parentheses below:

- Accounting (p. 98) (FCRH, GSB)
- Business Administration (p. 182) (FCRH, FCLC, PCS)
- Business Law and Ethics (p. 186) (GSB)
- Marketing (p. 458) (FCRH, FCLC)
- Sustainable Business (p. 667) (FCRH, GSB)

Core Curriculum

The Gabelli School of Business offers coursework in a variety of areas. Each student’s academic program has four distinct elements:

1. the liberal arts core (p. 93)
2. the business core (p. 93)
3. the major/concentration (p. 84)
4. electives (p. 850)

All students take the same liberal arts core and business core. They customize their academic program by choosing a major, concentration(s), and electives.

Each part of the academic program plays a specific role in a student’s overall education. The liberal arts core is designed to nurture curiosity and to give students the broad liberal arts foundation needed to engage in lifelong learning. The business core provides broad knowledge across all business disciplines while developing a student’s written and oral presentation abilities, capacity for teamwork, and critical thinking and problem-solving skills. The major and concentration(s) allow students to establish a focus in a specific area of business. Electives offer the chance to try new things and to cultivate additional areas of expertise.

Below is a listing of business courses, liberal arts courses, and free electives for the different business majors, along with the number of courses of each type that must be completed for each major.

Rose Hill

Business Administration Major (p. 181)

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Number of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business core</td>
<td>13</td>
</tr>
<tr>
<td>Liberal arts core</td>
<td>13</td>
</tr>
<tr>
<td>Primary Concentration</td>
<td>4</td>
</tr>
<tr>
<td>Liberal arts elective(s)</td>
<td>6</td>
</tr>
<tr>
<td>Free electives</td>
<td>3</td>
</tr>
<tr>
<td>Business elective(s)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total number of courses</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

Marketing Major (p. 457)

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Number of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business core</td>
<td>13</td>
</tr>
<tr>
<td>Liberal arts core</td>
<td>13</td>
</tr>
<tr>
<td>Major</td>
<td>9</td>
</tr>
<tr>
<td>Liberal arts elective(s)</td>
<td>5</td>
</tr>
<tr>
<td>Free electives</td>
<td>0</td>
</tr>
<tr>
<td>Business elective(s)</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total number of courses</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

Finance Major (p. 358)

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Number of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total number of courses</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>
Business Core

Students in the Gabelli School of Business are required to complete thirteen courses in their business core curriculum, as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBBU 1001</td>
<td>THE GROUND FLOOR: STARTING AND SUCEEDING AT GSB</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 2222</td>
<td>PRINCIPLES OF FINANCIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 2223</td>
<td>PRINCIPLES OF MANAGERIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>BLBU 2234</td>
<td>LEGAL FRAMEWORK OF BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td>MGBU 2142</td>
<td>STATISTICAL DECISION-MAKING</td>
<td>3</td>
</tr>
<tr>
<td>MGBU 3438</td>
<td>OPERATIONS AND PRODUCTION MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>BLBU 3443</td>
<td>ETHICS IN BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td>FNB 3221</td>
<td>FINANCIAL MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MKBU 3225</td>
<td>MARKETING PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>MGBU 3223</td>
<td>PRINCIPLES OF MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MGBU 4441</td>
<td>STRATEGY</td>
<td>3</td>
</tr>
<tr>
<td>INSY 2299</td>
<td>INFORMATION SYSTEMS: GSB</td>
<td>1.5</td>
</tr>
<tr>
<td>INSY 2301</td>
<td>INFORMATION SYSTEMS: GSB</td>
<td>1.5</td>
</tr>
<tr>
<td>CMBU 2664</td>
<td>BUSINESS COMMUNICATIONS: GSB</td>
<td>1.5</td>
</tr>
<tr>
<td>CMBU 2666</td>
<td>BUSINESS COMMUNICATIONS: GSB</td>
<td>1.5</td>
</tr>
</tbody>
</table>

1. Certain 3-credit business core courses are split into two 1.5-credit courses; in such cases, those two courses do not count separately, but rather count together as one course.
2. Integrated Projects (IPs) are semester-long projects that use knowledge from the business core and apply it to real-world circumstances. Student complete one IP per year during their four-year program. All four projects must be completed in order to graduate.

Liberal Arts Core

Students in the Gabelli School of Business are required to complete thirteen courses in the liberal arts core as part of their degree requirements.

Liberal Arts Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1102</td>
<td>COMPOSITION II</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 1000</td>
<td>PHILOSOPHY OF HUMAN NATURE</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 3000</td>
<td>PHILOSOPHICAL ETHICS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 1000</td>
<td>FAITH AND CRITICAL REASON</td>
<td>3</td>
</tr>
<tr>
<td>THEO 1001</td>
<td>UNDERSTANDING HISTORICAL CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1108</td>
<td>MATH FOR BUSINESS: FINITE</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1109</td>
<td>MATH FOR BUSINESS: CALCULUS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1100</td>
<td>BASIC MACROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1200</td>
<td>BASIC MICROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2140</td>
<td>STATISTICS I</td>
<td>4</td>
</tr>
</tbody>
</table>

1. Required course for freshman year; must be completed prior to beginning the business core.
2. See below for a list of courses that fulfill these requirements.
3 If the student is pursuing a language course or a fundamental course (i.e. MATH 1001 MATH FOR BUSINESS: PRECALCULUS or ENGL 1101 COMPOSITION I), then this course may be taken later as advised by the student’s class dean.

4 Only these courses can be fulfilled by a score of 4 or 5 on an Advanced Placement exam. Other approved Advanced Placement exams with a score of 4 or 5 may fulfill a liberal arts or free elective requirement.

In all cases, the core curriculum also includes three distributive requirements: Global Studies, American Pluralism, and Senior Values Seminar. These requirements are satisfied by certain business courses for Gabelli School students.

- The Global Studies requirement is fulfilled by completing any course with the GLBB attribute. All Gabelli School majors already require at least one such course.
- The American Pluralism requirement is fulfilled by the completion of two business core courses: MGBU 3223 PRINCIPLES OF MANAGEMENT and MKBU 3225 MARKETING PRINCIPLES.
- The Senior Values Seminar requirement is fulfilled by another business core course, BLBU 3443 ETHICS IN BUSINESS.

Any Gabelli School student who wishes to complete a liberal arts major must also complete the full liberal arts core required of FCRH and FCLC.

Courses fulfilling Liberal Arts Core requirements

Understanding Historical Change

The following courses, which have the HC attribute, fulfill this requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 1600</td>
<td>UNDERSTANDING HISTORICAL CHANGE: AFRICA</td>
<td>3</td>
</tr>
<tr>
<td>CLAS 1210</td>
<td>UNDERSTANDING HISTORICAL CHANGE: ANCIENT GREECE</td>
<td>3</td>
</tr>
<tr>
<td>CLAS 1220</td>
<td>UNDERSTANDING HISTORICAL CHANGE: ANCIENT ROME</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1000</td>
<td>UNDERSTANDING HISTORICAL CHANGE: MODERN EUROPE</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1075</td>
<td>UNDERSTANDING HISTORICAL CHANGE: RENAISSANCE TO REVOLUTION IN EUROPE</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1100</td>
<td>UNDERSTANDING HISTORICAL CHANGE: AMERICAN HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1103</td>
<td>UNDERSTANDING HISTORICAL CHANGE: FIGHTING FOR EQUAL RIGHTS IN AMERICAN HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1210</td>
<td>UNDERSTANDING HISTORICAL CHANGE: ANCIENT GREECE</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1220</td>
<td>UNDERSTANDING HISTORICAL CHANGE: ANCIENT ROME</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1240</td>
<td>UNDERSTANDING HISTORICAL CHANGE: THE ANCIENT WORLD</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1300</td>
<td>UNDERSTANDING HISTORICAL CHANGE: MEDIEVAL</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 1400</td>
<td>UNDERSTANDING HISTORICAL CHANGE: LATIN AMERICA</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1450</td>
<td>UNDERSTANDING HISTORICAL CHANGE: SOUTH ASIAN HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1550</td>
<td>UNDERSTANDING HISTORICAL CHANGE: EAST ASIAN HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1551</td>
<td>UNDERSTANDING HISTORICAL CHANGE: REPRESENT CHINA AND THE WEST</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1600</td>
<td>UNDERSTANDING HISTORICAL CHANGE: AFRICA</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1650</td>
<td>UNDERSTANDING HISTORICAL CHANGE: THE BLACK ATLANTIC</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1700</td>
<td>UNDERSTANDING HISTORICAL CHANGE: MIDEAST</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1750</td>
<td>UNDERSTANDING HISTORICAL CHANGE: ISLAMIC HISTORY AND CULTURE</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1850</td>
<td>UNDERSTANDING HISTORICAL CHANGE: JEWS IN THE ANCIENT AND MEDIEVAL WORLD</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1851</td>
<td>UNDERSTANDING HISTORICAL CHANGE: JEWS IN THE MODERN WORLD</td>
<td>3</td>
</tr>
<tr>
<td>HIST 4110</td>
<td>NARRATING THE GREAT WAR</td>
<td>4</td>
</tr>
</tbody>
</table>

Fine Arts

The following courses, which have the FACC attribute, fulfill this requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARHI 1101</td>
<td>INTRODUCTION TO ART HISTORY: EUROPE</td>
<td>3</td>
</tr>
<tr>
<td>ARHI 1102</td>
<td>INTRODUCTION TO ART HISTORY: ASIA</td>
<td>3</td>
</tr>
<tr>
<td>ARHI 1103</td>
<td>INTRODUCTION TO ART HISTORY: AMERICAS</td>
<td>3</td>
</tr>
<tr>
<td>ARHI 3480</td>
<td>ART AND ARCHITECTURE IN LONDON</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 1100</td>
<td>INTRODUCTION TO MUSIC HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 1101</td>
<td>OPERA: AN INTRODUCTION</td>
<td>3</td>
</tr>
<tr>
<td>THEA 1100</td>
<td>INVITATION TO THEATRE</td>
<td>3</td>
</tr>
<tr>
<td>VART 1101</td>
<td>URBANISM</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Gabelli School students in London may also apply MUSC 2031 ROCK AND POP MUSIC SINCE WORLD WAR II to this requirement even though it does not have the FACC attribute.

Texts and Contexts

The following courses, which have the TC attribute, fulfill this requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS 2000</td>
<td>TEXTS AND CONTEXTS</td>
<td>3</td>
</tr>
<tr>
<td>COLI 2000</td>
<td>TEXTS AND CONTEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2000</td>
<td>TEXTS AND CONTEXTS</td>
<td>3</td>
</tr>
<tr>
<td>MLAL 2000</td>
<td>T&amp;C: REMEMBERING ITALY’S LONG CENTURY IN LITERATURE, FILM, AND MUSIC</td>
<td>3</td>
</tr>
</tbody>
</table>

Sacred Texts and Traditions

The following courses, which have the STXT attribute, fulfill this requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

Updated: 10-11-2017
In addition, all major personal and professional development events are listed on the Gabelli School’s online calendar. Students are strongly encouraged to take advantage of the center from their freshman year onward.

All PPD offerings are part of the Gabelli Progress Status (GPS) Checklist, a four-year sequence designed to help Gabelli School students discover their full potential and tap into it for the benefit of themselves and others. We recognize that the business world is a challenging place, and that a little extra support during a student’s college years can make all the difference in succeeding in it. The checklist is designed to give our students that extra lift toward their personal and professional goals and wraps together elements of self-discovery and self-awareness, career development, and service to others. Students emerge prepared to handle anything that life after graduation might bring their way.

Current students can make an appointment with a PPD team member via GabelliAccess.

The Alumni Network
Finding an alumni community more loyal than Fordham’s isn’t easy. Gabelli School of Business graduates have an uncommonly strong belief in the power of a Fordham education—and in the potential of current students. Alumni and students connect through an extensive networking program, both online and in person.

Students can find out about alumni networking opportunities through the Gabelli School’s online calendar. These events span a very wide range and vary by semester, but examples include:

- The Alumni/Student Supper Club: An alumnus or alumna holds a networking dinner with current students who aspire to work in his or her business field. Supper Club dinners take place at restaurants in the Bronx or Manhattan; either the host or the school picks up the check, so that students are not responsible for the cost of the meal. This small-group format, of perhaps six people total, is the best way to get to know an alumnus or alumna one-on-one.
- Boardroom Series: Alumni visit Hughes Hall to meet in a conference-style format with a small group of students, typically no more than 25. This allows students the chance to approach the alumni afterward to make a personal connection.
- Young alumni panel discussions: Coordinated by the Personal and Professional Development Center, these panels bring together up to a dozen recent graduates to speak with students about what it was like to start their careers.

Personal and Professional Development

Personal and Professional Development
The Gabelli School of Business’s Personal and Professional Development (PPD) Center offers a comprehensive slate of programs and activities to help students develop into global business leaders.

All students at Fordham have access to the university-wide Office of Career Services. On top of that, Gabelli School students have an additional advantage in our Personal and Professional Development Center, which offers business-specific career-development programs and direct industry connections. The PPD center’s offerings include:

- One-on-one advising, including résumé reviews and mock interviews, with industry-specific advisers
- Field-specific programming in accounting, finance, and marketing
- Workshops, networking events, corporate on-site visits, and speaker series
- Industry competitions
- Outreach to target employers and alumni who may choose to hire Gabelli School students
- Online career resources
- Collaboration with business student clubs and organizations

updated: 10-11-2017
To receive credit for an internship, students must complete these steps:

1. Seek an internship: through the Office of Career Services, using its CareerLink database; through the Gabelli School's Personal and Professional Development Center; by networking; by conducting your own independent search; or with the help of a Gabelli School faculty member. If you want, the Personal and Professional Development Center staff can help you to perfect your résumé and cover letter.

2. Once the internship has been secured, students should consult with their class dean about earning credit.

3. Fill out and sign the internship registration form and statement of responsibility and submit it as instructed within two weeks of starting the internship, if possible. Students should contact their class dean to obtain the registration form and statement of responsibility.

Note: Students typically begin their search for an internship about four to five months prior to the planned start date for the internship, but this can vary dramatically depending on the industry and the sector within the industry. Each company, industry, and sector may have different time frames for recruiting interns. Students are urged to see their class dean or a Personal and Professional Development Center staff member for more information.

 academic credit or not; and can be full-time or part-time. On average, 91 percent of Gabelli School students hold at least one internship during their college careers. Internships can help students to:

- Explore a possible career interest
- Choose a major or career path
- See the real-world application of concepts learned in class
- Gain work experience and develop marketable skills
- Build a résumé
- Cultivate professional contacts and references
- Test out a possible future employer
- Get into a track toward a permanent job (successful interns may receive full-time offers)
- Earn income

Please note that Gabelli School students may not pursue internships during the school year as freshmen. They may begin holding internships in the summer following their freshman year.

Successful internships depend on the right match between a student and employer. For guidance on obtaining an internship that truly will provide advancement toward a desired career, students should seek out the Personal and Professional Development Center staff. Students can search industry information on the CareerInsights database and apply for internships via the CareerLink posting site.

**Academic Credit for Internships**

Students may pursue internships of two types: for-credit and not-for-credit. The following section provides an explanation of the for-credit type and outlines the steps students must take to receive academic credit.

Gabelli School students may earn one-credit per semester for an internship opportunity. Students should work with their class dean to obtain and complete the internship forms to request credit. An internship course does not replace a full course for graduation requirements.

To receive credit for an internship, students must complete these steps:

1. Seek an internship: through the Office of Career Services, using its CareerLink database; through the Gabelli School's Personal and Professional Development Center; by networking; by conducting your own independent search; or with the help of a Gabelli School faculty member. If you want, the Personal and Professional Development Center staff can help you to perfect your résumé and cover letter.

2. Once the internship has been secured, students should consult with their class dean about earning credit.

3. Fill out and sign the internship registration form and statement of responsibility and submit it as instructed within two weeks of starting the internship, if possible. Students should contact their class dean to obtain the registration form and statement of responsibility.

   - Students should register before the semester begins, but they may register after the semester begins with permission from their class dean. Students may not retroactively enroll in the internship course for credit after the semester has ended or near the end of the semester. Note: Many students will obtain their internship during the semester and will still be able to register for the one-credit internship course at that time.

   - Note: International students on F-1 Visa MUST register for credit when they accept their internship, then have their academic adviser fill in the required CPT form, then bring it along with their I-20 and your official offer letter from the employer to the Office of International Services BEFORE they start your first day of work. International students on F-1 Visas should make sure to follow all regulations and give themselves enough lead time to get the paperwork done.

   - Complete a minimum of 60 hours in the internship for the semester (or summer)

   - Students may receive credit for an internship whether the internship is paid or unpaid.

   - Complete the internship course by submitting the online reflection and internship evaluation and attending any required events or class meetings (if applicable). The online reflection and internship evaluation is due by the week of finals and must be submitted online. If a student's online reflection and internship evaluation are not received by the deadline, a failing ("F") grade will be awarded.

   - The one-credit internship course is taken on a pass/fail basis only.
ACCOUNTING/INFORMATION SYSTEMS MAJOR

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACBU 3434</td>
<td>INTERMEDIATE FINANCIAL ACCOUNTING I</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3435</td>
<td>INTERMEDIATE FINANCIAL ACCOUNTING II</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3441</td>
<td>ADVANCED CONCEPTS IN FINANCIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3421</td>
<td>SPECIAL TOPIC: ACCOUNTING INFORMATION SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>BLBU 3436</td>
<td>COMMERCIAL TRANSACTIONS</td>
<td>3</td>
</tr>
</tbody>
</table>

Four upper-level Information Systems courses

Two additional upper-level business courses

Any course with the INSY subject code (p. 1155) numbered 3421 or higher counts toward this requirement.

Students must also complete the Gabelli School business and liberal arts Core Curricula (p. 92). In addition, all students complete between three and seven liberal arts electives depending on their major requirements.
ACCOUNTING MINOR

This minor, requiring seven courses, provides a systematic program of study in accounting. Completing it is not equivalent to an accounting degree, nor does it make students eligible to take the certified public accounting exam. Rather, it provides an integrated approach to issues that may benefit students who seek careers in business and in the financial services industry.

The accounting minor is available to any interested student in Fordham College at Rose Hill or Gabelli School of Business at Rose Hill.

Requirements

Students of any major may elect to complete an accounting minor, whether in the Gabelli School or Fordham College. A total of seven courses are required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1200</td>
<td>BASIC MICROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 2222</td>
<td>PRINCIPLES OF FINANCIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 2223</td>
<td>PRINCIPLES OF MANAGERIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3434</td>
<td>INTERMEDIATE FINANCIAL ACCOUNTING I</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3435</td>
<td>INTERMEDIATE FINANCIAL ACCOUNTING II</td>
<td>3</td>
</tr>
<tr>
<td>Two upper-level accounting electives ¹</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

¹ Any course with the ACBU subject code (p. 854) numbered 3000 or higher may fulfill this requirement.

Liberal arts students may use Basic Microeconomics to satisfy one of their core social science requirements. It is advisable that students interested in pursuing the accounting minor take ECON 1200 BASIC MICROECONOMICS as early as possible as it is a prerequisite for the accounting classes. In addition, as many of the accounting classes are sequential, it is recommended that students begin this minor no later than the fall of sophomore year.

Availability

The minor in accounting is available for Gabelli School and Fordham College students at Rose Hill. Students in other programs may complete the program if their schedule permits.
ACCOUNTING - PUBLIC ACCOUNTANCY MAJOR (CPA-150 TRACK)

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACBU 3434</td>
<td>INTERMEDIATE FINANCIAL ACCOUNTING I</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3435</td>
<td>INTERMEDIATE FINANCIAL ACCOUNTING II</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3441</td>
<td>ADVANCED CONCEPTS IN FINANCIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3442</td>
<td>INDIVIDUAL AND BUSINESS TAXATION</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3443</td>
<td>ASSURANCE AND AUDITING</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3440</td>
<td>ADVANCED ASSURANCE AUDIT</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 4646</td>
<td>ETHICS IN FINANCIAL REPORTING AND ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 4444</td>
<td>ACCOUNTING RESEARCH SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3421</td>
<td>SPECIAL TOPIC: ACCOUNTING INFORMATION SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3445</td>
<td>CORPORATE AND PARTNERSHIP TAXATION</td>
<td>3</td>
</tr>
<tr>
<td>BLBU 3436</td>
<td>COMMERCIAL TRANSACTIONS</td>
<td>3</td>
</tr>
</tbody>
</table>

One upper-level accounting course ¹
One upper-level finance course ²
Seven upper-level business electives

¹ Any course from the subject code ACBU (p. 854) numbered 3000 or higher may fulfill this requirement.
² Any course from the subject code FNBU (p. 1088) numbered 3440 or higher may fulfill this requirement.

Students must also complete the Gabelli School business and liberal arts Core Curricula (p. 92). In addition, all students complete between three and seven liberal arts electives depending on their major requirements.
# ACCOUNTING - PUBLIC ACCOUNTING MAJOR (120 CREDITS)

## Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACBU 3434</td>
<td>INTERMEDIATE FINANCIAL ACCOUNTING I</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3435</td>
<td>INTERMEDIATE FINANCIAL ACCOUNTING II</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3441</td>
<td>ADVANCED CONCEPTS IN FINANCIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3442</td>
<td>INDIVIDUAL AND BUSINESS TAXATION</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3443</td>
<td>ASSURANCE AND AUDITING</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3440</td>
<td>ADVANCED ASSURANCE AUDIT</td>
<td>3</td>
</tr>
<tr>
<td>BLBU 3436</td>
<td>COMMERCIAL TRANSACTIONS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Two upper-level accounting electives (^1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two upper-level business electives</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) Any two courses from subject code ACBU (p. 854) numbered 3000 or higher may fulfill this requirement.

Students must also complete the Gabelli School business and liberal arts Core Curricula (p. 92). In addition, all students complete between three and seven liberal arts electives depending on their major requirements.
APPLIED ACCOUNTING AND FINANCE MAJOR

Requirements

The requirements for the applied accounting and finance major are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACBU 3434</td>
<td>INTERMEDIATE FINANCIAL ACCOUNTING I</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3435</td>
<td>INTERMEDIATE FINANCIAL ACCOUNTING II</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3441</td>
<td>ADVANCED CONCEPTS IN FINANCIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 4646</td>
<td>ETHICS IN FINANCIAL REPORTING AND ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>BLBU 3436</td>
<td>COMMERCIAL TRANSACTIONS</td>
<td>3</td>
</tr>
</tbody>
</table>

Four upper-level electives in finance

Two additional upper-level business electives

Any course with subject code FNBU (p. 1088) numbered 3440 or higher may fulfill this requirement.

Students must also complete the Gabelli School business and liberal arts Core Curricula (p. 92). In addition, all students complete between three and seven liberal arts electives depending on their major requirements.
CONCENTRATION IN ACCOUNTING

Requirements
The Accounting concentration is available to Gabelli students at Rose Hill.

Primary concentration
To complete a primary concentration in accounting, students must take the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACBU 3434</td>
<td>INTERMEDIATE FINANCIAL ACCOUNTING I</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3435</td>
<td>INTERMEDIATE FINANCIAL ACCOUNTING II</td>
<td>3</td>
</tr>
</tbody>
</table>

Two upper-level accounting courses

Secondary concentration
Students who want to pursue accounting as a secondary concentration are required to complete three upper-level accounting courses.

1 Any course from subject code ACBU (p. 854) numbered 3000 or higher will fulfill this requirement.
Accounting is the language of business. All Gabelli School students need to understand the basics of accounting, both for their courses at Fordham and for their business careers. Students receive rigorous exposure to financial accounting in the integrated business core, and those who choose can continue with a program of study that prepares them to succeed on the CPA exam and obtain other highly regarded certifications.

The study of accounting does not end in the classroom. Fordham fields teams regularly for regional and national competitions in accounting and taxation. These competitions are run by major accounting firms, such as Deloitte, KPMG, PwC, and EY. Guest speakers from accounting firms, Fortune 500 corporations, and regulatory and standard-setting agencies, such as the Financial Accounting Standards Board and the Public Company Accounting Oversight Board, frequently appear on campus and provide networking opportunities for students.

Accounting students may join the on-campus student chapters of several prominent professional and academic groups. Active involvement in these groups often paves the way for internships and subsequent job offers. These organizations include:

- ALPFA, the Association of Latino Professionals in Finance and Accounting
- Ascend, the premier nonprofit professional association for Pan-Asians
- Beta Alpha Psi, the honor society for finance and accounting students and professionals

Program Requirements

Gabelli School students may integrate accounting into their academic program in several ways: As a major (through one of four options), as a minor, or as a concentration within the Business Administration major.

One of the four majors is the Public Accountancy program, which is a five-year program that leads students to complete the 150 credits that New York State requires for individuals who want to take the Certified Public Accountant (CPA) exam and earn licensure. With the other three majors, students may elect to pursue licensure, or not.

The Road To Licensure: Various Paths

By the time a student sits for the CPA exam, if licensure is his or her goal, he or she must have logged the 150 course hours mandated by New York State. Fordham has developed a variety of paths that students can pursue to reach that total.

As noted above, the five-year undergraduate Public Accountancy major is one of them. But there are other paths, too. Dual-degree programs merge a bachelor’s with a master’s degree at the Gabelli School. By the time a student completes both his or her undergraduate and graduate degree in five years, he or she will have reached the 150-hour level and be qualified to sit for the CPA exam.

The table below offers an overview of how the various licensure paths are structured. Students who wish to pursue one of these paths should apply during their senior year; please review the Dual-Degree Programs information on the Gabelli School website and contact the dual-degree programs advisor for more information.

<table>
<thead>
<tr>
<th>Undergraduate Major</th>
<th>Graduate Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Degree</td>
<td></td>
</tr>
<tr>
<td>(1) 150-credit B.S. in Professional Accountancy</td>
<td>N/A - No Graduate Credits</td>
</tr>
<tr>
<td>(Additional 30 credits at GSB)</td>
<td></td>
</tr>
<tr>
<td>Dual Degree</td>
<td></td>
</tr>
<tr>
<td>(2) B.S. in Public Accounting (PA) combined with</td>
<td>(a) M.B.A. Public Accounting</td>
</tr>
<tr>
<td></td>
<td>(b) M.B.A. Finance</td>
</tr>
<tr>
<td></td>
<td>(c) M.B.A. Information Systems</td>
</tr>
<tr>
<td></td>
<td>(d) M.B.A. Communication and Media Management</td>
</tr>
<tr>
<td></td>
<td>(e) M.B.A. Management</td>
</tr>
<tr>
<td></td>
<td>(f) M.B.A. Marketing</td>
</tr>
<tr>
<td></td>
<td>(g) M.S. in Professional Accounting</td>
</tr>
<tr>
<td></td>
<td>(h) M.S. in Professional Taxation</td>
</tr>
<tr>
<td>(3) B.S. in Applied Accounting and Finance (AAF) combined with</td>
<td>(a) M.B.A. Public Accounting</td>
</tr>
<tr>
<td></td>
<td>(b) M.S. in Professional Accounting</td>
</tr>
<tr>
<td>(4) B.S. in Accounting Information Systems (AIS) combined with</td>
<td>M.S. in Professional Accounting</td>
</tr>
</tbody>
</table>

For further information, please refer to the respective pages for each program. Students are encouraged to meet with their class dean and/or the accounting advisor for additional information regarding the programs.

How courses are counted

Students must note the following rules, implemented in fall 2013, for how courses are counted. A student may count a maximum of one class in fulfilling more than one purpose—that is, toward any combination of major, minor, and primary or secondary concentration. For example, only one economics class could count toward both a finance major and an economics minor; any additional economics class would count toward the finance major OR the economics minor, but not both. Similarly, one management class could count toward both a primary concentration in management and a minor in sustainable business, but any subsequent management class would not count toward both.

For more information

Visit the Accounting Area web page.

Programs

Majors

- Accounting - Public Accountancy Major (CPA-150 track) (p. 99)
- Accounting - Public Accounting Major (120 credits) (p. 100)
- Accounting/Information Systems Major (p. 97)
- Applied Accounting and Finance Major (p. 101)

Minor and Concentration

Updated: 10-11-2017
• Accounting Minor (p. 98)

• Concentration in Accounting (p. 102)

Courses

ACBU 2222. PRINCIPLES OF FINANCIAL ACCOUNTING. (3 Credits)
This course covers the basic of financial accounting. Students will learn the accounting cycle and accounting terminology, and they will master the major recognition, measurement and disclosure principles that serve as the foundation for financial accounting. In addition, students are introduced to the basics of analyzing financial statements for decision making.
Attributes: ACMI, BUMI.
Prerequisites: ECON 1200 or ECON 1250.

ACBU 2223. PRINCIPLES OF MANAGERIAL ACCOUNTING. (3 Credits)
This course covers how to measure and use cost data for internal decision making under uncertainty. Among the topics covered are job costing, process costing, standard costing, activity-based costing, budgeting, balanced scorecard, direct versus indirect cost measures, cost volume profit analysis, and management control systems.
Attributes: ACMI, BUMI.
Prerequisite: ACBU 2222.

ACBU 3421. SPECIAL TOPIC: ACCOUNTING INFORMATION SYSTEMS. (3 Credits)
This course introduces students to computer-based accounting information systems (AIS). Students master the understanding of business processes, transaction cycles and internal controls, as well as their respective current day systems components.
Attributes: ACMI, BUMI.
Prerequisites: (INSY 2300 (may be taken concurrently) or INSY 2299 or HPCB 2300) and ACBU 2222.

ACBU 3434. INTERMEDIATE FINANCIAL ACCOUNTING I. (3 Credits)
This course is the first of a two-semester course of intensive study in accounting theory and its applications. Major topics include the conceptual frameworks, special cases of revenue recognition and the accounting standards that pertains to current and noncurrent assets.
Attributes: ACMI, BUMI.
Prerequisite: ACBU 2222.

ACBU 3435. INTERMEDIATE FINANCIAL ACCOUNTING II. (3 Credits)
This course is the continuation of ACBU 3434. The course contains rigorous, in-depth coverage of current and noncurrent liabilities, as well as owners’ equity. In addition, the course revisits the cash flow statement for additional pertinent topics.
Attributes: ACMI, BUMI.
Prerequisite: ACBU 3434.

ACBU 3436. Global Financial Statement Analysis. (3 Credits)
This course provides students with the tools necessary to understand, analyze, and use the information provided in corporate financial statements in a global environment. Students learn to analyze complex accounting issues under both domestic and international generally accepted accounting principles.
Attribute: GLBB.
Prerequisite: ACBU 2222.

ACBU 3440. ADVANCED ASSURANCE AUDIT. (3 Credits)
This course introduces students to the real life demands of the workplace of public accounting. One part of the course is devoted to requisite "soft skills" that students will need as they enter the workforce. Other parts of the course focus on hands-on auditing skills and audit strategy. This course also contains content relevant to the regulatory context of the audit function, including, for example, laws such as Sarbanes-Oxley.
Attributes: ACMI, BUMI, GLBB.
Prerequisite: ACBU 3443.

ACBU 3441. ADVANCED CONCEPTS IN FINANCIAL ACCOUNTING. (3 Credits)
This course focuses on the preparation of consolidated financial statements stemming from mergers and acquisitions, as well as other types of inter-corporate investments. Also covered are accounting issues pertaining to foreign exchange translations and transactions, as well accounting for derivatives. Issues pertaining to governmental accounting and to partnerships are also addressed.
Attributes: ACMI, BUMI.
Prerequisite: ACBU 3435.

ACBU 3442. INDIVIDUAL AND BUSINESS TAXATION. (3 Credits)
This course covers the basic principles of taxation of individuals and businesses.
Attributes: ACMI, BUMI.
Prerequisite: ACBU 2222.

ACBU 3443. ASSURANCE AND AUDITING. (3 Credits)
This course covers the basic concepts and procedures of auditing. Topics include generally accepted auditing standards, internal control, computer-based auditing, the audit report, professional ethics and legal responsibilities.
Attributes: ACMI, BUMI.
Prerequisite: ACBU 3435.

ACBU 3445. CORPORATE AND PARTNERSHIP TAXATION. (3 Credits)
This course provides an in-depth coverage of special issues relating to taxation of partnerships, estates and trusts, corporations and tax-exempt entities.
Attributes: ACMI, BUMI.
Prerequisite: ACBU 3442.

ACBU 3560. ST: STUDY TOUR ITALY. (3 Credits)
This course is designed to provide students with an opportunity to combine academic study of international business and on-site corporate visits to international firms and exchange markets. International visitations provide students with the ability to observe the implementation of accounting theories into practice. Students are further enriched by lectures and assignments that are designed to hone their accounting analytical skills as well as their ability to appreciate financial reporting in a global commerce.
Attribute: GLBB.
Prerequisites: ACBU 2222 and ACBU 2223.

ACBU 4435. ST: AIS CONSULTING PROJECT. (3 Credits)
Students define and implement controls to accurately capture and process data and to protect information assets against internal and external risks. Working in teams and under the guidance of a faculty mentor, students develop solutions rooted in rigorous analysis to client problems. At the end of the term, students will present their project findings to the client and receive client feedback. Students acquire consulting and project management skills, and network with industry professionals in accounting and information system areas.
Prerequisites: ACBU 2222 and ACBU 2223 and INSY 2299 or INST 2300.
ACBU 4444. ACCOUNTING RESEARCH SEMINAR. (3 Credits)
The accounting research course will explore the changing landscape of
corporate reporting. A new, standardized language is needed to articulate
the material, non-financial risks and opportunities facing companies
today. Both financial and non-financial risks affect a corporations’
ability to create long-term value thus reporting should include the
way companies compete, use their of resources, and their impact on
society. This course hones the student’s analytic tools and effective
communication capability thus enabling students to become successful
members of the accounting profession. Additionally, the course will
heighten students’ awareness as to his/her personal responsibility and
the importance of considering the needs of future generations.
Attributes: ACMI, BUMI.
Prerequisites: ACBU 2222 and ACBU 2223.

ACBU 4500. ST: CNTP ISS FIN FORENSICS. (3 Credits)
This course focuses on the methods of fraud investigation, detection
and prevention. Topics include financial fraud, bankruptcy, and computer
forensics, as well as the corresponding professional responsibilities of
the CPA.
Prerequisite: ACBU 3435.

ACBU 4646. ETHICS IN FINANCIAL REPORTING AND ACCOUNTING. (3
Credits)
This course provides students with a framework for understanding the
critical need for ethics in professionalism in financial accounting. In
addition to readings, case studies, and research, the course incorporates
interactive learning techniques such as role playing.
Attributes: ACMI, BUMI, GLBB.
Prerequisites: ACBU 2222 and BLBU 3443.

ACBU 4706. ST: HONORS PROJECT 2- ACCTG. (3 Credits)
Students work with a faculty advisor to develop an original paper that
utilizes the analytical, business and problem solving skills students
developed throughout the CBA curriculum.

ACBU 4999. INDEPENDENT STUDIES. (1-3 Credits)
AFRICAN AND AFRICAN AMERICAN STUDIES

The Department of African and African American Studies is both an academic unit and a community comprised of students and faculty interested in the interdisciplinary study of Africa and its diaspora. Our work is grounded in the cultural and historical experiences of people of African descent. This focus on experience informs our interpretations of the African Diasporic past and present and propels our directives for the future. The department sponsors a wide range of cultural programs, lectures, and community events. Strong emphasis is placed on preparing students for graduate and professional study and careers in public or community work.

Program Activities

In order to develop student research and writing skills and to promote scholarship at the undergraduate level, the department sponsors an annual student-led symposium based on course-related research. Involvement with faculty research projects is available and highly encouraged.

The Bronx African American History Project (BAAHP) is a major research initiative sponsored by the department in cooperation with the Bronx County Historical Society. The BAAHP is dedicated to uncovering the cultural, political, economic, and religious histories of more than 500,000 people of African descent in the Bronx. The BAAHP hires student researchers and transcribers and has presented its research in public schools, academic conferences, and libraries throughout the city.

Courses outside the department

The following courses offered outside the department have the AFAM attribute and count toward the African and African-American Studies major and minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 3215</td>
<td>Bronx Urban Economic Development</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3628</td>
<td>BLACK AUTOBIOGRAPHIES</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3636</td>
<td>INTRODUCTION TO AFRICAN AMERICAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3640</td>
<td>JAMES BALDWIN</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3691</td>
<td>BLACK ATLANTIC LITERATURE: IMAGINING FREEDOM</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4227</td>
<td>BLACK LITERATURE AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3648</td>
<td>TELEVISION, RACE, AND CIVIL RIGHTS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 1600</td>
<td>UNDERSTANDING HISTORICAL CHANGE: AFRICA</td>
<td>3</td>
</tr>
<tr>
<td>HIST 3139</td>
<td>BUFFALO SOLDIERS: RACE AND WAR</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3148</td>
<td>HISTORY OF SOUTH AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3870</td>
<td>ASSASSINATIONS AND THE MAKING OF POST-INDEPENDENCE AFRICAN HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3940</td>
<td>THE AFRICAN CITY</td>
<td>4</td>
</tr>
<tr>
<td>WGSS 3141</td>
<td>WOMEN IN AFRICA</td>
<td>4</td>
</tr>
</tbody>
</table>

For more information

Visit the African and African American Studies department web page.

Contribution to the Core

African and African American studies offers AFAM 1600 UNDERSTANDING HISTORICAL CHANGE: AFRICA, which fulfills the Understanding Historical Change core requirement. The department also offers a wide variety of Eloquenta Perfecta (EP1, EP3), American Pluralism, and Global Studies courses each year. In addition, a Values Seminar/EP4 and an Interdisciplinary Capstone Course are offered annually.

Programs

- African and African American Studies Major (p. 114)
- African and African American Studies Minor (p. 115)

Courses

AFAM 1200. ASANTE-TWI A LANGUAGE OF GHANA. (3 Credits)
Twi: An introduction to Twi, one of the major languages of Ghana, and a language widely spoken in the Bronx.

AFAM 1201. ELEMENTARY SWAHILI. (3 Credits)
Elementary Swahili I is a course for absolute beginners. It focuses on developing competence in reading, speaking, writing and listening. All these four skills are considered equally important therefore, classroom activities, assignments, exercises, quizzes and exams are designed to develop a learner's ability to function in various life situations, including academic. Aspects of Swahili and East African cultures are introduced and highlighted as necessary components towards achieving communicative competence.

AFAM 1600. UNDERSTANDING HISTORICAL CHANGE: AFRICA. (3 Credits)
This course introduces students to major themes in Africa's complex history, including early human origins; religion; trade networks; slavery and the slave trade; colonialism; and liberation struggles. We will explore Africa as an idea and field of study, by attending to the major debates that have shaped historical writing about Africa. Significant class time will be devoted to developing student writing and public speaking skills through individual and group presentations, revision writing, and peer review.

Attributes: GLBL, HC, INST, IPE, MEST.

AFAM 1650. BLACK POPULAR CULTURE. (4 Credits)
Examines creative expressions of everyday life as well as commodified arenas of mass produced popular culture as sites through which African Americans have been represented and through which they represent themselves. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PLUR.

AFAM 1999. TUTORIAL. (1 Credit)

AFAM 2005. AMERICAN PLURALISM. (4 Credits)
Contemporary and historical studies in the racial and ethnic diversity of American (U.S.) society with a special emphasis on the issues of race relations migration, and immigration and their relation to either (1) the distribution of economic and political power or (2) their cultural manifestations in literature, the arts, and/or religion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PLUR, URST.

Updated: 10-11-2017
AFAM 2647. THIRD WORLD AND THE CITY. (4 Credits)
This course explores international migration and settlement of third world peoples in urban communities of the United States since 1965. Topics include the impact of globalization on international migration, the formation of ethnic enclaves and informal economies, social networks, employment patterns, undocumented status, and recent immigrant law. Gender and class as well as race form analytical categories within these topics. Students will examine case studies based on the experiences of selected groups, including Chinese, Haitians, Koreans, Southwest Asians, and Dominicans. Recent interdisciplinary research and theoretical perspectives are offered in conjunction with first hand accounts such as immigrant fiction, autobiography and films. Key documentary films are used as supplementary texts and are an integral part of the resources of the class. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: LALS.

AFAM 2999. TUTORIAL. (2 Credits)

AFAM 3001. AFRICAN AMERICAN HISTORY I. (4 Credits)
Begins with an introduction to the African background and slave trade. An examination of U.S. slave communities, resistance and rebellion, abolitionism, and institutional development through the Civil War. Readings in original texts from 18th and 19th centuries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, PLUR.

AFAM 3002. AFRICAN AMERICAN HISTORY II. (4 Credits)
A survey of African American history from the Reconstruction period to the present: the era of accommodation and the origins of the 20th-century protest; Washington-DuBois debate; migration and urbanization; the Harlem Renaissance; the civil rights movement; black power and contemporary issues. Fulfills urban studies requirement in history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PLUR.

AFAM 3003. AFRICAN AMERICAN FAMILY. (4 Credits)
An intensive examination of the history, economic determinants and lifestyles of the black family in the United States. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AFAM 3030. AFRICAN AMERICAN WOMEN. (4 Credits)
A survey of African American women's history using documentary texts, fiction, and social science literature. Examines the multiple jeopardies of race, sex, and economic condition. Explores specific conditions of female slavery, resistance, work, and political activism. Women studies include Sojourner Truth, Anna Julia Cooper, Ida Wells Barnett, Fannie Lou Hamer, Amy Jaques Garvey and Bell Hooks. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, COLI, PLUR, WGSS.

AFAM 3033. WOMEN IN HIP-HOP. (4 Credits)
This course will explore how women are portrayed in hip hop music and culture, addressing women both as consumers and producers. The course will utilize Black feminist theory, consumption theory, and youth culture theory to interpret and critique the ways in which women are represented in hip hop music, art, fashion and dance, and its surrounding culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PLUR.

AFAM 3034. BLACK TRADITIONS IN AMERICAN SOCIAL DANCE. (4 Credits)
This course is an introduction to dance as part of a larger cultural expression. The course introduces some of the chronology, the choreographic approaches and changes in dance techniques which have shaped the way AA moved the Black Dance traditions from the history, to the stage and to the streets. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PLUR.

AFAM 3036. GLOBAL BLACK YOUTH CULTURES. (4 Credits)
Course will explore how adolescent and young adult members of the African Diaspora form youth subcultures and engage with popular culture transnationally. The courses focus is comparative with attention to American, Caribbean, Afro-Latino, and African youth. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, INST, IPE, URST.

AFAM 3037. BEING AND BECOMING BLACK IN THE ATLANTIC WORLD. (4 Credits)
A study of dispersed African communities in the New World in the 19th and 20th centuries. Examines diasporic identity formation, enslavement and resistance, religious movements, anticolonial politics and Pan-African thought. Emphasis is on cross-cultural connections and interactions. Areas studied include Haiti, Brazil, Surinam, the British-held Caribbean, Cuba and the United States. Scholars studied include, James, Du Bois, Gilroy and Hall. Fulfills global studies requirement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, GLBL, INST, IPE, URST.

AFAM 3070. AFRICAN POLITICS. (4 Credits)
A study of the politics of Africa, including colonial independence struggles, post independence state formation, development paradigms, and grassroots movements. Case studies will be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: MEST.
AFAM 3071. AFRICAN INTELLECTUAL HISTORY. (4 Credits)
Traces the competing and complementary theoretical, ideological, political and philosophical contributions of African Americans such as Walker, Garnet, Douglas, Stewart Harper, Crummel, DuBois, Garvey, Padmore, Dunbar, Nelson, Fanan, Davis, Malcolm X and Bell Hooks. Explores black nationalism, emigrationism, Pan Africanism and socialism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, GLBL, INST.

AFAM 3072. CIVIL WARS IN AFRICA. (4 Credits)
Examines the main causes and forms of civil wars on the African continent. A central theme of inquiry will be the relationship between the process of state formation and reproduction of political identities. Looks at the reform of these political identities through the definition of citizenship in Post Independence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE, MEST, PJST.

AFAM 3075. DEMOCRACY IN AFRICA. (4 Credits)
Examines African experiences in governance focusing primarily on democracy. An examination of the challenges of building and sustaining democratic governments in various African nations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE, MEST.

AFAM 3102. THE BLACK FAMILY. (4 Credits)
An examination of the history of the black family from slavery to the present facing on the social, political, and economic challenges facing this institution. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, URST.

AFAM 3110. THE BLACK ATHLETE. (4 Credits)
An examination of the impact of the black liberation movement, the women’s movement, and other currents of political and cultural change in amateur and professional sports in America. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, PLUR.

AFAM 3115. MARTIN LUTHER KING JR. AND MALCOLM X. (4 Credits)
An examination of the lives, philosophies, and historical influences of Martin Luther King Jr. and Malcolm X. The purpose of this course is to examine the life and thought of Martin L. King Jr. and Malcolm X. Our main goals are to trace the development in their thinking, and to examine the similarities and differences between them. Finally, we will seek to evaluate their contribution to the African-American freedom struggle, American society and the world. Our method of study will emphasize the VERY close reading of the primary and secondary material; the use of audio and videocassettes; lecture presentations and class discussions. But it is important to note that we are not simply interested in the academic study of these two men’s political and religious commitment; we are also concerned with how they inform our own political and spiritual lives. Hopefully, we will learn from Martin and Malcolm and be motivated by their passion for justice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, PJST, PLUR, REST, THEO, URST.

AFAM 3120. BLACK RELIGION AND BLACK POLITICS. (4 Credits)
A study of the African American church and its influence on the lives of black and white Americans. A study of the interaction between African-American religion and politics from Frederick Douglass to Barak Obama. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, PJST, PLUR, REST, THEO.

AFAM 3130. RACIAL AND ETHNIC CONFLICT. (4 Credits)
This course examines the major sources of tension between ethnic and racial groups in the American city, as well as the political and cultural traditions of various ethnic groups. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, LALS, PLUR, URST.

AFAM 3132. BLACK PRISON EXPERIENCE. (4 Credits)
This course examines the historical and contemporary experience of African Americans in the prison system with a special emphasis on the role of religion as a transforming agent. Students will survey the writings of current and former prisoners and ask what role, if any, spirituality played in their experience of incarceration. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, PJST, PLUR, REST, URST.

AFAM 3133. PERFORMANCE AFRICAN DIASPORA. (4 Credits)
This course explores how young people of the African diaspora in the United States use expressive culture as a space to creatively respond to social injustice and political marginalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.
AFAM 3134. FROM ROCK-N-ROLL TO HIP-HOP. (4 Credits)
A study of urban youth culture through an examination of musical forms and their evolution from the post WWII era to the present. Begins with Rock and Roll and ends with Rap and Hip Hop. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST, COMC, COMM, HIST, INST, IPE, PJST, PLUR, URST, WGSS.

AFAM 3136. CIVIL RIGHTS/BLACK POWER. (4 Credits)
The course examines the history of the dramatic African-American social and political movements that took shape in the aftermath of World War II. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, PLUR, URST.

AFAM 3138. NONVIOLENT PROTEST. (4 Credits)
This course examines the genesis of non-violent direct action protest in modern history. Starting with the writings of David Henry Thoreau and Leo Tolstoy, the class will focus on Gandhi in South Africa and India. Influenced by these non-violent philosophies and individuals, the course examines the modern Civil Rights Movements in the United States, especially the practice of non-violent direct action of Bayard Rustin, Martin Luther King, members of the Student Non-Violent Coordinating Committee (SNCC) and the Congress of Racial Equality (CORE). Finally the course examines the life and times of Nelson Mandela and Steve Biko of South Africa, looking for the roots of their non-violent philosophies and practices. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

AFAM 3139. BUFFALO SOLDIERS: RACE AND WAR. (4 Credits)
Buffalo Soldiers examines the intersection of race and military service in the United States, from the American Revolution to the Cold War. The focus of the course is on the role African Americans played in the major military conflicts of this country's history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, PLUR.

AFAM 3140. CONTEMPORARY AFRICA. (4 Credits)
An examination of the cultural characteristics of African societies and an analysis of African's significance in world politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: INST.

AFAM 3141. WOMEN IN AFRICA. (4 Credits)
This course examines the formal and informal participation of African women in politics, their interaction with the state and their role in society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, GLBL, IPE, PJST, WGSS.

AFAM 3146. CONTEMPORARY AFRICAN IMMIGRATION TO THE UNITED STATES. (3 Credits)
It explores the experiences of contemporary African immigrants in the United States. It is designed to introduce students to contemporary literature, theories, and methodologies on the study of African immigration and the history of recent African immigrants by examining their earlier migratory process both within the continent and across international border. This course should be of interest to students, who are interested in learning about international migrations, refugee and forced migration issues, globalization, and formation of transnational identities.
Attributes: AMST, GLBL.

AFAM 3148. HISTORY OF SOUTH AFRICA. (4 Credits)
This course examines the history of South Africa from the Pre-European encounter to the Post-Apartheid era. Special emphasis will be given to nineteenth and twentieth century racial policies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, GLBL, INST, IPE, PJST.

AFAM 3149. SOUTH AFRICA STUDY TOUR. (1 Credit)
A three week study tour of South Africa, exploring the pre-Encourage Cape, the Mineral Revolution area, and the Apartheid High Veld.

AFAM 3150. CARIBBEAN PEOPLES AND CULTURE. (4 Credits)
An examination of the historical, cultural and contemporary characteristics of various ethnic groups in the Caribbean. Special attention will be devoted to Afro-West Indians. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, GLBL, INST, IPE, LALS, MVST.

AFAM 3152. EXPRESSIVE BODIES: RACE, SEXUALITY, AND THE ARTS. (4 Credits)
Using research on race and sexuality the course examines how the socio-cultural lived experience and world view creates distinct expressive capacities especially in movement and dance. Writers studied include Appiah, Charles Johnson, Dunham, as well as Foucault, Butler, and the French feminists. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PLUR.

AFAM 3154. BLACK, WHITE, AND CATHOLIC: RACE, RELIGION, AND CIVIL RIGHTS. (4 Credits)
This course examines the modern Catholic Civil Rights Movement from the late 1890s through the 1970s as Black and White Catholics found their voice and their agency to bring about racial justice within and without the church. This engagement across racial lines gave rise to Catholic Interracialism, which served as a paradigm for future struggles in the quest for racial harmony. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, EP3, PLUR.
AFAM 3155. CHILDREN OF IMMIGRANTS IN AMERICA. (4 Credits)
This EP Seminar applies anthropological, sociological and literary texts to explore the experiences of the second generation immigrants in the United States. Diverse immigrant communities from the Caribbean, Africa, the Middle East, Asia and Latin America are covered. The course will draw primarily on contemporary ethnographic examples, but will include historical examples for the comparative perspective. Major debates in migration studies are discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.


AFAM 3162. VALUE IN BLACK AND WHITE DRAMA. (4 Credits)
A study and evaluation of dramas with like themes as treated by playwrights from differing ethnic backgrounds. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PLUR.

AFAM 3188. EXPLORING AFRICA: ENCOUNTER, EXPEDITION, AND REPRESENTATION. (4 Credits)
Tarzan, “Deep Dark Africa”, lion safaris, diamonds: these words conjure in the western mind the image of a continent not fully comprehended. This course focuses on the exploration, representation, and understanding as well as mis-understanding and mis-representation of the continent from the Fifteenth to Twentieth Centuries, focusing on Nineteenth-century Exploration, Exploitation and Representation of Sub-Saharan Africa. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, EP3, GLBL.

AFAM 3190. MAPPING SOUTHERN AFRICA. (4 Credits)
This course maps the development of Southern Africa from the late 15th century to the late 20th. While a cartographer’s knowledge of the region is the starting point, this course will examine the political, socio-economic, and cultural geography of southern Africa, including Namibia, Zimbabwe, Zambia, Malawi, Botswana, South Africa, Angola, and Mozambique. Emphasis is placed on the colonial and post-colonial evolution of this region in the context of cultural identity, independence movements, and Cold War politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.


AFAM 3192. THE UNITED STATES, AFRICA, AND THE COLD WAR. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHC.

AFAM 3210. ON THE MOVE: MIGRATION, LABOR, AND TRANS-NATIONALISM IN THE AFRICAN DIASPORA. (4 Credits)
Migration has played an essential role in the history of the African Diaspora. The Trans-Atlantic Slave trade, the most famous movement of African descended peoples was involuntary, but many movements after this period were planned and deliberate. The end of slavery in the late 19th century saw mass movements of African descended people throughout the world. In the late 1850s, there was significant movement to the American port cities of New York and Boston. In the 20th century, we see the movement of 8 million blacks form the rural south to Industrial cities in the North. Pan African groups urged blacks to go “Back to Africa.” This class examines the theme of migration to the African Diaspora. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, GLBL.

The long history of exchange between the Caribbean and the US has been fraught with complex and at times contradictory policies and events. The US has frequently pursued imperialist interest within the region and played a significant role in its economic and political development. The term “America’s Backyard” has often been utilized to discuss the US’s sphere of influence. However, this history has not been one of the unilateral American dominance. Caribbean nations used US resources in order to steer their own agendas. This course will examine how these intertwined regions have negotiated with each other by analyzing themes such as race, gender, nationalism, and military intervention. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, GLBL.

AFAM 3630. HARLEM CENTURY. (4 Credits)
Examines a century of Harlem place-making, politics and culture. Course in history and literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.


AFAM 3632. HARLEM RENAISSANCE. (4 Credits)
A study of the literature of the period known as the Harlem Renaissance. Writers include James Weldon Johnson, Jean Toomer, Nella Larsen, Jessie Fauset, Zora Neale Hurston and Langston Hughes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, ENGL, PLUR, UREST.

AFAM 3633. THE BRONX: IMMIGRATION, RACE, AND CULTURE. (4 Credits)
An examination of how immigration and migration shaped Bronx neighborhoods from the Great Depression to the present. Subjects covered will include community building, racial conflict and the ways that the mixing of cultures in Bronx communities inspired cultural creativity and political activism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, EP3, PJST, PLUR.
AFAM 3634. FILM AND THE AFRICAN AMERICAN. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC.

AFAM 3637. BLACK FEMINISM: THEORY AND EXPRESSION. (4 Credits)
This course examines the history of black feminist/womanist thought as a political practice, an aesthetic sensibility and a scholarly methodology. Combining black feminist theory with literary and cultural works by black women artists, the class will discuss conflicts with black feminists practice as well as the future of black feminism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC.

AFAM 3663. MINORITIES IN THE MEDIA. (4 Credits)
Introduces the study of U.S. minority group representation, participation and employment in media. Minority is defined according to ethnic, religious, national, gender or other social groupings, while media include print, broadcasting, film, music and other cultural manifestations. Students apply analyses from readings in media theory and prepare reports-videos, tapes, graph presentations, etc. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, ENGL, PLUR.

AFAM 3667. CARIBBEAN LITERATURE. (4 Credits)
A broad survey of the literatures of the Caribbean region, including translations from Spanish and French. Primarily 20th-century works will be read against the background of colonial discourse theory. Writers read include Maran, Cesaire, Fanon, Carpentier, Chauvet, Mohr, V.S. Naipaul, Walcott, Brathwaite, Kincaid, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, ENGL, GLBL, INST, LALS.

AFAM 3669. RACING THE CITY. (4 Credits)
This class will consider the racialization of city spaces as well as the content and dynamics of historical and contemporary constructions of blackness. Primarily grounded in ethnography, the class also uses journalism and media portrayals and discourse rooted in popular culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, ENGL, GLBL, INST, LALS.

AFAM 3689. AFRICAN LITERATURE II. (4 Credits)
The second course is an examination of the colonial and postcolonial literary production of European-influenced African writers writing in European languages: English, French and Portuguese. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, ENGL, GLBL.

AFAM 3692. SOCIAL CONSTRUCTION OF WOMEN. (4 Credits)
This advanced social science course examines the social construction of female identities across cultural contexts. The course will employ an anthropological approach to the study of how ideas regarding what it means to "be female" circulate and gain credence through narratives crafted by popular culture, policy and legislative definitions, science fiction, and modes of cultural consumption, for example, and are mediated by race, social status, age, national identity and cultural context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, COLI, EP3, INST.

AFAM 3693. CONTEMPORARY AFRICAN LITERATURES. (4 Credits)
Contemporary works from around the continent including a selection of anglophone literatures of south, west and east Africa and translations into English from Portuguese, French, Arabic and Kiswahili. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, ENGL, GLBL, INST, MEST.

AFAM 3695. MAJOR DEBATES IN AFRICAN STUDIES. (4 Credits)
Key debates that have shaped the study of Africa in the post colonial period. Includes state formation, under development, pan-Africanism and globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, MEST.

AFAM 3720. AFRICAN AMERICAN PHILOSOPHY. (4 Credits)
Using texts by Frederick Douglass, Sojourner Truth, W.E.B. DuBois, Alain Locke, Martin Luther King, Jr., Malcolm X, James H. Cone, Angela Davis, Cornel West, Patricia Hill Collins, Howard McGary, William E Lawson, Leonard Harris, Lucius Outlaw and others, this course will focus on pillars, prophets and prospects for African American philosophy. A 'philosophy born of struggle' created by profound critical and transformative voices from times of chattel slavery to the present that plays an influential role in American philosophy and American society today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, PJST, PLUR, WGSS.

AFAM 3729. THE BLACK AMERICAN NOVEL. (4 Credits)
The evolution of the black American novel from William Wells Brown to Ismael Reed. The novel will be placed in its proper literary, social and political context. The novel will be explored through various themes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
AFAM 3939. HISTORY OF GLOBAL POP MUSIC: FROM AFRICA TO THE AMERICAS AND BACK. (4 Credits)
Who brought the banjo to the United States? How did jazz get to Paris? Why is reggae so popular in Ghana? In this course, students will learn the history of African and African Diasporic popular music as it has crossed the Atlantic with enslaved Africans, African American soldiers, Caribbean migrants, and students from West Africa. Through primary sources, songs, films, and academic texts, students will examine issues of globalization, consumerism, migration, pan Africanism, race, and gender in the history of Africa and the Black Atlantic. The final project will involve original research in local and online archives, and will be accompanied by a post on the course blog. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC.

AFAM 3999. TUTORIAL. (3 Credits)

AFAM 4000. AFFIRMATIVE ACTION AND THE AMERICAN DREAM. (4 Credits)
An examination of the political and legal history of Affirmative Action and an exploration of the moral and economic consequences of the policy as practiced in universities, businesses and government agencies. Fulfills senior values requirement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP4, LALS, PJST, SRVL, URST, VAL.

AFAM 4045. YOUNG, GIFTED, AND BLACK. (4 Credits)
This interdisciplinary course will explore themes of political, social, and personal transgression and transformation in the cultural tradition of Black American Theatre and performance from the Harlem Renaissance, through the Black Arts Movement to the present. The interrelationship of text, music, and movement will be highlighted to underscore significant aesthetic innovations and also to allow for a discussion of plays, playwrights, and performers in the fullest possible context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PLUR.

AFAM 4147. FOOD AND GLOBALIZATION. (4 Credits)
This course will examine scholarship on food and globalization from a range of disciplinary perspectives, including anthropological, sociological, historical, and literary. It will also examine the interdisciplinary fields of food studies and globalization studies to discuss the development of global exchange networks and their impact on consumer cultures and notions of identity in the United States and Beyond. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, ICC, INST.

AFAM 4148. RACE, RELIGION, AND POLITICS: CATHOLIC AND CIVIL RIGHTS. (4 Credits)
This Interdisciplinary Capstone Course examines Catholic Civil Rights through the prisms of race, religion and politics from the New World Encounter of the Fifteenth and Sixteenth Centuries through the Civil Rights struggles of the Nineteenth and Twentieth Century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC.

AFAM 4192. RACE AND RELIGION IN THE TRANSATLANTIC WORLD. (4 Credits)
This course examines the construction and deconstruction of race policies in the Trans-Atlantic World form the Sixteenth Centuries. Focusing on the socioeconomic, political, theological, and philosophical precepts and practices, students will grapple with the moral and ethical dilemmas presented by race-based policies and beliefs. Using the United States and South Africa as case studies, this course is divided into four historic periods: Colonization and Enslavement (1492-1860's), Segregation and Segregation (1890-1940's), and Apartheid, desegregation, and integration (1940-1990's). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, INST, MEST, VAL.

AFAM 4600. AFRICAN AMERICANS AND THE LAW. (4 Credits)
American law has shaped the course of African American history. This class will examine themes such as segregation, civil rights, lynching and capital punishment, racial profiling and race-related sentencing, and state control of black families and reproduction. In order to understand the impact of the law, students will read and analyze cases, Constitutional Amendments and state statutes, as well as primary and secondary historical sources. This course will provide students with an understanding of how U.S. laws and state control were used to oppress African Americans, and how African Americans and other civil rights advocates used the law as a tool to gain citizenship recognition, equal treatment under the law, and equal access to society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PLUR.

AFAM 4650. SOCIAL WELFARE AND SOCIETY. (4 Credits)
An examination of American values and attitudes about poverty, entitlement and dependency and the role of the state, individuals and society in social welfare. Presents an exploration of how experiences such as homelessness, welfare and unemployment are conceptualized in American society and how this thinking affects our values over time. Fulfills senior values requirement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, LALS, PJST, URST, VAL, WGSS.

AFAM 4800. INTERNSHIP. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
AFAM 4802. COMMUNITY RESEARCH METHODS: ORAL HISTORY. (4 Credits)
This Service-learning course will impart proficiency in the research methods used by anthropologists and oral historians studying marginalized urban communities. Through volunteer work in Bronx community organizations, students will learn how to design a research agenda, how to maintain a field notebook, how to conduct an oral history interview, and how to effectively transcribe oral interviews. A primary course objective will be to enable students to help community members uncover and record the rich cultural, political, economic and religious histories of Bronx residents. Each student will volunteer in a community-based organization in order to 1) help serve the needs of the community; and 2) master the skills of participant observation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PLUR.

AFAM 4890. RESEARCH SEMINAR. (4 Credits)
Intensive course on research techniques appropriate to African and African American studies. Required of all African and African American studies majors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

AFAM 4896. FEELING THE FUNK. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

AFAM 4999. TUTORIAL. (4 Credits)
Independent research and readings with supervision from a faculty member.
Attribute: GLBL.

AFAM 8999. CARIBBEAN PEOPLE&CULTURES. (4 Credits)
AFRICAN AND AFRICAN AMERICAN STUDIES MAJOR

Requirements

Students who major in African and African American studies must complete a minimum of nine one-semester courses offered by the department at the Rose Hill and Lincoln Center campuses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>African History</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following courses</td>
<td>3-4</td>
</tr>
<tr>
<td>AFAM 1600</td>
<td>UNDERSTANDING HISTORICAL CHANGE: AFRICA</td>
<td></td>
</tr>
<tr>
<td>AFAM 3071</td>
<td>AFRICAN INTELLECTUAL HISTORY</td>
<td></td>
</tr>
<tr>
<td>AFAM 3140</td>
<td>CONTEMPORARY AFRICA</td>
<td></td>
</tr>
<tr>
<td>AFAM 3141</td>
<td>WOMEN IN AFRICA</td>
<td></td>
</tr>
<tr>
<td>AFAM 3146</td>
<td>CONTEMPORARY AFRICAN IMMIGRATION TO THE UNITED STATES</td>
<td></td>
</tr>
<tr>
<td>AFAM 3148</td>
<td>HISTORY OF SOUTH AFRICA</td>
<td></td>
</tr>
<tr>
<td>AFAM 3188</td>
<td>EXPLORING AFRICA: ENCOUNTER, EXPEDITION, AND REPRESENTATION</td>
<td></td>
</tr>
<tr>
<td>AFAM 3695</td>
<td>MAJOR DEBATES IN AFRICAN STUDIES</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>The Caribbean</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following courses</td>
<td>3-4</td>
</tr>
<tr>
<td>AFAM 3150</td>
<td>CARIBBEAN PEOPLES AND CULTURE</td>
<td></td>
</tr>
<tr>
<td>AFAM 3155</td>
<td>CHILDREN OF IMMIGRANTS IN AMERICA</td>
<td></td>
</tr>
<tr>
<td>AFAM 3036</td>
<td>GLOBAL BLACK YOUTH CULTURES</td>
<td></td>
</tr>
<tr>
<td>AFAM 3667</td>
<td>CARIBBEAN LITERATURE</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>African-American History</strong></td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>Select one of the following courses</td>
<td></td>
</tr>
<tr>
<td>AFAM 3001</td>
<td>AFRICAN AMERICAN HISTORY I</td>
<td></td>
</tr>
<tr>
<td>AFAM 3002</td>
<td>AFRICAN AMERICAN HISTORY II</td>
<td></td>
</tr>
<tr>
<td>AFAM 3115</td>
<td>MARTIN LUTHER KING JR. AND MALCOLM X</td>
<td></td>
</tr>
<tr>
<td>AFAM 3132</td>
<td>BLACK PRISON EXPERIENCE</td>
<td></td>
</tr>
<tr>
<td>AFAM 3632</td>
<td>HARLEM RENAISSANCE</td>
<td></td>
</tr>
<tr>
<td>HIST 3001</td>
<td>AFRICAN AMERICAN HISTORY I</td>
<td></td>
</tr>
<tr>
<td>HIST 3002</td>
<td>AFRICAN AMERICAN HISTORY II</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Additional Required courses</strong></td>
<td></td>
</tr>
<tr>
<td>AFAM 3037</td>
<td>BEING AND BECOMING BLACK IN THE ATLANTIC WORLD</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4890</td>
<td>RESEARCH SEMINAR</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td>14-16</td>
</tr>
<tr>
<td></td>
<td>Select four courses</td>
<td></td>
</tr>
</tbody>
</table>

1 Any course with the AFAM subject code (p. 859) or the AFAM attribute code (p. 106) may fulfill this requirement.

Availability

The major in African and African American studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Rose Hill and Lincoln Center.

*Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).*

*Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).*

*Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).*

Updated: 10-11-2017
AFRICAN AND AFRICAN AMERICAN STUDIES MINOR

Requirements
Those students who minor in African and African American Studies must complete a minimum of six one-semester courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>African History</td>
<td>Select one of the following</td>
<td></td>
</tr>
<tr>
<td>AFAM 1600</td>
<td>UNDERSTANDING HISTORICAL CHANGE: AFRICA</td>
<td></td>
</tr>
<tr>
<td>AFAM 3071</td>
<td>AFRICAN INTELLECTUAL HISTORY</td>
<td></td>
</tr>
<tr>
<td>AFAM 3140</td>
<td>CONTEMPORARY AFRICA</td>
<td></td>
</tr>
<tr>
<td>AFAM 3141</td>
<td>WOMEN IN AFRICA</td>
<td></td>
</tr>
<tr>
<td>AFAM 3146</td>
<td>CONTEMPORARY AFRICAN IMMIGRATION TO THE UNITED STATES</td>
<td></td>
</tr>
<tr>
<td>AFAM 3148</td>
<td>HISTORY OF SOUTH AFRICA</td>
<td></td>
</tr>
<tr>
<td>AFAM 3188</td>
<td>EXPLORING AFRICA: ENCOUNTER, EXPEDITION, AND REPRESENTATION</td>
<td></td>
</tr>
<tr>
<td>AFAM 3695</td>
<td>MAJOR DEBATES IN AFRICAN STUDIES</td>
<td></td>
</tr>
<tr>
<td>African-American History</td>
<td>Select one of the following</td>
<td></td>
</tr>
<tr>
<td>AFAM 3001</td>
<td>AFRICAN AMERICAN HISTORY I</td>
<td></td>
</tr>
<tr>
<td>AFAM 3002</td>
<td>AFRICAN AMERICAN HISTORY II</td>
<td></td>
</tr>
<tr>
<td>AFAM 3115</td>
<td>MARTIN LUTHER KING JR. AND MALCOLM X</td>
<td></td>
</tr>
<tr>
<td>AFAM 3132</td>
<td>BLACK PRISON EXPERIENCE</td>
<td></td>
</tr>
<tr>
<td>AFAM 3632</td>
<td>HARLEM RENAISSANCE</td>
<td></td>
</tr>
<tr>
<td>HIST 3001</td>
<td>AFRICAN AMERICAN HISTORY I</td>
<td></td>
</tr>
<tr>
<td>HIST 3002</td>
<td>AFRICAN AMERICAN HISTORY II</td>
<td></td>
</tr>
</tbody>
</table>

Electives
Select four courses

1  Any course with the AFAM subject code (p. 859) or the AFAM attribute code (p. 106) may fulfill this requirement.

Availability
The minor in African and African American studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Rose Hill and Lincoln Center.
AFRICAN STUDIES

The purpose of this interdisciplinary minor is to provide unique opportunities for Fordham students to develop a level of expertise in African political and social history, literature, sociology, economics, among others; learn African languages; meet with Africa permanent representatives at the U.N.; and interact with and network among the diverse African population present in the city.

This interdisciplinary minor provides a background for careers in government, business, law, foreign service, academia, and other areas. The minor also complements majors in many departments and professional schools throughout the university, such as Economics, Political Science, International Humanitarian Affairs, and Business. It is recommended to students wishing to gain an international perspective before entering the global marketplace.

For more information
Visit the African studies program page.

Programs

• African Studies Minor (p. 117)
AFRICAN STUDIES MINOR

The minor consists of one required course (AFAM 1600 UNDERSTANDING HISTORICAL CHANGE: AFRICA), which, in general, is offered by the African & African American studies department every year. The minor also requires five electives, subject to the following provisions:

- One elective should come from a Social Science discipline
- One elective should come from Arts & Humanities discipline
- Three (3) additional electives. Students may take no more than two electives from any one discipline

In addition to the requirements listed above, students must demonstrate proficiency through the intermediate level in a language spoken on the African continent other than English, such as Swahili, Twi, Zulu, Arabic, Portuguese, Spanish or French; or another language approved by the director of African Studies.

It is not necessary to study abroad to earn the minor, but credit towards the minor can be earned by studying in Ghana, South Africa, Morocco, or Tanzania. Limited scholarship funds will be available to cover the cost of traveling.

Requirements

The minor consists of six courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM/HIST 1600</td>
<td>UNDERSTANDING HISTORICAL CHANGE: AFRICA</td>
<td>3</td>
</tr>
</tbody>
</table>

Social Science Elective

Select one course from the following

- AFAM 3070 AFRICAN POLITICS
- AFAM 3071 AFRICAN INTELLECTUAL HISTORY
- AFAM 3072 CIVIL WARS IN AFRICA
- AFAM 3075 DEMOCRACY IN AFRICA
- AFAM 3140 CONTEMPORARY AFRICA
- AFAM 3141 WOMEN IN AFRICA
- AFAM 3146 CONTEMPORARY AFRICAN IMMIGRATION TO THE UNITED STATES
- AFAM/HIST 3148 HISTORY OF SOUTH AFRICA
- AFAM 3188 EXPLORING AFRICA: ENCOUNTER, EXPEDITION, AND REPRESENTATION
- AFAM 3695 MAJOR DEBATES IN AFRICAN STUDIES
- MEST 2000 INTRODUCTION TO THE MODERN MIDDLE EAST
- POSC 3418 ISLAMIC POLITICAL THOUGHT
- POSC 3508 THE POLITICS OF HUMANITARIANISM IN AFRICA
- POSC 3520 MIDEAST AND THE WORLD
- POSC 3522 UNITED NATIONS

Arts and Humanities Elective

Select one course from the following

- AFAM 3148 HISTORY OF SOUTH AFRICA
- AFAM 3688 AFRICAN LITERATURE I
- AFAM 3689 AFRICAN LITERATURE II
- AFAM 3693 CONTEMPORARY AFRICAN LITERATURES
- AFAM 4192 RACE AND RELIGION IN THE TRANSATLANTIC WORLD
- HIST 3940 THE AFRICAN CITY
- HIST 4820 SEMINAR: AFRICAN ICONS
- DANC 2430 WEST AFRICAN DANCE

Select three additional electives

1 Any course with the AFAM subject code (p. 859) or the AFST attribute code (p. 116) may fulfill this requirement.

In addition to the requirements listed above, students must demonstrate proficiency through the intermediate level in a language spoken on the African continent other than English, such as Swahili, Twi, Zulu, Arabic, Portuguese, Spanish or French; or another language approved by the director of African Studies.

Availability

The minor in African studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center.
AMERICAN CATHOLIC STUDIES CERTIFICATE

The certificate in American Catholic studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and the Gabelli School of Business.

Services and Community

Students participate in a program of community service and attend various communal and academic events designed to foster a community of scholars who seek to combine cultivation of their academic talents with a life of thoughtful and creative engagement within the University community and in broader church and civic arenas.

Admissions

Admission to the CACS program is selective, a 3.5 cumulative grade point average on a 4.0 scale and an interview with one of the program directors being required for admission. All students are designated as Scholars in Catholic Studies: An Honors Certificate at Fordham on their official transcripts.

Requirements

The concentration begins with a one-credit seminar for new concentrators in the spring of the sophomore year. An intensive two-semester American Catholic Studies seminar in the junior year follows. Each student crafts an individualized course of study comprising four additional courses in consultation with the directors of the undergraduate program. These courses are selected from offerings in a range of disciplines, including history, theology, philosophy, social science, art, and literature.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 3130</td>
<td>RACIAL AND ETHNIC CONFLICT</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3150</td>
<td>CARIBBEAN PEOPLES AND CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>ECON 4870</td>
<td>ECONOMIC FOUNDATIONS OF CATHOLIC SOCIAL TEACHING</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4129</td>
<td>4 MODERN CATHOLIC WRITERS</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3551</td>
<td>FILM HISTORY 1950-PRESENT</td>
<td>4</td>
</tr>
<tr>
<td>HIST 1400</td>
<td>UNDERSTANDING HISTORICAL CHANGE: LATIN AMERICA</td>
<td>3</td>
</tr>
<tr>
<td>HIST 3260</td>
<td>MEDIEVAL IRELAND TO 1691</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3965</td>
<td>COLONIAL LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4800</td>
<td>INTERNSHIP</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3301</td>
<td>PROBLEM OF GOD</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3557</td>
<td>CONFESSIONS OF AUGUSTINE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3427</td>
<td>HISPANICS/LATINOS IN THE USA</td>
<td>4</td>
</tr>
<tr>
<td>THEA 4500</td>
<td>THEATRE, CREATIVITY, AND VALUES</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3865</td>
<td>ETHICS OF RELATIONSHIPS</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3876</td>
<td>MUSLIMS IN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3995</td>
<td>RELIGION AND THE AMERICAN SELF</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4008</td>
<td>RELIGION AND ECOLOGY</td>
<td>4</td>
</tr>
</tbody>
</table>

And other courses, at the discretion of the director of the program.
AMERICAN CATHOLIC STUDIES

The Francis and Ann Curran Center for American Catholic Studies (CACS) offers an honors undergraduate certificate program in American Catholic studies. The six-course certificate offers an interdisciplinary approach to the study of American Catholic culture, history, and theology. This interdisciplinary study is achieved through a sequence of required and elective courses offered in the art history, English, history, Latin American and Latino studies, music, philosophy, political science, sociology and anthropology, and theology departments of the Faculty of Arts and Sciences and the Gabelli School of Business.

The CACS certificate program offers undergraduates an opportunity to study the complex reality of American Catholic culture from a rigorously interdisciplinary standpoint, in the process helping students to hone their critical and analytical skills in analyzing often diverse ideological, racial and ethnic, socioeconomic, and geographical loyalties all claiming to be genuinely "American" and "Catholic."

Program Activities

The Discernment Seminar

All concentrators are required to participate in the Discernment Seminar. These monthly seminars, inspired in structure by the Spiritual Exercises of St. Ignatius of Loyola, have two aims: to encourage students to reflect deeply and critically on the challenges that confront the contemporary world and to ask them to consider how they might deploy their intellectual abilities and other talents in the service of a more just and humane society. In this process, students learn how to communicate effectively, efficiently, and memorably their views on the multifaceted global issues of our time. The goal is that concentrators will emerge from these seminars not only more aware of the needs of the world but also more capable of contributing to their resolution. Recent topics have included the shortage and unequal distribution of economic resources, public apathy in an age of renewed nuclear proliferation, and strategies for communicating clearly about highly complex topics. In the second semester of their junior year, concentrators will have the opportunity to begin to prepare applications for such nationally and internationally prestigious fellowships as the Rhodes, Marshall, Gates, and Jack Kent Cooke scholarships. Those concentrators who elect to do so will work closely with the Curran Center’s associate director of Prestigious Fellowships and Fordham’s St. Edmund Campion Institute as they proceed through the application process.

Lectures and Symposia

The center hosts lectures, symposia, and readings each semester. These often feature speakers, scholars, and artists of national and international reputation.

Communitas Discussion Dinners

Three times each semester, the Curran Center convenes a discussion dinner hosted by an invited speaker who brings to the table expertise in a topic of interest to CACS students and faculty.

Receptions, Networking, and Conviviality

To aid its students in their educational and career goals, the center offers receptions to bring students into contact with scholarship donors as well as alumni currently working in the academic, legal, business, and not-for-profit fields.

Courses outside the program

The following courses offered outside the program have the AMCS attribute and count toward the American Catholic Studies certificate program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 4870</td>
<td>ECONOMIC FOUNDATIONS OF CATHOLIC SOCIAL TEACHING</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3017</td>
<td>DIGITAL CREATIVE WRITING</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4129</td>
<td>4 MODERN CATHOLIC WRITERS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4135</td>
<td>BIBLE IN ENGLISH POETRY</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3150</td>
<td>MEDIEVAL SAINTS AND SINNERS</td>
<td>4</td>
</tr>
<tr>
<td>LATN 3061</td>
<td>CHRISTIAN LATIN</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3354</td>
<td>PROBLEM OF EVIL</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4418</td>
<td>ISSUES OF LIFE AND DEATH</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4013</td>
<td>RELIGION AND AMERICAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3200</td>
<td>INTRODUCTION TO NEW TESTAMENT</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3212</td>
<td>GOSPEL OF JOHN</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3375</td>
<td>AMERICAN RELIGIOUS TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3390</td>
<td>CHURCH IN CONTROVERSY</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3610</td>
<td>CHRIST IN WORLD CULTURES</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3620</td>
<td>GREAT CHRISTIAN HYMNS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3870</td>
<td>RELIGION AS HUMAN EXPERIENCE</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3874</td>
<td>RELIGION IN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4005</td>
<td>WOMEN AND THEOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4008</td>
<td>RELIGION AND ECOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4013</td>
<td>RELIGION AND AMERICAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4025</td>
<td>FUTURE OF MARRIAGE 21ST CENTURY</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4411</td>
<td>RELIGION, THEOLOGY, AND NEW MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4600</td>
<td>RELIGION AND PUBLIC LIFE</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4853</td>
<td>SPIRITUALITY AND POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4870</td>
<td>ECONOMIC FOUNDATIONS OF CATHOLIC SOCIAL TEACHING</td>
<td>4</td>
</tr>
</tbody>
</table>

For more information

Visit the American Catholic Studies Center web page.

Programs

- American Catholic Studies Certificate (p. 118)

Courses

AMCS 3100. IGNATIAN DISCERNMENT. (1 Credit)

This seminar serves as a point of entry to the American Catholic Studies certificate and an opportunity to reflect on pressing global challenges. Taken in the spring of the sophomore year, the seminar invites students to explore how to deploy their talents in the service of a more just and humane society. In this process, students learn to communicate effectively and memorably about the multifaceted global issues of our time.
AMCS 3101. THE DISCERNMENT SEMINAR. (1 Credit)
The seminar serves as a point of entry to the American Catholic Studies certificate program and an opportunity to reflect deeply and critically on the pressing global challenges. Taken in the spring of the sophomore year, the seminar invites students to explore how to deploy their talents in the service of a more just and humane society. In this process, students learn how to communicate effectively and memorably about the multifaceted global issues of our time.
Attribute: AMST.

AMCS 3130. FAITH IN U.S. POLITICS. (4 Credits)
This course will examine the effects of religion on the contemporary American political landscape. How does religion shape the American political system? In what ways and to what extent should religious considerations be allowed to influence public policy? How does religion affect citizens' voting decisions? Does faith really have an impact on the political behavior of elected officials? Special attention will be paid to the role of religion in the 2008 presidential election and to the influence of the American Catholic Church and Catholic voters. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3150. CATHOLICS AND POPULAR CULTURE. (4 Credits)
An exploration of the intersection of popular devotion and popular culture in the experience of American Catholics, examining the ways in which Catholics are portrayed and participate in popular media and consumer society and how this expresses and/or transforms what it means to be both American and Catholic. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3100. ETHICS OF CYBERSPACE. (4 Credits)
This course examines the ethical implications of the rise of cyberspace and the internet. How do the ethical principles of American and Catholic culture apply to this new medium? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3200. AMERICAN AND CATHOLIC. (4 Credits)
This course examines the contributions of various Catholic figures and movements from the end of the 19th Century to the start of the 21st. How did the various Catholic generations of the past 110 years understand themselves as Americans and Catholics? And how did subsequent generations change that understanding? This course will give particular emphasis to how younger generations initiated or prompted change, with an eye to discovering how youth culture today might be shaping the future of American Catholic identity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

AMCS 3250. CONTEMPORARY CATHOLIC FICTION. (4 Credits)
This course will examine several major Catholic writers of the 20th century (Graham Greene, Flannery O'Connor, Mary Gordon, J.F. Powers, and others). This course will examine Catholic themes and issues in their writings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3251. LABOR, LEISURE, AND GOD. (4 Credits)
An examination of a variety of philosophical, theological, and aesthetic concepts studying work and play. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3256. COMPARATIVE ECONOMIC SYSTEMS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3300. ETHICS OF CYBERSPACE. (4 Credits)
A Catholic Studies "basket course" focused on ethical issues of the internet and the issues of intellectual property. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: SRVL.

AMCS 3320. THE WRITING IRISH. (4 Credits)
This course will explore the influence of Catholicism on the development of Irish and Irish-American Literature from the early 20th century to the present. Featuring Irish- and American-born writers of Irish ancestry, the course will focus on the work of writers such as James Joyce, Patrick Kavanagh, Seamus Heaney, Eavan Boland, Mebh McGuckian, F. Scott Fitzgerald, William Kennedy, Elizabeth Cullinan, Frank O'Hara, Alice McDermott, and Michael Donaghy. Through selected historical and critical readings, we will attempt to create a descriptive narrative of what happens when Irish writers wrestle with Catholic identity in the context of 20th-century political and economic struggle, both in Ireland and in America, and a growing culture of unbelief. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, EP3, IRST.

AMCS 3333. AMERICAN CATHOLIC FICTIONS. (4 Credits)
This course explores the narratives created by American Catholic artists and the variety of forms their stories take. Emphasis will be on the 20th Century and contemporary American Catholic novelists and short story writers, such as William Kennedy, John O'Hara, Flannery O'Connor, Ron Hansen, Mary Gordon, David Plante, and Andre Dubus. In addition, students will engage the work of American Catholic filmmakers (such as Coppola and Scorsese), visual artists (including Mapplethorpe and Warhol), and the music & lyrics of Catholic composers/songwriters (such as Bruce Springsteen). We will consider the content of these visual, musical, and literary narratives in light of their grounding in the specific American and Catholic Culture they portray, and we will explore the particular capability of each genre to convey the artist's vision of the possibilities and limitations of the world he or she inhabits and (re)creates. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP3.
AMCS 3340. CATHOLICISM AND DEMOCRACY. (4 Credits)
This course will examine the relationship between Catholicism and democracy, placing particular stress on their relevance to contemporary American public life. In this context, Catholicism will be understood not only as a religious institution, but as the source of a tradition of communitarian social and political thought, while democracy will be understood not only as a form of government, but also as an ethos shaping American society. Authors and texts will include Alexis de Tocqueville, Orestes Brownson, Dorothy Day, John Courtney Murray, and relevant documents from Vatican II and the American hierarchy. The historic tension between Catholicism and democracy will be the subject of our conversation as will the possibilities for greater harmony between them. In particular, we will explore the possibility that Catholicism’s communitarian orientation might serve as a corrective to American individualism and consumerism, while democratic institutions and practices might have something to offer Catholicism.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, EP3, PJST, REST.

AMCS 3350. AMERICAN CATHOLIC POETRY. (4 Credits)
A course focused on poets whose work is grounded in the faith and culture of the Catholic Church in America. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: WGSS.

AMCS 3355. AMERICAN CATHOLIC NOVEL. (4 Credits)
The appearance and importance of faith in the work of American Catholic novelists, including J.F. Powers, Alice McDermott, Mary Gordon, Walter Miller, Ron Hansen and John Kennedy Toole. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3359. AMER CATHOLIC WOMEN WRITERS. (4 Credits)
An examination of American Catholic women’s imaginative writing, looking at Denise Levertov, Flannery O’Connor, Valerie Sayers, Mary McCarthy, and Mary Gordon. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: WGSS.

AMCS 3360. ETHNIC AND CATHOLIC LITERATURE. (4 Credits)
This course engages the question of what it means to be both “ethnic” and “Catholic” in America and explores the ways in which these primary aspects of identity influence the work of writers affiliated with three of the most visible European Catholic ethnic groups that immigrated to the United States in the early 20th Century: the Irish, the Italians, and the Polish. Students will read memoir, fiction, and poetry by representative writers from each group, including work of J.T. Farrell, Elizabeth Cullinan, Don DeBello, Helen Barolini, Ceslaw Milosz and Adam Zagajewski. Through selected historical and critical readings, we will attempt to create a descriptive narrative of what happens when writers wrestle with ethnic and Catholic identity in the context of the 20th century political and economic struggle in America, a predominantly White-Anglo-Saxon-Protestant society, and a growing culture of unbelief. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3350. THE CATHOLIC METROPOLIS. (4 Credits)
A history of Catholicism in the New York metropolitan area focusing on sites of historic significance that inscribed a permanent Catholic presence and shaped an evolving urban culture. Students will explore and research architectural sites, locations of popular devotions, and streetscapes that reveal identities to parishes as urban villages. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3451. NIEBUHR IN AMERICA. (4 Credits)
Focusing on the influential work of liberal Protestant theologian Reinhold Niebuhr, the course will trace the development of major strands of modern American social and political thought and actions including the Social Gospel, Catholic Worker and Settlement House movements— as reactions to nativism, consumerism, industrialism, individualism, and greed. Niebuhr helped shape both contemporary liberalism and Neo-Conservatism and was the architect of a “Christian realism,” which influenced American Catholic and Jewish thought. Niebuhr is widely known as the author of the “Serenity Prayer” (“God give us the serenity to accept what cannot be changed...”) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3535. BUILDING THE IDEAL CITY, ETHICS AND ECONOMIC FOUNDATIONS OF REALIZABLE UTOPIAS. (4 Credits)
This course introduces students to the investigation of the role that economic concepts such as profit, work, utility, and exchange play in defining the ideal city as a realizable political project. Students will investigate ethical and economic concepts and their interrelation in the debate on the best form of State and government that developed from antiquity to modern American Utopian Communities. This course includes texts from various sources, philosophical, theological, juridical, and literary. Through these readings, students learn how theoretical and practical ideas on the best form of society developed in time and influence modern political thought. The course focuses on the impact of the socio-economic doctrines of the Church in shaping the idea of a possible, realizable, ideal city. Among the texts and authors included are Plato, St. Augustine, Thomas Aquinas, Dante, Boccaccio, Thomas Moore, Leon Battista Alberti, Tommaso Campanella, Francis Bacon. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3777. JESUIT CONSPIRACY IN AMERICA. (4 Credits)
From colonial times, rumors of Jesuit conspiracies abound in American religious and political rhetoric. Jesuits, it was thought, were plotting to win America for the Pope. This course explores the history of the Jesuits in America and the related topics of anti-Catholicism, separation of church and state, Vatican II, Catholic education, divisions within the U.S. Catholic community, past and present, and how Jesuits real and imagined inhabit these stories. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
AMCS 3975. CATHOLIC ACROSS CULTURES. (4 Credits)
A seminar exploring, comparing, and contrasting the Catholic fiction of disparate cultures including Britain, Ireland, France, Brazil and Japan. Authors read will include Waugh, Greene, Percy, Bernanos, Endo and more. American authors will also be considered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3981. CATHOLIC STUDIES SEMINAR I. (4 Credits)
This course is the first half of a year-long interdisciplinary seminar, introducing students to the Catholic Studies concentration, using literary, theological and historical texts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3982. CATHOLIC STUDIES SEMINAR II. (4 Credits)
This course is the second half of a year-long interdisciplinary seminar, introducing students to the Catholic Studies concentration, using literary, theological and historical texts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AMST.

AMCS 4950. CHRISTIANITY AND GENDER/SEXUAL DIVERSITY: INTERDISCIPLINARY PERSPECTIVES. (4 Credits)
Employing perspectives from history, theological ethics, and LGBT studies, this course will investigate what it means to take queer perspectives on Christianity sexuality, and discipleship. Readings will include biblical, historical, and contemporary materials that seek to illuminate the ways in which Christians and Christian communities have responded to sexual and gender diversity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

AMCS 4999. INDEPENDENT STUDY. (1-4 Credits)
AMERICAN STUDIES

American studies is the interdisciplinary study of the United States. Majors and minors analyze American history and experience through a variety of different disciplines in order to gain insight into the multiplicity of cultures, ideas, and institutions that make up the nation. They draw on departments and programs, such as African and African American studies, American Catholic studies, art history and music, English, history, Latin American and Latino studies, philosophy, political science, urban studies, and sociology. Those majoring or minoring in American studies have in common, however, the desire to link these perspectives into a complex view of the nation and its culture.

American studies is a small program and admission is competitive based on grades, a writing sample, and a faculty reference. Students seeking to enter the program meet with the director to obtain an application and entrance information. We have about 15-20 majors and minors per class.

Program Activities

The American studies program presents a variety of programs for its students. We take excursions into New York City, such as faculty-led tours of New York City’s waterfronts, the New York Historical Society, Green-Wood Cemetery, and El Museo del Barrio. We sponsor guest lecturers and performers, such as Judith Sloan and Warren Lehrer, authors of Crossing the BLVD: Strangers, Neighbors, and Aliens in a New America; historian Mae Ngai, author of Impossible Subjects: Illegal Aliens and the Making of Modern America; journalist Philip Gourevitch, author of The Ballad of Abu Ghraib; and performance artist Patrick Johnson, who wrote Sweet Tea: Black Gay Men of the South. Many of these events give students an opportunity to make their voices and opinions heard, such as our open forums and salon discussions on topics such as “Wal-Mart: the Price of Doing Business in America” and “Democracy and the Media: The Effects of Journalism on Past and Present Elections.” Perhaps the most highly anticipated day of the year is the senior thesis presentation every December. These events, along with social gatherings each semester, allow American studies students opportunities to socialize with one another and with their faculty.

Courses outside the program

The following courses offered outside the department have the AMST attribute and count toward the American Studies major and minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 3030</td>
<td>AFRICAN AMERICAN WOMEN</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3036</td>
<td>GLOBAL BLACK YOUTH CULTURES</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3037</td>
<td>BEING AND BECOMING BLACK IN THE ATLANTIC WORLD</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3102</td>
<td>THE BLACK FAMILY</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3112</td>
<td>THE SIXTIES</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3115</td>
<td>MARTIN LUTHER KING JR. AND MALCOLM X</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3120</td>
<td>BLACK RELIGION AND BLACK POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3130</td>
<td>RACIAL AND ETHNIC CONFLICT</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3132</td>
<td>BLACK PRISON EXPERIENCE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3134</td>
<td>FROM ROCK-N-ROLL TO HIP-HOP</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3136</td>
<td>CIVIL RIGHTS/BLACK POWER</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3138</td>
<td>NONVIOLENT PROTEST</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3146</td>
<td>CONTEMPORARY AFRICAN IMMIGRATION TO THE UNITED STATES</td>
<td>3</td>
</tr>
<tr>
<td>AFAM 3150</td>
<td>CARIBBEAN PEOPLES AND CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3210</td>
<td>ON THE MOVE: MIGRATION, LABOR, AND TRANS-NATIONALISM IN THE AFRICAN DIASPORA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3510</td>
<td>IN &quot;AMERICA’S BACKYARD&quot;: U.S.-CARIBBEAN SOCIAL, POLITICAL, AND ECONOMIC RELATIONS 1850-1950</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3633</td>
<td>THE BRONX: IMMIGRATION, RACE, AND CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3720</td>
<td>AFRICAN AMERICAN PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4000</td>
<td>AFFIRMATIVE ACTION AND THE AMERICAN DREAM</td>
<td></td>
</tr>
<tr>
<td>AFAM 4148</td>
<td>RACE, RELIGION, AND POLITICS: CATHOLIC AND CIVIL RIGHTS</td>
<td>4</td>
</tr>
<tr>
<td>AMCS 3101</td>
<td>THE DISCERNMENT SEMINAR</td>
<td>1</td>
</tr>
<tr>
<td>AMCS 3200</td>
<td>AMERICAN AND CATHOLIC</td>
<td>4</td>
</tr>
<tr>
<td>AMCS 3333</td>
<td>AMERICAN CATHOLIC FICTIONS</td>
<td>4</td>
</tr>
<tr>
<td>AMCS 3340</td>
<td>CATHOLICISM AND DEMOCRACY</td>
<td>4</td>
</tr>
<tr>
<td>AMCS 3982</td>
<td>CATHOLIC STUDIES SEMINAR II</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3180</td>
<td>ETHNOGRAPHIC METHODS: CULTURES OF NEW YORK CITY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3330</td>
<td>RACE AND URBAN LANDSCAPE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3339</td>
<td>IRISH AND MEXICAN MIGRATION: NEW YORK FOCUS</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3340</td>
<td>ANTHROPOLOGICAL PERSPECTIVES ON RACE AND ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3341</td>
<td>RACE, SEX, AND SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3343</td>
<td>GHETTOS AND GATED COMMUNITIES</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3351</td>
<td>COMPARATIVE CULTURES</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3354</td>
<td>RACE, IDENTITY, AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3380</td>
<td>HAZARDS, DISASTERS, AND HUMAN EXPERIENCE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3393</td>
<td>GRAFFITI: THE CHALLENGES AND CONUNDRUMS OF STREET ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2250</td>
<td>PRE-COLOMBIAN ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2520</td>
<td>AMERICAN ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 4530</td>
<td>GENDER AND MODERN ART</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4001</td>
<td>COMPUTERS AND ROBOTS IN FILM</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4650</td>
<td>CYBERSPACE: ISSUES AND ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4603</td>
<td>ASIANS IN THE AMERICAS</td>
<td>4</td>
</tr>
<tr>
<td>COMC 1101</td>
<td>COMMUNICATIONS AND CULTURE: HISTORY, THEORY, AND METHODS</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2236</td>
<td>THE ROCK REVOLUTION IN MUSIC AND MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2258</td>
<td>MYTH AND SYMBOL OF AMERICAN CHARACTER</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2271</td>
<td>MEDIATED COMMUNICATION AND SOCIAL THEORY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2377</td>
<td>MASS COMMUNICATION AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3186</td>
<td>SPORTS COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3235</td>
<td>POPULAR MUSIC AS COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3237</td>
<td>GENDER IMAGES AND MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3247</td>
<td>RACE, CLASS, AND GENDER IN MEDIA</td>
<td>4</td>
</tr>
</tbody>
</table>

Updated: 10-11-2017
COMC 3268 MEDIA AND NATIONAL IDENTITY 4
COMC 3272 HISTORY AND CULTURE OF ADVERTISING 4
COMC 3330 PEACE, JUSTICE, AND THE MEDIA 4
COMC 3350 MEDIA LAW 4
COMC 3370 ETHICAL ISSUES IN MEDIA 4
COMC 3375 CHILDREN AND MEDIA 4
COMC 4222 MEDIA AND THE ENVIRONMENT 4
COMC 4279 MEDIA AND POPULAR CULTURE 4
COMC 4340 FREEDOM OF EXPRESSION 4
COMC 4350 MEDIA LAW 4
COMC 4370 ETHICAL ISSUES IN MEDIA 4
COMC 4375 CHILDREN AND MEDIA 4
COMC 4222 MEDIA AND THE ENVIRONMENT 4
COMC 4279 MEDIA AND POPULAR CULTURE 4
COMC 4340 FREEDOM OF EXPRESSION 4
COMC 4350 MEDIA LAW 4
COMC 4370 ETHICAL ISSUES IN MEDIA 4
COMC 4375 CHILDREN AND MEDIA 4
COMC 4222 MEDIA AND THE ENVIRONMENT 4
COMC 4279 MEDIA AND POPULAR CULTURE 4
COMC 4340 FREEDOM OF EXPRESSION 4
COMC 4350 MEDIA LAW 4
COMC 4370 ETHICAL ISSUES IN MEDIA 4
COMC 4375 CHILDREN AND MEDIA 4
COMC 4222 MEDIA AND THE ENVIRONMENT 4
COMC 4279 MEDIA AND POPULAR CULTURE 4
COMC 4340 FREEDOM OF EXPRESSION 4
COMC 4350 MEDIA LAW 4
COMC 4370 ETHICAL ISSUES IN MEDIA 4
COMC 4375 CHILDREN AND MEDIA 4
COMC 4222 MEDIA AND THE ENVIRONMENT 4
COMC 4279 MEDIA AND POPULAR CULTURE 4
COMC 4340 FREEDOM OF EXPRESSION 4
COMC 4350 MEDIA LAW 4
COMC 4370 ETHICAL ISSUES IN MEDIA 4
COMC 4375 CHILDREN AND MEDIA 4
COMC 4222 MEDIA AND THE ENVIRONMENT 4
COMC 4279 MEDIA AND POPULAR CULTURE 4
COMC 4340 FREEDOM OF EXPRESSION 4
COMC 4350 MEDIA LAW 4
COMC 4370 ETHICAL ISSUES IN MEDIA 4
COMC 4375 CHILDREN AND MEDIA 4
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 3990</td>
<td>NORTH AMERICAN ENVIRONMENTAL HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3991</td>
<td>THE AMERICAN INDIAN</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4005</td>
<td>AMERICAN PHOTOGRAPHY: HISTORY AND ART</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4008</td>
<td>RACE AND GENDER IN THE OLD WEST</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4120</td>
<td>IMAGINING EMPIRE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4652</td>
<td>SEMINAR: AMERICA AT WAR</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4715</td>
<td>OIL AND POWER IN THE AMERICAN CENTURY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4820</td>
<td>SEMINAR: AFRICAN ICONS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4845</td>
<td>U.S.-LATIN AMERICAN RELATIONS</td>
<td>4</td>
</tr>
<tr>
<td>HPRH 2052</td>
<td>CONTEMPORARY SOCIAL AND POLITICAL THOUGHT</td>
<td>3</td>
</tr>
<tr>
<td>IRST 3412</td>
<td>IRISH AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 3760</td>
<td>THE JOURNALIST AND THE LAW</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 4750</td>
<td>VALUES IN THE NEWS</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 4766</td>
<td>TELEVISION NEWS INNOVATORS</td>
<td>4</td>
</tr>
<tr>
<td>LALS 2005</td>
<td>AMERICAN PLURALISM</td>
<td>4</td>
</tr>
<tr>
<td>MAND 2670</td>
<td>ORIGIN AND DEVELOPMENT OF SINO-AMERICAN RELATIONS</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3701</td>
<td>VILLAINS, VAMPS AND VAMPIRES: AN INTRODUCTION TO GERMAN CINEMA</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 2014</td>
<td>JAZZ: A HISTORY IN SOUND</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 2022</td>
<td>BROADWAY MUSICALS</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 2031</td>
<td>ROCK AND POP MUSIC SINCE WORLD WAR II</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3422</td>
<td>HARRY POTTER AND PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3720</td>
<td>AFRICAN AMERICAN PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3722</td>
<td>NATIVE AMERICAN PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3990</td>
<td>ENVIRONMENTAL WORLDVIEWS AND ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4302</td>
<td>ENVIRONMENTAL POLICY &amp; ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4407</td>
<td>GENDER, POWER, AND JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4416</td>
<td>ART, MORALITY, AND POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4418</td>
<td>ISSUES OF LIFE AND DEATH</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4470</td>
<td>LINCOLN: DEMOCRATIC VALUES</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4486</td>
<td>EVIL, VICE, AND SIN</td>
<td>4</td>
</tr>
<tr>
<td>PJST 4970</td>
<td>COMMUNITY SERVICE/SOCIAL ACTION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 1100</td>
<td>INTRODUCTION TO POLITICS</td>
<td>3</td>
</tr>
<tr>
<td>POSC 2102</td>
<td>INTRODUCTION TO URBAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 2202</td>
<td>INTRODUCTION TO AMERICAN POLITICS</td>
<td>3</td>
</tr>
<tr>
<td>POSC 2203</td>
<td>INTRODUCTION TO THE AMERICAN LEGAL SYSTEM</td>
<td>3</td>
</tr>
<tr>
<td>POSC 2205</td>
<td>THE U.S. CONGRESS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3121</td>
<td>NEW YORK CITY POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3131</td>
<td>POLITICS, URBAN HEALTH, AND ENVIRONMENT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3209</td>
<td>CONSTITUTIONAL LAW</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3210</td>
<td>CIVIL RIGHTS AND LIBERTIES</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3213</td>
<td>INTEREST GROUP POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3214</td>
<td>THE U.S. CONGRESS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3215</td>
<td>AMERICAN POLITICAL PARTIES</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3217</td>
<td>THE AMERICAN PRESIDENCY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3219</td>
<td>CONSTITUTIONAL LAW AND THE DEATH PENALTY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3220</td>
<td>CRIMINAL LAW AND JUSTICE IN THE U.S.</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3301</td>
<td>CAMPAIGNS AND ELECTIONS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3307</td>
<td>ENVIRONMENTAL POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3309</td>
<td>WOMEN IN AMERICAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3315</td>
<td>POLITICAL PARTICIPATION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3317</td>
<td>MEDIA AND PUBLIC OPINION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3321</td>
<td>AMERICAN PUBLIC POLICY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3404</td>
<td>AMERICAN POLITICAL THOUGHT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3413</td>
<td>CONTEMPORARY POLITICAL PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3530</td>
<td>U.S. FOREIGN POLICY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3614</td>
<td>POLITICAL INSTITUTIONS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3645</td>
<td>POLITICS OF IMMIGRATION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3915</td>
<td>INTERNATIONAL POLITICAL ECONOMY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4013</td>
<td>RELIGION AND AMERICAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4015</td>
<td>AMERICAN ECONOMIC POLICYMAKING</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4020</td>
<td>PLACE, SPACE, AND IMMIGRANT CITIES</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4210</td>
<td>SEMINAR: STATE, FAMILY, AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4215</td>
<td>SEMINAR: PRESIDENTIAL ELECTIONS</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3600</td>
<td>MULTICULTURAL PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3640</td>
<td>CROSS-CULTURAL-PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3700</td>
<td>HUMAN SEXUALITY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3730</td>
<td>MEN AND MASCULINITIES</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 4310</td>
<td>AGING AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 4340</td>
<td>LAW AND PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 4920</td>
<td>YOUTH, VALUES, AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1025</td>
<td>SOCIOLOGY OF AMERICAN CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1026</td>
<td>SOCIAL PROBLEMS OF RACE AND ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1027</td>
<td>RELIGION AND SOCIAL CHANGE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1028</td>
<td>INTRODUCTION TO SOCIAL WORK AND WELFARE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1029</td>
<td>INTRODUCTION TO CRIMINAL JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1030</td>
<td>MEDIA, CRIME, SEX, AND VIOLENCE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1031</td>
<td>SCIENCE FICTION AND SOCIAL CRISIS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1032</td>
<td>INEQUALITY-WHY/EFFECTS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1033</td>
<td>OLD AND NEW MINORITIES IN THE U.S.</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1034</td>
<td>SOCIOLOGY OF MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1035</td>
<td>GENDER, CRIME, AND JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1036</td>
<td>GENDER, RACE, AND CLASS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1037</td>
<td>RACE/SOCIAL CONSTRUCT</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1038</td>
<td>RACE AND GENDER IN VISUAL CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1039</td>
<td>RACE, RACISM, AND WHITENESS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1040</td>
<td>MODERN AMERICAN SOCIAL MOVEMENTS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1041</td>
<td>CONTEMPORARY FAMILY ISSUES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1042</td>
<td>WORK, INEQUALITY, AND SOCIETY IN 21ST CENTURY AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1043</td>
<td>WORK, FAMILY, AND GENDER</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1044</td>
<td>QUEER THEORY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1045</td>
<td>URBAN POVERTY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1046</td>
<td>URBAN SOCIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1047</td>
<td>URBAN AMERICA</td>
<td>4</td>
</tr>
</tbody>
</table>
SOCI 3708 LAW AND SOCIETY 4
SOCI 3710 VIOLENCE AND POLITICS 4
SOCI 3711 AMERICAN CRIMINAL JUSTICE SYSTEMS 4
SOCI 3714 TERRORISM AND SOCIETY 4
SOCI 3720 MASS INCARCERATION 4
SOCI 4105 RELIGION, GENDER, AND SEXUALITY 4
SOCI 4400 GENDER, BODIES, AND SEXUALITY 4
SOCI 4421 DISABILITY, LITERATURE, CULTURE: NEUROLOGICAL, MENTAL, AND COGNITIVE DIFFERENCE IN CULTURE & CONTEXT 4

SOCI 4902 INTERNSHIP SEMINAR: COMMUNITY ORGANIZATIONS 4
SOCI 4961 URBAN ISSUES AND POLICIES 4
SOCI 4970 COMMUNITY SERVICE/SOCIAL ACTION 4
SOCI 4971 DILEMMAS OF THE MODERN SELF 4
SPAN 3070 THE LATIN-AMERICAN URBAN CHRONICLE 4
SYMP 0010 WEST WING ILC 1
THEO 3375 AMERICAN RELIGIOUS TEXTS 3
THEO 3960 RELIGION AND RACE IN AMERICA 4
THEO 4013 RELIGION AND AMERICAN POLITICS 4
THEO 4025 FUTURE OF MARRIAGE 21ST CENTURY 4
THEO 4411 RELIGION, THEOLOGY, AND NEW MEDIA 4
THEO 4600 RELIGION AND PUBLIC LIFE 4
WGSS 3001 QUEER THEORIES 4
WGSS 3002 FEMINIST AND WOMEN'S STUDIES 4
WGSS 3341 RACE, SEX, AND SCIENCE 4
WGSS 3503 WORK, FAMILY, AND GENDER 4
WGSS 3826 MODERN US WOMEN'S HISTORY 4
WGSS 3931 INTRODUCTION TO GAY AND LESBIAN LITERATURE 4
WGSS 4105 RELIGION, GENDER, AND SEXUALITY 4
WGSS 4400 GENDER, BODIES, SEXUALITY 4

AMST 2800. AMERICAN LEGAL REASONING. (4 Credits)
An introduction to American legal reasoning through selected readings. For enrollment, please contact pre-law advisor Erin Burke at erburke@fordham.edu or the American Studies director at amerstudies@fordham.edu. Preference will be given to American Studies majors and pre-law students. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

AMST 3100. INTRO TO AMERICAN CULTURE. (4 Credits)
An introduction to American culture with particular emphasis on the interdisciplinary aims and methods of American Studies. Junior level seminar usually taken in the first semester of junior year. Provides an overview of methods and texts used by different disciplines. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMST 3600. AMERICAN LEGAL REASONING. (4 Credits)
An introduction to American legal reasoning through selected readings. For enrollment, please contact pre-law advisor Erin Burke at erburke@fordham.edu or the American Studies director at amerstudies@fordham.edu. Preference will be given to American Studies majors and pre-law students. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMST 3610. SPECIAL TOPICS: WOMEN AND AMERICAN COMEDY. (4 Credits)
This course explores the history of women and comedic performance in the U.S., from the vaudeville stage of the late nineteenth century to stand-up and the television situation comedy of the 20th and 21st century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMST 3800. INTERNSHIP. (1-3 Credits)

AMST 4010. APPROACHES TO AMERICAN STUDIES. (4 Credits)
An introduction to the interdisciplinary perspectives and methods of American Studies. Class will explore the theme of characterizing and defining “America,” with attention to how a distinctive interdisciplinary approach to this theme has shaped the field of American Studies. Students will also develop skills to analyze a wide range of primary materials from an interdisciplinary perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

AMST 4500. THE SENIOR SEMINAR. (4 Credits)
A team-taught seminar, drawing on faculty in different areas of American Studies, the seminar provides a focused exploration of some aspect of American history and culture and forms the basis of the senior essay. During their senior year, all majors enroll in this course and, in consultation with the director of the program, research and write their senior thesis. American Studies senior majors only. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

For more information
Visit the American Studies program web page.

Programs
• American Studies Major (p. 128)
• American Studies Minor (p. 136)

Courses
AMST 2000. MAJOR DEVELOPMENTS IN AMERICAN CULTURE. (4 Credits)
An interdisciplinary history of American cultural traditions. Students will be introduced to major developments in American culture, arts, literature, folkculture, thought, and media. Course sets transformations in culture in the context of American political, social, religious, and economic history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PLUR.
AMST 4999. INDEPENDENT STUDY. (1-4 Credits)
Independent research and readings with supervision from a faculty member.
AMERICAN STUDIES MAJOR

Requirements

Accepted students are expected to successfully complete 10 courses in a well-integrated program to be worked out individually in consultation with the program director.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST 2000</td>
<td>MAJOR DEVELOPMENTS IN AMERICAN CULTURE (ideally in the sophomore year)</td>
<td>4</td>
</tr>
<tr>
<td>AMST 4010</td>
<td>APPROACHES TO AMERICAN STUDIES</td>
<td>4</td>
</tr>
<tr>
<td>AMST 4500</td>
<td>THE SENIOR SEMINAR</td>
<td>4</td>
</tr>
</tbody>
</table>

Concentration

Select four courses in one of three concentrations

Electives

Select three electives

1 Any course with the AMST subject code (p. 868) or the AMST attribute code (p. 123) may fulfill this requirement.

Concentrations

The three possible areas of concentration are:

1. Cultural Products: the arts, literature, thought and media. This concentration focuses on American literature, arts, media, and thought, examining their history and place in American culture and society. Students take courses in literature, film, media, music, the visual arts, the performing arts, popular culture, philosophy, and intellectual history.

2. Diversity and Difference: This concentration takes up the problem of American social and cultural pluralism. Students will consider the place of such categories as race, ethnicity, class, gender, and religion in American history. Students will most likely take courses in literature, philosophy, African American studies, Latino studies, history, political science, urban studies, women’s studies, religion, American Catholic studies, and sociology.

3. Power, Politics, and Institutions: This concentration focuses on American society and institutions, such as politics and religion. Students will primarily take courses in political science, history, sociology, Latino studies, American Catholic studies, African American studies, and urban studies.

Four courses are required in a concentration.

Courses fulfilling the Cultural products concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 3036</td>
<td>GLOBAL BLACK YOUTH CULTURES</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3112</td>
<td>THE SIXTIES</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3134</td>
<td>FROM ROCK-N-ROLL TO HIP-HOP</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3146</td>
<td>CONTEMPORARY AFRICAN IMMIGRATION TO THE UNITED STATES</td>
<td>3</td>
</tr>
<tr>
<td>AFAM 3630</td>
<td>HARLEM CENTURY</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3637</td>
<td>BLACK FEMINISM: THEORY AND EXPRESSION</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3667</td>
<td>CARIBBEAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4896</td>
<td>FEELING THE FUNK</td>
<td>4</td>
</tr>
<tr>
<td>AMCS 3150</td>
<td>CATHOLICS AND POPULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>AMCS 3333</td>
<td>AMERICAN CATHOLIC FICTIONS</td>
<td>4</td>
</tr>
<tr>
<td>AMST 3610</td>
<td>SPECIAL TOPICS: WOMEN AND AMERICAN COMEDY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2700</td>
<td>YOU ARE WHAT YOU EAT: THE ANTHROPOLOGY OF FOOD</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3510</td>
<td>MUSEUMS: CULTURES ON DISPLAY</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2520</td>
<td>AMERICAN ART</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3522</td>
<td>STRANGE MEMORIES, STRANGE DESIRES</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3912</td>
<td>LITERATURE OF THE AMERICAS</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2258</td>
<td>MYTH AND SYMBOL OF AMERICAN CHARACTER</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3235</td>
<td>POPULAR MUSIC AS COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3272</td>
<td>HISTORY AND CULTURE OF ADVERTISING</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3330</td>
<td>PEACE, JUSTICE, AND THE MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3370</td>
<td>ETHICAL ISSUES IN MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4279</td>
<td>MEDIA AND POPULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 1402</td>
<td>DIGITAL CULTURES</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 3476</td>
<td>SOCIAL MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 4480</td>
<td>DIGITAL MEDIA AND PUBLIC RESPONSIBILITY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3058</td>
<td>WRITING AUTOBIOGRAPHY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3325</td>
<td>SLAVERY AND 18TH CENTURY LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3333</td>
<td>CAPTIVES, CANNIBALS AND REBELS: (ADVANCED LITERATURE CORE)</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3336</td>
<td>EARLY AMERICAN NOVEL</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3359</td>
<td>ASIAN DIASPORIC LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3438</td>
<td>AMERICAN MODERNISM</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3467</td>
<td>DISOBEEDIENCE IN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3584</td>
<td>EARLY CARIBBEAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3625</td>
<td>EARLY AMERICAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3629</td>
<td>20TH CENTURY AFRO-AMERICAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3649</td>
<td>WOMEN’S LITERATURE, AMERICAN TRAGEDY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3652</td>
<td>NEW WAVE IMMIGRANT LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3653</td>
<td>MAJOR AMERICAN AUTHORS: (Advanced Literature Core)</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3655</td>
<td>THE ART OF CAPTIVITY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3701</td>
<td>AMERICAN WRITERS IN PARIS (Advanced Literature Core)</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3841</td>
<td>CONTEMPORARY FICTION</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3919</td>
<td>WRITING WHITENESS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3930</td>
<td>INTRODUCTION TO GAY AND LESBIAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4010</td>
<td>AMERICAN CRIME STORIES</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4121</td>
<td>NEW YORK CITY IN FICTION</td>
<td>4</td>
</tr>
<tr>
<td>FITV 1601</td>
<td>UNDERSTANDING TELEVISION</td>
<td>4</td>
</tr>
<tr>
<td>FITV 2547</td>
<td>FILM AND GENDER</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3545</td>
<td>FILM AND TELEVISION OF HITCHCOCK</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3553</td>
<td>HOLLYWOOD GENRES</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3571</td>
<td>SCIENCE FICTION IN FILM AND TELEVISION</td>
<td>4</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>FITV 3578</td>
<td>AMERICAN FILM COMEDY</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3579</td>
<td>MOVIES AND AMERICAN EXPERIENCE</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3678</td>
<td>TELEVISION COMEDY AND AMERICAN VALUES</td>
<td>4</td>
</tr>
<tr>
<td>FITV 4570</td>
<td>FILMS OF MORAL STRUGGLE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3822</td>
<td>U.S. CULTURAL HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4005</td>
<td>AMERICAN PHOTOGRAPHY: HISTORY AND ART</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 3769</td>
<td>HISTORY OF TELEVISION AND RADIO NEWS</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 4766</td>
<td>TELEVISION NEWS INNOVATORS</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3344</td>
<td>CRIME, LITERATURE, AND LATINOS</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3701</td>
<td>VILLAINS, VAMPS AND VAMPIRES: AN INTRODUCTION TO GERMAN CINEMA</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 2022</td>
<td>BROADWAY MUSICALS</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 2031</td>
<td>ROCK AND POP MUSIC SINCE WORLD WAR II</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2960</td>
<td>POPULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3070</td>
<td>THE LATIN-AMERICAN URBAN CHRONICLE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3500</td>
<td>LITERATURE OF DISCOVERY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3701</td>
<td>SPANISH-AMERICAN WOMEN WRITERS</td>
<td>4</td>
</tr>
<tr>
<td>THEA 4045</td>
<td>YOUNG, GIFTED, AND BLACK</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3375</td>
<td>AMERICAN RELIGIOUS TEXTS</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses fulfilling the Diversity and Difference concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 2005</td>
<td>AMERICAN PLURALISM</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3002</td>
<td>AFRICAN AMERICAN HISTORY II</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3030</td>
<td>AFRICAN AMERICAN WOMEN</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3036</td>
<td>GLOBAL BLACK YOUTH CULTURES</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3071</td>
<td>AFRICAN INTELLECTUAL HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3102</td>
<td>THE BLACK FAMILY</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3112</td>
<td>THE SIXTEES</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3115</td>
<td>MARTIN LUTHER KING JR. AND MALCOLM X</td>
<td></td>
</tr>
<tr>
<td>AFAM 3120</td>
<td>BLACK RELIGION AND BLACK POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3134</td>
<td>FROM ROCK-N-ROLL TO HIP-HOP</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3146</td>
<td>CONTEMPORARY AFRICAN IMMIGRATION TO THE UNITED STATES</td>
<td>3</td>
</tr>
<tr>
<td>AFAM 3150</td>
<td>CARIBBEAN PEOPLES AND CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3637</td>
<td>BLACK FEMINISM: THEORY AND EXPRESSION</td>
<td></td>
</tr>
<tr>
<td>AFAM 3667</td>
<td>CARIBBEAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4000</td>
<td>AFFIRMATIVE ACTION AND THE AMERICAN DREAM</td>
<td>4</td>
</tr>
<tr>
<td>AFCS 4896</td>
<td>FEELING THE FUNK</td>
<td>4</td>
</tr>
<tr>
<td>AMST 3340</td>
<td>CATHOLICISM AND DEMOCRACY</td>
<td>4</td>
</tr>
<tr>
<td>AMST 3610</td>
<td>SPECIAL TOPICS: WOMEN AND AMERICAN COMEDY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2700</td>
<td>YOU ARE WHAT YOU EAT: THE ANTHROPOLOGY OF FOOD</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3180</td>
<td>ETHNOGRAPHIC METHODS: CULTURES OF NEW YORK CITY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3354</td>
<td>RACE, IDENTITY, AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>CLI 3522</td>
<td>STRANGE MEMORIES, STRANGE DESIRES</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3232</td>
<td>CLASS, TASTE, AND MASS CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3247</td>
<td>RACE, CLASS, AND GENDER IN MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3272</td>
<td>HISTORY AND CULTURE OF ADVERTISING</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3580</td>
<td>ECONOMICS OF DIVERSITY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3325</td>
<td>SLAVERY AND 18TH CENTURY LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3359</td>
<td>ASIAN DIASPORIC LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3584</td>
<td>EARLY CARIBBEAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3629</td>
<td>20TH CENTURY AFRO-AMERICAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3649</td>
<td>WOMEN'S LITERATURE, AMERICAN TRAGEDY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3652</td>
<td>NEW WAVE IMMIGRANT LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3701</td>
<td>AMERICAN WRITERS IN PARIS (Advaned Literature Core)</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3919</td>
<td>WRITING WHITENESS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3930</td>
<td>INTRODUCTION TO GAY AND LESBIAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3653</td>
<td>GENDER IN EARLY AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3806</td>
<td>U.S. IMMIGRATION/ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3826</td>
<td>MODERN US WOMEN'S HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3838</td>
<td>HISTORY OF U.S. SEXUALITY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3950</td>
<td>LATINO HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3991</td>
<td>THE AMERICAN INDIAN</td>
<td>4</td>
</tr>
<tr>
<td>LALS 2005</td>
<td>AMERICAN PLURALISM</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3344</td>
<td>CRIME, LITERATURE, AND LATINOS</td>
<td>4</td>
</tr>
<tr>
<td>MAND 2670</td>
<td>ORIGIN AND DEVELOPMENT OF SINO-AMERICAN RELATIONS</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3701</td>
<td>VILLAINS, VAMPS AND VAMPIRES: AN INTRODUCTION TO GERMAN CINEMA</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3720</td>
<td>AFRICAN AMERICAN PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3722</td>
<td>NATIVE AMERICAN PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3600</td>
<td>MULTICULTURAL PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2410</td>
<td>INEQUALITY: CLASS, RACE, AND ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2420</td>
<td>SOCIAL PROBLEMS OF RACE AND ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3140</td>
<td>OLD AND NEW MINORITIES IN THE U.S.</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3300</td>
<td>&quot;RACE&quot; AND &quot;MIXED RACE&quot;</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3401</td>
<td>GENDER, CRIME, AND JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3405</td>
<td>GENDER, RACE, AND CLASS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3418</td>
<td>CONTEMPORARY IMMIGRATION IN GLOBAL PERSPECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3456</td>
<td>MODERN AMERICAN SOCIAL MOVEMENTS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3506</td>
<td>DIVERSITY IN AMERICAN FAMILIES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3720</td>
<td>MASS INCARCERATION</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4400</td>
<td>GENDER, BODIES, AND SEXUALITY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4961</td>
<td>URBAN ISSUES AND POLICIES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4970</td>
<td>COMMUNITY SERVICE/SOCIAL ACTION</td>
<td>4</td>
</tr>
</tbody>
</table>

Updated: 10-11-2017
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 3701</td>
<td>SPANISH-AMERICAN WOMEN WRITERS</td>
<td>4</td>
</tr>
<tr>
<td>THEA 4045</td>
<td>YOUNG, GIFTED, AND BLACK</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3876</td>
<td>MUSLIMS IN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>WGSS 3000</td>
<td>GENDER AND SEXUALITY STUDIES</td>
<td>4</td>
</tr>
</tbody>
</table>

**Courses fulfilling the Power, Politics, and Institutions concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 2005</td>
<td>AMERICAN PLURALISM</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3002</td>
<td>AFRICAN AMERICAN HISTORY II</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3030</td>
<td>AFRICAN AMERICAN WOMEN</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3037</td>
<td>BEING AND BECOMING BLACK IN THE ATLANTIC WORLD</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3071</td>
<td>AFRICAN INTELLECTUAL HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3102</td>
<td>THE BLACK FAMILY</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3115</td>
<td>MARTIN LUTHER KING JR. AND MALCOLM X</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3120</td>
<td>BLACK RELIGION AND BLACK POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3138</td>
<td>NONVIOLENT PROTEST</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3146</td>
<td>CONTEMPORARY AFRICAN IMMIGRATION TO THE UNITED STATES</td>
<td>3</td>
</tr>
<tr>
<td>AFAM 3150</td>
<td>CARIBBEAN PEOPLES AND CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4000</td>
<td>AFFIRMATIVE ACTION AND THE AMERICAN DREAM</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4600</td>
<td>AFRICAN AMERICANS AND THE LAW</td>
<td>4</td>
</tr>
<tr>
<td>AMCS 3200</td>
<td>AMERICAN AND CATHOLIC</td>
<td>4</td>
</tr>
<tr>
<td>AMCS 3340</td>
<td>CATHOLICISM AND DEMOCRACY</td>
<td>4</td>
</tr>
<tr>
<td>AMST 2800</td>
<td>AMERICAN LEGAL REASONING</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3180</td>
<td>ETHNOGRAPHIC METHODS: CULTURES OF NEW YORK CITY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3354</td>
<td>RACE, IDENTITY, AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3510</td>
<td>MUSEUMS: CULTURES ON DISPLAY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3725</td>
<td>CULTURE AND CULTURE CHANGE</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4650</td>
<td>CYBERSPACE: ISSUES AND ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4206</td>
<td>COMPARATIVE STUDIES IN REVOLUTION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3232</td>
<td>CLASS, TASTE, AND MASS CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3247</td>
<td>RACE, CLASS, AND GENDER IN MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3268</td>
<td>MEDIA AND NATIONAL IDENTITY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3272</td>
<td>HISTORY AND CULTURE OF ADVERTISING</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3330</td>
<td>PEACE, JUSTICE, AND THE MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3370</td>
<td>ETHICAL ISSUES IN MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3374</td>
<td>MEDIA EFFECTS</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3375</td>
<td>CHILDREN AND MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4279</td>
<td>MEDIA AND POPULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4360</td>
<td>COMMUNICATION ETHICS AND THE PUBLIC SPHERE</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 1402</td>
<td>DIGITAL CULTURES</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 4480</td>
<td>DIGITAL MEDIA AND PUBLIC RESPONSIBILITY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3453</td>
<td>LAW AND ECONOMICS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3580</td>
<td>ECONOMICS OF DIVERSITY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3850</td>
<td>ENVIRONMENTAL ECONOMICS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 4110</td>
<td>ETHICS AND ECONOMICS</td>
<td>4</td>
</tr>
<tr>
<td>FITY 2659</td>
<td>THE BROADCAST INDUSTRY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3102</td>
<td>WORKER IN AMERICAN LIFE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3566</td>
<td>WAR AND IMPERIALISM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3653</td>
<td>GENDER IN EARLY AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3655</td>
<td>WITCHCRAFT IN COLONIAL AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3657</td>
<td>AMERICAN CONSTITUTION</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3752</td>
<td>COMING OF THE CIVIL WAR</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3753</td>
<td>CIVIL WAR ERA: 1861-1877</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3757</td>
<td>THE AMERICAN SOUTH</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3775</td>
<td>THE EARLY REPUBLIC</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3780</td>
<td>THE ERA OF THE CIVIL WAR</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3795</td>
<td>U.S. BETWEEN WARS: 1919-1941</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3806</td>
<td>U.S. IMMIGRATION/ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3826</td>
<td>MODERN US WOMEN'S HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3838</td>
<td>HISTORY OF U.S. SEXUALITY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3852</td>
<td>20TH CENTURY U.S. RADICALISM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3857</td>
<td>AMERICA SINCE 1945</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3950</td>
<td>LATINO HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3990</td>
<td>NORTH AMERICAN ENVIRONMENTAL HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3991</td>
<td>THE AMERICAN INDIAN</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3992</td>
<td>CAPITALISM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4510</td>
<td>CONQUEST, CONVERSION, CONSCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4652</td>
<td>SEMINAR: AMERICA AT WAR</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4933</td>
<td>SEMINAR: COLD WAR SCIENCE AND TECHNOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>HPRH 2052</td>
<td>CONTEMPORARY SOCIAL AND POLITICAL THOUGHT</td>
<td>3</td>
</tr>
<tr>
<td>IRST 3412</td>
<td>IRISH AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 3760</td>
<td>THE JOURNALIST AND THE LAW</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 4750</td>
<td>VALUES IN THE NEWS</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 4766</td>
<td>TELEVISION NEWS INNOVATORS</td>
<td>4</td>
</tr>
<tr>
<td>MAND 2670</td>
<td>ORIGIN AND DEVELOPMENT OF SINO-AMERICAN RELATIONS</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4302</td>
<td>ENVIRONMENTAL POLICY &amp; ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>PJST 4990</td>
<td>CONFLICT RESOLUTION AND JUSTICE CREATION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 2102</td>
<td>INTRODUCTION TO URBAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 2205</td>
<td>THE U.S. CONGRESS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3128</td>
<td>NEW YORK CITY POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3209</td>
<td>CONSTITUTIONAL LAW</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3210</td>
<td>CIVIL RIGHTS AND LIBERTIES</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3217</td>
<td>THE AMERICAN PRESIDENCY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3228</td>
<td>CIVIL RIGHTS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3231</td>
<td>JUDICIAL POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3307</td>
<td>ENVIRONMENTAL POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3309</td>
<td>WOMEN IN AMERICAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3321</td>
<td>AMERICAN PUBLIC POLICY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3404</td>
<td>AMERICAN POLITICAL THOUGHT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3527</td>
<td>UNITED NATIONS PEACE OPERATIONS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3645</td>
<td>POLITICS OF IMMIGRATION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4210</td>
<td>SEMINAR: STATE, FAMILY, AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4215</td>
<td>SEMINAR: PRESIDENTIAL ELECTIONS</td>
<td>4</td>
</tr>
</tbody>
</table>
POSC 4315  SEMINAR: POLARIZATION IN AMERICAN POLITICS  4
PSYC 4340  LAW AND PSYCHOLOGY  4
SOCI 1025  SOCIOTOLOGY OF AMERICAN CULTURE  3
SOCI 2410  INEQUALITY: CLASS, RACE, AND ETHNICITY  4
SOCI 2420  SOCIAL PROBLEMS OF RACE AND ETHNICITY  4
SOCI 2701  INTRODUCTION TO CRIMINAL JUSTICE  4
SOCI 2925  SOCIAL PROBLEMS OF RACE AND ETHNICITY  4
SOCI 2960  INTRODUCTION TO CRIMINAL JUSTICE  4
SOCI 3017  INEQUALITY: CLASS, RACE, AND ETHNICITY  4
SOCI 3102  CONTEMPORARY SOCIAL ISSUES AND POLICIES  4
SOCI 3110  GLOBAL CONFLICT: WARS/RELIGION  4
SOCI 3140  OLD AND NEW MINORITIES IN THE U.S.  4
SOCI 3255  "RACE" AND "MIXED RACE"  4
SOCI 3401  GENDER, CRIME, AND JUSTICE  4
SOCI 3405  GENDER, RACE, AND CLASS  4
SOCI 3415  DEVELOPMENT AND GLOBALIZATION  4
SOCI 3418  CONTEMPORARY IMMIGRATION IN GLOBAL PERSPECTIVE  4
SOCI 3456  MODERN AMERICAN SOCIAL MOVEMENTS  4
SOCI 3601  URBAN POVERTY  4
SOCI 3602  URBAN SOCIOLOGY  4
SOCI 3708  LAW AND SOCIETY  4
SOCI 3710  VIOLENCE AND POLITICS  4
SOCI 3711  AMERICAN CRIMINAL JUSTICE SYSTEMS  4
SOCI 3713  CRIMINOLOGY  4
SOCI 3714  TERRORISM AND SOCIETY  4
SOCI 3720  MASS INCARCERATION  4
SOCI 4004  Art Worlds: Anthropology and Sociology Perspectives  4
SOCI 4961  URBAN ISSUES AND POLICIES  4
SOCI 4970  COMMUNITY SERVICE/SOCIAL ACTION  4
SOCI 4971  DILEMMAS OF THE MODERN SELF  4
THEO 3375  AMERICAN RELIGIOUS TEXTS  3
THEO 3874  RELIGION IN AMERICA  4
THEO 3876  MUSLIMS IN AMERICA  4
THEO 3993  WARTIME RELIGION IN U.S. HISTORY  4
THEO 3995  RELIGION AND THE AMERICAN SELF  4
THEO 4025  FUTURE OF MARRIAGE 21ST CENTURY  4
THEO 4411  RELIGION, THEOLOGY, AND NEW MEDIA  4
THEO 4600  RELIGION AND PUBLIC LIFE  4
WGSS 3000  GENDER AND SEXUALITY STUDIES  4

Multidisciplinary Diversity

Students will also be required to demonstrate multidisciplinary diversity. Courses taken to fulfill concentration and open elective requirements must include one course in each of the following four areas:

- American literature
- American art, music, theatre, or media
- American religion or philosophy
- American history or social science

These are not additional requirements above the 10 described above; they are rules governing the distribution of courses taken to complete concentration and open elective requirements. These courses include the following:

American literature courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 3162</td>
<td>VALUE IN BLACK AND WHITE DRAMA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3632</td>
<td>HARLEM RENAISSANCE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3637</td>
<td>BLACK FEMINISM: THEORY AND EXPRESSION</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3667</td>
<td>CARIBBEAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>AMCS 3320</td>
<td>THE WRITING IRISH</td>
<td>4</td>
</tr>
<tr>
<td>AMCS 3333</td>
<td>AMERICAN CATHOLIC FICTIONS</td>
<td>4</td>
</tr>
<tr>
<td>AMCS 3355</td>
<td>AMERICAN CATHOLIC NOVEL</td>
<td>4</td>
</tr>
<tr>
<td>AMCS 3359</td>
<td>AMER CATHOLIC WOMEN WRITERS</td>
<td>4</td>
</tr>
<tr>
<td>AMCS 3982</td>
<td>CATHOLIC STUDIES SEMINAR II</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3450</td>
<td>THE CITY IN LITERATURE AND ART</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3522</td>
<td>STRANGE MEMORIES, STRANGE DESIRES</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3531</td>
<td>UNHAPPY FAMILIES</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3691</td>
<td>20C AFRICAN-AMERICAN AND AFRICAN WOMEN</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3912</td>
<td>LITERATURE OF THE AMERICAS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3058</td>
<td>WRITING AUTOBIOGRAPHY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3325</td>
<td>SLAVERY AND 18TH CENTURY LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3333</td>
<td>CAPTIVES, CANNIBALS AND REBELS: (ADVANCED LITERATURE CORE)</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3357</td>
<td>ASIAN-AMERICAN LITERATURE 1</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3359</td>
<td>ASIAN DIASPORIC LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3436</td>
<td>AMERICAN DREAM IN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3438</td>
<td>AMERICAN MODERNISM</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3467</td>
<td>DISOBEDIENCE IN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3584</td>
<td>EARLY CARIBBEAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3601</td>
<td>AMERICAN NOVEL I</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3602</td>
<td>AMERICAN DREAMS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3603</td>
<td>AMERICAN RENAISSANCE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3604</td>
<td>AMERICAN LITERATURE TO 1870</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3605</td>
<td>CIVIL WAR AND AMERICAN MEMORY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3607</td>
<td>BLACK AND WHITE IN AMERICAN FICTION</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3609</td>
<td>FEMINISM AND AMERICAN POETRY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3611</td>
<td>MODERN AMERICAN AUTOBIOGRAPHY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3612</td>
<td>ACTING AMERICAN</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3613</td>
<td>MODERN AMERICAN NOVELS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3614</td>
<td>AMERICAN NOIR</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3615</td>
<td>GENRE FICTION: THEORY AND PRACTICE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3617</td>
<td>AMERICAN SHORT STORY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3620</td>
<td>ORDINARINESS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3624</td>
<td>MELVILLE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3625</td>
<td>EARLY AMERICAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3628</td>
<td>BLACK AUTOBIOGRAPHIES</td>
<td>4</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>ENGL 3629</td>
<td>20TH CENTURY AFRO-AMERICAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3630</td>
<td>BLACK AMERICAN ICONS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3631</td>
<td>CONTEMPORARY AMERICAN FICTION</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3632</td>
<td>POSTMODERN FICTION AND ENVIRONMENTAL JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3636</td>
<td>INTRODUCTION TO AFRICAN AMERICAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3640</td>
<td>JAMES BALDWIN</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3649</td>
<td>WOMEN’S LITERATURE, AMERICAN TRAGEDY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3650</td>
<td>STAYIN’ ALIVE: PRESENTATIONS OF RACE AND ETHNICITY IN 1970S US LITERATURE AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3652</td>
<td>NEW WAVE IMMIGRANT LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3653</td>
<td>MAJOR AMERICAN AUTHORS: (Advanced Literature Core)</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3657</td>
<td>AMERICAN WRITERS IN ITALY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3665</td>
<td>COMING OF AGE: ASIAN AMERICANS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3673</td>
<td>POSTMODERN LITERATURE AND CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3680</td>
<td>ONE BIG BOOK</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3691</td>
<td>BLACK ATLANTIC LITERATURE: IMAGINING FREEDOM</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3701</td>
<td>AMERICAN WRITERS IN PARIS (Advanced Literature Core)</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3841</td>
<td>CONTEMPORARY FICTION</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3916</td>
<td>ANIMALS IN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3919</td>
<td>WRITING WHITENESS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3930</td>
<td>INTRODUCTION TO GAY AND LESBIAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4010</td>
<td>AMERICAN CRIME STORIES</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4113</td>
<td>SEMINAR: WRITING WHITENESS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4119</td>
<td>SEMINAR: GOD AND MONEY IN EARLY AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4121</td>
<td>NEW YORK CITY IN FICTION</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4129</td>
<td>4 MODERN CATHOLIC WRITERS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 5907</td>
<td>AMERICAN MODERNISM</td>
<td>3-4</td>
</tr>
<tr>
<td>LALS 3344</td>
<td>CRIME, LITERATURE, AND LATINOS</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 2640</td>
<td>SPANISH AND NEW YORK CITY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3002</td>
<td>LATIN AMERICA: LITERATURE AND CULTURE SURVEY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3070</td>
<td>THE LATIN-AMERICAN URBAN CHRONICLE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3500</td>
<td>LITERATURE OF DISCOVERY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3582</td>
<td>NEW YORK IN LATINO LITERATURE AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3701</td>
<td>SPANISH-AMERICAN WOMEN WRITERS</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3820</td>
<td>CARIBBEAN LITERATURE</td>
<td>4</td>
</tr>
</tbody>
</table>

### American art, music, theater, or media courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMCS 3150</td>
<td>CATHOLICS AND POPULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3510</td>
<td>MUSEUMS: CULTURES ON DISPLAY</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2270</td>
<td>NATIVE AMERICAN ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2520</td>
<td>AMERICAN ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2550</td>
<td>20TH CENTURY ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 3100</td>
<td>MUSEUM METHODS</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 4250</td>
<td>AZTEC ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 4530</td>
<td>GENDER AND MODERN ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 4540</td>
<td>SEMINAR: MODERN ART</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4650</td>
<td>CYBERSPACE: ISSUES AND ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3450</td>
<td>THE CITY IN LITERATURE AND ART</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2258</td>
<td>MYTH AND SYMBOL OF AMERICAN CHARACTER</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3232</td>
<td>CLASS, TASTE, AND MASS CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3235</td>
<td>POPULAR MUSIC AS COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3237</td>
<td>GENDER IMAGES AND MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3268</td>
<td>MEDIA AND NATIONAL IDENTITY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3272</td>
<td>HISTORY AND CULTURE OF ADVERTISING</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3330</td>
<td>PEACE, JUSTICE, AND THE MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3350</td>
<td>MEDIA LAW</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3370</td>
<td>ETHICAL ISSUES IN MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3374</td>
<td>MEDIA EFFECTS</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3375</td>
<td>CHILDREN AND MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4170</td>
<td>DISSENT AND DISINFORMATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4279</td>
<td>MEDIA AND POPULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4360</td>
<td>COMMUNICATION ETHICS AND THE PUBLIC SPHERE</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 1402</td>
<td>DIGITAL CULTURES</td>
<td>4</td>
</tr>
<tr>
<td>FITV 1501</td>
<td>UNDERSTANDING FILM</td>
<td>4</td>
</tr>
<tr>
<td>FITV 1601</td>
<td>UNDERSTANDING TELEVISION</td>
<td>4</td>
</tr>
<tr>
<td>FITV 2425</td>
<td>DIGITAL VIDEO PRODUCTION I</td>
<td>4</td>
</tr>
<tr>
<td>FITV 2501</td>
<td>HISTORY OF FILM, 1895-1950</td>
<td>4</td>
</tr>
<tr>
<td>FITV 2511</td>
<td>SCREENWRITING I</td>
<td>4</td>
</tr>
<tr>
<td>FITV 2531</td>
<td>SERIALS, SERIES, AND FRANCHISE FILMS</td>
<td>4</td>
</tr>
<tr>
<td>FITV 2533</td>
<td>FASHION COSTUMING IN FILM</td>
<td>4</td>
</tr>
<tr>
<td>FITV 2547</td>
<td>FILM AND GENDER</td>
<td>4</td>
</tr>
<tr>
<td>FITV 2601</td>
<td>HISTORY OF TELEVISION</td>
<td>4</td>
</tr>
<tr>
<td>FITV 2611</td>
<td>TELEVISION PRODUCTION I</td>
<td>4</td>
</tr>
<tr>
<td>FITV 2612</td>
<td>WRITING PRODUCING WEB SERIES</td>
<td>4</td>
</tr>
<tr>
<td>FITV 2659</td>
<td>THE BROADCAST INDUSTRY</td>
<td>4</td>
</tr>
<tr>
<td>FITV 2670</td>
<td>TELEVISION AND SOCIAL CHANGE</td>
<td>4</td>
</tr>
<tr>
<td>FITV 2674</td>
<td>TEEN TELEVISION</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3425</td>
<td>DIGITAL VIDEO PRODUCTION II</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3501</td>
<td>FILM THEORY AND CRITICISM</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3505</td>
<td>TOPICS IN FILM STUDIES</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3511</td>
<td>SCREENWRITING II</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3512</td>
<td>FILM/TELEVISION: NARRATIVE BASICS</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3532</td>
<td>LANDMARKS, LOCATIONS, AND ADAPTION</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3534</td>
<td>FASHION IN BRITISH FILM AND TELEVISION</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3535</td>
<td>FILM ADAPTATION</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3537</td>
<td>PLAYS AND SCREENPLAYS</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3543</td>
<td>FICTION INTO FILM</td>
<td>4</td>
</tr>
</tbody>
</table>
FITV 3544 THE FILM DIRECTOR 4
FITV 3545 FILM AND TELEVISION OF HITCHCOCK 4
FITV 3551 FILM HISTORY 1950-PRESENT 4
FITV 3553 HOLLYWOOD GENRES 4
FITV 3555 THE CITY IN FILM AND TELEVISION 4
FITV 3558 ITALIAN FILM 4
FITV 3565 THE DOCUMENTARY IDEA 4
FITV 3566 DOCUMENTARY FILM 4
FITV 3571 SCIENCE FICTION IN FILM AND TELEVISION 4
FITV 3578 AMERICAN FILM COMEDY 4
FITV 4570 FILMS OF MORAL STRUGGLE 4
HPRH 2052 CONTEMPORARY SOCIAL AND POLITICAL THOUGHT 3
PHIL 3720 AFRICAN AMERICAN PHILOSOPHY 4
PHIL 3722 NATIVE AMERICAN PHILOSOPHY 4
PHIL 4302 ENVIRONMENTAL POLICY & ETHICS 4
THEO 3375 AMERICAN RELIGIOUS TEXTS 3
THEO 3874 RELIGION IN AMERICA 4
THEO 3993 WARTIME RELIGION IN U.S. HISTORY 4
THEO 3995 RELIGION AND THE AMERICAN SELF 4
THEO 4025 FUTURE OF MARRIAGE 21ST CENTURY 4
THEO 4411 RELIGION, THEOLOGY, AND NEW MEDIA 4
THEO 4600 RELIGION AND PUBLIC LIFE 4

American philosophy or religion courses
Course | Title | Credits
--- | --- | ---
AFAM 3115 | MARTIN LUTHER KING JR. AND MALCOLM X | 4
AFAM 3120 | BLACK RELIGION AND BLACK POLITICS | 4
AMCS 3150 | CATHOLICS AND POPULAR CULTURE | 4
AMCS 3200 | AMERICAN AND CATHOLIC | 4
AMCS 3251 | LABOR, LEISURE, AND GOD | 4
AMCS 3340 | CATHOLICISM AND DEMOCRACY | 4
AMCS 3355 | AMERICAN CATHOLIC NOVEL | 4
AMCS 3359 | AMER CATHOLIC WOMEN WRITERS | 4
AMCS 3451 | NIEBUHR IN AMERICA | 4
FITV 4570 | FILMS OF MORAL STRUGGLE | 4
HPRH 2052 | CONTEMPORARY SOCIAL AND POLITICAL THOUGHT | 3
PHIL 3720 | AFRICAN AMERICAN PHILOSOPHY | 4
PHIL 3722 | NATIVE AMERICAN PHILOSOPHY | 4
PHIL 4302 | ENVIRONMENTAL POLICY & ETHICS | 4
THEO 3375 | AMERICAN RELIGIOUS TEXTS | 3
THEO 3874 | RELIGION IN AMERICA | 4
THEO 3993 | WARTIME RELIGION IN U.S. HISTORY | 4
THEO 3995 | RELIGION AND THE AMERICAN SELF | 4
THEO 4025 | FUTURE OF MARRIAGE 21ST CENTURY | 4
THEO 4411 | RELIGION, THEOLOGY, AND NEW MEDIA | 4
THEO 4600 | RELIGION AND PUBLIC LIFE | 4

American history or social science courses
Course | Title | Credits
--- | --- | ---
AFAM 2005 | AMERICAN PLURALISM | 4
AFAM 3030 | AFRICAN AMERICAN WOMEN | 4
AFAM 3036 | GLOBAL BLACK YOUTH CULTURES | 4
AFAM 3071 | AFRICAN INTELLECTUAL HISTORY | 4
AFAM 3102 | THE BLACK FAMILY | 4
AFAM 3115 | MARTIN LUTHER KING JR. AND MALCOLM X | 4
AFAM 3138 | NONVIOLENT PROTEST | 4
AFAM 3146 | CONTEMPORARY AFRICAN IMMIGRATION TO THE UNITED STATES | 3
AFAM 3150 | CARIBBEAN PEOPLES AND CULTURE | 4
AFAM 3632 | HARLEM RENAISSANCE | 4
AFAM 4000 | AFFIRMATIVE ACTION AND THE AMERICAN DREAM | 4
AFAM 4650 | SOCIAL WELFARE AND SOCIETY | 4
AMCS 3251 | LABOR, LEISURE, AND GOD | 4
AMST 2800 | AMERICAN LEGAL REASONING | 4
ANTH 3180 | ETHNOGRAPHIC METHODS: CULTURES OF NEW YORK CITY | 4
ANTH 3354 | RACE, IDENTITY, AND GLOBALIZATION | 4
ANTH 3510 | MUSEUMS: CULTURES ON DISPLAY | 4
ANTH 3725 | CULTURE AND CULTURE CHANGE | 4
COMC 2258 | MYTH AND SYMBOL OF AMERICAN CHARACTER | 4
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMC 3268</td>
<td>MEDIA AND NATIONAL IDENTITY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3350</td>
<td>MEDIA LAW</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3375</td>
<td>CHILDREN AND MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 4480</td>
<td>DIGITAL MEDIA AND PUBLIC RESPONSIBILITY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3453</td>
<td>LAW AND ECONOMICS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3580</td>
<td>ECONOMICS OF DIVERSITY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3850</td>
<td>ENVIRONMENTAL ECONOMICS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 4110</td>
<td>ETHICS AND ECONOMICS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3102</td>
<td>WORKER IN AMERICAN LIFE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3565</td>
<td>HISTORY OF NEW YORK</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3653</td>
<td>GENDER IN EARLY AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3655</td>
<td>WITCHCRAFT IN COLONIAL AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3656</td>
<td>THE AMERICAN REVOLUTION</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3657</td>
<td>AMERICAN CONSTITUTION</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3752</td>
<td>COMING OF THE CIVIL WAR</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3753</td>
<td>CIVIL WAR ERA: 1861-1877</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3757</td>
<td>THE AMERICAN SOUTH</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3775</td>
<td>THE EARLY REPUBLIC</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3780</td>
<td>THE ERA OF THE CIVIL WAR</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3795</td>
<td>U.S. BETWEEN WARS: 1919-1941</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3806</td>
<td>U.S. IMMIGRATION/ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3807</td>
<td>JAZZ AGE TO HARD TIMES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3808</td>
<td>NEW YORK CITY POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3809</td>
<td>JEWS IN THE MODERN WORLD</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3810</td>
<td>JEWS IN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3815</td>
<td>EAST EUROPEAN JEWISH HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3820</td>
<td>SOCIAL MOVEMENTS AND SOCIAL REFORM IN AMERICA SINCE 1877</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3822</td>
<td>U.S. CULTURAL HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3826</td>
<td>MODERN US WOMEN'S HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3830</td>
<td>HISTORY OF AMERICAN WOMEN AND GENDER</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3833</td>
<td>SCREENING AMERICA'S PAST</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3838</td>
<td>HISTORY OF U.S. SEXUALITY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3842</td>
<td>THE VIETNAM WARS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3843</td>
<td>AMERICAN DRUG WAR</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3845</td>
<td>THE HISTORY OF U.S. FOREIGN RELATIONS, 1898 TO THE PRESENT</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3846</td>
<td>THE HISTORY OF U.S. FOREIGN RELATIONS, 1974 TO PRESENT</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3852</td>
<td>20TH CENTURY U.S. RADICALISM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3855</td>
<td>AMERICAN FOREIGN POLICY SINCE 1898</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3857</td>
<td>AMERICA SINCE 1945</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3910</td>
<td>FROM TRUMAN TO CLINTON</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3950</td>
<td>LATINO HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3969</td>
<td>LATIN AMERICA AND THE U.S.</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3990</td>
<td>NORTH AMERICAN ENVIRONMENTAL HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3991</td>
<td>THE AMERICAN INDIAN</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3992</td>
<td>CAPITALISM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4652</td>
<td>SEMINAR: AMERICA AT WAR</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4820</td>
<td>SEMINAR: AFRICAN ICONS</td>
<td>4</td>
</tr>
<tr>
<td>HPLC 3970</td>
<td>LINCOLN: DEMOCRATIC VALUES</td>
<td>4</td>
</tr>
<tr>
<td>IRST 3412</td>
<td>IRISH AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 4767</td>
<td>HISTORY OF WOMEN'S MAGAZINES</td>
<td>4</td>
</tr>
<tr>
<td>LALS 2005</td>
<td>AMERICAN PLURALISM</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3343</td>
<td>CRIME AND MINORITY RIGHTS</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3344</td>
<td>CRIME, LITERATURE, AND LATINOS</td>
<td>4</td>
</tr>
<tr>
<td>LALS 5035</td>
<td>LATINO JOURNALY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4302</td>
<td>ENVIRONMENTAL POLICY &amp; ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 2001</td>
<td>POLITICAL ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 2102</td>
<td>INTRODUCTION TO URBAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 2205</td>
<td>THE U.S. CONGRESS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3120</td>
<td>NEW YORK CITY INTERNSHIP</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3121</td>
<td>NEW YORK CITY POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3220</td>
<td>CRIMINAL LAW AND JUSTICE IN THE U.S.</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3228</td>
<td>CIVIL RIGHTS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3309</td>
<td>WOMEN IN AMERICAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3321</td>
<td>AMERICAN PUBLIC POLICY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3404</td>
<td>AMERICAN POLITICAL THOUGHT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4210</td>
<td>SEMINAR: STATE, FAMILY, AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3600</td>
<td>MULTICULTURAL PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 4340</td>
<td>LAW AND PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2410</td>
<td>INEQUALITY: CLASS, RACE, AND ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2420</td>
<td>SOCIAL PROBLEMS OF RACE AND ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2701</td>
<td>INTRODUCTION TO CRIMINAL JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2800</td>
<td>SOCIOLOGICAL THEORY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2925</td>
<td>MEDIA, CRIME, SEX, AND VIOLENCE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2960</td>
<td>POPULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3000</td>
<td>LATINO IMAGES IN MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3017</td>
<td>INEQUALITY IN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3102</td>
<td>CONTEMPORARY SOCIAL ISSUES AND POLICIES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3136</td>
<td>INEQUALITY-WHY/EFFECTS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3140</td>
<td>OLD AND NEW MINORITIES IN THE U.S.</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3255</td>
<td>SOCIOLOGY OF MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3300</td>
<td>&quot;RACE&quot; AND &quot;MIXED RACE&quot;</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3401</td>
<td>GENDER, CRIME, AND JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3405</td>
<td>GENDER, RACE, AND CLASS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3406</td>
<td>RACE/SOCIAL CONSTRUCT</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3415</td>
<td>DEVELOPMENT AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3418</td>
<td>CONTEMPORARY IMMIGRATION IN GLOBAL PERSPECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3456</td>
<td>MODERN AMERICAN SOCIAL MOVEMENTS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3500</td>
<td>CONTEMPORARY FAMILY ISSUES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3506</td>
<td>DIVERSITY IN AMERICAN FAMILIES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3601</td>
<td>URBAN POVERTY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3602</td>
<td>URBAN SOCIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3701</td>
<td>INTRODUCTION TO CRIMINAL JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3708</td>
<td>LAW AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3711</td>
<td>AMERICAN CRIMINAL JUSTICE SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3720</td>
<td>MASS INCARCERATION</td>
<td>4</td>
</tr>
</tbody>
</table>
Availability

The major in American studies is available at Fordham College at Rose Hill and at Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in American studies if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

*Fordham College at Rose Hill students:* The requirements above are in addition to those of the Core Curriculum (p. 36).

*Fordham College at Lincoln Center students:* The requirements above are in addition to those of the Core Curriculum (p. 36).

*Professional and Continuing Studies students:* The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
AMERICAN STUDIES MINOR

Requirements
A minor in American studies consists of six courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST 2000</td>
<td>MAJOR DEVELOPMENTS IN AMERICAN CULTURE</td>
<td>4</td>
</tr>
</tbody>
</table>

One course in American Literature

One course in American Philosophy or Religion

One course in American Art, Music, Theater, or Media

One course in American History or Social Science

Two electives in American Studies

1 Courses that fulfill these requirements respectively are listed on the page for the American Studies major (p. 128).

2 Any course with the AMST subject code (p. 868) or the AMST attribute code (p. 123) may fulfill this requirement.

Availability
The minor in American Studies is available at Fordham College at Rose Hill and at Fordham College at Lincoln Center.
ANTHROPOLOGY

Note: "Sociology and Anthropology" is a single academic department at Fordham, but the academic information for each subject is listed on a separate web page. Information about sociology programs is listed under sociology (p. 640).

The aim of anthropology is the comprehensive study of the human condition, the origins of our species in evolutionary biology, and the development of culture and society in its many variations among ancient and contemporary peoples. Its subject matter encompasses an immense time depth and a vast spatial range, including the simplest human societies and the most complex civilizations, including modern industrial nations. Anthropology brings together many areas of scientific and humanistic inquiry, unifying and integrating knowledge about people and their perceptions of the world, and it offers a balanced perspective on the momentous cultural changes wrought by globalization that are ongoing today.

A major in anthropology is important for those who seek to understand our multiethnic society and the varieties of culture on our planet. It is a valuable asset for any work entailing contact with the public and especially for careers involving international affairs or travel. The experience with cultural diversity that anthropology provides is excellent preparation for law, business, and other graduate studies, and its biological component makes it attractive to admissions officers of medical schools. The synthesizing nature of anthropology also makes it suitable for students pursuing a double major in which anthropology is combined with other areas of the humanities and the natural and social sciences.

Program Activities
Honors and Awards
The department offers the opportunity for students to become members of Alpha Kappa Delta, the international honor society for sociology students. Each spring, students are inducted into Fordham’s Chapter Iota. At Rose Hill, the department honors its seniors at the end of year awards ceremony, Encaenia, by bestowing the Rev. Joseph P. Fitzpatrick, S.J. Memorial Award and the Rev. J. Franklin Ewing, S.J. Memorial Award for the best submitted essay by a graduating sociology and anthropology major, respectively. At Lincoln Center, the department also recognizes excellence in its graduating seniors with departmental honors in sociology and anthropology at its own diploma ceremony. The department also sponsors a Sociology Club, a Criminology Club, and an Anthropology Club at Rose Hill, and a Society for Sociology and Anthropology at Lincoln Center, all organized and governed by students.

Internships
Both sociology and anthropology majors and nonmajors are encouraged to take advantage of the Internship Seminar offered by the department. This course is designed to provide students with the opportunity to develop skills in social analysis, policy development, program evaluation, and interpersonal relations while being of service to others in a real-life setting outside the classroom. Employment opportunities include agencies and corporations in the New York metropolitan area, ranging from organizations in the public sector, including the New York State Department of Corrections, the Legal Aid Society, and the Puerto Rican Family Institute—to organizations in the private sector—including CBS, Merrill Lynch, and IBM. Each student is required to spend a minimum of eight to ten hours per week in an agency (public or private) or organization chosen to fit the individual student’s interests and expertise. All students who enroll in the program are required to do both the internship placement and to take SOCI 4900 INTERNSHIP SEMINAR. Field placements must be obtained through the internship program coordinator located in the Office of Career Planning and Placement.

Anthropology Resources
Departmental resources include Stone Age implements; ethnographic art and artifacts from Southeast Asia, the South Pacific, and Africa; a teaching collection of human skeletal material, an archive and database of colonial and early American bricks from New York City and a large collection of colonial and early American artifacts. In cooperation with the history department, the anthropology program at Rose Hill conducted the longest running archaeological excavation in New York City at the Rose Hill manor from 1985 to 2002, located on the Rose Hill campus. Artifacts from this campaign are undergoing laboratory analysis, for which students may volunteer to help.

For more information
Visit the Sociology and Anthropology department web page

Contribution to the Core
Sociology and anthropology offer the following which fulfill the first social science core requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1100</td>
<td>INTRODUCTION TO CULTURAL ANTHROPOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 1300</td>
<td>INTRODUCTION TO ARCHAEOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 1100</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

The advanced social science core requirement may be satisfied by an advanced-level course in sociology or anthropology. The course in Physical Anthropology, ANTH 1200 INTRODUCTION TO PHYSICAL ANTHROPOLOGY, fulfills the life science core requirement for nonmajors. In addition, the department regularly offers courses that fulfill the American Pluralism, Global Studies, Interdisciplinary Capstone, and Eloquencia Perfecta 1 and 3, and Values Seminar/EP4 core requirements.

Programs
- Anthropology Major (p. 159)
- Anthropology Minor (p. 160)

Courses
ANTH 1050. ANTHROPOLOGY FOCUS. (3 Credits)
How different is family life around the world? in this course, students will become acquainted with families in several cultures, and they will compare these to their own to discover what they share in common and what they don’t. Emphasis will be placed on definitions of family, types of family, the developmental cycle, domestic space, roles and activities within the family, families in their community, adaptation to external forces, and family and memory. Students will explore how anthropologists look at family life cross-culturally and how they explain the range of diversity observed.

Attributes: EP1, FRSS, INST, IPE, SSCI.
ANTH 1100. INTRODUCTION TO CULTURAL ANTHROPOLOGY. (3 Credits)
We live in a shrinking international arena that demands greater sensitivity to the diversity of cultural patterns surrounding us. In this course, students investigate human beliefs and behavior, particularly in regard to forms of communication, marriage and the family, adoptions to the environment and to political, economic and religious institutions in a variety of past and present cultures.
Attributes: FRSS, GLBL, LALS, MEST, SSCI.

ANTH 1200. INTRODUCTION TO PHYSICAL ANTHROPOLOGY. (3 Credits)
This introduction to physical (or biological) anthropology satisfies a core life science requirement and serves as a general survey of the biological focus of anthropology. The course summarizes the different areas of physical anthropology and covers the history of evolutionary theories, human genetics and adaptation, primate biology, behavioral ecology and conservation, and an extensive overview of the human fossil record. In particular, we emphasize the variations found in non-human primates and the biological and cultural changes that took place in our ancestors over the past 6.8 million years. Lab sessions will provide a practical introduction to human osteology, primate morphology, primate conservation, and comparisons of human fossil morphology.
Attribute: LSCI.

ANTH 1300. INTRODUCTION TO ARCHAEOLOGY. (3 Credits)
How do we study society when no living members of that culture remain? Students will examine the ways by which archaeologists have inferred former patterns of behavior from surviving evidence through a survey of traditional methods as well as new scientific techniques. Students will study artifacts from the University's collection and 'excavate' their own archaeological site on paper to better understand the process of investigation.
Attributes: CLAS, FRSS, GLBL, IPE, MEST, SSCI.

ANTH 1413. LANGUAGE AND CULTURE. (4 Credits)
An introduction to linguistic science emphasizing the structure, functions, and origins of languages as the symbolic system of communication peculiar to humans. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: GLBL.

ANTH 1500. INTRODUCTION TO FASHION AND CULTURE. (4 Credits)
This introductory lecture course is required for students pursuing the Fashion and Culture minor. In this class, students will be introduced to cultural and media studies concepts that will equip them with the theoretical and methodological tools necessary to explore fashion as a historically situated and context dependent form of communication and meaning making. The course considers the implications of fashion within systems of power, everyday acts of self-presentation, and larger politics of representation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: FCLC.

ANTH 1600. INTRODUCTION TO HUMAN VARIATION. (3 Credits)
This introductory physical anthropology course explores in detail issues of human biological variation, that is, why humans differ from each other. It satisfies a life science core requirement and examines evolutionary theories, human genetic variations, and human adaptations to environmental stresses. The main focus of investigation of human genotypic and phenotypic variations as observed in contemporary human populations to obtain an understanding of the biological basis for anatomical and physiological variation (incorrectly referred to as 'race' in a social context), including different evolutionary mechanisms that have shaped these variations, and how changing environments may have influenced these directions as well as the emergence of, and adjustment to, various chronic diseases. Lab sessions provide a practical introduction to cellular genetics, population genetics, osteology, anthropometry, statistics, and human evolution.
Attribute: LSCI.

ANTH 1999. SERVICE LEARNING-1000 LEVEL. (1 Credit)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

ANTH 2202. ANTHROPOLOGY OF PERFORMANCE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

ANTH 2447. PASSAGES: LIFE CYCLES. (4 Credits)
Although the life cycle is biologically based, societies differ in the way they conceptualize the stages of life. This course explores differing concepts of personhood and how a person is linked to moral beliefs and ideologies of power. We examine the way rites of passage (e.g., birth, initiation ceremonies, marriage, parenthood, and death) shape personhood in different cultures. We consider how the perspectives of psychology and anthropology complement, challenge, and enrich our understanding of the life cycle. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: INST.

ANTH 2500. TABOO: ANTHROPOLOGY OF THE FORBIDDEN. (4 Credits)
Taboo helps identify sources of social danger, establishing prohibitions designed to protect society from that which it considers dangerous or repulsive. Yet, the prohibitions always exert an undeniable attraction, leading to a fascination with transgression. Through exploration of the anthropological notion of taboo-and related cross-cultural concepts of impurity, contagion, and transgression-this course will explore the extent to which prohibition and danger structure social life. Topics considered will include incest, cannibalism, eroticism, filth, murder, madness, and sin. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE.
ANTH 2520. INTRODUCTION TO FORENSIC ANTHROPOLOGY. (4 Credits)
The course surveys methods in crime scene investigation and forensic archaeology. Often, the commission of a violent act leaves an unidentifiable corpse, which requires the expertise of a forensic anthropologist to identify the guilty party. Students will learn how forensic anthropologists create biological profiles from deceased individuals (using metric, non-metric, odontological, and genetic information). Notable persons and current research in the field will be introduced through the examination of case studies. The applications and abuse of forensic evidence in the courtroom and popular culture are also explored. Students will come to understand the direct relationship between archaeology, physical anthropology, and forensics in the quest not only to solve "Who Dunnit?", but "Who Was It?" Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

ANTH 2525. WHY ARE WE DIFFERENT? THE BASIS FOR HUMAN DIVERSITY. (4 Credits)
This course considers how and why people differ physically, the genetic and functional basis for these differences, and their significance for adaptation and survival. Topics covered will include variations in skin, hair, and eye color, body size and proportions, serological and biochemical distributions, nutritional requirements, diseases such as HIV and cancer, and growth patterns. Theoretical issues will also be discussed, including the concepts of race and the continuing evolution of the human species. There are no prerequisites for this course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 2614. URBANISM AND CHANGE IN THE MIDDLE EAST. (4 Credits)
This course discusses urban traditions and theories in the Middle East. The course material will cover multiple Middle Eastern cities, old and new. Through ethnography we analyze the impact of colonial policies on the politics of space and place. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, MEST.

ANTH 2619. MAGIC, SCIENCE, AND RELIGION. (4 Credits)
Magic, science and religion will be analyzed, compared and contrasted. Problems in the comparative study of these topics, especially of religion, the "supernatural," and world view, are discussed in the context of various cultures. (Every other year). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: BIOE, GLBL, INST, IPE, REST.

ANTH 2620. THE ANTHROPOLOGY OF CITIES. (4 Credits)
This course explores the everyday life of cities in a range of international contexts. We will investigate the formation of urban neighborhoods, urban ties based on ethnicity and religious beliefs, multilingualism and changing notions of the city due to globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, IPE, URST.

ANTH 2650. WHY JOHNNY CAN'T READ. (4 Credits)
What is the role of schooling in US society? This course will explore the socio-cultural contexts of educational institutions in the United States, as well as the historical development of prevalent theories of education and learning. Topics and debates in education include testing and curriculum standards, language policies and classroom literacy practices, dropout rates, minority and low-income population access to education opportunities, the charter school movement, teaching methodologies, school accountability, and the role of technology in the classroom, among others. The class will also investigate what is means to be a student in a linguistically and culturally diverse society. How do young and adult learners form their own educational communities both inside and outside the classroom? How are families, peer networks, religious institutions, workplaces and other community spaces also important educational sites? How have expectations in the US, especially as they relate to and change along with, national and global political ideas of social/ economic development and progress. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PJST.

ANTH 2700. YOU ARE WHAT YOU EAT: THE ANTHROPOLOGY OF FOOD. (4 Credits)
As the center of all significant human rituals and ceremonies, food is studied by a range of natural and social scientists. For the anthropologist, food is connected to the human body, health social relations, identity, and even ideology; we are literally what we eat. This course examines the role food plays in shaping cultural practices throughout the world. Students will explore changing concepts of food through time, beginning with early humans, modes of food production, and consumption. Through primary literature, lectures, local ethnic markets, and sharing meals throughout the semester, this class will immerse you in the theoretical and empirical significance of the cross-cultural significance of food. Bon appetit! Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

ANTH 2770. ANTHROPOLOGY OF CHILDHOOD. (4 Credits)
This course will explore the experience of childhood cross-culturally, including, for example, toddlers in New Guinea, North American tweens, and child soldiers in Sierra Leone. We will address issues such as discipline, emotion, authority, and socialization within the broader context of race, religion and gender. Special attention will be given to the effects of war, poverty, and social inequality on children and the recent development of a set of universal human rights for children. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE.
ANTH 2880. HUMAN SEXUALITY IN CROSS-CULTURAL PERSPECTIVE. (4 Credits)
Human sexuality in Cross-Cultural Perspective. Human sexuality presents a challenge to anthropology which, as a general practice, continues to divide the biological from cultural. Sexuality depends on biology, but its actual practices arise in specific cultural contexts, which vary widely. In this course, we examine older anthropological theories of sexuality as well as a new emerging interactionist paradigm that recognizes the power of both biology and culture. Specific topics include ethnographic method in the study of sexuality, evolutionary theory, cultural constructivism, heteronormativity, and gay, lesbian, bisexual, and transgender issues, in a range of societies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, IPE, WGSS.

ANTH 2885. ANTHROPOLOGY OF ECONOMICS. (4 Credits)
The purpose of this course is to acquaint students with the major theoretical and methodological perspectives in the anthropological study of human economies, past and present. The course will explore the principles and history of economic analysis in anthropology, including the cultural factors that shape and guide economic behavior in diverse societies from the stone age to modern times. Readings will cover topics in ethnography, human ecology, social theory, political economy, and economic development. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 2886. ANTHROPOLOGY OF GENDER AND SEXUALITY. (4 Credits)
Are sex roles biologically determined or culturally defined? A cross-cultural perspective provides a unique opportunity to explore answers to this question through an examination of the roles of men and women in marriage and the family and in economic, political and religious institutions, as well as how such roles are interrelated with conceptions of masculinity, femininity, honor and shame. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE, WGSS.

ANTH 2888. GENDER AND ISLAM. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, MEST.

ANTH 2890. VISUAL ANTHROPOLOGY. (4 Credits)
Culture affects what and how we see, and what we see affects our culture. Film, still photography and video each enable anthropologists to capture and analyze aspects of this relationship, and of culture in general. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 2999. TUTORIAL. (2 Credits)

ANTH 3002. ART AND ANTHROPOLOGY. (4 Credits)
In this class, we will explore the century-long dialogue between anthropology and the creative arts. From Picasso and Matisse appropriating African arts, and Zorah Hurston drawing on her anthropological research for her novels, to Michael Taussig’s use of fiction as an ethnographical tool, the study of culture and the creation of art have long been closely intertwined. We will read essays, ethnographies, poems, novels, and life histories, tracing the possibilities of anthropology as a creative discipline and a way of understanding creativity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3110. ANCIENT CULTURES OF THE BIBLE. (4 Credits)
What was it really like in Biblical times? Through an archaeological investigation of the Holy Land, particularly the Canaanite, Israelite and classical cultures of Old and New Testament times, this course provides students with a better understanding of the ancient social and religious background of our modern Judeo-Christian tradition. Extensively slide illustrated. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSSC, CLAS, GLBL, MEST, PJST, REST.

ANTH 3111. NEW WORLD ARCHAEOLOGY. (4 Credits)
What were the Americas like before the arrival of Europeans? This course investigates the prehistory of the western hemisphere with emphasis on the arrival and expansion of hunter-gatherer societies throughout the New World. Explore ancient Native American cultural adaptations from the Ice Age to today’s global warming within the diverse and dynamic habitats of early times. Students will gain a broader appreciation of American Indian culture and diversity, as well as its extraordinarily long record of survival and achievement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, LALS, MVST.

ANTH 3115. INTRODUCTION TO MEDICAL ANTHROPOLOGY. (4 Credits)
The interdisciplinary field of medical anthropology focuses on the study of health and healing within cultural, biosocial and cross-cultural contexts. Students will develop an understanding of how to apply core concepts and methods from anthropology to understanding and addressing problems located at the intersection of culture, well-being, disease and death.

ANTH 3152. SPORTS AND NATIONAL POLITICS. (4 Credits)
This course looks at sports as a very serious (and entertaining) enterprise comprising multiple levels, from lighthearted enjoyment needed to keep us sane every week, to the insane passions of national rivalries usually camouflaged in other political and cultural arenas. Sport is also serious business in that it commands so many cultural and financial resources and international media attention. Ultimately the course will look to explore how sports is central to our national and transnational existence and is an essential in post-modern consumerist world that seeks to erase the traces of global capitalism's homogenizing project of domesticate differences. In this light, sport and cultural body of the art play, constitute a fundamental dimension of the contemporary transnational landscape. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSSC, INST.
ANTH 3154. SPORTS: AN ANTHROPOLOGICAL PERSPECTIVE. (4 Credits)
Why is sports so pervasive throughout the world? Sports entertains and generates billions in revenue, but it has a more profound role in human society. This course will examine sports as an integral part of human culture that can both reproduce and challenge cultural structures. We will discuss how issues such as race, class, gender, sexuality and nationalism are embodied and performed on the field and in the stands, using the context of multiple sports. While we will take a critical look at sports, this course will also approach the topic with an eye to the common human experience of joy in the game. As Galeano said, "when good soccer happens, I give thanks for the miracle and I don't give a damn which team or country performs it." Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3180. ETHNOGRAPHIC METHODS: CULTURES OF NEW YORK CITY. (4 Credits)
This course explores the cultural diversity of New York City from an Anthropological perspective. The focus will be on how different groups use urban public spaces, e.g., ethnic and religious communities within the city and urban subcultures. Students will use readings to inform their own ethnographic research on the cultures of New York. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC.

ANTH 3197. PEOPLES OF SOUTH ASIA. (4 Credits)
This course explores the people, history, culture and politicalsof South Asia. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3220. ARCHAEOLOGY, LANGUAGE, AND GENETICS: THE POLITICS OF IDENTITY. (4 Credits)
The course explores parallel lines of investigation in archaeology, linguistics, and evolutionary biology that have been used to construct social and cultural identity. We will survey ways in which people have approached this matter, including origin myths, art, text, language change, material culture, and genetic mutation, then compare the findings of these disparate fields to consider how they have been used, and might be used, to assemble a picture of the past from the perspective of individuals, archaeologists, and political leaders. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

ANTH 3260. POLITICS OF REPRODUCTION. (4 Credits)
The biological reproduction of the human species is a complex process that engages all major institutions of society: family, religion, morality, health, economy, and government. Using cross-cultural and social historical materials, this course will examine cases in which the control over reproduction is contested, focusing on such issues as family limitation, new reproductive technologies, and child custody. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, BIOE, GLBL, PJST.

ANTH 3330. RACE AND URBAN LANDSCAPE. (4 Credits)
This course will examine the segregation of whites and blacks in urban communities in the United States. As blacks moved into urban communities in the South and migrated ot cities in the North and West from the late 19th century to the mid 20th century, whites segregated them and instituted “Jim Crow” practices that denied them equal rights. What did Jim Crow look like on the urban landscape? Students will be able to answer this question as the learn about the growing confinement of blacks and establishment of ghettos on the landscape of a number of U.S. cities including Chicago, and New York. Students will read several historical and anthropological studies of urban communities in the United States. They will learn some of the techniques anthropologists use, such as mapping, observation, and historical research, to study Harlem. In addition, students will become familiar with the holistic anthropological approach that explores race in the urban landscape as well as documents the political, economic, religious, and social forces that shape the city environment. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC.

ANTH 3339. IRISH AND MEXICAN MIGRATION: NEW YORK FOCUS. (4 Credits)
The course will take a comparative look at the historical and contemporary Irish and Mexican migrations to New York City. Special emphasis will be given to ethnographic exploration and analysis of the different communities’ migration processes, including how each has impacted on the city, and also transformed the origin populations back home in Ireland and Mexico. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, LALS, MVST, SOCI.

ANTH 3340. ANTHROPOLOGICAL PERSPECTIVES ON RACE AND ETHNICITY. (4 Credits)
A cross-cultural, interdisciplinary consideration of the concepts of race and ethnicity, this course examines racial and ethnic categories and explores how they form, how society gives them meaning and the circumstances under which they change. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, IPE, LALS, PLUR, URST.

ANTH 3341. RACE, SEX, AND SCIENCE. (4 Credits)
This course introduces students to interdisciplinary debates about the relationship between race, sex, and gender, on the one hand, and science, technology, and medicine, on the other. We will examine two interrelated questions: How do scientific claims influence cultural understandings of race, gender, and sexuality; and how do cultural beliefs about race, sex, and gender influence scientific research and knowledge production? The course will explore the role that understandings of race, sex, and gender have played in the development of Western science; the relationship among race, sex, gender, and scientific research in genomics and health disparities research (among other fields); and finally, the ways in which race, gender, and social inequalities become embodied and affect human biology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, LALS, SOCI, URST, WGSS.
ANTH 3343. Ghettoes and Gated Communities. (4 Credits)

How do humans order their urban landscapes? Do different cultures segregate certain peoples in the urban landscape? Do cultures exclude certain groups from certain neighborhoods? Students will become acquainted with ghettos and gated communities in different cultures around the world and compare them with their own to discover what they share and don't share. Students will learn how anthropologists study global urban communities. Topics to be covered in this course are urbanization, creation of ghettos and gated communities, influences on the urban landscape from gender, political, economic, social, and global forces. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, EP3, GLBL, INST, PJST, URST.

ANTH 3347. ANTHROPOLOGY OF HIV/AIDS. (4 Credits)

This course explores the cultural, historical, political, economic, and public health aspects of HIV/AIDS. We will study the emergence, development, and contemporary meaning of HIV/AIDS in the US and internationally, impacts across multiple sectors of society, experience of affected populations, responses of health, political and social sectors; and varying approaches to prevention and treatment. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3351. COMPARATIVE CULTURES. (4 Credits)

This course will survey the diversity of cultures in the world and the processes that have produced similarities and differences among and within various geographic areas. Some of the central topics of discussion include human adaptation and adaptability, social change, modernization and ideas of development in small scale as well as in complex societies today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, GLBL, INST, IPE, LALS, MEST.

ANTH 3353. ANTHROPOLOGY OF GLOBALIZATION. (4 Credits)

Although globalization began in the 14th century with the voyage of Columbus, it is very much a contemporary concept. More than any other social system, globalization has permeated every institution, structure, and human relationship, thereby generating a whole new structure of values. Even though globalization has resulted in more development, it also brought great inequalities, frustrations, and conflicts among nations. The objective of this course is to provide students with substantive knowledge and understanding of the process from its many anthropological and cultural dimensions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PJST, URST.

ANTH 3354. RACE, IDENTITY, AND GLOBALIZATION. (4 Credits)

The course will explore the power of racial discourses in the production of global difference over the last five decades. Particular emphasis will be placed on the work of James Baldwin to understand the insights of the North American civil rights movement, and its global influence since the 1960's. The civil rights movement coalesced at an important moment of global historical questioning, and along with the African and Caribbean national liberation movements, anti-Vietnam war protests, feminist and gay struggles and the student uprisings in Europe and Latin America, marked a particular manner in which to re-think global concepts such as democracy, citizenship, transnational identity, and political consciousness. The objective of the course is to make use of Baldwin's racial, national, and global reflections to understand the global effects of the progressive movements initiated five decades ago. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, INST, URST.

ANTH 3355. CULTURE AND ANTICOLONIALISM. (4 Credits)

In this course students will read and discuss major texts in the anticolonial traditions of Africa, Latin America and the Caribbean. The course will also address how the search for a "native" esthetics marked the cultural production of these regions in the Twentieth Century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

ANTH 3371. People and Environment. (4 Credits)

This course problematizes and examines the nature/culture binary in terms of spaces & subjects through race; gender; technology; city – country/metropole – (neo) colony; "the environment" (as a priori vs. culturally constructed); discourses of environmentalism (values, expert/local knowledge, politicization/ depoliticization); violence, disaster and ruin. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3380. Hazards, Disasters, and Human Experience. (4 Credits)

Sandy, Katrina, 9/11. Natural and anthropogenic disasters are not new (consider Pompeii or even Noah's flood), but because of global climate change, the intensity and frequency of storms is increasing along with tragic human suffering and property destruction. Anthropological perspectives are increasingly relevant to disaster prevention and relief efforts, especially since anthropologists participate in inquiry and cleanup in the aftermath of these disasters. By exploring the complexities of recent and past natural and human caused disasters, this course explores the ways in which cultures perceive and respond to disaster. We will identify pragmatic actions which can mitigate or prevent human suffering and improve relief efforts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, ENST.
ANTH 3393. GRAFFITI: THE CHALLENGES AND CONUNDRUMS OF STREET ART. (4 Credits)
The course will focus on the history and development of graffiti since its ancient inceptions in cities like Pompeii to its post-modern expressions. Particular emphasis will be placed on the role of graffiti in resisting and critiquing official state power, and how, over the centuries it has been a focus of state censorship and repression. Scholars and colleagues will also be invited to talk about graffiti from different perspectives. Meanwhile students are expected to carry out a research term paper about the history, development, and unique issues of graffiti in a particular urban center. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

ANTH 3400. POLITICS OF MEMORY: TORTURE, GUILT. (4 Credits)
The course will explore the politics of historical trauma, particularly looking at the manner in which contemporary societies deal with past forms of violence, oppression and hatred. Emphasis will be placed on the United States, Chile and South Africa in terms of assessing how each of these nation-states have looked to deal with foundational forms of genocide and ethnocide. Part of the course will also look at reparations and the creation of Truth and Reconciliation Commissions as ways to reconcile with past exploitative legacies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3406. RACE AND GENDER IN VISUAL CULT. (4 Credits)
The course will explore how different racial, engendered and class elements affect visual culture. Particular emphasis will be placed upon the cultural production in the Americas but this will be contrasted with other areas and regions from today's globalized and migrant world. The students will be taught how to assess visual culture and the varying powerful and multi-faceted medium it represents. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3450. THE ANTHROPOLOGY OF NATIONALISM AND IDENTITY. (4 Credits)
Nationalism is a potent force in the modern world, and national affiliation is a major component of social identity. We will start by examining the origins of and main theories on the “nation.” We will discuss how identity is formed in relation to the nation, and the intersection of national identity with other identities such as ethnicity, race, and gender. We will define “nationalism” and look at the role it plays in various aspects of the global world, including migration, national liberation movements, conflict and the rise of the “all-right.” The course will use a variety of case studies, but particular attention will be paid to the development of national identity and the rise of nationalism in the United States.

ANTH 3470. PEOPLE AND CULTURES OF LATIN AMERICA. (4 Credits)
This course surveys the diversity of Latin America as a continent and as a complex mixture of peoples and cultures with an increasing presence in the United States. It will place particular emphasis on the discussion of ethnicity, race, gender, religion, artistic production, and economic and political inequality. The aim of the course is to understand the cultural and social particularities of contemporary Latin America and to place them in a global context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, LALS, PJST.

ANTH 3472. LATINO IDENTITY AND CULTURE. (4 Credits)
The course will explore Latino identity and culture. Latinos are the fastest growing ethnicity and largest minority group in the United States. Not surprisingly, defining what unifies and divides Latinos as a whole is a matter of great complexity. In this matter, the course will start with the exploration of the immigrant / migrant experience and assess the central question, woven throughout the group’s experience, “can Latinos ever be from here?” Hence, the subtitle “Ni de Aquí, Ni de Allá” - “Not from here, not from there.” To this degree, the course will also engage the term “Latino” How was it created? What are its most important personal meanings and political implications? and what is the Latino potential of power and influence? This also implies that the course also must engage the educational and economic disparities, media stereotypes and perceptions that may cloud the group’s existence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3481. AFRO-BRAZILIAN CULTURE, POLITICS, AND IDENTITY. (4 Credits)
The purpose of this course is to introduce students to the topic of Afro-Brazilian culture through examining aspects of its history and contemporary dynamics. The course offers a panorama of the processes of formation and transformation of Afro-Brazilian culture, analyzing how its main elements, such as samba, capoeira, and Candomble shifted from a marginalized position to become central components of Brazilian national identity. The course also examines the relationship between black culture and local politics in Brazil, and the representations of Africa in the formulation of contemporary black identities in the Diaspora. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: LALS.

ANTH 3483. BOND, BOURNE, AND BRITAIN: THE NOSTALGIA OF EMPIRE. (4 Credits)
“Bond, James Bond,” has become indicative of a particular gendered kind of seductively choreographed “cultured” behavior. It is both telling and theoretically productive that the imperial tenets of this spy character are always hidden under a façade of masculine charm and civilizing ideals. This melodramatic façade has been inherited in the recent Jason Bourne cinema thrillers as well, where it is now an American serviceman, not a British one, who upholds the ideals of democracy and what is right and wrong in a global setting that, more than ever, is exploding into violence and chaos. The course will explore the cultural legacy of the Bond genre, replicated in a “similar but different” manner by the Bourne contributions, in creating ideas about the global ecumene, postcolonial identities, and the production of whiteness in a supposedly post-racial world. Ultimately, the course will focus on the nostalgia of empire exercised by polities such as Great Britain, and most recently the United States, that keep reproducing greater popular cultural products (in films and music) as their own political and financial stronghold on old colonies continues to wane. Perhaps the British Nobel laureate, Doris Lessing, most succinctly highlighted this problematic when she turned down the prestigious Order of the British Empire, publicly wondering what would be the purpose of joining an order of something (i.e., British Empire) that no longer exists.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.
ANTH 3487. LONDON UNDERGROUND: HISTORY, MYTHS, AND TRADITIONS. (4 Credits)
The city of London is one of the most cosmopolitan and culturally diverse cities in the world, with over a third of its current residents having been born outside of Great Britain. It has experienced a long history of occupations, its name itself coming from the Latin Londinium given to the city by its Roman conquerors. Since then, it has seen centuries of cultural life and political organization, becoming the pride of the British Empire and the destination of hundreds of thousands of current and former members of the empire. This course will use the metaphor of the London Underground to explore the multiple layers of history, myth, and tradition that make up the city of London. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3510. MUSEUMS: CULTURES ON DISPLAY. (4 Credits)
This course will explore the purposes museums serve and the meanings museums create in New York City and throughout the world. We will consider practices of collecting and displaying both objects and people, and we will cover both the historical development of museums and contemporary museums-related controversies. The course will frequently meet at New York City museums for in-situ learning experiences. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3520. FORENSIC INVESTIGATION OF THE HUMAN SKELETON. (4 Credits)
To understand how the human skeleton is utilized to identify the deceased and sometimes solve crimes, knowledge of skeletal biology and anatomy is paramount. This course has two primary objectives: first to provide basic but solid knowledge of the human skeleton, and second to explain the application of that knowledge to forensic anthropology. Students can expect to obtain a critical understanding of human skeletal anatomy and forensic osteology, as well as the ability to think critically about the recent media glamorization of forensic practice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3570. APPLIED HUMAN RIGHTS. (1 Credit)
Most people working on international affairs, and other disciplines internationally oriented, might confront cases of human rights violations. Some international workers try to prevent these directly, or to deal with these impacts, and others need to document, at least partially, those violations as the relate to their core mission (e.g. implement health programs for teenagers in a conflict area, or address displacement of indigenous peoples by corporations). How can we understand the relations between different international programs and human rights works? What are the similarities, differences and intersections? What abilities and methods are required for all international workers confronting human rights violations? What are some of the most recent successes in international law and domestic regulations? In this seminar, we will present diverse examples in several domestic regulations? In this seminar, we will present diverse examples in several countries that intersect with human rights violations. We will describe the professional roles of different team members (lawyers, psychologists, social workers, doctors, community actors, etc.) and the tools and protocols needed in order to successfully register their experiences (in context of warfare, environmental damage, and even in natural disasters). We will listen to the testimonies of survivors and human rights workers, and will present specific cases emphasizing the security needs and the risks involved in those.

Attributes: ASSC, BIOE.

ANTH 3505. MOTHERING AND MOTHERHOOD. (4 Credits)
This course provides an in-depth look at what is often assumed to be the most basic and fundamental building blocks of all human relations: mothering. But what does it mean to be a mother? Who is allowed to mother? Whose motherhood is lost or denied? What qualifications does it take mother? And how does what appears to be the private practice of motherhood, intersect with larger political processes, gender ideals and hierarchies, science and technology, and public expressions of intimacy? We will explore the concepts of mothering and motherhood to understand its dynamics beyond birth, bake sales, and kissed boo-boos. This course provides an opportunity to question and rethink mothering and motherhood in a variety of social and cultural contexts both within and outside the U.S. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: WGGSS.

ANTH 3610. FAMILIES IN ECONOMIC CRISIS. (4 Credits)
At times in US history, millions of American families have been in economic crisis. Such crises have significantly altered patterns of household composition and social relations, especially regarding jobs, home, and family life. This course will examine theories and policies of economic conditions and labor market trends across a broad spectrum of income brackets and culturally diverse households, including housing, alternative living arrangements, educational access, job security, occupational and industry specific employment and unemployment trends, and customs and traditions of marriage and social relations between the sexes. The course will use a comparative and historical approach by reviewing the influence of the Great Recession on American families as compared to the impact of previous recessions (for example, the mid-1970s, the early to mid 1980s and early 1990s). Readings will be drawn from the social sciences in such disciplines as: cultural anthropology, political economy, sociology, and gender and sexuality studies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.
ANTH 3620. BORDER CULTURES IN THE CITY: SUMMER IN NEW YORK. (1 Credit)
The course will explore a migrant New York City normally not visible to most of the native inhabitants of the city. In this manner, the course will allow students to meet and understand the different struggles and lived-in reality of migrants, particularly Mexican ones, as they strive to make a dignified living for themselves and their families. The course will look to assess and discuss the physical, cultural and emotional border culture that has created between Mexico and the United States but also between many of the Central and South American nations. To this degree it will also explore the newly invigorated Latino culture in the United States, one that figures more and more prominently in the future of the United States and the continent. Finally, through daily lectures and site visits to migrant organizations and communities students will explore the myriad of manners in which politics of identity and culture have taken shape and have shaped our city.

Attribute: ASSC.

ANTH 3710. BILINGUALISM: LOCAL PRACTICES AND GLOBAL PERSPECTIVES. (4 Credits)
Human beings have produced at least 7,000 languages in the history of the world, many communities support the use of more than one of these within their boundaries and many individuals acquire multiple languages over the course of a lifetime, sometimes switching among tongues within the same conversation even in today’s global English. The course examines the many approaches that sociolinguists and linguistic anthropologists have developed for studying how and why humans do this. What are the causes and consequences of retaining more than one language in our domestic lives, cultural institutions, and nation-states? What are the costs and benefits? Why, in short, do humans continue to value and invest in bilingualism, both locally and globally? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: INST.

ANTH 3725. CULTURE AND CULTURE CHANGE. (4 Credits)
Selected issues in the relationship of human behavior and culture. Issues dealt with in this course include the concept of culture, culture and the individual, culture contact, and culture change. (Every other year) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, INST, IPE, MEST.

ANTH 3726. LANGUAGE, GENDER, AND POWER. (4 Credits)
An examination of how everyday language use is constituted by cultural ideas about gender, power, and identity. Various theoretical frameworks are analyzed through ethnographic case studies which include Mexico, Malagasy, Senegal, Hungary, Nepal and the United States. We focus on issues such as prestige, politeness, inequality and hierarchy, language shift, multilingualism, code-switching, and literacy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: INST.

ANTH 3771. PYRAMIDS, GODS, AND Mummies. (4 Credits)
The course looks to explore the myriad of manners in which these politics of identity and culture have taken shape over the last centuries (and even millennia). Through lectures, readings and site visits to archaeological and historical sites around Puebla and Mexico City the course will assess how these migrating notions of culture have served to enable contesting identities across and through the border production between the United States and Mexico. It is particularly useful to view this dynamic from down below to better complete the authoritative picture officially espoused by the governing bodies of both countries. To this degree the value of the course will be to explore, first through lectures, secondly through site visits, and thirdly through small research papers and a final small research project how sometimes similar, and at other times differing, notions of what it means lobe American has permeated the landscape of the continent, and continues to fuel our cultural and political identities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3800. INTERNSHIP. (3 Credits)

ANTH 3888. ARAB WOMEN AND SOCIAL MOVEMENTS. (4 Credits)
This course explores the participation of Arab women in social movements before and after the 2011 “Arab Spring”. The course will be examining why and how women contribute to political and social changes, the challenges they encounter, and the changes in their understanding of their roles as citizens in the postcolonial nation-state. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: INST.

ANTH 3999. SERVICE LEARNING-3000 LEVEL. (3 Credits)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

ANTH 4004. Art Worlds: Anthropology and Sociology Perspectives. (4 Credits)
Incorporating methods and insights from sociology and anthropology, and drawing on the resource of the immediate context of New York City's cultural communities and institutions, this course will analyze many of the arts and artistic communities of New York City. The study of culture generally, and art worlds more specifically, allows us to understand art and culture not only as aesthetic experiences, but also as institutional, economic, social and political phenomena. Our summer mid-day time slot will allow us to avail ourselves of numerous field trips and cultural excursions to support our discussions, readings, and lectures. This course currently fulfills an Interdisciplinary Capstone Core requirements for Fordham College students and is expected to be listed as an EP3 course by Summer 2014. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
ANTH 4005. ANTHROPOLOGY OF J.R.R. TOLKIEN. (4 Credits)
The fictional writing of J.R.R. Tolkien, including The Hobbit, and The Lord of the Rings, has many direct correlations with historical Europe, and beyond its literary value, it can serve in some ways as an ethnographic account of the curious land of Middle Earth. The works describe and extraordinary panorama of myth and borrowed facts, from which we can refine our understanding of the "other" through analysis of sociolinguistics, funerary ritual, cultural norms, and archaeology while simultaneously exploring the sources of Tolkien's imaginative creations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC.

ANTH 4114. ANTHROPOLOGY OF HEALTH HEALING AND SOCIAL JUSTICE. (4 Credits)
Health and illness will be studied as an interrelationship of biology, ecology, and culture in antiquity and contemporary societies. Among concepts of health and healing explored in Euro-American and non-Western cultures are: What is "normal"? What causes disease? Who can heal? What treatments are provided? What impact does modernization have on these cultural patterns? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, INST, IPE, PJST.

ANTH 4344. REPRODUCTIVE TECHNOLOGIES: GLOBAL PERSPECTIVE. (4 Credits)
The interdisciplinary course will focus on issues in technology and reproduction, emphasizing the view that reproduction is not simply a biological process, but one that is laden with symbolic, political, and ideological meanings. Drawing on the fields of anthropology, sociology, history, public health, law, and science, technology and society. We will examine the contested meanings of reproduction, in particular how reproductive technologies are changing lives around the globe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, ENVS, GLBL, ICC, IPE, LALS.

ANTH 4802. ARCHAEOLOGY OF NEW YORK. (4 Credits)
The course is an inquiry into the biological and cultural processes by which human populations have adapted to the world's diverse ecosystems. Particular attention is devoted to issues of group survival in difficult habitats and the environmental impact of preindustrial and recently Westernized cultures. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, ENVS, GLBL, ICC, IPE.

ANTH 4490. ANTHROPOLOGY OF POLITICAL VIOLENCE. (4 Credits)
Political violence happens everyday, whether we endure it personally or hear about it through the media. But seldom do we ask ourselves what it is. This course investigates the nature of political violence and articulate its many forms from the anthropological perspectives of gender, class, ethnicity, economics, and of course, politics. Specific areas of study include Northern Ireland, Germany, Sudan, Palestine, Mexico, Argentina, China, Australia, and the U.S. The course will discuss the motivations for action (or inaction) by governments, elites, and insurgents, and students will get to know some of the organizations working against political violence. Field trips will include visits to the United Nations, The United Holocaust Museum, and Ground Zero. Podcasts, news broadcasts, movies and audio documentation of events will provide further access to examples of global political violence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, INST, IPE, PJST.

ANTH 4498. SENIOR THESIS. (4 Credits)
Independent research under mentor guidance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 4999. TUTORIAL IN ANTHROPOLOGY. (1-4 Credits)
Supervised individual study project.
Attribute: GLBL.

Updated: 10-11-2017
SOCI 2410. INEQUALITY: CLASS, RACE, AND ETHNICITY. (4 Credits)
The recent history of the U.S. as a nation of distinct socioeconomic classes and the persistence of racial and ethnic conflict as a factor affecting inequality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, LALS, PLUR, URST.

SOCI 2420. SOCIAL PROBLEMS OF RACE AND ETHNICITY. (4 Credits)
This course explores the historical and contemporary issues surrounding the impact that race and ethnicity have in society. Students will examine how racial and ethnic criteria often guide important economic, political, and social decisions that affect access to resources by various groups and which usually have major consequences for the individual. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, LALS, MVST, PJST, PLUR, URST.

SOCI 2505. RELIGION AND SOCIAL CHANGE. (4 Credits)
The course explores questions about religion and social change in domestic and international contexts and how religious institutions adapt to changes in gender roles, urbanization, migration, and religious and ethnic pluralism. What roles have religious movements, including fundamentalism, played in modernization? Students examine under what conditions religion is compatible with the global spread of democracy, environmentalism or individualist conceptions of human rights. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, IPE, PJST, REST.

SOCI 2570. SOCIOLOGY OF FUNDAMENTALISM. (4 Credits)
The attack on the twin towers of New York, the assassination of doctors and bombing of abortion clinics, and the proliferation of suicide bombers and suicide cults are examples of true believers—Muslim, Jew, Christian, and Hindu—at war with others in the name of faith. Dissent seems to be considered a heresy, and dogmatism seeks domination over democracy. Using film, selected readings, and occasional guest speakers, this course examines why in the 21st century, the most technologically-advanced, pluralistic, and globally unified era in the history of humanity, fundamentalism has become a dominant force on the world stage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 2600. INTRODUCTION TO SOCIAL WORK AND WELFARE. (4 Credits)
Introduction to values, knowledge and skills of social work professions. Focus on historical and contemporary rules and relations of social work profession. Also includes social welfare history and policy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, URST.

SOCI 2606. SOCIAL SCIENCE STATISTICS. (4 Credits)
Introduces the student to the basic concepts of both descriptive and inferential statistics. Both models will be presented, their assumptions delineated, and their application to research in the social sciences emphasized. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

SOCI 2607. SOCIAL SCIENCE RESEARCH AND STATISTICS. (4 Credits)
This course provides an overview of the methodological approaches used in the social sciences, both in terms of designing research studies, and analyzing and interpreting data. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, URST.

SOCI 2650. BASIC RESEARCH METHODS. (4 Credits)
A survey of the basic tools for data collection and research design. Focus on decisions involved in the selection of the research problem, research design and the interpretation of data. Methods to be explored include participant observation, survey analysis, content analysis and the case study approach. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, URST.

SOCI 2701. INTRODUCTION TO CRIMINAL JUSTICE. (4 Credits)
An overview of the criminal justice system: law, its sociology, and its social and political functions. A critical examination of law enforcement agencies, the judicial system, and corrections. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, URST.
SOCI 2703. SOCIAL DEVIANCE. (4 Credits)
The study of deviance is closely related to social power and social class. Deviance from, or conformity to, social rules or norms raises the question, Who rules? The study of deviance has been particularly concerned with issues of class, race, ethnicity, gender, and sexuality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: URST.

SOCI 2705. CRIMINAL JUSTICE POLICY. (4 Credits)
This course provides an overview of policies instituted at each level of the criminal justice system including police, corrections and courts. The class will focus on evaluating the benefits, costs and possible consequences associated with these policies. Focus will also be placed on the development of criminal justice policy taking into consideration: history, context, theoretical frameworks, and political factors. Special topics that will be covered include evidence-based interventions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 2800. SOCIOLOGICAL THEORY. (4 Credits)
A survey of classical and contemporary theory that gives students a grasp of the history, nature, and significance of theory for the study of contemporary societies and sociocultural processes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: FCRH.

SOCI 2801. SOCIAL THEORY AT THE CINEMA. (4 Credits)
This survey of classical and contemporary theory looks at sociological analysis through the lens of mainstream and independent cinema. The course considers the history, nature and significance of theory for the study of contemporary societies and sociocultural processes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 2845. DRUGS, LAW, AND SOCIETY. (4 Credits)
This course examines the social organizations of illegal commerce in narcotics and other drugs, looking at this transnational business from the point of production to the points of consumption throughout the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: URST.

SOCI 2847. THE 60s: SEX, DRUGS, ROCK & ROLL. (4 Credits)
The 1960's was one of the most tumultuous eras in American history, marked by a revolutionary movement led by youth struggling for freedom on many levels. African Americans, with white support, struggled against the oppression of racial segregation of the South in the Civil Rights movement: young people sought sexual freedom and the right to experiment with drugs; musicians broke away from the restraints of traditional pop and folk songs and created rock and roll; politically minded youth attacked the traditional institutions of political and economic power by protesting against the war in Vietnam; women challenged traditional male attitudes that confined them to domesticity or inferior status in the work place and in society; gays organized against the repressive laws and prejudices against homosexuality. This course will show how all of these social strands intertwined using films, music and writings from the era. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

SOCI 2850. METHODS SOCIAL RESEARCH I. (4 Credits)
Students are introduced to the fundamentals of empirical research while actively being involved in the research process by conducting their own survey. The first course includes a survey of different methodologies used by social scientists. Students gain hands-on experience in writing a literature review, specifying a research question, developing research hypotheses, designing a questionnaire and collecting data through interviewing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: URST, ZLB1.

SOCI 2851. METHODS SOCIAL RESEARCH II. (4 Credits)
The second course focuses on data analysis. Students learn simple descriptive and inferential statistics in combination with how to use the computer. These skills provide the basis for obtaining answers to research questions and testing hypotheses so that students can write their final research reports. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, URST.

SOCI 2870. GANGS IN AMERICA. (4 Credits)
This course examines the problem of street gangs in American society. Areas of interest include (1) the history of gangland, (2) evolving patterns of relationships between the gangs and social institutions, (3) the structure and culture of gangs, and (4) the ways in which gangs now spread. Course material includes theoretical literature empirical studies, and historical accounts Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: FCRH.
SOCI 2925. MEDIA, CRIME, SEX, AND VIOLENCE. (4 Credits)
Turn on the television set, pick up the local newspaper, go on the Internet or watch a movie. Wherever you turn, you will find the media saturated with stories about corrupt cops and honest cops, drug dealers and drug users, murderers and victims, organized crime and serial killers, crusading district attorneys and defense attorneys, corrupt lawyers and hanging judges, violent prisoners and convicted innocents. How accurate are these representations? What are the ideological messages and cultural values these stories communicate? In this course, you will learn how to demystify media representations in order to understand how and why they are produced, and who is responsible for their production. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, PJST, WGSS.

SOCI 2960. POPULAR CULTURE. (4 Credits)
This course will investigate the nature of contemporary popular culture. How do people spend their "spare time"? Does this vary with social class? Is sport the new religion? And how does this differ from that of earlier periods and simpler societies? (Every year) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, URST.

SOCI 2965. SCIENCE FICTION AND SOCIAL CRISIS. (4 Credits)
In a dreamworld inhabited by battle weary heroes and heroines who confront alien forces, where machines find human beings disposable and wizards' spells sometimes fail, where madmen create monsters that threaten humanity, we enter a realm in which science fiction often stands as a metaphor for the human condition, resurrecting quasi-mythological perceptions that have all but vanished in our nonfictional scientific world. Through the use of selected readings, feature films and lectures, this course will examine the sociological insights that science fiction films and literature offer about how we live our lives in the "here and now" of the post modern world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

SOCI 2966. IMAGINING OTHER WORLDS. (4 Credits)
Confronted as we are by many major social problems throughout the United States and the world, is it possible to even imagine a better society than the present one? Drawing on utopian texts and science fiction novels and films, student will work in teams to blueprint a small-scale community of their choice that improves upon one that presently exists. The students will examine specific social structure such as families, educational institutions, gender relations, and political power, etc. They will work together and conduct fieldwork such as interviews, photography of sites, and graphic designs, to make a presentation at the end of the course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 2999. TUTORIAL. (2 Credits)
Independent research and reading with supervision from a faculty member.

SOCI 3000. LATINO IMAGES IN MEDIA. (4 Credits)
An analysis of changing Latino images in U.S. media. The emphasis will be on English language film and television productions. Gender, color, and class issues will be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMC, COMM, LALS, PLUR, URST.

SOCI 3001. ETHICAL ISSUES IN JUSTICE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

SOCI 3017. INEQUALITY IN AMERICA. (4 Credits)
A study of the ways in which inequalities of wealth, power, and prestige are institutionalized in complex societies. Social class and social status as they relate to other aspects of social organization and affect the life chances of individuals. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: LALS, URST.

SOCI 3021. SOCIOLOGY OF MEDICINE. (4 Credits)
This course explores the social context of health, disease, and illness in American society. Thematic issues include the experience of illness, the medical (and other healing) professions, health care policy, and the relations between providers and patients. The effects of social inequality on health and health care delivery are probed throughout the course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

SOCI 3030. HIV/AIDS IN AFRICA. (4 Credits)
HIV/AIDS is both a biological and a social phenomenon. This course will examine the history and social evolution of the global pandemic as well as contemporary and future issues. Topics covered include the history and epistemology of HIV/AIDS, the social construction of the disease, demographic impacts, heavily affected social groups - such as orphans, and the global humanitarian and development response to the African HIV/AIDS pandemic. Students will acquire a better understanding of the varied issues related to HIV/AIDS, their emergence and effects on different individuals, groups, and societies in Africa. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, BIOE.

SOCI 3044. POVERTY AND COMMUNITY DEVELOPMENT. (4 Credits)
This course is intended to provide students who have an interest in academic service learning with knowledge, skills and attitude they will need to shape their understanding of the socio-economic challenges of poverty, unemployment and inequality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, PJST.
SOCI 3046. INTERNATIONAL SOCIOLOGY. (4 Credits)
An examination of the impact of globalization on worldwide social development goals; the formation of transitional families in Africa, Asia, the Americas and Europe; family strategies of migration for social and economic gain; and, policies to safeguard the human rights of transitional families. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, IPE, URST.

SOCI 3066. GLOBAL MEDIA: RACE, CLASS, GENDER AND ETHNICITY. (4 Credits)
This course will include readings on global media and pay particular attention to the representation and reception of racial, ethnic, gender and class groupings in mass media today. It will also examine how television programs exported from the US have affected basic social institutions, values and perceptions of race/ethnicity, class and gender in other countries, and in the US. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3070. THE CITY AND ITS NEIGHBORHOODS. (4 Credits)
The course will introduce students to current debates about the urban experience. We will explore a variety of themes, including immigration, race, and ethnicity, urban culture and history, urban sociology and anthropology, urban politics and policy, and urban planning. The class will help students readily available sources of data to "discover" New York City neighborhoods. The class will include several outings to different New York City neighborhoods. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3102. CONTEMPORARY SOCIAL ISSUES AND POLICIES. (4 Credits)
Global issues such as world hunger, human rights, and nuclear war, as well as American issues concerning inequalities of wealth, civil rights, crime, family, and the role of government, are examined in this course. In addition to gaining an understanding of the social, political, and economic dimensions of these issues, students will carefully consider underlying value principles and religious ethics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, PJST.

SOCI 3110. GLOBAL CONFLICT: WARS/RELIGION. (4 Credits)
Around the world, religion motivates both peace and justice efforts as well as lethal conflict. In this course, we explore the sociological context of these paradoxical dynamics and the promise of world movements aimed at a dialogue and nonviolence. An interdisciplinary perspective will introduce the student to the classical sociological studies of religion and conflict, contemporary issues of globalization, and the challenge of peaceful resolution. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, IPE, MEST.

SOCI 3114. SOCIOLOGY OF HEALTH AND ILLNESS. (4 Credits)
This course will focus on health, illness, and medicine from a sociological perspective. It will provide students with an overview of the development of medicine as in institution, the impact of medicine on society, the socialization of health care practitioners, the social determinants of health and illness, healthcare policies in the U.S. and around the world, and patients' experiences with illness. By the end of this course, students will be able to: (1) develop an understanding of the ways in which society and medicine influence each other, (2) connect multiple social factors with people's health; and (3) grasp the construction of diverse illness identities in patients with chronic diseases. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, BIOE.

SOCI 3120. CONTROVERSIES IN RELIGION AND INTERNATIONAL RELATIONS. (4 Credits)
This course examines religious and secular organizations' involvement in international policy domains such as development, humanitarian aid, human rights, STI prevention, and biological reproduction, with special attention to tensions that emerge over competing religious and cultural frameworks. We will explore how different perspectives- economic, medical, human rights, security, justice- variably prioritize or marginalize different voices, ethical considerations and potential solutions to the social problems we examine. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, EP3, PJST, WGSs.

SOCI 3136. INEQUALITY-WHY/EFFECTS. (4 Credits)
What are the causes and consequences of inequality? Special consideration is given to the inequalities associated with class, sex and racial/ethnic membership. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, PJST, PLUR, URST.

SOCI 3140. OLD AND NEW MINORITIES IN THE U.S.. (4 Credits)
The situations of old minority groups, such as African Americans, Japanese, and earlier European immigrants, as compared to those of many more recent groups such as Puerto Ricans, Cubans, other Hispanics, and recent Asian immigrants, including refugees. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, LALS, PLUR, URST.

SOCI 3145. ENVIRONMENT TECHNOLOGY SOCIETY. (4 Credits)
An introduction to the origins, breadth and present-day relevancies of environmental sociology. Topics include contextual analyses of philosophies of nature, historical emergence of industrial society- the nature of the materials cycle, cultural and cinematic (key films) analyses of environmental crisis, specific hands-on case studies, today's challenges and social movements, all this to bridge sociology and the natural and social sciences. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENST.
SOCI 3148. POPULATION AND ECONOMIC DEVELOPMENT ISSUES. (4 Credits)
An examination of the interrelationships among development, population growth and migration. Fertility and migration (including urbanization) in the Third World will be reviewed in the context of development perspectives. The determinants and consequences of fertility and migration and their policy implications will be considered in a number of development sectors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, GLBL, INST, IPE, LALS, PJST, URST.

SOCI 3149. ECONOMIC SOCIOLOGY. (4 Credits)
Economic sociology is the study of how the economy intersects with our culture, institutions, and social context. In this course, we seek to understand how economic activity, including the organization of production and consumption and the allocation of work, goods and profits and other scarce resources, is shaped by social relations. We will analyze the institutional and social foundations of markets and other mechanisms that facilitate the interaction of individuals, groups, institutions, societies and their environments in making their livelihoods, covering a variety of topics including information and uncertainty, economic inequality and stratification, globalization, social networks in markets, finding jobs, black markets, the market for human organs, and corporate crime and malfeasance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: LALS.

SOCI 3151. SOCIOLOGY OF EDUCATION. (4 Credits)
We spend a great deal of our youth in school. As taxpayers, our dollars provide major funding for school systems. Through a study of the current goals, functions, and structures of educational institutions, how these have changed over time, and how they are interrelated to other major institutions in society, students will gain insights into social factors affecting their own experiences and their responsibility as taxpayers, as future parents, and, for some, as future teachers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3152. SOCIOLOGY OF SPORTS. (4 Credits)
In all societies, sports and athletics are socially organized into official events, group rituals, tests of manhood, areas for the expression of political sentiments. In modern societies they have become major industries (and their players, cultural heroes and celebrities); spectator sports and their audiences are important features of post-industrial societies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3154. POLITICAL SOCIOLOGY. (4 Credits)
This course will examine, discuss, and debate how power is distributed within and amongst groups on the local, national, and international levels. Some of the topics explored include the Elite, Pluralist, Marxist, Realist, and Corporatist perspectives; trends in democratization, voting, and political participation; the ideologies and utopian visions that sometimes motivate political action; the role of the media and special interest groups as agents of political socialization; and the global dominance of the West. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3172. GOD IN A BOX: THE QUEST FOR RELIGIOUS MEANING ON FILM. (4 Credits)
An exploration of the foundational concepts in the sociology of religion, this course finds its inspiration in a wide range of films, from early silent classics to documentaries to foreign films to today's reality TV series. Through a rigorous study of selected works as well as supplementary readings, we gain a better understanding of the nature of religious belief and nonbelief, of community and family, of ritual, of conversion, and of the relationship between religion and politics. Our focus is on the Judeo-Christian tradition, and our approach is interdisciplinary, centered on sociological thought but also drawing on film theory, history, philosophy, and psychology. No prerequisites are required, but the course is demanding in terms of reading, writing, and class participation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3241. SOCIOLOGY OF HEALTH AND ILLNESS. (4 Credits)
This course takes a sociological perspective on health and illness, considering them not simply as biological or medical phenomena but products of complex social, economic, political, and cultural forces. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3242. MENTAL HEALTH AND HUMAN RIGHTS. (4 Credits)
This multi-disciplinary course examines mental health institutions and practices through the lenses of human rights and civil liberties. Course material focuses on social, political, and economic factors that have shaped accepted understandings and treatment of mental illness historically and into the present, and various ways that gender, race, class, and sexuality have played into societal distinctions between sick and well. Some specific topics include forensic psychiatry, civil commitment, deinstitutionalization and homelessness, diagnostic inflation, coercive forms of treatment and social movements advocating for the rights of individuals who receive mental health intervention. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3249. FOR THE DEATH OF ME! SOCIO-CULTURAL PERSPECTIVES ON DEATH AND DYING. (4 Credits)
The primary goal of this course is to explore the social and cultural implications of the biological experience of human death and dying. Examples of topics that will be covered include: mortuary rituals and funerary behavior, the cultural construction of death, the effects of death on the social fabric, morning and bereavement, end-of-life issues, as well as ethical and moral issues relating to death. Throughout the course, we will examine the fascinating variety of social and cultural responses to the biological fact of death. In doing so, we will explore Anthropological and Sociological literature that seeks to explain or interpret that tremendous variety. The course will be cross-cultural in its outlook and will require students to make conceptual connections between theoretical literature and empirical observations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
SOCI 3255. SOCIOLOGY OF MEDIA. (4 Credits)
This course examines the role of the media, particularly the news media, as a dominant institution in a contemporary democratic society. Students will examine news media content, the structure of news media organizations, and the relationship of news media organizations to other dominant institutions. The materials used for examination will be a variety of contemporary case studies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST.

SOCI 3256. POLITICAL SOCIOLGY IN FILM. (4 Credits)
Film has played a central role in shaping the political landscapes of the 20th and 21st centuries and our collective understanding of them. The objective of this course is to enable students to read and analyze global and domestic politics through the medium of film. We provide them with a firm grasp of theoretical and empirical issues in contemporary world politics from a sociological perspective. This course makes use of documentary, short, and feature-length films to interrogate key themes in political sociology and analyze the most important political developments of our time. It also aims to provide students with an appreciation of the complex relationship between art and politics, history and mythology. Substantive areas of study will include: (1) terrorism and war (including civil war, military intervention, and the Cold War); (2) globalization, human rights, and “development”; (3) transnational and domestic social movements; (4) democratic and undemocratic political regimes; and (5) colonialism and imperialism. Readings will be drawn primarily from the field of sociology, but also from political science, history, and film and cultural studies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3260. POLITICS OF REPRODUCTION. (4 Credits)
The biological reproduction of the human species is a complex process that engages all major institutions of society: family, religion, morality, health, economy, and government. Using cross-cultural and social historical materials, this course will examine cases in which the control over reproduction is contested, focusing on such issues as family limitation, new reproductive technologies, and child custody. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, BIOE, GLBL, PJST.

SOCI 3300. “RACE” AND “MIXED RACE”. (4 Credits)
The origins of “race,” its historic role and social construction are examined. Ancient and modern day ideas are explored. Contrasts between the United States and Latin American conceptions of “race” and “mixed race” are analyzed. Future implications are discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, LALS, PJST, PLUR.

SOCI 3401. GENDER, CRIME, AND JUSTICE. (4 Credits)
This course describes, explains, and challenges the treatment of men and women victims, offenders, and workers in the criminal justice system. In the process, we will examine and critique: (a) theoretical and empirical approaches to gender and crime, (b) the role of the criminal law, and (c) our responses to crime and victimization. Issues of race, class, and sexuality also will be raised. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, EP3, PJST, WGSS.

SOCI 3405. GENDER, RACE, AND CLASS. (4 Credits)
This course examines the relationship between gender, race, and class as overlapping dimensions of social experience in the U.S. Drawing on a variety of sources, including theoretical, ethnographic, and literary writings, each of these dimensions is considered as part of a complex approach to social problems. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, LALS, PJST, PLUR, URST, WGSS.

SOCI 3406. RACE/SOCIAL CONSTRUCT. (4 Credits)
This course concerns the evolution of racial typologies and classification system in the U.S. We will draw on a variety of texts from natural and social sciences, law, and literature to examine how “scientific” typologies of race are actually more reflective of power dynamics and social hierarchies than biological or genetic differences. Our goal is to understand the continuing significance of race in terms of social and economic power, as well and individual self-conceptualizations and identity politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, URST.

SOCI 3409. RACE AND GENDER IN VISUAL CULTURE. (4 Credits)
This course will explore how different racial, gendered and class elements affect visual culture. Particular emphasis will be placed upon the cultural production in the Americas but this will be contrasted with other areas and regions from today’s globalized and migrant world. The students will be taught how to assess visual culture and the varying powerful and multi-faceted medium it represents. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST.

SOCI 3415. DEVELOPMENT AND GLOBALIZATION. (4 Credits)
This course will investigate development and globalization issues. Initially taking a broad theoretical approach and then delving into specific nation-state case study examples, students will be challenged to consider how globalization in terms of technology-based interconnectedness, cultural Westernization, economic liberalization, and political/social democratization is changing the lives of people throughout the world. Aspects of integration, assimilation, and reactionary movements and trends will be explored. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, INST, IPE, URST.
SOCI 3418. CONTEMPORARY IMMIGRATION IN GLOBAL PERSPECTIVE. (4 Credits)
Over the past decades, immigration has again transformed the United States. It is also producing significant changes in other countries, from the European nations that used to send their citizens to the United States more than a century ago, to oil-rich Middle Eastern states and developing nations. This course explores multiple questions related to immigration: Why do people migrate across international borders? Can states control migration, especially “unwanted” migrants? We examine the policies that let some people in, while keeping others out and then consider incorporation, the process by which foreign “outsiders” become integrated in their new home. Are immigrants and their children becoming part of the U.S. mainstream? What is the mainstream? The arrival of newcomers also affects the cultural, economic, political and social dynamics of the countries and communities that receive them. How do sociologists evaluate and theorize immigrant integration? Finally, the course looks at topical debates around membership, including citizenship. The large-scale movement of people raises questions about belonging, nationality, and social cohesion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, INST, LALS, MVST, PJST, PLUR, URST.

SOCI 3426. RACE, RACISM, AND WHITENESS. (4 Credits)
Normally approached from the standpoint of people of color, analyses of race and racism in America remain incomplete without a consideration of the particular historical, cultural, and epistemological dimensions of white experience. In this senior-level special-topics course, students will critically examine this legacy from an anti-racist perspective. After reviewing canonical observations about whiteness by Black intellectuals’ including W.E.B. Du Bois, James Baldwin, Frantz Fanon, and Bell Hooks, students will have an opportunity to consider more recent submissions to the field of critical whiteness studies, including the historical work of figures like Noel Ignatiev, as well as cultural analyses by figures like Richard Dyer. In addition to coming to a greater appreciation of the particularities and contradictory dimensions of whiteness (a category that, even in critical race theory, is often rendered as an abstract universal), students will work toward devising an understanding of what might constitute an effective anti-racist practice for white people today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

SOCI 3427. HISPANICS/LATINOS IN THE USA. (4 Credits)
Explores the Hispanic mosaic in the U.S. Special emphasis is given to Hispanic education, culture and assimilation; the political significance of Hispanics; issues of gender, color and race; and work and the changing economy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, LALS, PLUR, URST.

SOCI 3450. TRANSNATIONAL SOCIAL MOVEMENTS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, INST.

SOCI 3455. MODERN AMERICAN SOCIAL MOVEMENTS. (4 Credits)
Social movements in 20th-century America have been vehicles of political protest, social change, and sometimes also resistance to change. Under what circumstances are social movements successful and what has been their impact on American institutional life and popular culture? In addition to a general and theoretical assessment of social movements, this course introduces students to particular movements that have formed over such issues as alcohol consumption, racism, war, and abortion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, PJST, PLUR, WGSS.

SOCI 3460. SOCIOLOGY OF EMOTION IN PUBLIC SPACE. (4 Credits)
As we move from a print-oriented society to a visually-oriented society, display of emotion in mass publications establishes new forms of social interactions. The social arenas that we inhabit become real-life stages of presentation of self and observation of others, which ultimately establish imagined public communities that inform our perceptions of public life. This course explores social arenas such as public parks, memorials, stadiums, and public street life within the context of media, race, class, sex, culture, and the globalized community. Individual and group performances in these spaces establish dramas where authenticity is perpetually sought after in the hope of discovering life-affirming experiences. Through the use of selected readings, films, and lectures, the course emphasizes sociological insights on our role as participants in emotional dramas in public. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3470. GLOBAL REFUGEE MIGRATION. (4 Credits)
This course is designed as a survey of the major issues associated with the subject of refugees. We shall proceed by dealing with a series of different themes including defining a refugee, causes of refugee situations, asylum and protection, emergency relief and non-governmental organizations, the impact of refugees on receiving countries, resettlement and repatriation. The last four weeks of the course will focus on the Middle East and Africa. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, PJST.

SOCI 3471. UNDOCUMENTED MIGRATION. (4 Credits)
The undocumented category is technically not a “legal” category but is indirectly established by immigration law as it creates categories of admission. The number of undocumented immigrants began to increase after the 1965 amendments to the Immigration and Nationality Act of 1952, which restricted immigration from Latin America. Between 1990 and 2007, the number of undocumented immigrants living in the United States tripled but then stalled and declined slightly, perhaps as a result of the Great Recession. Although the majority of the undocumented are from Mexico and the popular stereotype is of migrants sneaking across the Southern Border, this category is composed of all individuals who entered the country without inspection, as well as visa overstayers; it thus includes people from every region of the world. The class will explore these dimensions and other aspects of the contemporary situation of undocumented immigration and immigrants in the U.S. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, LALS.
**SOCI 3500. CONTEMPORARY FAMILY ISSUES. (4 Credits)**
This class focuses on the sociology of the family by exploring issues relating to the status and functioning of families in contemporary United States society. The issues examined include sexuality, childbearing, divorce and remarriage, domestic violence, links between generations and the current state of social policy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 

Attributes: AMST, ASSC, WGSS.

**SOCI 3502. WORK, INEQUALITY, AND SOCIETY IN 21ST CENTURY AMERICA. (4 Credits)**
How has the world changed and what will it look like in the future? How will it meet the needs of those entering the job market, & how can we democratically govern the conditions of the employment? This course examines the organization and development of labor markets and work in the contemporary United States. Topics will include the structure of occupations & the growth of service, information, and "creative" sectors: the changing character of jobs and the rise of "precarious" labor: discrimination and access to opportunities: the interaction of gender, work and family; wages; income inequality & the provision of benefits like health insurance and retirement security; unions and movements for economic justice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST.

**SOCI 3503. WORK, FAMILY, AND GENDER. (4 Credits)**
This course examines how two key institutions in society - the workplace and the family - interact with one another. Special emphasis is placed on the critical ways that work-family balance and conflict are conditioned by gender. The course will cover the impacts - both negative and positive - of work demands upon individuals’ family lives, as well as the effects of family obligations upon workers and workplaces. Students will be familiarized with voluntary responses to work-family challenges on the part of individuals, families, and employers, as well as relevant public policies in the U.S. and around the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, EP3, WGSS.

**SOCI 3506. DIVERSITY IN AMERICAN FAMILIES. (4 Credits)**
This course focuses on the forms and structures of the family with emphasis on practices and ideologies, and how they vary by race/ethnicity, immigration status, gender, and sexuality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, EP3, LALS, PLUR, WGSS.

**SOCI 3507. QUEER THEORY. (4 Credits)**
Drawing on aspects of poststructuralist theory to extend the critical insights of post-New Left movements for gender and sexual liberation, queer theory has since the mid-1990s become a major intellectual current in a variety of cognate fields including sociology, anthropology, women's studies, cultural studies, media studies, and more. In this senior-level special-topics course, students will familiarize themselves with key themes and debates in queer theory through a critical evaluation of canonical works by figures including Adrienne Rich, Eve Kosofsky Sedgwick, Judith Butler, Jose Esteban Munoz, and Lee Edelman, as well as through an assessment of the observations of detractors like Adam Isaiah Green. Following the work of Jasbir Puar, the course will conclude with an analysis of "pink washing" and the corresponding incorporation of queer issues into the hegemonic national projects of Israel and the United States. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, PLUR.

**SOCI 3501. URBAN POVERTY. (4 Credits)**
This course deals with contemporary issues and problems in cities, with a special focus on residential segregation and urban poverty. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, LALS, PJST, PLUR, URST.

**SOCI 3502. URBAN SOCIOLOGY. (4 Credits)**
One of the most significant developments in human history has been the development of cities. This course will examine the evolution and contemporary characteristics of cities in sociological perspective. The course includes a descriptive overview of the growth and development of cities and a discussion of the current state of urban America. Particular attention will be paid to New York City. We will also analyze various theoretical approaches to understanding urbanization, such as the human-ecological and Marxist theories. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, PLUR, URST.

**SOCI 3503. URBAN AMERICA. (4 Credits)**
This course offers an introduction to urban sociology and to the study of American urban society. Particular attention will be paid to New York City. Topics include the rise of "global" cities like New York, metropolitan growth and inequality, urban policy, and politics, patterns of class, racial, and ethnic group formation, and local community organization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, PJST, PLUR.
SOCI 3606. THE GLOBAL CITY. (4 Credits)
What's so special about New York? Why have we come here? What binds so many diverse people together? The answer to these questions is usually contested, but the debate in urban sociology has increasingly had to do with the concept of the “global city.” The globalization paradigm started in the 1970s when the importance of cities grew as the continued relevance of national boundaries was increasingly questioned. This class will trace the historical emergence of the global city, covering the economic restructuring of the 1970s, the central theoretical literature, and several thematic topics exploring new neighborhood dynamics, labor relationships, new forms of segregation and fragmentation, as well as changing issues in central aspects of urban life, such as public space, shopping and consumption, immigration, etc. We will maintain a special focus on New York City, and by the end, you will have your own answers to such timeless urban questions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

SOCI 3610. THE FAMILY. (4 Credits)
The study of American family patterns within the context of cultural variations throughout the world. Course will examine past myths about the American family; present trends in American family life, such as changing sex roles, new concepts of child rearing, and adjustment of kin networks to metropolitan settings; and newly emerging forms of marriage and the family. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

SOCI 3621. SOC ISS DOCUMENTARY FILMMAKING. (4 Credits)
With wars and terrorism rampant throughout the globe, polarization in religion and politics, challenges to sexual freedom and democratic social movements, explosions of unimaginable wealth amidst unbearable poverty, and countless other social narratives both hidden and apparent, it is the documentary filmmaker in the trenches who records, analyzes, and preserves in word and image the momentous events taking place here and now. This course looks at the role of documentary filmmakers in today's society as they capture and expose to public view the great upheavals of our times and the power struggles that lie behind them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

SOCI 3623. FILM AND RELIGIOUS EXPERIENCE. (4 Credits)
Film and the Religious Experience is designed to give students a lively and challenging introduction to the major themes of religion from a sociological perspective, using film as the catalyst. The course will combine lectures with group discussion inspired by screenings (comprising Hollywood classic and contemporary films, early silents, documentaries, and experimental works) and readings (foundational texts by Durkheim, Weber, and William James to more recent books such as Religion in Film, John R. May and Michael Bird, eds.). The focus will be on the Judeo-Christian tradition and the Americas, but will also include some discussion of Eastern religions and alternative/outlier communities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

SOCI 3670. HISPANIC WOMEN. (4 Credits)
An examination of the changing roles of Hispanic women with regard to Hispanic men, motherhood, the labor force experience, sexual awareness, media myths, political and economic power and women's liberation. The structural position and changing concepts of Hispanic women in the Americas will be examined through the lenses of analytical works and literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: LALS, PLUR, URST.

SOCI 3701. INTRODUCTION TO CRIMINAL JUSTICE. (4 Credits)
The course provides students with an overview of the three major areas of the United States criminal justice system: law enforcement, courts and corrections. The course takes a critical approach to the criminal justice system by questioning, challenging and examining all sides of various problems and issues. Class format will be a blend of lectures, discussion, presentations and class exercises. Police ride-alongs and a courtroom visit also will be arranged for those interested. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

SOCI 3708. LAW AND SOCIETY. (4 Credits)
How and when did law originate? What functions does law serve to the society and to the individuals within that society? Students will examine theories of jurisprudence and alternative sociological perspectives dealing with selected legal and constitutional issues in the United States and Europe. Particular attention is focused on legal policy and social change. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

SOCI 3710. VIOLENCE AND POLITICS. (4 Credits)
From the Battle of Blair Mountain to the recent explosion of riots in the wake of Darren Wilson’s exoneration in Ferguson, Missouri, the story of American politics is indelibly marked by violence. Sometimes embraced, often denounced, but even more often sidestepped, debates about violence have tended to return (like all repressed phenomena do) with a frequency that only underscores their importance. In this interdisciplinary undergraduate seminar, students will draw upon the insights of Sociology and other disciplines to assess America’s social, historical, and cultural relationship to political violence. After reviewing theories of political violence by thinkers like Walter Benjamin and Carl Schmitt and subjecting foundational texts by figures like Thomas Jefferson and Louis Adamic to analytic scrutiny, students will consider important case studies including the historic split between Civil Rights and Black Power In the late 1960s, the Stonewall Rebellion of 1969, feminist engagements with violence after the second wave, and debates about violent tactics in the anti-globalization and Occupy movements. The course will conclude with an analysis of the ubiquitous and refracted forms of violence that pervade contemporary American culture (e.g. in video games) and an inquiry into recent police and vigilante violence against young Black men, including Oscar Grant, Trayvon Martin, and Michael Brown. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.
SOCI 3711. AMERICAN CRIMINAL JUSTICE SYSTEMS. (4 Credits)
This seminar course focuses on the administration of criminal justice and its relation to society, the police, prosecutor, defense attorney, judge, jury and correction agency. Observations at the courthouse allow for examination of constitutional rights, plea bargaining, jury selection, insanity defense and media coverage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, URST.

SOCI 3713. CRIMINOLOGY. (4 Credits)
This course surveys the state of knowledge and theories explaining criminal behavior and attempts to control it by society. Although the sociological perspective on crime is emphasized, class discussion and the text attempt to examine the subject from a multidisciplinary point of view, especially with respect to legal, biological, and psychological views of crime. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

SOCI 3714. TERRORISM AND SOCIETY. (4 Credits)
This course examines the history and societal causes of terrorism in its many forms, and the state’s and society’s counter-terrorist response. Among issues to be examined are the nature of terrorist ideology and the source of support for, and opposition to, terrorism among the people that terrorists claim to represent. Other issues to be examined are prevention preparedness and emergency responses to terrorist attacks, and political, civil, and human rights challenges faced by countries dealing with terrorism in the 21st century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, IPE, MEST, PJST.

SOCI 3720. MASS INCARCERATION. (4 Credits)
This course considers what the disciplines sociology, the law, public health, and social work contribute to our understanding of the causes and consequences of mass incarceration in the US. We will consider underlying assumptions about drug use, justice and punishment; how social forces (e.g., religion, the economy, Jim Crow, and politics) have shaped official responses to drug use and other social problems; and examine the social, legal, public health, and economic consequences of mass incarceration and the War on Drugs for individuals, families, communities, and contemporary society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, PJST, PLUR, URST.

SOCI 3730. CRIME IN TIME AND SPACE. (4 Credits)
One of the most consistent findings in criminological research is that crime is not evenly distributed within the environment. This begs the question: why is crime concentrated in certain areas, times and seasons? In this course, students will be introduced to the theoretical and empirical research that has attempted to explain these processes. Students will also be introduced to spatial analysis using geographic information systems software packages including ArcGIS. Special topics that will be covered include homicide, burglary, robbery, and assault. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3800. INTERNSHIP. (3 Credits)

SOCI 3806. INTERPERSONAL BEHAVIOR AND GROUP PROCESS. (4 Credits)
Groups we associate with and the organizational settings in which we interact provide important contexts that shape what we do and even the identities we assume in everyday life. The study of social roles, selves, and identities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 4004. Art Worlds: Anthropology and Sociology Perspectives. (4 Credits)
The study of culture generally, and art world more specifically, allows us to understand the arts not only as aesthetics experiences, but also as institutional, economics, social, and political phenomena. Incorporating methods and insights from sociology and anthropology, and drawing on the resource of the immediate context of New York City’s cultural communities and institutions, the course will introduce students to issues in and methods for cultural analysis. The analysis of art worlds will include: 1) a consideration of the intentions of creative agents or producers; 2) the distribution of these objects within particular systems; and, 3) the reception and interpretation of these objects by and within particular social groups or communities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

SOCI 4020. PLACE, SPACE, AND IMMIGRANT CITIES. (4 Credits)
This course will introduce students to the main issues and current debates on immigrant minorities in large urban areas. Due to their density, cities represent microcosms of interaction and identity formation among and between different minority and majority groups. This often manifests itself spatially, as certain neighborhoods become areas of residence and territorial concentration for immigrant minorities. In the process of settling, immigrants also start identifying strongly with their spaces of settlement. This course will trace the historical patterns of this process, as well as explore its contemporary manifestations, as cities are being rediscovered and “gentrified,” rendering their neighborhoods into fierce battlegrounds of spatial contestation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, INST, URST.

SOCI 4052. AN ETHICS OF MODERN SELFHOOD: THE PURSUIT OF AUTHENTICITY. (4 Credits)
The modern and postmodern self or identity, examined as a series of personal and moral conflicts and dilemmas. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMC, COMM, ICC, THEO.
SOCI 4105. RELIGION, GENDER, AND SEXUALITY. (4 Credits)
This course considers the intersections of religion, gender, and sexuality. In many parts of the world, including the United States, and in many religious traditions, cultural and religious identity and continuity hinge on gendered practices and closely controlled sexual regimes. The goal of this course is to understand how religious institutions, communities, doctrines, practices and traditions shape gendered ideologies and practices, debates about sexuality and gendered division of labor, and the lives of men and women who participate in these religious communities. The course is organized conceptually; rather than learning about specific religious traditions, we will discuss thematic issues at the intersection of religion, gender, and sexuality. At various junctures we will discuss specific examples that span religious traditions, geographical locations, and historical periods. The course will therefore provide students with a sense of how contemporary and seemingly local debates are rooted in much broader conversations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC, PLUR.

SOCI 4245. ETHICS IN RESEARCH. (4 Credits)
This course will examine approaches to responsible research practices across the natural and social sciences, with particular attention to research involving human participants. The course will provide an overview of the research process, foundations in research ethics, and provide examples of research across disciplines that exemplify scientifically valid and ethically sound research methods planning, implementation, and dissemination. In particular, the course will draw on long-standing research traditions in the field of sociology, and psychology in order to provide a foundation upon which ethical issues can be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: BIOE, EP3, ICC.

SOCI 4400. GENDER, BODIES, AND SEXUALITY. (4 Credits)
This course explores how gender and sexuality shape and organize our lives. We will examine how gender is built into structures, institutions, and ideologies of social life as well as the interaction between gender and other axes of inequality, including race, class, and sexual orientation. The course will examine the experiences of men and women in addition to those who do not fit into these gender categories. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ENST, URST.

SOCI 4408. DIVERSITY IN AMERICAN SOCIETY. (4 Credits)
An examination of historical and contemporary diversity in the United States. Diversity is defined according to ethnicity, race, religion, class, and other relevant social groups. A comparison of the situation of old and new ethnic and immigrant groups will be made with special attention to factors affecting integration into the society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: LALS, PLUR.

SOCI 4421. DISABILITY, LITERATURE, CULTURE: NEUROLOGICAL, MENTAL, AND COGNITIVE DIFFERENCE IN CULTURE & CONTEXT. (4 Credits)
Disability studies, the central focus of this course, is an inherently interdisciplinary field. Drawing particularly on two of its constituent disciplines, literature and sociology, this course will explore the questions and problems raised by neurological, mental and cognitive disabilities, as they relate to identity, community, and belonging. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC.

SOCI 4900. INTERNSHIP SEMINAR. (4 Credits)
Placement in a work setting of their choice provides students with an opportunity to assess their own career goals, while simultaneously enriching their understanding of how social groups function. Issues and topics from the sociology of formal organizations, including work role socialization, the organization as a social system, the bureaucracy and its public, formal and social processes in organizations, managerial ideologies and the relation between character and career are discussed. Placements must be obtained through the Internship Program located in the Career Planning and Placement Office. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 4902. INTERNSHIP SEMINAR: COMMUNITY ORGANIZATIONS. (4 Credits)
This seminar explores the context, forms, and goals of community organization in the United States with a focus on urban, social, and environmental issues. Class meetings with proceed in tandem with students’ internship placements in local community-based organizations or other agencies. Students may choose their own internships, and assistance will be provided to help those in search of placement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ENST, URST.

SOCI 4933. RESEARCH SEMINAR. (4 Credits)
This seminar will focus on student research projects. Students will be expected to design and carry out a semester-long research project in the area of their choice. This is an interactive seminar stressing hands-on experience. Skills in topic selection, research design, and theory construction are emphasized. The project may be conducted in relation to an internship experience. (Permission by the Instructor required). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 4961. URBAN ISSUES AND POLICIES. (4 Credits)
A discussion of urban issues and policies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC, PJST, URST.
SOCI 4962. HEALTH/INEQUALITY IN THE US. (4 Credits)
This course examines the patterns and causes of health inequalities across key social groups in the United States. Grounded in a social-ecological approach to health, students examine how the distribution of money, resources, and power creates marked differences in the social and physical conditions within which we live our lives. These conditions, known as the "social determinants of health," contribute greatly to the formation of health inequalities. Examples of the social determinants that are examined include race/ethnicity, social class, gender, sexual identity, immigration/nativity status, and residential location. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 4970. COMMUNITY SERVICE/SOCIAL ACTION. (4 Credits)
This course will deepen students understanding of the meaning of community service and social action in America and challenge them to confront the moral issues and social commitments necessary to be members of a just democratic society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, EP4, LALS, MVST, PJST, SRVL, URST, VAL.

SOCI 4971. DILEMMAS OF THE MODERN SELF. (4 Credits)
Modern selfhood or identity is studied as a series of conflicts or dilemmas "What is a self today?" What are the special problems of ourselves as modern and post-modern "subjects?" Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, EP4, SRVL, VAL.

SOCI 4990. CONFLICT RESOLUTION AND JUSTICE CREATION. (4 Credits)
This course examines the psychological, social, and philosophical foundations of peacemaking and conflict resolution drawing on theories and experience from sociology and philosophy, and to some extent theology. The course will include experiential exposure to workshops on conflict resolution and non-violent social action techniques, drawn from social justice organizations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, LALS, PJST.

SOCI 4998. SENIOR THESIS. (4 Credits)
Independent research under mentor guidance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 4999. TUTORIAL IN SOCIOLOGY. (1-4 Credits)
Supervised individual study. Provides an opportunity for students to work closely with an individual faculty member on a specific topic or project.
ANTHROPOLOGY MAJOR

Requirements

Students majoring in anthropology at FCRH and FCLC are required to complete nine courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1100</td>
<td>INTRODUCTION TO CULTURAL ANTHROPOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

For students at FCRH:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1200</td>
<td>INTRODUCTION TO PHYSICAL ANTHROPOLOGY</td>
</tr>
<tr>
<td>ANTH 1300</td>
<td>INTRODUCTION TO ARCHAEOLOGY</td>
</tr>
</tbody>
</table>

For students at FCLC:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 3725</td>
<td>CULTURE AND CULTURE CHANGE</td>
</tr>
</tbody>
</table>

Electives

Select any additional elective courses in ANTH. A total of nine ANTH courses are required for the major.

Up to two courses in sociology may be used to satisfy electives and, with prior approval, one or two courses in other departments, or special tutorials taken with anthropology faculty, may be credited toward the major as electives if such courses complement departmental offerings and lie within a student’s specific area of anthropological interest. Majors are strongly encouraged to enroll in anthropology courses taught by faculty on both campuses, since the disciplinary specializations and course offerings differ at Rose Hill and Lincoln Center.

Availability

The major in anthropology is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in anthropology if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
ANTHROPOLOGY MINOR

Requirements
Students wishing to minor in anthropology must complete six courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1100</td>
<td>INTRODUCTION TO CULTURAL ANTHROPOLOGY</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>For students at FCRH:</td>
<td></td>
</tr>
<tr>
<td>ANTH 1200</td>
<td>INTRODUCTION TO PHYSICAL ANTHROPOLOGY</td>
<td></td>
</tr>
<tr>
<td>ANTH 1300</td>
<td>INTRODUCTION TO ARCHAEOLOGY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>For students at FCLC:</td>
<td></td>
</tr>
<tr>
<td>ANTH 3725</td>
<td>CULTURE AND CULTURE CHANGE</td>
<td></td>
</tr>
</tbody>
</table>

Electives
Select any additional elective courses in ANTH. A total of six ANTH courses are required for the minor.

Availability
The minor in anthropology is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may minor in anthropology if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.
ART HISTORY AND VISUAL ARTS DOUBLE MAJOR

A double major in Art History and Visual Arts is a desirable choice for students who want the solid background in the humanities that art history offers in tandem with a broad foundation in the visual arts. Students should be aware that some of the courses necessary for completing the double major may be offered only on the Lincoln Center or the Rose Hill campus.

Requirements

For the double major, a total of 15 courses is necessary.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Foundational Courses 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARHI 1101</td>
<td>INTRODUCTION TO ART HISTORY: EUROPE</td>
<td>3</td>
</tr>
<tr>
<td>VART 1135</td>
<td>VISUAL THINKING I</td>
<td>4</td>
</tr>
<tr>
<td>or VART 1136</td>
<td>VISUAL THINKING: PERSPECTIVES, PAINTING, AND DRAWING</td>
<td></td>
</tr>
<tr>
<td>VART 1150</td>
<td>DRAWING I</td>
<td>4</td>
</tr>
<tr>
<td>Visual Arts Electives</td>
<td>Select five additional upper-level visual arts electives 2</td>
<td></td>
</tr>
<tr>
<td>Art History Electives</td>
<td>Select six art history electives following the distributional requirements of the art history major: 3</td>
<td></td>
</tr>
<tr>
<td>One in Ancient/Medieval Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One in Renaissance/Baroque</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One in Modern</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One in Global art history</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plus two art history electives of the student’s choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone</td>
<td>SENIOR SEMINAR (taken in senior year, only offered fall semester)</td>
<td>4</td>
</tr>
</tbody>
</table>

1  It is suggested these three requirements be completed by the end of sophomore year.
2  Any course with the VART subject code (p. 1417) may fulfill this requirement.
   It is assumed that the student will choose courses in more than one visual arts concentration and will pursue advanced courses in at least one of the concentrations.
3  See the Art History major (p. 169) for courses fulfilling each requirement.

Availability

The double major in art history and visual arts is available at Fordham College at Rose Hill and Fordham College at Lincoln Center.

*Fordham College at Rose Hill students:* The requirements above are in addition to those of the Core Curriculum (p. 36).

*Fordham College at Lincoln Center students:* The requirements above are in addition to those of the Core Curriculum (p. 36).
ART HISTORY

Note: "Art History and Music" is a single academic department at Fordham, but the academic information for each subject is listed on a separate web page. Information about Music programs is listed under Music (p. 532).

The art history major offers students the opportunity to study the great cultural accomplishments of human civilization within a broad historical context. Art history intersects with many different fields, including history, literature, philosophy, and theology. It is integral to a strong liberal arts curriculum that is at the heart of the Fordham education. The art history major focuses on the history of European, American, and Global art. Students are prepared for graduate school and for employment in galleries, auction houses, art publishing, and nonprofessional positions in museums. Many students pursue careers in other fields, including law and education.

No course in which the student earns a grade of D or F may be used toward a departmental major or minor.

Program Activities

Internships

We encourage students to take advantage of the many internship opportunities in New York City. Art history majors have held internships at the Metropolitan Museum of Art, the Museum of Modern Art, the Guggenheim Museum, the Neue Gallery, the Studio Museum of Harlem, the New Museum of Contemporary Art, the International Center of Photography, El Museo del Barrio, the Drawing Center, the New York Historical Society, Christie’s and Sotheby’s, art magazines, art appraisers and many private galleries. With the approval and supervision of the department, majors may receive elective credit for one internship (ARHI 4951 INTERNSHIP), graded on a pass/fail basis. Internships offer valuable experience and can lead to after-graduation employment but do not count toward requirements for the major or minor.

Awards

The department supplements its academic programs with several prizes to honor art history majors. The Stark Prize is money awarded to a junior art history major toward travel in Europe over the spring or summer break; the Marion Scholarship is awarded to a senior on the basis of documented need and academic record; the Art History prize is awarded to one senior at Rose Hill and one senior at Lincoln Center on the basis of an exceptional academic record. The department also sponsors the Vasari Symposium each spring for which one or more graduating seniors are invited to give a public lecture on the topic of their senior seminar research papers.

For more information

Visit the Art History department web page.

Contribution to the Core

The Art History program offers ARHI 1101 INTRODUCTION TO ART HISTORY: EUROPE, ARHI 1102 INTRODUCTION TO ART HISTORY: ASIA, and ARHI 1103 INTRODUCTION TO ART HISTORY: AMERICAS. all of which fulfill the Core Fine Arts requirement, the final two of which (ARHI 1102 INTRODUCTION TO ART HISTORY: ASIA, ARHI 1103 INTRODUCTION TO ART HISTORY: AMERICAS) fulfill the Core Global Studies requirement.

Programs

- Art History Major (p. 169)
- Art History Minor (p. 171)
- Art History and Visual Arts Double Major (p. 161)

Courses

ARHI 1101. INTRODUCTION TO ART HISTORY: EUROPE. (3 Credits)
An introduction to the study of the art of Europe through key paintings, sculpture architecture, and other arts. Form, style, context, function, and the changing role of the artist in society are explored.
Attributes: FACC, FRFA, INST.

ARHI 1102. INTRODUCTION TO ART HISTORY: ASIA. (3 Credits)
An introduction to the study of the art of Asia. This course covers architecture, sculpture, and paintings in India, China, and Japan from the ancient to the contemporary period.
Attributes: FACC, FRFA, GLBL, INST.

ARHI 1103. INTRODUCTION TO ART HISTORY: AMERICAS. (3 Credits)
A survey of the art and architectural traditions of the Americans from 3000 BCE to the present. This course explores artistic productions in both North and South America and considers how architecture and visual works have been used to express ideas about American identity and the place of the Americas in the world.
Attributes: FACC, FRFA, GLBL, INST.

ARHI 2211. ART OF CHINA: SPIRIT AND SOCIETY. (4 Credits)
A survey of Chinese visual culture from prehistory to the early 21st century. The interaction between art, social milieu, and peoples with regard to Confucianism, Daoism, Buddhism as well as the impact of Western culture and communist ideology on Chinese art, will be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: GLBL.

ARHI 2221. JAPANESE VISUAL CULTURE: PREHISTORY TO PRESENT. (4 Credits)
An examination of Japanese visual culture from prehistory to contemporary society. Issues and material explored: the development and spread of Buddhism, temple art and architecture, narrative art and prints, the interaction of art and popular culture, manga, anime, and contacts with western society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 2223. ART AND VIOLENCE IN MODERN ASIA. (4 Credits)
This course considers intersections between art and violence in modern Asia. It will focus on propaganda art from Japan, China, South Korea, and North Korea, and examine how violence is advocated through visual language in relation to differing political ideologies, such as imperialism, fascism, communism, and nationalism.
Attribute: GLBL.

Updated: 10-11-2017
ARHI 2225. JAPANESE MODERN AND CONTEMPORARY ART AND VISUAL CULTURE. (4 Credits)
This course will examine the production of Japanese art and visual culture from the 1880s to today, covering postwar Japanese modern and contemporary art, manga, and anime. It will study: concepts such as kawaii and superflat; art groups such as Gutai, Experimental Workshop; works by Nara Yoshitomo, Murakami Takashi, and Aida Makoto; and popular animation films by Miyazaki Hayao and Oshii Mamoru. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST.

ARHI 2230. ISLAMIC ART. (4 Credits)
This course presents an overview of some of the most important episodes of Islamic art and architecture from their origins to the 18th century. We will focus on the monumental mosques, mausolea, and palaces of the great dynasties, as well as the most prized of more delicate artistic traditions such as calligraphy, manuscript painting, textiles and ceramics. Emphasis will be given equally to visual/interpretive analysis and critical thinking, and will entail readings from an introductory textbook as well as more in-depth scholarly writings.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, MEST, REST.

ARHI 2250. PRE-COLOMBIAN ART. (4 Credits)
Introduction to the art of Mexico, Central America and Peru from its beginnings to the time of its contact with Europe. Examination of architecture, sculpture, ceramics, and paintings in the context of such cultures as Olmec, Teotihuacan, Maya, Aztec, Chavin, Moche, Tiahuanaco and Inca. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, GLBL, LALS.

ARHI 2256. RENAISSANCE AND BAROQUE IN LATIN AMERICAN ART. (4 Credits)
This course is an introduction to the art of Latin America from the end of the great indigenous empires of the Aztec and the Inka through the viceregal period (1520-1820). It will look at how, over the course of three centuries, artists have worked to create art that was faithful to a Latin American reality. That reality was given distinct shape by the presence and participation of distinct indigenous groups as well as the imported styles from Renaissance and Baroque Europe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, LALS.

ARHI 2257. MODERN LATIN AMERICAN ART. (4 Credits)
In modern period, Latin American nations, the by-product of European colonization, developed artistic traditions that grew out of their own distinct realities. This course looks at two great shaping forces of modern Latin American Art: nationalism, which called on visual art to both create a national identity and to reflect it; and modernism, an aesthetic movement that insisted on artistic autonomy. In more recent years, the political integrity of Latin American nations has been challenged by oppressive governments and imperialism, leading artists to seek new ways of expressing ideas and identity within and beyond the national sphere. We will also be seizing the many opportunities that New York offers to see Latin American art first hand at sites that include El Museo del Barrio, Sotheby’s, and the Cecilia de Torres Gallery. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: GLBL.

ARHI 2258. ART AND ARCHITECTURE OF HAVANA, CUBA. (1 Credit)
This weeklong spring break course will focus on Havana’s art and architecture and we will meet working artists in Cuba today. In museum and gallery visits, we will see outstanding and little-know works of Cuban art. The city will be our classroom as we engage with the dynamics of the city’s urban development and architectural history.

ARHI 2270. NATIVE AMERICAN ART. (4 Credits)
A survey of the major indigenous cultures of Canada and the United States: the cultures of the Inuit and Pacific Northwest, the Plains Indians, Pueblo Indians and other cultures, from the origins of civilization to contemporary times. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PLUR.

ARHI 2305. GREEK ART. (4 Credits)
This course provides a survey of the major monuments of Greek Art from the Bronze Age through the Hellenistic Period (c. 2500-100 B.C.), focusing on their function in Greek myth and ritual mythological depictions in vase paintings, funerary sculpture, the cult statue, narrative reliefs, temple architecture and urban sacred landscapes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: CLAS, OCST.

ARHI 2311. ATHENS AND ANCIENT GREECE: ATHENS AND PERICLES IN THE FIFTH CENTURY BC “GOLDEN AGE”. (4 Credits)
Long remembered as a political and artistic highpoint in the western traditions of art, architecture, history, philosophy, politics and theatre, this course takes a holistic look at the challenges and opportunities of writing about 5th century BC Athens. Students will analyze a range of writing about Athens, and its most famous statesman, Pericles. Genres from modern scholarship on technical evidence (such as stone inscriptions and archaeological field reports) to 19th century poetry seeking to evoke a lost “golden age” of art and democracy will all inform students’ own writings. This wide range of modern texts and ancient evidence will allow us to consider all parts of Athenian society. A final project will require students to alter their writing for a more general audience, by devising, writing, and shooting a short animated film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CLAS.
ARHI 2312. HELLENISTIC ART. (4 Credits)
A survey of art and society in the Ancient Mediterranean from Alexander the Great to the rise of the Roman Empire. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CLAS.

ARHI 2315. ROMAN ART. (4 Credits)
This class is a survey of the art and architecture of Rome from the Republican and Hellenistic periods through the era of Constantine (5th century BCE-4th century CE). Though chronological in structure, this course will also address overarching issues and themes in art history and archaeology, such as the power of images in the ancient world (as opposed to/similar to today), Roman ways of looking at art and space, the role of monuments, makers and patrons in Roman society, and connections with the other cultures who inspired and made use of Roman artists and styles. Overall however, the class is intended to introduce students to the ways in which Western Civilization is indebted to Roman culture.
Attributes: CLAS, OCST.
Prerequisites: ARHI 1100 or ARHI 1101 or ARHI 1102 or ARHI 1103.

ARHI 2320. THE FALL OF ANCIENT ROME: A MATERIAL CULTURE INVESTIGATION. (4 Credits)
An interdisciplinary investigation of the period ca. 300—800 AD. The traditional model of Gibbon's "Decline and Fall of the Roman Empire" will be considered in the light of modern conceptions of "Late Antiquity" by scholars such as Peter Brown, who see this as a period of sometimes dramatic cultural and political transformation, defined by the growth of the vibrant new kingdoms of Western Europe, and the development of Christianity and Islam. Using the methodologies of Ancient History, Archaeology, Art History and Classics, the course will consider these two approaches through the lens of material culture. How and why did cities, sculpture, religious art, pottery, textiles, military equipment and luxury goods change during this period, and what do they all reveal about how and why Rome fell—if it did at all?.
Attributes: CLAS, MVST, REST.

ARHI 2341. MEDIEVAL DESIRE AND DEVOTION. (4 Credits)
The medieval world was a complex social network built on relationships that crisscrossed heaven and earth. This course explores how people of divergent backgrounds—kings and clerics, men and women, rich and poor—used works of art and architecture to draw closer to those whose presence they desired most: God, the saints, and one another. It will range widely over the period: from the catacombs of late antique Italy to the cathedrals of high medieval France and England; from the courts of early medieval Germany to the cities of late medieval Spain and Flanders. Case studies will include churches, shrines, reliquaries, altar furnishings, and devotional imagery in multiple media—sculpture, panel painting, book illumination—for contexts both public and private. Frequent comparisons between "sacred" objects associated with piety and "secular" objects associated with pleasure will provide a broader view of the manifold desires that shaped medieval society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ITAL, OCST.

ARHI 2360. ILLUMINATED MANUSCRIPTS. (4 Credits)
Before the invention of the printing press in the fifteenth century, every book was a precious, hand-produced object. Often these manuscripts were richly decorated with painting, called illumination. This course examines the development of manuscript illumination over the length of the Middle Ages (c. 300-1500). Issues examined include: illuminated manuscripts and the establishment of the church, illumination and royal power, manuscripts and popular devotion, and the role of the artist as illuminator. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: MVST, OCST.

ARHI 2410. NORTHERN RENAISSANCE ART. (4 Credits)
An examination of the visual arts (painting, sculpture, printmaking) in the culture of Northern Europe during the 15th and 16th centuries, with emphasis on developments in painting in the Netherlands, Germany, and France. Technical, formal and interpretive issues regarding key works by artists such as Jan van Eyck, Roger van der Weyden, Albrecht Dürer, Matthias Grünewald, Hans Holbein, and Hieronymus Bosch to be considered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ARHI 1100 or ARHI 1101 or ARHI 1102 or ARHI 1103.

ARHI 2415. ITALIAN RENAISSANCE ART. (4 Credits)
The history of Renaissance painting and sculpture in Florence, Venice and Rome from the 14th through the 16th centuries. The course will focus on the leading artists of this era: Donatello, Masaccio, Fra Angelico, Bellini, Botticelli, Leonardo, Raphael, Michelangelo, Giorgione, and Titian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ITAL.
ARHI 2430. RENAISSANCE PORTRAITS. (4 Credits)
Is a picture really worth a thousand words? What can the record of a person’s physical appearance tell us about his or her character, and the values of his or her society? During the Italian Renaissance, portraits were test-cases of artistic skill, tools in marriage negotiations, and vehicles for the expression of friendship and political power. This class will consider the role of portraiture in defining, communicating, and preserving individual identity. Examining the concepts of “portrait” and “self-fashioning” in both the literary and visual spheres, we will read authors including Castiglione and Machiavelli, and study artists including Leonardo da Vinci and Raphael. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 2432. RENAISSANCE CENTERS. (4 Credits)
Covering the period from 1400-1600, this course examines the concept of the “Renaissance” in artistic production and reception in a variety of European centers. We will consider the role that different forms of government and styles of social life played in the development of Renaissance art in Italy and in its reception outside the traditional “centers” of the Italian Renaissance art. The course aims both to offer a comprehensive survey of fifteen and sixteenth century Italian art and to provide an in-depth analysis of particular centers, both urban and courtly. Topics that will be covered include antiquarianism, the role of religious institutions, private patronage, the impact of political change on artistic practice, and the concepts of “center” and “periphery” in defining the Renaissance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 2450. 17TH CENTURY ART. (4 Credits)
This course surveys artistic developments in Europe in the Seventeenth Century and their relationship to the shifting political and intellectual landscape. The art of the Baroque is characterized by an interest in emotional appeal, visual immediacy, and the articulation of power. Major artists include Caravaggio, Bernini, Velázquez, Rubens, Poussin, Rembrandt, and Vermeer. The themes we will explore include the relationship of art production and reception to the political and religious environment, the development of national styles, the intersection of art, nature and science, and the emergence of academies as systems for artistic training and political control. In addition to introducing students to the visual arts of the Seventeenth Century, this course will emphasize the critical analysis of works of art and of art-historical scholarship.

ARHI 2460. ARCHITECTURE 1300-1750. (4 Credits)
The history of European architecture from 1300 to 1750. Special emphasis will be given to the ecclesiastic and civic architecture of Italy during Michelangelo’s lifetime and France during King Louis XIV’s reign. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 2510. 18th CENTURY ART. (4 Credits)
The development, dominance and decline of the international rococo style in painting and sculpture will be examined with special attention devoted to Watteau, Boucher, Fragonard, Chardin, Tiepolo, Canaletto, Guardi and Gainsborough. A study of the enlightenment sensibility and the rise of Neo-Classicism will follow Hogarth, Reynolds and David, among others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 2520. AMERICAN ART. (4 Credits)
This course will examine the development of American painting, sculpture and architecture from colonial times to the early 20th century, with an emphasis on painting. Major artists will be discussed in depth (Copley, West, Allston, Cole, Church, Bierstadt, Mount, Bingham, Homer, Eakins, Cassatt, O’Keeffe and others). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 2530. 19TH CENTURY ART. (4 Credits)
A survey from ca. 1790 through Impressionism with emphasis on the medium of painting and on artistic developments in France. Focuses on the changing role of the artist in society and on emerging art institutions of the modern state. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 2540. MODERN ARCHITECTURE. (4 Credits)
Ranging from c. 1750 to the present, this course emphasizes the rise of modernism in the first half of the 20th century. Stylistic and technical innovations will be examined in their socio-historical context. Mega projects- social housing, transport infrastructures, the tall building- to be considered, as well as individual careers of such modern masters as Frank Lloyd Wright, Le Corbusier, Mies van der Rohe, Alvar Aalto and Louis Kahn. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 2550. 20TH CENTURY ART. (4 Credits)
A study of major trends in modern western art from the late 19th century to the late 20th century with an emphasis upon developments before 1930. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 2551. RUSSIAN ART OF THE AVANT-GARDE. (4 Credits)
One of the most exciting movements in 20th-century art, Russian art of the Avant-garde, radically reassessed the role of the artist and of his/her work in society and has had reverberations in Western art that continue today. This course begins with the Russian futurists and traces the manner in which new formal vocabularies and new attitudes towards materials were harnessed after the 1917 Revolution by artists like Popova, Goncharova, Rosanova, Tatlin, Rodchenko, Malevich, etc., to develop functional objects for the new society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 2552. 20TH CENTURY ART. (4 Credits)
ARHI 2552. MODERNITY IN ASIA: ARTS IN CULTURAL ENCOUNTERS. (4 Credits)
This introductory course to modern Asian art will investigate how a network of interrelated encounters among Asian countries and with the west from the mid 19th-century to the present shaped visual culture from East and Southeast Asia. Issues explored: colonialism, post-colonialism, nationalism, and anti-aesthetics, hybridity, among others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: INST.
Prerequisites: ARHI 1100 or ARHI 1101 or ARHI 1102 or ARHI 1103.

ARHI 2553. VISUALIZING BODIES IN ASIAN ART. (4 Credits)
This upper-level art history course will probe into artistic and cultural representations of bodies in Asia in relation to such themes as sex, gender, sexuality, race, nationhood, war, and post-humanity. Through thematic examinations of diverse bodily representations, students will learn a broad range of interpretive tools and frameworks to appreciate artistic objects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 2561. ASIAN-AMERICAN ART. (4 Credits)
Explores how Asian-Americans’ unique history in the United States, along with their socio-political and cultural positioning, distinctively shaped their creative expressions. Art considered will explore constructions of race, identity, cultural hybridity, US colonial/post-colonialism, gender alternative artistic strategies, and social activism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 2570. WOMEN MAKE MOVIES. (4 Credits)
The course will consist of lectures, discussion, and screenings. It is an introduction to selected US and international films made by women, which will be examined with regard to the representation of women on screen and other media; women’s filmmaking as critical practice; and issues in feminist film theory and criticism. The course will examine the major trends in feminist film theory and look at the way contemporary women filmmakers have been furthering the central aims of the women’s movement since the 1960’s- to find a voice for women that is intelligible and separate from the patriarchal voice and to reclaim the image of women from the representations of others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 2600. DIGITAL HISTORY AND ART HISTORY. (4 Credits)
Digital History/Art History will introduce students to concepts, methods and tools in the digital humanities, with a focus on the disciplines of history and art history. This course will explore ways of curating a digital project, types of research and analysis that can be carried out (social network analysis, text analysis, mapping, and visualization), and how projects are evaluated. Students will complete a number of assignments highlighting crucial steps that need to be taken as they work to complete a project, including the logistical aspects of digital humanities work, particularly related to copyright considerations and maintaining metadata. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 3100. MUSEUM METHODS. (4 Credits)
Exploration of materials and techniques of the visual arts and a study of the different types of modern institutions for their exhibition. The course relies on field trips to museums, galleries and other institutions, mainly in New York City. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

ARHI 3200. MUSEUM STUDIES IN ANCIENT ART. (4 Credits)
This class examines the display of Ancient Art using the collection at Fordham as a foundation. The class considers the aesthetic issues of exhibiting ancient objects and addresses the ethical concerns of collecting “un-provenanced” antiquities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CLAS.

ARHI 3300. ART CRIME AND THE LAW. (4 Credits)
Art law is a rapidly expanding area of legal inquiry. Issues in the news today range from WWII era looting to high profile thefts from museums to the international market in antiquities to the destruction of cultural property in the Middle East. This course exposes students the legal aspects of these phenomena. Readings range from scholarship to journalism to legal briefs. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 3310. ISSUES: ANCIENT ART. (4 Credits)
This course will examine important issues in ancient art, which might include those of function, form and reception, among others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 3315. THE CITY OF ROME. (4 Credits)
This course surveys the art, architecture and urban planning of the city of Rome from its founding through the Middle Ages. We shall follow Rome through its various manifestations, from primitive village to capital of empire and finally, center of Christian pilgrimage. Particular attention will be paid to art and monuments in their broader urban, social and historical contexts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: CLAS, ITAL, MVST, URST.

Updated: 10-11-2017
ARHI 3316. ART AND ARCHITECTURE OF ROME. (4 Credits)
(Course to be offered as part of Fordham's study abroad program in Rome, the Rome Athenaeum) Rome once ruled the entire Mediterranean world, and its cultural legacy looms large in Western Civilization. At the heart of this legacy is the city that gave its name to the ancient empire. For almost two thousand years, Rome has been more than a literal place - it is an icon of culture, expressing many different characters depending on the era. In the ancient world the city epitomized the earthly splendor of Roman civilization. In the Medieval period its political importance waned, and the city was reduced to a symbolic, spiritual center - the city's decaying pagan edifices signaling the triumph of Christianity. In the Renaissance, Humanists and the Papacy sought to re-claim the city's Classical past and re-work it into a new vision of the city as both spiritual and temporal "caput mundi" (head of the world). This course will examine the art, architecture and culture of these three epochs of the city's history: Ancient, Medieval and Renaissance/Baroque, through the lens of its monuments. Indoor class time will be minimal and our primary mode of exploration will be site visits. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: CLAS, OCST.

ARHI 3350. AGE OF CATHEDRALS. (4 Credits)
Gothic cathedrals were the skyscrapers of the Middle Ages. These impossibly tall and lavishly decorated buildings were center-points for urban life in northern Europe between ca. 1150 and 1400. This was also the era of the development of a lavish culture at noble courts. This course explores the architectural innovations behind the Gothic style as well as the profuse adornment of Gothic structures – sculpture, stained glass – in relation to their sacred, political, social, and economic meanings. We also consider small-scale media – illuminated manuscripts, metalwork, ivories – that were the focus of Christian devotion and luxury court life. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: MVST, REST.

ARHI 3355. GOTHIC CATHEDRAL HISTORY. (4 Credits)
Did you ever wonder why churches and universities around the United States are often built in the Gothic style, a style associated with the European past? Have you puzzled over contemporary “goth” trends and wondered what counter-cultural fashion has to do with European traditions? Have you pondered the history of the preservation of medieval monuments in Europe and questioned their relationship to contemporary political agendas? These issues are at the heart of "The Gothic Cathedral in Historical Perspective." This course considers the Gothic cathedral as experienced by its original medieval milieu as well as modern audiences in the eighteenth, nineteenth, and twentieth centuries. Issues examined include: the technology of Gothic cathedrals, the destruction and subsequent restoration of these buildings in the French Revolution, and the adoption of Gothic style in America. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 3455. MICHELANGELO. (4 Credits)
This course surveys the life, times, and works of Michelangelo Buonarroti (1475-1564). We will trace his development from his origins in fifteenth-century Florence to his role as the leading artist of sixteenth-century Rome and his ultimate fate as the "divine" artist memorialized by Giorgio Vasari. Our primary goal is to examine his major projects in painting, sculpture, and architecture, and analyze the social, artistic, political, and religious context that informed their production and reception. Throughout the course, we will be attentive to the "myth of Michelangelo" promoted by his principal biographers, Giorgio Vasari and Ascanio Condivi, and by the artist himself. We will test their histories of Michelangelo’s career against evidence drawn from other sources, including contemporary documents and modern scholarship. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ITAL.
Prerequisites: ARHI 1000 or ARHI 1101 or ARHI 1102 or ARHI 1103.

ARHI 3480. ART AND ARCHITECTURE IN LONDON. (4 Credits)
London is one of the most exciting cultural capitals of the world. Its museums, churches and monuments will supply the rich resources for our art historical studies. While the emphasis will be upon the modern era from the late 18th century onward, earlier museum treasures and major architectural monuments will provide deep historical background for our study of the modern period. Class lectures will be supplemented by visits to The British Museum, The Courtauld Institute of Art, The National Gallery, Tate Britain and Tate Modern, The Victoria and Albert Museum, along with galleries and auction houses. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: FACC.
Prerequisites: ARHI 1100 or ARHI 1101 or ARHI 1102 or ARHI 1103.

ARHI 3555. CONTEMPORARY ART. (4 Credits)
A survey of recent art, concentrating on work since World War II. The modern European and American roots of contemporary art will be examined as well. Directions such as Abstract Expressionism, Pop Art, Minimalism, Post-Minimalism, Earth Art and Conceptual Art will be emphasized. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ARHI 1100 or ARHI 1101 or ARHI 1102 or ARHI 1103.

ARHI 3800. INTERNSHIP. (3 Credits)

ARHI 4200. BEYOND BEAUTY: ART AND HUMAN VALUES. (4 Credits)
This course engages the controversial intersection of art and ethics, in particular the ethical and moral dimensions of art's production, acquisition, display and conservation. At the heart of the endeavor lies the age-old philosophical question, "How should I live?" complicated by the proposition that human beings cannot and should not live without art. Focusing primarily on contemporary cases, students will grapple with some of the most vexing questions related to art's status, function, and circulation and with social imperatives beyond those of self-interest, profit, or expediency. Weekly readings, class discussion, student debates, and regular writing assignments will constitute the course's basic program. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, VAL.
ARHI 4210. OUTSIDERS IN MEDIEVAL CULTURE. (4 Credits)
From the early era of the establishment of the church, Christians were compelled to define their position in relation to others. Designations of insider and outsider status, therefore, are evident in Christian texts and images from the era of late antiquity on. In the twelfth and thirteenth centuries, as political and ecclesiastical leaders consolidated control over society and sponsored stunning artistic projects, communities deemed “outsiders” increasingly were alienated and ostracized within European society. In this course we will examine historical texts, literature, and artistic works that cast Jews, Muslims, heretics, women, and other groups as forces to be contained and controlled within Christian society, and will consider the ways that policy and culture consolidated societal norms that we grapple with to this day.
Attributes: ICC, MVST.

ARHI 4230. ART AND ETHICS: ARTICULATING FUNCTION IN THE VISUAL ARTS. (4 Credits)
This course will examine the inter-disciplinary dialogue between art and ethics. What exactly do the terms “art” and “ethics” denote... and connote? Can one nudge the terms together into some kind of binary concept, like “ethical art” or “artful morality” (I)? Or do these terms relate at some other, deeper level, with a common ontological foundation? In the course of the semester, we will consider the relationship between art and ethics, as they have surfaced in philosophy, in theology, in history, in the history of art, and in art criticism from antiquity to the present era. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, VAL.

ARHI 4250. AZTEC ART. (4 Credits)
This course will examine the art created by the Aztecs, one of the last of the two great pre-Columbian cultures. Holding sway over much of Mexico at the beginning of the 16th century, the Aztec empire was brought to collapse by the arrival of the Spanish conquistadors. We will focus on the primary source, both Aztec and Spanish, as keys to understanding the art. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, GLBL, ICC, LALS, REST.
Prerequisites: ARHI 1100 or ARHI 1101 or ARHI 1102 or ARHI 1103.

ARHI 4530. GENDER AND MODERN ART. (4 Credits)
This seminar will examine the role of women as artists and subjects in the history of modern art. We will discuss the social and educational impediments that both inhibited and shaped women’s careers. We will also investigate the cultural construction of gender difference in works of art by men and women artists, and read theoretical texts on the issues involved. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP3, WGSS.
Prerequisites: ARHI 1100 or ARHI 1101 or ARHI 1102 or ARHI 1103.

ARHI 4540. SEMINAR: MODERN ART. (4 Credits)
Readings in theory and criticism emphasizing modern critical approaches to the visual arts. Relevant journals and current exhibitions will be considered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 4555. ART AND ECOLOGY. (4 Credits)
This course investigates the work of artists, writers, and filmmakers who have dedicated themselves to creating solutions to specific environmental problems or whose works have broadened public concern for ecologically degraded environments. Students will participate in a wide variety of discourses about the personal, public, and ethical dimensions of current environmental issues. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, ICC.

ARHI 4560. MODERNISM IN ART AND LITERATURE. (4 Credits)
An interdisciplinary study of the connection between modern art and literature Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, FCLC, ICC.

ARHI 4600. SENIOR SEMINAR. (4 Credits)
As the capstone seminar for art history majors, this seminar has several goals: to give art history majors an introduction to the principal thinkers who shaped the field of art history; to explore some of the key methodological approaches to art history today; to hone students’ skills in critical reading and viewing; and to provide students the opportunity to conduct independent research on an art historical topic of their own choosing. Offered fall semesters only, required for majors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 4951. INTERNSHIP. (1 Credit)
An internship at an off site sponsoring institution from 6 to 12 hours a week, occasional meetings with a Fordham professor and a journal or paper varying from 5 to 10 pages.

ARHI 4952. INTERNSHIP. (2 Credits)
An internship at an off site sponsoring institution from 6 to 12 hours a week, occasional meetings with a Fordham professor and a journal or paper varying from 5 to 10 pages.

ARHI 4999. TUTORIAL. (1-4 Credits)
Independent research and readings with supervision from a faculty member.
ART HISTORY MAJOR

Requirements

Majors in art history must complete a minimum of nine one-semester courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARHI 1101</td>
<td>INTRODUCTION TO ART HISTORY: EUROPE</td>
<td>3</td>
</tr>
<tr>
<td>VART 1135</td>
<td>VISUAL THINKING I</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 4600</td>
<td>SENIOR SEMINAR</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives

Select one course in each of the following areas to ensure a wide background in art history:

Ancient/Medieval
- ARHI 2230 ISLAMIC ART
- ARHI 2250 PRE-COLOMBIAN ART
- ARHI 2305 GREEK ART
- ARHI 2312 HELLENISTIC ART
- ARHI 2315 ROMAN ART
- ARHI 2340 EARLY MEDIEVAL ART
- ARHI 2360 ILLUMINATED MANUSCRIPTS
- ARHI 3200 MUSEUM STUDIES IN ANCIENT ART
- ARHI 3310 ISSUES: ANCIENT ART
- ARHI 3315 THE CITY OF ROME
- ARHI 3316 ART AND ARCHITECTURE OF ROME
- ARHI 3350 AGE OF CATHEDRALS
- ARHI 3355 GOTHIC CATHEDRAL HISTORY
- ARHI 4250 AZTEC ART

Renaissance/Baroque
- ARHI 2256 RENAISSANCE AND BAROQUE IN LATIN AMERICAN ART
- ARHI 2410 NORTHERN RENAISSANCE ART
- ARHI 2415 ITALIAN RENAISSANCE ART
- ARHI 2430 RENAISSANCE PORTRAITS
- ARHI 2432 RENAISSANCE CENTERS
- ARHI 2450 17TH CENTURY ART
- ARHI 2460 ARCHITECTURE 1300-1750
- ARHI 3455 MICHELANGELO

Modern
- ARHI 2257 MODERN LATIN AMERICAN ART
- ARHI 2270 NATIVE AMERICAN ART
- ARHI 2510 18TH CENTURY ART
- ARHI 2520 AMERICAN ART
- ARHI 2530 19TH CENTURY ART
- ARHI 2540 MODERN ARCHITECTURE
- ARHI 2550 20TH CENTURY ART
- ARHI 2551 RUSSIAN ART OF THE AVANT-GARDE
- ARHI 2561 ASIAN-AMERICAN ART
- ARHI 3100 MUSEUM METHODS
- ARHI 3480 ART AND ARCHITECTURE IN LONDON
- ARHI 3555 CONTEMPORARY ART

Concentration

Select two additional courses in one of the following areas:

1. Ancient/Medieval
   - ARHI 1102 INTRODUCTION TO ART HISTORY: ASIA
   - ARHI 1103 INTRODUCTION TO ART HISTORY: AMERICAS

2. Renaissance/Baroque
   - ARHI 2250 PRE-COLOMBIAN ART

3. Modern
   - ARHI 2256 RENAISSANCE AND BAROQUE IN LATIN AMERICAN ART

4. Global
   - ARHI 4250 AZTEC ART

Art history majors and minors are also encouraged to take CHEM 1104 THE CHEMISTRY OF ART, which satisfies the physical science requirement of the Core Curriculum.

Students who have taken the Art History AP exam and have scored 4 or 5 can count this AP credit toward their Fine Arts Core requirement.

Art History Majors who have taken the Art History AP and have scored 4 or 5 must still take nine art history courses to complete the major.

The Pre-Architecture Program Within an Art History Major

Fordham’s Pre-Architecture program (p. 23) is designed to prepare students for graduate training in the environmental design professions. Most design schools do not specify a particular major for admission, but an art history major is an appropriate and useful preparation for architecture, interior design, or historic preservation. For graduate school application advice and for admission requirements for all the design professions, please refer to Pre-Architecture under the pre-professional Programs of Study section of this bulletin. For students who plan to work immediately after graduation, this program will also support careers in real estate, construction, preservation, and the interiors industries. Students leave the program with highly sought skills in computer-aided drafting and design (CAD).
Five of the following visual arts courses may be substituted for art history courses and counted toward the pre-architecture student’s art history major. With the chair’s permission, students may choose to execute a senior design project (VART 4090 SENIOR PROJECT ARCHITECTURE) as the senior capstone requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VART 1135</td>
<td>VISUAL THINKING I</td>
<td>4</td>
</tr>
<tr>
<td>VART 1150</td>
<td>DRAWING I</td>
<td>4</td>
</tr>
<tr>
<td>VART 1160</td>
<td>ARCHITECTURAL LANGUAGE</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VART 1101</td>
<td>INTRODUCTION TO ART HISTORY: EUROPE</td>
<td></td>
</tr>
<tr>
<td>VART 1101</td>
<td>URBANISM</td>
<td></td>
</tr>
</tbody>
</table>

Select at least one of the following:

- ARHI 1101, INTRODUCTION TO ART HISTORY: EUROPE
- VART 1101, URBANISM

**Recommended electives:**

- VART 2055, ENVIRONMENTAL DESIGN
- VART 2070, ARCHITECTURAL DESIGN I
- VART 3070, URBAN ARCHITECTURAL DESIGN I
- ARHI 2460, ARCHITECTURE 1300-1750
- ARHI 2540, MODERN ARCHITECTURE
- ARHI 3350, AGE OF CATHEDRALS
- VART 4090, SENIOR PROJECT ARCHITECTURE

**Availability**

The major in art history is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Lincoln Center.

**Fordham College at Rose Hill students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Fordham College at Lincoln Center students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Professional and Continuing Studies students:** The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
ART HISTORY MINOR

Requirements
The department offers a minor consisting of six one-semester departmental courses in art history.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Art History Course(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select at least one of the following:</td>
<td></td>
</tr>
<tr>
<td>ARHI 1101</td>
<td>INTRODUCTION TO ART HISTORY: EUROPE</td>
<td></td>
</tr>
<tr>
<td>ARHI 1102</td>
<td>INTRODUCTION TO ART HISTORY: ASIA</td>
<td></td>
</tr>
<tr>
<td>ARHI 1103</td>
<td>INTRODUCTION TO ART HISTORY: AMERICAS</td>
<td></td>
</tr>
</tbody>
</table>

Electives
Select five additional art history courses ¹

¹ Introductory courses may be included as long as students do not repeat material covered in a course already taken. One visual arts course, VART 1135 VISUAL THINKING I, may be substituted for one of the five elective art history courses.

Availability
The minor in art history is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Lincoln Center.
BIOETHICS

The interdisciplinary bioethics minor introduces students to critical moral questions and informed ethical decision-making on issues related to individual, public, and global health; professional healthcare decision-making; and health policy. Bioethics minors will gain an interdisciplinary perspective on these topics through required and elective courses, including: an introductory bioethics course, thematic courses in the humanities and sciences, a values course and a research ethics capstone course. The minor in bioethics is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and the School of Professional and Continuing Studies.

Program Activities

Lectures and Symposia
Bioethics students have valuable opportunities to attend and participate in Center for Ethics Education-sponsored activities, including major symposia, lectures, and Ethics Colloquium Series events and conferences.

Ethics Competitions and Graduate Activities
The Center for Ethics Education also sponsors ethics competitions (such as the Chynn Undergraduate Prize in Ethics and Morality) Chynn Undergraduate Prize in Ethics and also will have opportunities to interact with students enrolled in the M.A. Ethics and Society program through lectures, presentations, and career development events.

Professional Development and Career Advising
Bioethics students have an opportunity to make a professional presentation on a bioethics topic of interest at the Fordham Undergraduate Research Symposium (through the required course PSYC 4245/SOCI 4245 ETHICS IN RESEARCH). The minor also provides valuable career and graduate school resources and panels on careers in ethics and advising by program directors and affiliated faculty.

For more information
Visit the Bioethics program web page.

Programs
- Bioethics Minor (p. 173)
BIOETHICS MINOR

Requirements

The minor consists of six courses: Two required courses (A and B, below) and four additional courses (C, D, E, and F, below).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A. Introductory Course</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THEO/CEED 3856 INTRODUCTION TO BIOETHICS</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>B. Capstone Course</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEED/SOCI/PSYC ETHICS IN RESEARCH</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Additional Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. Humanities Course</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMC 3370</td>
<td>ETHICAL ISSUES IN MEDIA</td>
<td></td>
</tr>
<tr>
<td>ENGL/HIST 4137</td>
<td>HYSTERIA/SEXUALITY/UNCONSCIOUS</td>
<td></td>
</tr>
<tr>
<td>FITV 4570</td>
<td>FILMS OF MORAL STRUGGLE</td>
<td></td>
</tr>
<tr>
<td>HIST 3330</td>
<td>DIAGNOSING EMPIRE: SCIENCE AND MEDICINE IN THE COLONIAL WORLD (ADVANCED HISTORY CORE)</td>
<td></td>
</tr>
<tr>
<td>HIST 4913</td>
<td>SOCIAL DARWINISM: THEME AND VARIATIONS IN GLOBAL CONTEXT</td>
<td></td>
</tr>
<tr>
<td>PHIL 3266</td>
<td>PHILOSOPHY OF SCIENCE</td>
<td></td>
</tr>
<tr>
<td>PHIL 3712</td>
<td>GLOBAL ENVIRONMENT AND JUSTICE</td>
<td></td>
</tr>
<tr>
<td>PHIL 3713</td>
<td>HUMAN RIGHTS AND GLOBAL JUSTICE</td>
<td></td>
</tr>
<tr>
<td>PHIL 3715</td>
<td>KANT ON MORALITY AND RELIGION</td>
<td></td>
</tr>
<tr>
<td>PHIL 4001</td>
<td>POLITICS AND BIOPower</td>
<td></td>
</tr>
<tr>
<td>PHIL 4044</td>
<td>MODERN ETHICAL THEORIES</td>
<td></td>
</tr>
<tr>
<td>PHIL 4310</td>
<td>HUMAN RIGHTS IN CONTEXT</td>
<td></td>
</tr>
<tr>
<td>THEO 3827</td>
<td>BIBLE AND HUMAN SEXUALITY</td>
<td></td>
</tr>
<tr>
<td>THEO 4010</td>
<td>DEATH AND DYING</td>
<td></td>
</tr>
<tr>
<td>THEO 4027</td>
<td>THE ETHICS OF LIFE</td>
<td></td>
</tr>
<tr>
<td>THEO 4036</td>
<td>HUMAN NATURE AFTER DARWIN (Interdisciplinary Capstone Core)</td>
<td></td>
</tr>
<tr>
<td>THEO 4520</td>
<td>ANIMALS, ANGELS, AND ALIENS: BEYOND THE HUMAN IN HUMAN THOUGHT</td>
<td></td>
</tr>
<tr>
<td>THEO 4950</td>
<td>CHRISTIANITY AND GENDER/SEXUAL DIVERSITY: INTERDISCIPLINARY PERSPECTIVES</td>
<td></td>
</tr>
<tr>
<td>WGSS 3000</td>
<td>GENDER AND SEXUALITY STUDIES</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D. Social and Natural Science Course</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 2619</td>
<td>MAGIC, SCIENCE, AND RELIGION</td>
<td></td>
</tr>
<tr>
<td>ANTH 3570</td>
<td>APPLIED HUMAN RIGHTS</td>
<td></td>
</tr>
<tr>
<td>ANTH 4114</td>
<td>ANTHROPOLOGY OF HEALTH HEALING AND SOCIAL JUSTICE</td>
<td></td>
</tr>
<tr>
<td>ANTH 4344</td>
<td>REPRODUCTIVE TECHNOLOGIES: GLOBAL PERSPECTIVE</td>
<td></td>
</tr>
<tr>
<td>BISC 1000</td>
<td>LIFE ON THE PLANET EARTH</td>
<td></td>
</tr>
<tr>
<td>BISC 1001</td>
<td>HUMAN BIOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

BISC 1002 | ECOLOGY: A HUMAN APPROACH | |
BISC 1010 | FOUNDATIONS OF BIOLOGY | |
BISC 1403 | INTRODUCTORY BIOLOGY I | |
NSCI 1030 | HUMAN FUNCTION AND DYSFUNCTION | |
POSC 3131 | POLITICS, URBAN HEALTH, AND ENVIRONMENT | |
POSC 3225 | HUMAN TRAFFICKING AND THE LAW | |
PSYC 3100 | HEALTH PSYCHOLOGY | |
PSYC 3110 | COGNITIVE NEUROSCIENCE | |
PSYC 3600 | MULTICULTURAL PSYCHOLOGY | |
PSYC 3610 | GLOBAL HEALTH AND PSYCHOLOGY (ADVANCED SOCIAL SCIENCE CORE/GLOBALISM) | |
PSYC 4310 | AGING AND SOCIETY (Psychology) | |
SOCI 3021 | SOCIOLOGY OF MEDICINE | |
SOCI 3030 | HIV/AIDS IN AFRICA | |
SOCI 3114 | SOCIOLOGY OF HEALTH AND ILLNESS | |
SOCI 3120 | CONTROVERSIES IN RELIGION AND INTERNATIONAL RELATIONS | |
SOCI 3249 | FOR THE DEATH OF ME! SOCIO-CULTURAL PERSPECTIVES ON DEATH AND DYING | |
SOCI 3260 | POLITICS OF REPRODUCTION | |
SOCI 4105 | RELIGION, GENDER, AND SEXUALITY | |

**E. Values Course**

Select one of the following:

PHIL 3970 | HUMANITY’S VALUE | |
PHIL 4418 | ISSUES OF LIFE AND DEATH | |
PHIL 4473 | WAR AND PEACE: JUST WAR THEORY | |
PSYC 4900 | PSYCHOLOGY AND HUMAN VALUES | |
PSYC 4920 | YOUTH, VALUES, AND SOCIETY | |
PSYC 4930 | CODES FOR MENTAL HEALTH SERVICES | |
THEO 4027 | THE ETHICS OF LIFE | |
THEO 4030 | MORAL ASPECTS OF MEDICINE | |
THEO 4847 | THEOLOGIES OF LIBERATION | |

**F. Electives Course**

Select one from those listed above in Group C or D.

Notes: Students who have not completed a Biological Sciences (BISC) or biologically based Natural Sciences (NSCI) course as part of the core curriculum or otherwise will be required to take one of the following natural science or biological science course offerings to fulfill either Block D or Block F: NSCI 1030 HUMAN FUNCTION AND DYSFUNCTION, BISC 1000 LIFE ON THE PLANET EARTH, BISC 1001 HUMAN BIOLOGY, BISC 1002 ECOLOGY: A HUMAN APPROACH, or BISC 1010 FOUNDATIONS OF BIOLOGY.

It is presumed that bioethics minor students will have completed the core course PHIL 3000 PHILOSOPHICAL ETHICS by the end of their junior year.

Should faculty sabbaticals or other developments create a situation that limits the availability of courses, the directors of the program would have the authority to amend the guidelines regarding the distribution of electives.
BIOLOGICAL SCIENCES

The curriculum in the biological sciences provides a comprehensive understanding of the principles underlying life’s processes, from the molecular level through the biosphere. Many of the courses offered have lecture and laboratory components. This ensures that students become scientists capable of making significant contributions to the field. Majors have the opportunity to participate in cutting-edge research under the mentorship of a faculty member in the department. This affords students the opportunity to develop their organizational, technical, and analytical skills while using the most up-to-date techniques and instrumentation. Students conducting original research are expected to communicate their findings to the scientific community through, for example, their participation in Fordham College’s annual Undergraduate Research Symposium. Students doing meritorious research are guided to publish their work in nationally recognized science journals.

The department offers two undergraduate degrees: the bachelor of science (B.S.) and the bachelor of arts (B.A.) in the biological sciences. Both degree tracks ensure the major’s exposure to the broad scope of the discipline while providing the flexibility to choose upper-level courses that focus on one or more of the sub disciplines in greater depth. The curriculum gives students a strong foundation from which they can pursue studies leading to a career in medicine, dentistry, veterinary medicine, research and development, education, industry, forensics, or laboratory analysis.

Early Admission to the Master’s Program

Please read the Early Admission to Graduate School of Arts and Sciences Master’s Programs (p. 22) section for more information. Interested students must apply by the time they register for the fall semester of their senior year but are encouraged to apply earlier. Students opting for early admission to the M.S. program must consult with their adviser and the associate chair for graduate studies before registering for graduate courses. Applications are made online through the Graduate School of Arts and Sciences website and do not need to include GRE scores unless the student is planning to apply for financial aid after completing the bachelor’s degree.

The minimum GPA required for eligibility is 3.5. This policy applies to students registered in FCRH, FCLC, and PCS. Candidates will begin their course sequence in the fall semester of their senior year and will carry elective credit in the summer between their fourth and fifth years. Courses taken as part of the early admissions option must be approved by the department’s associate chair for graduate studies.

Program Activities

Biology Colloquium

Students are encouraged to attend the weekly Biology Colloquium which features presentations of outstanding research by visiting scientists as well as by the department’s own faculty and graduate students.

Research Opportunities

There are many varied research opportunities available to biology majors. A student interested in a faculty member’s research should meet with that faculty member and discuss a program of independent laboratory or field research under that faculty member’s mentorship. The student may elect to register for two semesters of research (for four credits each semester), including writing and defending a thesis, during the senior year in lieu of two elective biology courses (see BISC 4792 SENIOR THESIS RESEARCH in the course listings). Another alternative is enrollment in a research tutorial for a maximum of four credits in lieu of one biology elective (see BISC 4999 RESEARCH TUTORIAL in the course listings).

If neither of the above options is desirable, a student may volunteer on an extracurricular basis to participate in a faculty member’s research. Details may be obtained in the department office. Fordham University has formal affiliations with the New York Botanical Garden, the Wildlife Conservation Society (Bronx Zoo), Albert Einstein College of Medicine, and Montefiore Hospital.

For more information

Visit the Biology department web page.

Contribution to the Core

The Department of Biological Sciences offers courses numbered BISC 1000 LIFE ON THE PLANET EARTH-BISC 1010 FOUNDATIONS OF BIOLOGY, which satisfy the core life-science component of the natural science requirement in the Fordham College Core Curriculum. The two course sequence: BISC 1403 INTRODUCTORY BIOLOGY I-BISC 1404 INTRODUCTORY BIOLOGY II or BISC 1401 INTRODUCTION TO BIOLOGY I-BISC 1402 INTRODUCTION TO BIOLOGY II, when taken in sequence will fulfill both natural science requirements (physical science and life-science).

Programs

- Biological Sciences Major (p. 178)
- Biological Sciences Minor (p. 180)

Courses

BISC 1000. LIFE ON THE PLANET EARTH. (3 Credits)
A course designed for non-majors. A survey of animal and plant biology evolutionary history, ecology and conservation biology. Lectures complemented by experiments, demonstrations and slide presentations.
Attributes: BIOE, LSCI.

BISC 1001. HUMAN BIOLOGY. (3 Credits)
A course designed for non-majors. The biology of humans, emphasizing cells and molecules, reproduction and development, structure and function of the body, inheritance and evolution. Lectures are complemented by scheduled laboratory work.
Attributes: BIOE, LSCI, ZLB3.

BISC 1002. ECOLOGY: A HUMAN APPROACH. (3 Credits)
A course designed for non-majors. Ecological concepts and how they relate to critical contemporary issues: air and water pollution, radiation, energy, world hunger. Includes experiments, demonstrations and field trips.
Attributes: BIOE, ENST, LSCI, URST, ZLB3.

BISC 1005. AIDS: A CONSPIRACY OF CELLS. (3 Credits)
A course designed for non-majors. Emphasizes the biological roots of acquired immunodeficiency syndrome (AIDS). The disease is discussed in the context of genetics, cell biology, and evolution. Consideration is given to fundamental aspects of infection, immunology and virology. Laboratory exercises center on agents of opportunistic infection and the body’s response to them.
Attribute: CO09.
BISC 1008. THE FINCH, THE SEED, AND THE STORM: ADVENTURES IN CONTEMPORARY EVOLUTION. (3 Credits)
Students will learn about the theory of evolution, with a focus on evolutionary ecology, selection, adaptation, and contemporary evolution, and will use this theory as a way of understanding the process of science and biological principles. Students will learn to think, write and speak scientifically and about science.
Attributes: EP1, MANR.

BISC 1010. FOUNDATIONS OF BIOLOGY. (3 Credits)
In this introductory course for non-science majors, a general survey of the characteristics of life is presented, including such topics as cellular biology, metabolism, organ systems, genetics, development, evolution, behavior, and ecology. All forms of life will be studied, with emphasis on the human body and human evolutionary history.
Attribute: BIOE.

BISC 1401. INTRODUCTION TO BIOLOGY I. (4 Credits)
A combined introductory lecture and laboratory course for the summer session concentrating on the chemistry of biological molecules; cell organization, metabolism and reproduction; and the principles of genetics, molecular biology and evolution. Also includes a survey of viruses, euacteria, archaeaacteria, protists, fungi, and plants. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

BISC 1402. INTRODUCTION TO BIOLOGY II. (4 Credits)
A combined introductory lecture and laboratory course for the summer session continuing the presentation begun in Introduction Biology I. Includes higher plant and animal structure and function; a survey of the major animal phyla including aspects their structure, function, behavior, and life cycle. Also includes concepts of ecology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

BISC 1403. INTRODUCTORY BIOLOGY I. (3 Credits)
An introduction to the chemistry of life; the structure, function and metabolism of the cell; heredity and molecular aspects of genetics; principles of evolution; biology of bacteria; protists and fungi; and plant evolution.
Attribute: ENVS.
Corequisite: BISC 1413.
Mutually Exclusive: NSCI 1403.

BISC 1404. INTRODUCTORY BIOLOGY II. (3 Credits)
An introduction to the biology of flowering plants and a systematic study of the major animal phyla involving aspects of their biology which suit them to their environment. Emphasizes the life support systems of mammals and humans, and addresses interactions among organisms; as well as between them and their environment.
Attribute: ENVS.
Corequisite: BISC 1414.
Mutually Exclusive: NSCI 1404.

BISC 1413. INTRODUCTORY BIOLOGY LAB I. (2 Credits)
A laboratory course designed to illustrate topics discussed in BISC 1403. Lab fee.
Attributes: ENVS, ZLB3.
Corequisite: BISC 1403.
Mutually Exclusive: NSCI 1413.

BISC 1414. INTRODUCTORY BIOLOGY LAB II. (2 Credits)
A laboratory course designed to illustrate topics discussed in BISC 1404. Lab fee.
Attributes: ENVS, ZLB3.
Corequisite: BISC 1404.
Mutually Exclusive: NSCI 1414.

BISC 2539. GENERAL GENETICS. (3 Credits)
A study of the gene in all its aspects; its structure, it's informational nature; how this information is inherited unchanged; how this information is expressed in terms of an organism's structure and function; how this information can be altered; and how expression of this information is regulated so that environmentally appropriate responses are made. The unifying position of genetics in the study of biology is emphasized.
Attribute: ENVS.
Corequisite: BISC 2549.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).
Mutually Exclusive: NSCI 3133.

BISC 2549. GENERAL GENETICS LAB. (2 Credits)
A laboratory course designed for a hands-on experience in the usage of various scientific methodologies and experiments in the field of basic genetics. Lab fee.
Attribute: ENVS.
Corequisite: BISC 2539.
Prerequisites: (BISC 1404 and CHEM 1322) or (BIRU 1404 and CHRU 1322) or (BISC 1404 and CHRU 1322) or (BIRU 1404 and CHEM 1322) or (BISC 1402 and CHEM 1322).
Mutually Exclusive: NSCI 3833.

BISC 2561. ECOLOGY. (3 Credits)
An introduction to the theories and applications of ecology including evolution, resource, population dynamics, life histories, competition, community structure, ecosystem processes, island biogeography, human impacts on ecosystems and conservation. An introduction to the theories and applications of ecology including evolution, resource, population dynamics, life histories, competition, community structure, ecosystem processes, island biogeography, human impacts on ecosystems and conservation. Corequisite: BISC 2571. Prerequisite: BISC 1404.
Attributes: ENST, ENVS.
Corequisite: BISC 2571.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).

BISC 2571. ECOLOGY LAB. (2 Credits)
Laboratory and field studies designed to provide hands-on experience with habitats and organisms, ecological experiments, and data analysis. (4 hour field trips).
Attribute: ENVS.
Corequisite: BISC 2561.
Prerequisites: (BISC 1404 and CHEM 1322) or (BIRU 1404 and CHRU 1322) or (BISC 1404 and CHRU 1322) or (BIRU 1404 and CHEM 1322) or (BISC 1402 and CHEM 1322).

BISC 3221. HUMAN ANATOMY. (3 Credits)
A lecture course which examines cell, tissue, and gross anatomy of the major organ systems of the human body as they relate to life processes in health and disease.
Corequisite: BISC 3231.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).
BISC 3231. HUMAN ANATOMY LAB. (2 Credits)
A laboratory course employing slides, models and gross dissection to study the structure of the major organ systems of the human body.
Attribute: ZLB3.
Corequisite: BISC 3232.
Prerequisites: (BISC 1404 and CHEM 1322) or (BIRU 1404 and CHRU 1322) or (BISC 1404 and CHRU 1322) or (BIRU 1404 and CHEM 1322) or (BISC 1402 and CHEM 1322).

BISC 3232. HUMAN PHYSIOLOGY. (3 Credits)
The basics of human body functions from cellular to organ system levels. A review of the general principles of whole body regulation is included. Internal responses to various physical stresses will also be discussed.
Corequisite: BISC 3242.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).

BISC 3242. HUMAN PHYSIOLOGY LAB. (2 Credits)
Laboratory exercises demonstrating principles of the human cardiovascular, nervous, respiratory and urinary systems. Brief review of human anatomy and histology. An introduction to some of the diagnostic instrumentation and procedures used in medicine.
Attribute: ZLB3.
Corequisite: BISC 3232.
Prerequisites: (BISC 1404 and CHEM 1322) or (BIRU 1404 and CHRU 1322) or (BISC 1404 and CHRU 1322) or (BIRU 1404 and CHEM 1322) or (BISC 1402 and CHEM 1322).

BISC 3244. EVOLUTIONARY BIOLOGY. (3 Credits)
The course covers both Micro- and Macro-Evolution ranging in focus from population, genetics and molecular evolution to the fossil record and major patterns of organismal diversity. Other topics include natural and sexual selection, the ecological context of adaptation, genomic and developmental mechanisms of evolutionary innovation, speciation, phylogeny reconstruction, and human evolution.
Attribute: ENVS.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).

BISC 3521. BIOCHEMISTRY. (3 Credits)
A lecture course on the principles of biochemistry and molecular biology. Topics include the chemistry and function of carbohydrates, lipids, proteins, and nucleic acids; enzymology; metabolism; bioenergetics; and gene structure and expression.
Prerequisites: CHEM 1321 and CHEM 1322 and CHEM 2521 and CHEM 2522 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).

BISC 3643. MICROBIOLOGY. (3 Credits)
Detailed study of microbial metabolism and physiology, microbial roles in maintaining earth’s ecosystems and human health; global environmental change and effects on emerging infectious diseases, epidemiology, and public health.
Attributes: ENVS, ZLB3.
Corequisite: BISC 3653.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).

BISC 3653. MICROBIOLOGY LAB. (2 Credits)
Laboratory exercises are designed to develop skills in: sterile culture techniques for isolating bacteria and fungi from natural substrates; microscopy and staining techniques for visualization, identification and quantification of microbes.
Attributes: ENVS, ZLB3.
Corequisite: BISC 3643.
Prerequisites: (BISC 1404 and CHEM 1322) or (BIRU 1404 and CHRU 1322) or (BIRU 1404 and CHEM 1322) or (BISC 1402 and CHEM 1322).

BISC 3752. MOLECULAR BIOLOGY. (3 Credits)
Principles and regulation of gene expression; nucleic acid structure/function, replication, transcription, RNA processing, translation; experimental and recombinant DNA methodologies and approaches.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).
Mutually Exclusive: NSCI 4176.

BISC 3754. CELL BIOLOGY. (3 Credits)
Presents fundamental principles of cell structure and function important to an understanding of cellular interactions in the development, maintenance, and reproduction of multicellular organisms. Aberrations of cell structure and function that contribute to human disease are discussed extensively.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).
Mutually Exclusive: NSCI 3154.

BISC 3893. INTRODUCTION TO VIROLOGY. (3 Credits)
An introduction to the significance of viruses as agents of disease, and as tools to understand basic life processes. The course will cover the structural and biochemical properties of viruses, viral replication strategies virus-cell interactions, viral pathogenesis and host immune reactions. Emphasis will be on animal viruses but the properties and replication strategies of prokaryotic and plant viruses will also be explored.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).

BISC 4530. CANCER BIOLOGY AND SIGNALING. (3 Credits)
Course covers the basic biology of cancer at the cellular and molecular levels with special emphasis on aberrant signal transduction pathways in cancer cells.
Prerequisites: BISC 3754 and BISC 2539.

BISC 4532. NEUROSCIENCE. (3 Credits)
Study of the anatomy, biochemistry and physiology of neurons and neural pathways that comprise the peripheral and central nervous systems and their relationship to behavior.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).
Mutually Exclusive: NSCI 2030.
BISC 4642. ANIMAL BEHAVIOR. (4 Credits)
Introduction to animal behavior; evolution, genetics, physiology and ecology of behavior; sexual/mating/reproductive behavior; habitat selection, feeding behavior, anti-predator defenses, social behavior, human behavior. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENVS.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).

BISC 4693. DEVELOPMENTAL BIOLOGY. (3 Credits)
An introduction to animal development with emphasis on molecular aspects of gametogenesis, fertilization, and organogenesis. Current models of normal and abnormal cellular differentiation will also be considered.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).

BISC 4792. SENIOR THESIS RESEARCH. (4 Credits)
Individually tailored laboratory or field research during senior year. Grade and credits are given only upon completion of thesis. Preliminary work in junior year is required. Details may be obtained in the department office. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).

BISC 4999. RESEARCH TUTORIAL. (4 Credits)
Provides one-semester, hands-on participation in a faculty member’s research program.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).
BIOLOGICAL SCIENCES MAJOR

Requirements

The Department of Biological Sciences offers two undergraduate degrees: the bachelor of science (B.S.) and the bachelor of arts (B.A.). Beyond the chemistry, physics, and math requirements, majors must complete a minimum of nine courses in biology for a B.S. degree and seven for a B.A. degree. Lecture and lab courses that must be taken concurrently.

The program of biology courses is structured in the following way:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following sequences:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequence 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BISC 1403</td>
<td>INTRODUCTORY BIOLOGY I</td>
<td>5</td>
</tr>
<tr>
<td>&amp; BISC 1413</td>
<td>and INTRODUCTORY BIOLOGY LAB I</td>
<td></td>
</tr>
<tr>
<td>BISC 1404</td>
<td>INTRODUCTORY BIOLOGY II</td>
<td>5</td>
</tr>
<tr>
<td>&amp; BISC 1414</td>
<td>and INTRODUCTORY BIOLOGY LAB II</td>
<td></td>
</tr>
<tr>
<td>Sequence 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BISC 1401</td>
<td>INTRODUCTION TO BIOLOGY I (Summer)</td>
<td>5</td>
</tr>
<tr>
<td>&amp; BISC 1402</td>
<td>INTRODUCTION TO BIOLOGY II (Summer)</td>
<td></td>
</tr>
<tr>
<td>BISC 2539</td>
<td>GENERAL GENETICS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; BISC 2549</td>
<td>and GENERAL GENETICS LAB</td>
<td></td>
</tr>
<tr>
<td>BISC 2561</td>
<td>ECOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>&amp; BISC 2571</td>
<td>and ECOLOGY LAB</td>
<td></td>
</tr>
</tbody>
</table>

| Distribution Courses | | |
| Select a minimum of two of the following: | | |
| BISC 3221 | HUMAN ANATOMY | 5 |
| & BISC 3231 | and HUMAN ANATOMY LAB | |
| BISC 3232 | HUMAN PHYSIOLOGY | 6 |
| & BISC 3242 | and HUMAN PHYSIOLOGY LAB | |
| BISC 3521 | BIOCHEMISTRY | 6 |
| BISC 3643 | MICROBIOLOGY | 6 |
| & BISC 3653 | and MICROBIOLOGY LAB | |
| BISC 3752 | MOLECULAR BIOLOGY | 6 |
| BISC 3754 | CELL BIOLOGY | |

| Chemistry Courses | | |
| CHEM 1321 | GENERAL CHEMISTRY I | 6 |
| & CHEM 1331 | and GENERAL CHEMISTRY LAB I | |
| CHEM 1322 | GENERAL CHEMISTRY II | 6 |
| & CHEM 1332 | and GENERAL CHEMISTRY LAB II | |
| CHEM 2521 | ORGANIC CHEMISTRY I | 6 |
| & CHEM 2541 | and ORGANIC CHEMISTRY LAB I | |
| CHEM 2522 | ORGANIC CHEMISTRY II | 6 |
| & CHEM 2542 | and ORGANIC CHEMISTRY LAB II | |

| Physics Courses | | |
| Select one of the following sequences: | | |
| Sequence 1: | | |
| PHYS 1701 | PHYSICS I | 6 |
| & PHYS 1511 | and PHYSICS I LAB | |

Calculus Course

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1206</td>
<td>CALCULUS I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 1207</td>
<td>CALCULUS II</td>
<td>6</td>
</tr>
<tr>
<td>MATH 1203</td>
<td>APPLIED CALCULUS I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 1204</td>
<td>APPLIED CALCULUS II</td>
<td>6</td>
</tr>
</tbody>
</table>

Elective Courses

Select three elective BISC courses for the B.S. degree and one for the B.A. degree.

1 Either sequence of introductory courses is a prerequisite for all other biology courses in the major.
2 Elective courses, comprising all noncore courses offered (but including additional distribution courses beyond the two needed to meet Distribution Courses requirement above).
3 A score of 4 or 5 in AP Calculus AB or BC will fulfill the Mathematics requirement.

It is recommended that freshmen take the following in their first year:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1206</td>
<td>CALCULUS I</td>
<td>6</td>
</tr>
<tr>
<td>MATH 1207</td>
<td>CALCULUS II</td>
<td>6</td>
</tr>
<tr>
<td>MATH 1203</td>
<td>APPLIED CALCULUS I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 1204</td>
<td>APPLIED CALCULUS II</td>
<td>6</td>
</tr>
</tbody>
</table>

Note that BISC 1403, BISC 1404, CHEM 1321, and CHEM 1322 (with their respective labs) are prerequisites for all advanced biology courses.

The following requirement is best fulfilled in sophomore year:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 2521</td>
<td>ORGANIC CHEMISTRY I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; CHEM 2541</td>
<td>and ORGANIC CHEMISTRY LAB I</td>
<td></td>
</tr>
<tr>
<td>CHEM 2522</td>
<td>ORGANIC CHEMISTRY II</td>
<td>6</td>
</tr>
<tr>
<td>&amp; CHEM 2542</td>
<td>and ORGANIC CHEMISTRY LAB II</td>
<td></td>
</tr>
</tbody>
</table>

The following requirement is best fulfilled in junior year:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 1702</td>
<td>PHYSICS II</td>
<td>6</td>
</tr>
<tr>
<td>&amp; PHYS 1512</td>
<td>and PHYSICS II LAB</td>
<td></td>
</tr>
</tbody>
</table>

Calculus Course

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 1501</td>
<td>GENERAL PHYSICS I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; PHYS 1511</td>
<td>and PHYSICS I LAB</td>
<td></td>
</tr>
<tr>
<td>PHYS 1502</td>
<td>GENERAL PHYSICS II</td>
<td>6</td>
</tr>
<tr>
<td>&amp; PHYS 1512</td>
<td>and PHYSICS II LAB</td>
<td></td>
</tr>
</tbody>
</table>

Calculus Course

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 1702</td>
<td>PHYSICS II</td>
<td>6</td>
</tr>
<tr>
<td>&amp; PHYS 1512</td>
<td>and PHYSICS II LAB</td>
<td></td>
</tr>
</tbody>
</table>

Calculus Course

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 1501</td>
<td>GENERAL PHYSICS I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; PHYS 1511</td>
<td>and PHYSICS I LAB</td>
<td></td>
</tr>
<tr>
<td>PHYS 1502</td>
<td>GENERAL PHYSICS II</td>
<td>6</td>
</tr>
<tr>
<td>&amp; PHYS 1512</td>
<td>and PHYSICS II LAB</td>
<td></td>
</tr>
</tbody>
</table>

Calculus Course

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 1702</td>
<td>PHYSICS II</td>
<td>6</td>
</tr>
<tr>
<td>&amp; PHYS 1512</td>
<td>and PHYSICS II LAB</td>
<td></td>
</tr>
</tbody>
</table>
PHYS 1701  PHYSICS I
& PHYS 1511  and PHYSICS I LAB

PHYS 1702  PHYSICS II
& PHYS 1512  and PHYSICS II LAB

Sequence 2:

PHYS 1501  GENERAL PHYSICS I
& PHYS 1511  and PHYSICS I LAB

PHYS 1502  GENERAL PHYSICS II
& PHYS 1512  and PHYSICS II LAB

C- is the minimum accepted grade for all courses in the biology major. All majors must meet with their faculty adviser each semester prior to registration to have their course schedules approved.

The following courses are college Core Curriculum Life Science courses and are not applicable to the major:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BISC 1000</td>
<td>LIFE ON THE PLANET EARTH</td>
<td></td>
</tr>
<tr>
<td>BISC 1001</td>
<td>HUMAN BIOLOGY</td>
<td></td>
</tr>
<tr>
<td>BISC 1002</td>
<td>ECOLOGY: A HUMAN APPROACH</td>
<td></td>
</tr>
<tr>
<td>BISC 1005</td>
<td>AIDS: A CONSPIRACY OF CELLS</td>
<td></td>
</tr>
<tr>
<td>BISC 1008</td>
<td>THE FINCH, THE SEED, AND THE STORM: ADVENTURES IN CONTEMPORARY EVOLUTION</td>
<td></td>
</tr>
<tr>
<td>BISC 1010</td>
<td>FOUNDATIONS OF BIOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

Biology majors are expected to take all of their required major courses at Fordham. Exceptions may be made on a case-by-case basis for certain rare and compelling reasons.

**Availability**

The major in biological sciences is available at Fordham College at Rose Hill. Students in Fordham School of Professional and Continuing Studies may major in biological sciences only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill campus.

*Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum* (p. 36).

*Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum* (p. 80).
BIOLOGICAL SCIENCES MINOR

Requirements
The course requirements for the biological sciences minor depend on the student’s major:

- Chemistry majors must select six courses in biology (subject code BISC) (p. 890) at or above BISC 1400.
- Environmental science, general science, or integrative neuroscience majors must select eight courses in biology (subject code BISC) (p. 890) at or above BISC 1400.
- Psychology majors must select six courses in biology (subject code BISC) (p. 890) at or above BISC 1400 and two courses in chemistry (subject code CHEM) (p. 902) at or above CHEM 1300.
- All other majors must complete four courses in biology (subject code BISC) (p. 890) at or above BISC 1400 and two courses in chemistry (subject code CHEM) (p. 902) at or above CHEM 1300.

C- is the minimum grade credited toward the minor.

Availability
The minor in biological sciences is available at Fordham College at Rose Hill. Students in Fordham School of Professional and Continuing Studies may minor in biological sciences only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill campus.
BUSINESS ADMINISTRATION MAJOR

This major is only available to Gabelli School students on the Rose Hill campus.

The Business Administration major allows students to customize their business degrees by picking one primary concentration and combining that with other primary and secondary concentrations as well as business and/or liberal arts minors.

Students must also complete the Gabelli School business and liberal arts Core Curricula (p. 92). In addition, all students complete between three and seven liberal arts electives depending on their major requirements.

Requirements

Students pursuing a major in Business Administration must select one primary concentration and may also complete one or more secondary concentrations or minors. Minors can be from the Gabelli School (p. 84), Fordham College at Lincoln Center (p. 57), or Fordham College at Rose Hill (p. 66).

Available primary concentrations include:

- Accounting (p. 102)
- Business Economics (p. 184)
- Entrepreneurship (p. 440)
- Finance (p. 354)
- Information Systems (p. 407)
- Management (p. 442)
- Marketing (p. 449)
- Social Innovation (p. 635)

Available secondary concentrations include:

- Accounting (p. 102)
- Alternative Investing (p. 353)
- Communication and Media Management (p. 246)
- Digital Media and Technology (p. 291)
- Entrepreneurship (p. 440)
- Finance (p. 354)
- Fintech (p. 355)
- Information Systems (p. 407)
- Global Business (p. 367)
- Healthcare Management (p. 441)
- Management (p. 442)
- Marketing (p. 449)
- Marketing Analytics (p. 448)
- Services Marketing (p. 450)
- Social Innovation (p. 635)
- Sports Business (p. 664)
- Strategic Branding (p. 451)
- Value Investing (p. 357)
BUSINESS ADMINISTRATION MINOR

In conjunction with the Gabelli School of Business, students in Fordham College at Rose Hill (FCHR), Fordham College at Lincoln Center (FCLC) or Fordham School of Professional and Continuing Studies (PCS) may complete a minor in business administration.

The business administration minor complements the liberal arts core by providing a clear, concise way of analyzing issues in economics and business. It can be helpful to students who plan to look for a job after graduation or to pursue the study of law or business.

The required business courses for the minor are offered regularly on both the Rose Hill and Lincoln Center campuses. Students who plan to minor in business administration may take Basic Macroeconomics and Basic Microeconomics to fulfill both the social science requirement and the business minor. With the permission of the adviser to the business minor, students who complete a course equivalent to ECON 2140 STATISTICS I in their major may substitute it for the statistics requirement. Economics majors may count Basic Macroeconomics, Basic Microeconomics, and Statistics I toward their major and the business minor.

Requirements

The business administration minor consists of eight courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 1100</td>
<td>BASIC MACROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1200</td>
<td>BASIC MICROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2140</td>
<td>STATISTICS I</td>
<td>4</td>
</tr>
<tr>
<td>ACBU 2222</td>
<td>PRINCIPLES OF FINANCIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>CBBU 1001</td>
<td>THE GROUND FLOOR: STARTING AND SUCCEEDING AT GSB</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLBU 2234</td>
<td>LEGAL FRAMEWORK OF BUSINESS</td>
</tr>
<tr>
<td>CMBU 2665</td>
<td>BUSINESS COMMUNICATION</td>
</tr>
<tr>
<td>INSY 2300</td>
<td>INFORMATION SYSTEMS</td>
</tr>
<tr>
<td>MGBU 3223</td>
<td>PRINCIPLES OF MANAGEMENT</td>
</tr>
<tr>
<td>MKBU 3225</td>
<td>MARKETING PRINCIPLES</td>
</tr>
<tr>
<td>FNBU 3221</td>
<td>FINANCIAL MANAGEMENT</td>
</tr>
</tbody>
</table>

Complete one upper level business elective

1 Upper level business electives are any 3000-4999 numbered courses within a Gabelli School area. The upper level business elective should be a continuation of study within an area already examined through a core course for the minor. Students may elect to take ACBU 2223 PRINCIPLES OF MANAGERIAL ACCOUNTING as their one upper level business elective.
BUSINESS ADMINISTRATION

Entrepreneurs pursue innovative ideas through unbridled commitment. Accountants keep businesses honest. Marketing executives craft campaigns that excite consumers. What do these disparate careers have in common? A rock-solid educational foundation: a degree in business administration.

Whether pursuing the major or a minor, studying business administration allows for a breadth of knowledge across multiple disciplines from finance and information systems to psychology and economics.

How courses are counted
Students must note the following rules, implemented in fall 2013, for how courses are counted. A student may count a maximum of one class in fulfilling more than one purpose—that is, toward any combination of major, minor, and primary or secondary concentration. For example, only one economics class could count toward both a finance major and an economics minor; any additional economics class would count toward the finance major OR the economics minor, but not both. Similarly, one management class could count toward both a primary concentration in management and a minor in sustainable business, but any subsequent management class would not count toward both.

Programs
- Business Administration Major (p. 181)
- Business Administration Minor (p. 182)
CONCENTRATION IN BUSINESS ECONOMICS

Requirements
The concentration in Business Economics is available to Gabelli students at Rose Hill.

Primary concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 3116</td>
<td>MACROECONOMIC ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3118</td>
<td>MICROECONOMIC THEORY</td>
<td>4</td>
</tr>
</tbody>
</table>

Two 3000-level or higher economics courses

For the latter two courses, the economics department offers a wide array of courses in monetary and financial economics, international economics and development, economics of law, industrial economics, and public sector economics.

Secondary concentration

Students who want to pursue business economics as a secondary concentration are required to complete three 3000-level or higher economics courses.

A student electing to pursue one of these routes should consult with his or her class dean and/or the associate chair of the economics department.

Available courses

Any course with the subject code ECON (p. 1007) numbered 3000 or higher in the economics department may fulfill these course requirements.
BUSINESS ECONOMICS

Overview
Understanding economics is essential for everyone in business. Whether your career is in finance, accounting, marketing, information technology, or another discipline, a comprehension of how the world economy works is key. The Gabelli School’s business economics program ensures that every student has a strong handle on the forces that push, pull, and shape the economies of the United States and other nations.

Business economics differs from standard economics in that it emphasizes practical applications in the world of commerce, but the courses are still drawn from Fordham’s economics department. Gabelli School students who want to focus on business economics can choose a primary concentration, a secondary concentration, or a minor.

These concentrations and minor might be especially attractive to students who envision themselves attending graduate school in business, because microeconomic theory (or managerial economics) and macroeconomic analysis are required courses in many graduate programs. Business economics coursework also is valued by potential employers, for students choosing work rather than further study after graduation.

For course descriptions, please refer to the Economics Department listings in the Fordham College at Rose Hill section of this course bulletin.

How courses are counted
Students must note the following rules, implemented in fall 2013, for how courses are counted. A student may count a maximum of one class in fulfilling more than one purpose—that is, toward any combination of major, minor, and primary or secondary concentration. For example, only one economics class could count toward both a finance major and an economics minor; any additional economics class would count toward the finance major OR the economics minor, but not both. Similarly, one management class could count toward both a primary concentration in management and a minor in sustainable business, but any subsequent management class would not count toward both.

For more information
Visit the Finance and Business Economics area web page.

Programs
- Concentration in Business Economics (p. 184)
- Minor in Economics (Fordham Economics Department) (p. 303)
# BUSINESS LAW AND ETHICS MINOR

## Requirements

The minor in business law and ethics minor is for Gabelli School students. The minor requires six courses, two of which are already part of the business core.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLBU 2234</td>
<td>LEGAL FRAMEWORK OF BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td>BLBU 3443</td>
<td>ETHICS IN BUSINESS</td>
<td>3</td>
</tr>
</tbody>
</table>

Four upper-level business law courses

1. Any course from subject code BLBU (p. 898) 3444 or higher will fulfill this requirement. Also, ECON 3453 LAW AND ECONOMICS may be applied to this minor.
BUSINESS LAW AND ETHICS

Business law and ethics courses highlight important concepts for students entering the business world.

The business law courses are designed to provide a strong foundation in the areas of contract law, agency, partnerships, and limited liability companies and corporations. The area also offers courses in a variety of other legal topics, such as Law of Commercial Transactions (required for accounting majors), Communications Law, International Business Law (an important elective for students pursuing the secondary concentration in international business), Employment Law, and Sports and the Law (required for the secondary concentration in sports business).

The business ethics classes address issues involving values and social norms in the business community. These classes focus on case discussions and role-play simulations to help put theory into practice.

The concepts discussed in all law and ethics classes expose students to salient issues that affect modern commerce. Asking our students to think about contemporary legal and ethical issues gives them a competitive edge. And they also consider a question that is central to business education at Fordham: Should a business exist purely for the purpose of profit, or should it contribute to society in a greater way?

How courses are counted

Students must note the following rules, implemented in fall 2013, for how courses are counted. A student may count a maximum of one class in fulfilling more than one purpose—that is, toward any combination of major, minor, or primary or secondary concentration. For example, only one economics class could count toward both a finance major and an economics minor; any additional economics class would count toward one economics class. Similarly, one management class could count toward both a primary concentration in the finance major OR the economics minor, but not both. Similarly, one management class could count toward both a primary concentration in management and a minor in sustainable business, but any subsequent management class would not count toward both.

For more information

View the Business Law and Ethics Area web page.

Programs

- Business Law and Ethics Minor (p. 186)

Related Concentration:

- Concentration in Sports Business (p. 664)

Courses

BLBU 2234. LEGAL FRAMEWORK OF BUSINESS. (3 Credits)

This course covers the fundamental concepts and legal principles applicable to the American business community and the international environment. Topics include: sources of the modern legal system; legal ethics and governmental regulation; creation and discharge of contractual rights and liabilities; characteristics of agencies, partnerships, limited liability companies and corporations, including the rights and liabilities of agents, partners and corporate management.

Attribute: BUMI.

BLBU 2999. INDEPENDENT STUDY. (1-3 Credits)

BLBU 3436. COMMERCIAL TRANSACTIONS. (3 Credits)

This course completes the legal background of the student and considers the commercial issues in the law of sales, bailments, suretyship, negotiable instruments, insurance, creditor’s rights and bankruptcy.

Prerequisite: BLBU 2234.

BLBU 3438. SURVEY OF LAW & THE LEGA. (3 Credits)

A course designed for students considering a career in law. A study of the American legal philosophy and the social objectives of our legal system. Topics covered are: 1) the judicial process, including the court system; 2) alternative methods of dispute resolution, such as arbitration and mediation; concepts of real estate, landlord-tenant and estates; 4) applicable government regulations.

Prerequisite: BLBU 2234.

BLBU 3440. INTERNATIONAL BUSINESS LAW. (3 Credits)

This course provides an overview of various international business issues. Students study the transnational contract, with concentration on international sales, distributorship and licensing agreements as well as coverage of relevant U.S. trade laws. International trade organizations, conferences and treaties are also discussed, as is the resolution of international disputes and copyright protection.

Prerequisite: BLBU 2234.

BLBU 3443. ETHICS IN BUSINESS. (3 Credits)

BLBU 3444. ST: BUSINESS AND ETHICS ISSUES IN SPORTS ENTREPRENEURSHIP. (3 Credits)

This course will provide an overview of the strategic process of building a sports-centric business. In particular, the course will provide an overview of marketing principles, consumer behavior, sponsorship, licensing, promotions, endorsements and industry ethics. Students will gain an understanding about the operational structure and processes of sports organizations. They will be able to apply theories and strategies to formulate new business plans. They will also be able to critically analyze existing organization to recognize strategic.

Prerequisite: BLBU 3443.

BLBU 3445. ST: CONTEMPORARY LEGAL ISSUES BUSINESS ORGANIZATIONS. (3 Credits)

This course examines the legal structure and function of contemporary business entities, focusing on partnerships, LPs, LLCs, and corporations. It explores such areas as entity choice, shareholder rights, director and officer duties and liabilities, and executive compensation.

Prerequisite: BLBU 2234.

BLBU 3450. COMMUNICATIONS LAW AND BUSINESS. (3 Credits)

This course acquaints students with important legal issues, which govern the traditional media and Internet fields and how the law affects the way these industries operate. Attention will be given to the role of the media in society, First Amendment interpretation, defamation and privacy, a comparison of the standards regarding print media, broadcasting media, Internet and e-commerce. The class will devote considerable time to e-commerce issues such as on-line contracts, intellectual property and attempts, both domestic and international, to regulate the Internet.
BLBU 4430. THE LAW OF INNOVATION. (3 Credits)
The course examines the legal issues that technology entrepreneurs will face as they launch their for-profit, not-for-profit, or both for-profit and not-for-profit businesses. Topics will include business formation; corporate social responsibility; copyright, trademark, patent, trade secret, and privacy contract law (traditional, on the internet, nondisclosure/noncompete agreements, and tech licensing); good practices for using open source software; and internet defacement. We will present both for-profit and not-for-profit practical examples form each topic. The course requires reading the assigned text, which will include judicial opinions and scholarly articles. You will be encouraged to thoroughly read and discuss these sources. Industry experts will provide insights throughout the course as guest speakers.
Prerequisite: BLBU 2234.

BLBU 4431. SPECIAL TOPIC: WHITE-COLLAR CRIME. (3 Credits)
This course will focus on the contemporary legal and ethical issues involving the topical and scandalous field of white-collar crime that is increasingly in the business world spotlight with such cases as those of Bernie Madoff, Enron and insider-trading networks. The focus will be on the substantive law regarding such crimes as conspiracy, mail fraud, pyramid schemes, bribery, extortion, insider trading, RICO/plea, perjury, Sarbanes-Oxley Act violations; and money laundering statutes.
Prerequisite: BLBU 2234.

BLBU 4432. ST: ETHICS OF SUSTAINABLE ENTERPRISE. (3 Credits)
This course examines prevailing trends and best practices in global environmental sustainability, including differing philosophical conceptions of the meaning of “sustainability” within prominent conceptions of corporate social responsibility in general.

BLBU 4434. ST: BUSINESS ORGANIZATIONS LAW. (3 Credits)
This course covers the fundamental concepts and legal principles applicable to business organizations. Topics covered include agency, partnerships, corporations, and limited liability companies. Special attention will be paid to: the default rules governing the formation, management and financing of business entities; how contractual agreements can alter default rules; and fiduciary duties.
Prerequisite: BLBU 2234.

BLBU 4435. ST: ENVIRONMENTAL LAW & BUSINESS. (3 Credits)
This course will begin with basic information on how climate change, water shortages and water quality degradation, solid waste overload and other critical issues are affecting business. It will then focus on understanding how the law relates to these issues; and whether there are ethical and business reasons for going beyond the law and dealing with them. Questions of how the legal responsibilities of officers and directors to their shareholders affect their response to impending environmental problems will be addressed, as will the ethical principles of environmental justice and sustainability.
Prerequisite: BLBU 2234.

BLBU 4436. ST: BUSINESS & ETHICS OF SPORTS. (3 Credits)
This course is an introduction to the basic business and ethics issues that govern professional and amateur sports in the United States and internationally. It will discuss issues of structure and governance, business models, revenue generation, facilities, and international competition. Ethics issues like doping, race and gender discrimination and amateurism will be a centerpiece of the course.

BLBU 4437. ST: INTERNATIONAL BUS ETHICS. (3 Credits)
The course is designed to stimulate critical thinking and ethical argumentation on contemporary ethical issues and professional challenges encountered in international commercial activity. Examines international business within a broad socio-cultural, legal, political and economic context. Critically examines the nature, moral and legal status, and purpose of multinational business enterprise. Attention is given to the impact of developments in human rights initiatives and emerging forms of global governance affecting business decision-making, corporate responsibility and ethics. Topics covered include ethical issues arising in regard to global supply chains, intellectual property protection, sustainable development, microfinance, poverty and distributive justice, migration shifts, and public health and education.
Attribute: PJST.
Prerequisite: BLBU 3443.

BLBU 4449. SPECIAL TOPIC: SPORTS AND THE LAW. (3 Credits)
Hardly a day goes by when sports and law do not make news. Professional and amateur sports have attained great importance in American society. Concomitant with this growth are the increasing number and complexity of legal issues in sports. This class will discuss the major legal issues involving the sports industry. Included are labor-management relations, free agency, professional and amateur league governance, agents, contracts, antitrust, personal injury law, discrimination, broadcasting, Internet. This class will discuss and analyze the applicable rules, both internal and governmental, governing the amateur and professional sports industries and the controversies and policy considerations surrounding those rules. This course may be the only one where students will be encouraged by a professor to read Sports Illustrated.

BLBU 4450. SPECIAL TOPIC: EMPLOYMENT LAW. (3 Credits)
This course studies the emerging theories of employer-tort liability. Areas emphasized are discrimination, including discrimination based on race, age, disability and sex with emphasis on sexual harassment, the employment at will doctrine, negligent hiring, fraud and misrepresentation, defamation and invasion of privacy resulting from intrusive testing procedures. While the course provides a background in established areas of employer liability, it emphasizes recent developments and the public policies driving such developments. The course will also discuss strategies for avoiding exposure to tort liability in the workplace.

BLBU 4452. ST: SECURITIES LAW. (3 Credits)
This course offers an intensive introduction to the Securities Act of 1933 and the Exchange Act of 1934, i.e., the laws that govern the offering of stocks and bonds by corporations. Topics to be covered include: (1) the definition of a security; (2) the initial public offering (IPO); (3) private placements; (4) the obligations of those that possess material non-public information; (5) material misstatements in filings; and (6) civil remedies.

BLBU 4464. SPECIAL TOPIC: COMPLIANCE AND RISK MANAGEMENT. (3 Credits)
This course will review risk management in the financial services industry through compliance and regulatory perspectives. The course will cover the economic basis and goals of financial services regulations from the Great Depression to the recent financial crisis. Emphasis will be placed on identifying, controlling, mitigating, and managing financial services compliance and reputational risks. Topics will include capital adequacy, risk limits, supervision, Value at Risk and Monte Carlo simulation, Industry and self-regulation, insider trading, elements and style of both US and overseas regulation, corporate governance and reputational risk.

Updated: 10-11-2017
CHEMISTRY

The Department of Chemistry offers a B.S. in chemistry and has faculty with expertise in organic, physical, analytical, and inorganic chemistry and biochemistry. The department is committed to providing its majors with a strong foundation in modern chemical theory and practice that prepares them for further study in graduate or professional schools or for employment in chemical research and industry. To this end, beyond required coursework, we have all our majors participate in ongoing research projects with faculty mentors in which they learn to work independently, develop organizational and scientific writing skills, engage in responsible and safe work habits, and are trained in the use of state-of-the-art instrumentation. Their work frequently leads to publications in peer-reviewed journals and presentations at regional and national meetings of scientific organizations. The department is accredited by the American Chemical Society (ACS) and actively supports a chapter of Sigma Xi.

The Chemistry Department at FCRH is certified by the American Chemical Society, and an ACS certificate of achievement is awarded to majors contingent upon certain elective choices. These include two additional laboratory courses (CHEM 4231 BIOCHEMISTRY LAB I and CHEM 4432 INORGANIC CHEMISTRY LAB), at least one advanced chemistry elective lecture course, and at least two semesters of research under the supervision of a faculty member that requires a capstone research report. Chemistry majors who are enrolled in one of the pre-professional programs meet the above degree requirements subject to certain course substitutions.

Opportunities for student chemistry research participation with a faculty member are available subject to departmental approval. For freshmen, CHEM 1990 INTRODUCTION TO RESEARCH is a zero credit P/F course that provides an introduction to modern research practice. Upperclassmen may take CHEM 3990 DIRECTED RESEARCH, which is a one credit P/F course, or CHEM 4990 INDEPENDENT RESEARCH, which is a variable credit (1 credit per 5 hrs contact) graded course that requires a capstone paper subject to the ACS guidelines. Students must take at least one semester of CHEM 3990 as a pre-requisite to CHEM 4990.

For more information
Visit the Chemistry department web page.

Contribution to the Core
Chemistry offers courses numbered CHEM 1101 FOOD CHEMISTRY-CHEM 1110 FORENSIC SCIENCE, which count as a core physical science course to fulfill part of the natural science core requirement. The two course sequence CHEM 1321 GENERAL CHEMISTRY I/CHEM 1331 GENERAL CHEMISTRY LAB I-CHEM 1322 GENERAL CHEMISTRY II/CHEM 1332 GENERAL CHEMISTRY LAB II when taken in sequence will fulfill both natural science course requirements (physical and life science).

Courses

CHEM 1101. FOOD CHEMISTRY. (3 Credits)
A study of the nature of food and what happens to it when stored, processed, preserved, cooked, eaten and digested. The scientific foundation for our knowledge of food will be discussed. The course is intended for students who have never taken college or high school chemistry. There will be five or six laboratory experiments where the student will analyze foods. (No laboratory fee.)
Attribute: CO09.

CHEM 1104. THE CHEMISTRY OF ART. (3 Credits)
An introduction to the chemical basis of color includes why color arises and how it is measured, as well as an introduction to the chemistry of dyes, pigments and glazes. Techniques in conservation and authentication of art will be discussed. Course requirements include several laboratory experiments. The course is intended for students with little or no background in chemistry. (No laboratory fee.)
Attribute: PSCI.

CHEM 1109. CHEMISTRY OF THE ENVIRONMENT. (3 Credits)
An introduction to the principles of chemistry within the context of environmental and societal issues. These principles are introduced via sequential discussion of theories of matter and its transformation (chemical reactions), chemical sources of energy, and methods of testing and analysis. Specific applications, such as toxicity, pollution, and methods of remediation are discussed in conclusion. No lab fee.
Attribute: ENST.

CHEM 1110. FORENSIC SCIENCE. (3 Credits)
An introductory lecture and laboratory course designed for non-science majors who have not taken chemistry. A study of the methods and techniques in forensic science. Topics include fires, explosions, drugs, forensic toxicology, glass and soil, paints, fibers, hair, blood, body fluids, fingerprints, toolmarks and firearms. Several short lab experiments will be required. (No laboratory fee.)
Attribute: PSCI.

CHEM 1311. GENERAL CHEMISTRY I RECITATION. (0 Credits)
Recitation to accompany General Chemistry I. 
Corequisite: CHEM 1321.

CHEM 1312. GENERAL CHEMISTRY II RECITATION. (0 Credits)
Recitation to accompany General Chemistry II. 
Corequisite: CHEM 1322.

CHEM 1321. GENERAL CHEMISTRY I. (4 Credits)
(3-hour lecture and 1-hour recitation) A course covering the fundamental laws and theories of chemistry including chemical equations, atomic structure, gas laws and chemical bonding. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENVS.
Corequisite: CHEM 1331.
Mutually Exclusive: NSCI 1321.
CHEM 1322. GENERAL CHEMISTRY II. (4 Credits)
(3-hour lecture and 1-hour recitation) A continuation of CHEM 1321, including kinetics, equilibrium, elementary thermodynamics and electrochemistry. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENVS.
Corequisites: CHEM 1312, CHEM 1332.
Prerequisite: CHEM 1321.
Mutually Exclusive: NSCI 1322.

CHEM 1331. GENERAL CHEMISTRY LAB I. (2 Credits)
(4-hour laboratory) A series of experiments selected to illustrate the topics covered in CHEM 1321. Lab fee.
Attributes: ENVS, ZLB3.
Corequisites: CHEM 1311, CHEM 1321.
Mutually Exclusive: NSCI 1331.

CHEM 1332. GENERAL CHEMISTRY LAB II. (2 Credits)
(4-hour laboratory) A selection of experiments designed to correspond to the material covered in CHEM 1322. An abbreviated qualitative analysis is also included. Lab fee.
Attributes: ENVS, ZLB3.
Prerequisite: CHEM 1331.
Mutually Exclusive: NSCI 1332.

CHEM 1900. INTRODUCTION TO RESEARCH. (0 Credits)
This course serves as an introduction to scientific research. The goals of the course are to introduce students to the process of scientific research by direct involvement. Students will participate in aspects of data collection, analysis, interpretation, and presentation. Open to all majors. Freshman and sophomores only. Registration only with permission of faculty mentor.

CHEM 2511. ORGANIC CHEMISTRY I RECITATION. (0 Credits)
Corequisite: CHEM 2521.

CHEM 2512. ORGANIC CHEMISTRY II RECITATION. (0 Credits)
Corequisite: CHEM 2522.

CHEM 2521. ORGANIC CHEMISTRY I. (4 Credits)
(3-hour lecture, 1-hour recitation) An introduction to bonding, structure and reactivity of organic compounds including aliphatic and aromatic hydrocarbons, alkyl halides and alcohols. Concepts include orbital hybridization, stereochemistry, equilibrium reactions, transition state theory and kinetics. Determination and discussion of reaction mechanisms will be emphasized. Chemical and spectral methods for structure elucidation, including NMR, IR, UV and MS will be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENVS.
Prerequisites: CHEM 1321 or CHEM 1322 and CHEM 1331 or CHEM 1332.
Mutually Exclusive: NSCI 3121.

CHEM 2522. ORGANIC CHEMISTRY II. (4 Credits)
(3-hour lecture, 1-hour recitation) A continuation of CHEM 2521. Concentrates on the chemistry of aromatic, carbonyl and amino compounds, with particular emphasis on reactive mechanisms and synthesis. Includes descriptive chemistry of biologically important molecules such as carbohydrates, proteins and lipids. Aspects of synthetically important cycloaddition reactions will also be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENVS.
Prerequisite: CHEM 2521.

CHEM 2531. ORGANIC CHEMISTRY LAB I FOR CHEM MAJORS. (2 Credits)
A laboratory course introducing the student to the experimental techniques of organic chemistry.
Attributes: ENVS, ZLB3.
Corequisite: CHEM 2521.

CHEM 2532. ORGANIC CHEMISTRY LAB II FOR CHEM MAJORS. (2 Credits)
(4-hour laboratory, 1-hour lecture) A laboratory course introducing the students to the experimental techniques of organic chemistry. Lab fee.
Attribute: ZLB3.
Corequisite: CHEM 2522.
Prerequisite: CHEM 2521.

CHEM 2541. ORGANIC CHEMISTRY LAB I. (2 Credits)
(4-hour laboratory, 1-hour lecture) A laboratory course introducing the students to the experimental techniques of organic chemistry. Lab fee.
Attribute: ZLB3.
Corequisite: CHEM 2521.
Prerequisite: CHEM 2521.

CHEM 2542. ORGANIC CHEMISTRY LAB II. (2 Credits)
(4-hour laboratory, 1-hour lecture) A continuation of CHEM 2541. Lab fee.
Attribute: ZLB3.
Prerequisite: CHEM 2541.
Mutually Exclusive: NSCI 3822.

CHEM 2900. INDEPENDENT STUDY-ORGANIC CHEMISTRY. (0 Credits)
CHEM 3031. SEMINAR AND RESEARCH I. (1 Credit)
Approval of mentor and of department chairperson required. Open to juniors only.
Attribute: ENVS.

CHEM 3032. SEMINAR AND RESEARCH II. (1 Credit)
Approval of mentor and of department chairperson required. Open to juniors only.

CHEM 3141. METHODS OF CHEMICAL RESEARCH. (3 Credits)
The art and practice of scientific data collection, its compilation and synthesis and its dissemination. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.


CHEM 3621. PHYSICAL CHEMISTRY I. (4 Credits)
Outlines of physio-chemical principles, including introductions to quantum and statistical mechanics, reaction rates and the solid state. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Corequisite: CHEM 3631.
Prerequisite: CHEM 1322.
CHEM 3622. PHYSICAL CHEMISTRY II. (4 Credits)
A continuation of CHEM 3621, including classical thermodynamics and electrochemistry. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENVS.
Prerequisites: CHRU 3621 or CHEM 3621.
CHEM 3631. PHYSICAL CHEMISTRY LAB I. (2 Credits)
A laboratory course that includes experimental determination of reaction rates and spectroscopic observations of quantum phenomena.
Attribute: ZLB3.
Corequisite: CHEM 3621.
CHEM 3632. PHYSICAL CHEMISTRY LAB II. (2 Credits)
A laboratory course in experimental thermodynamics and electrochemistry.
Attributes: ENVS, ZLB3.
CHEM 3721. QUANTITATIVE ANALYSIS. (4 Credits)
Fundamental theory of analytical chemistry including volumetric, gravimetric and spectrophotometric methods. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENVS, ZLB3.
Prerequisites: CHEM 1321 and CHEM 1322.
CHEM 3722. INSTRUMENTAL ANALYSIS. (4 Credits)
A lecture/laboratory course introducing the principles of chemical instrumentation, including instrument design and instrumental methods of chemical analysis. Topics include data generation, spectroscopic methods of analysis and separation techniques. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENVS, ZLB3.
CHEM 3990. DIRECTED RESEARCH. (1 Credit)
Students will work in the laboratory of a faculty mentor on an agreed upon project. Students will learn data collection, analysis, interpretation, and presentation techniques. Open to all majors. Sophomores, juniors, and seniors only. Registration only with permission of faculty mentor.
CHEM 4031. SEMINAR AND RESEARCH III. (1 Credit)
Approval of mentor and of department chairperson required. Open to seniors only.
CHEM 4032. SEMINAR AND RESEARCH IV. (1 Credit)
Approval of mentor and of department chairperson required. Open to seniors only.
CHEM 4221. BIOCHEMISTRY I. (3 Credits)
An introduction to the chemistry of biological polymers (carbohydrates, proteins, polynucleic acid), their monomeric constituents and lipids, emphasizing their biosynthesis and role as biostuctural building blocks. Other specialized topics to be covered include enzyme kinetics, mechanism and regulation; energy conversion and dynamics; pre-biotic chemistry and theories of life's origin.
Prerequisite: CHEM 2522.
Mutually Exclusive: NSCI 4153.
CHEM 4222. BIOCHEMISTRY II. (4 Credits)
Chemistry of the main constituents of living matter, nature and mechanisms of biochemical processes, enzymes. Prerequisite organic chemistry. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
CHEM 4231. BIOCHEMISTRY LAB I. (1 Credit)
A laboratory course covering techniques used in the quantification, isolation and characterization of proteins, lipids, carbohydrates and nucleic acids. Exercises include spectrophotometry, chromatography, gel electrophoresis, protein assays, enzyme purification and kinetics, thermodynamic measurements, and DNA manipulations.
Attribute: ZLB3.
Mutually Exclusive: NSCI 4853.
CHEM 4241. BIOMIMETIC CHEMISTRY. (3 Credits)
A study of biological polymers and molecular assemblies as molecular devices. The biological structures specifically adapted to catalysis, energy/signal transduction and mechanical behavior will be examined in the context of modern mimetic and supramolecular chemistry. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: CHEM 3721.
CHEM 4340. ENVIRONMENTAL CHEMISTRY. (4 Credits)
An introduction to environmental chemistry for science majors covering chemical phenomena in both the geosphere and anthroposphere. Lecture topics include descriptive chemistry of the environment, analytical procedures, and the technology of remediation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENVS.
CHEM 4422. INORGANIC CHEMISTRY. (3 Credits)
A comprehensive course dealing with the chemistry, preparation and properties of common elements.
Prerequisites: CHEM 1322 or CHEM 3621.
CHEM 4432. INORGANIC CHEMISTRY LAB. (1 Credit)
A laboratory course to accompany CHEM 4422, including synthesis and characterization of inorganic compounds. Required of those students seeking ACS certification.
Attribute: ZLB3.
CHEM 4525. ORGANIC SYNTHESIS. (3 Credits)
An introduction to fundamental principles of synthetic problem solving. Emphasis will be on synthetically useful reactions and the basic approaches used to design a total synthesis. Topics include functional group transformations, construction of carbocyclic and acyclic systems, and synthesis of biologically interesting and naturally occurring molecules. A portion of the class time will be devoted to solving problems and devising syntheses.
CHEM 4621. TOPICS IN MATERIALS SCIENCE AND NANO-TECHNOLOGY. (4 Credits)
The course offers enhancement of the chemistry curriculum in response to extensive recent advances and investments in materials science with particular emphasis on developments in nanotechnology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: CHEM 2522 and CHEM 3621.
CHEM 4625. COMPUTATIONAL CHEMISTRY AND APPLICATIONS IN MODERN DRUG DESIGN. (4 Credits)
An upper level course on computational techniques in chemistry. The course will provide introductions to molecular mechanics in small and large systems and computational approaches to quantum chemistry, including ab initio, semi-empirical, and DFT methods. The course will emphasize the applications of these techniques to pharmaceutical drug design in its modern practice. Following introductory exercises in the field, students will complete a small drug design or related project of their choosing. Basic background knowledge of physics, calculus, and chemistry are required, but formal experience in computer science or UNIX is not and the necessary skills in these areas will be taught in the course of the semester. Software used will include AMBER, GAMESS, and PHENIX. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CHEM 4990. INDEPENDENT RESEARCH. (1-3 Credits)
Students will work with a faculty mentor on an agreed upon project. Students will cooperate with the faculty mentor on the project definition, data collection, analysis, interpretation, and the presentation of results. A comprehensive paper demonstrating a student’s accomplishments during independent research is required. Open to all majors. Juniors and seniors only. Registration only with permission of faculty mentor prerequisite: at least one semester of CHEM 3990 must be completed with a P grade. The course does not count as a chemistry major elective.
Prerequisite: CHEM 3990.

CHEM 4999. INDEPENDENT STUDY. (4 Credits)
Independent research and readings with supervision from a faculty member.
## CHEMISTRY MAJOR

### Requirements

Requirements for the Chemistry major are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 1321</td>
<td>GENERAL CHEMISTRY I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CHEM 1311 &amp; GENERAL CHEMISTRY I RECITATION</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHEM 1331</td>
<td>GENERAL CHEMISTRY LAB I</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 1322</td>
<td>GENERAL CHEMISTRY II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CHEM 1312 &amp; GENERAL CHEMISTRY II RECITATION</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHEM 1332</td>
<td>GENERAL CHEMISTRY LAB II</td>
<td>2</td>
</tr>
<tr>
<td>MATH 1206</td>
<td>CALCULUS I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1207</td>
<td>CALCULUS II</td>
<td>4</td>
</tr>
<tr>
<td>BISC 1403</td>
<td>INTRODUCTORY BIOLOGY I</td>
<td>5</td>
</tr>
<tr>
<td>&amp; BISC 1413 &amp; INTRODUCTORY BIOLOGY LAB I</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>BISC 1404</td>
<td>INTRODUCTORY BIOLOGY II</td>
<td>5</td>
</tr>
<tr>
<td>&amp; BISC 1414 &amp; INTRODUCTORY BIOLOGY LAB II</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Sophomore Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 2521</td>
<td>ORGANIC CHEMISTRY I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CHEM 2511 &amp; ORGANIC CHEMISTRY I RECITATION</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHEM 2531</td>
<td>ORGANIC CHEMISTRY LAB I FOR CHEM MAJORS</td>
<td>2</td>
</tr>
<tr>
<td>or CHEM 2541 ORGANIC CHEMISTRY LAB I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>CHEM 2522</td>
<td>ORGANIC CHEMISTRY II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CHEM 2512 &amp; ORGANIC CHEMISTRY II RECITATION</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHEM 2532</td>
<td>ORGANIC CHEMISTRY LAB II FOR CHEM MAJORS</td>
<td>2</td>
</tr>
<tr>
<td>or CHEM 2542 ORGANIC CHEMISTRY LAB II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PHYS 1701</td>
<td>PHYSICS I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; PHYS 1511 &amp; PHYSICS LAB</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS 1702</td>
<td>PHYSICS II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; PHYS 1512 &amp; PHYSICS LAB</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 2004</td>
<td>MULTIVARIABLE CALCULUS I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2005</td>
<td>MULTIVARIABLE CALCULUS II</td>
<td>4</td>
</tr>
<tr>
<td>CISC 1600</td>
<td>COMPUTER SCIENCE I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CISC 1610 &amp; COMPUTER LAB</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Junior Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 3621</td>
<td>PHYSICAL CHEMISTRY I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; CHEM 3631 &amp; PHYSICAL CHEMISTRY LAB I</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CHEM 3622</td>
<td>PHYSICAL CHEMISTRY II</td>
<td>6</td>
</tr>
<tr>
<td>&amp; CHEM 3632 &amp; PHYSICAL CHEMISTRY LAB II</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CHEM 3721</td>
<td>QUANTITATIVE ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 3722</td>
<td>INSTRUMENTAL ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 3031</td>
<td>SEMINAR AND RESEARCH I (or CHEM 4030)</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 3032</td>
<td>SEMINAR AND RESEARCH II (or CHEM 4030)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Senior Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 4221</td>
<td>BIOCHEMISTRY I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CHEM 4231 &amp; BIOCHEMISTRY LAB I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHEM 4222</td>
<td>BIOCHEMISTRY II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 4422</td>
<td>INORGANIC CHEMISTRY</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3002</td>
<td>DIFFERENTIAL EQUATIONS</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 4031</td>
<td>SEMINAR AND RESEARCH III (or CHEM 4030)</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 4032</td>
<td>SEMINAR AND RESEARCH IV (or CHEM 4030)</td>
<td>1</td>
</tr>
</tbody>
</table>

1. Students in PreHealth or BioChemistry tracks should take BISC 1403 INTRODUCTORY BIOLOGY I and BISC 1404 INTRODUCTORY BIOLOGY II, along with labs.
2. Students pursuing ACS certification should take MATH 2004 MULTIVARIABLE CALCULUS I and MATH 2005 MULTIVARIABLE CALCULUS II.
3. Students in the 3-2 Engineering program (p. 21) should take CISC 1600 COMPUTER SCIENCE I and CISC 1610 COMPUTER SCIENCE I LAB.
4. CHEM 4222 BIOCHEMISTRY II is only required for students pursuing the Biochemistry track.
5. CHEM 3031 SEMINAR AND RESEARCH I, CHEM 3032 SEMINAR AND RESEARCH II, CHEM 4031 SEMINAR AND RESEARCH III, and CHEM 4032 SEMINAR AND RESEARCH IV are being renumbered as CHEM 4030 in 2017. Instead of needing to take CHEM 3031, CHEM 3032, CHEM 4031, and CHEM 4032 as distinct courses, majors must instead take CHEM 4030 four times.

### Additional information

It is recommended that all Chemistry majors take CHEM 3141 METHODS OF CHEMICAL RESEARCH to fulfill their EP3 requirement.

MATH 2004 MULTIVARIABLE CALCULUS I and MATH 3002 DIFFERENTIAL EQUATIONS are suggested for students considering graduate studies in physical chemistry.

Interested students should consult with the director of the 3-2 engineering program (p. 21) for information regarding major courses to be completed in their sophomore and junior years.

Students are required to consult with the department before registering for CHEM 3031 SEMINAR AND RESEARCH I. Detailed instructions can be found on the department’s website. Majors meet with their academic advisor within the department to have their course schedules approved each semester.

For all courses, C- is the minimum accepted grade to be able to apply a course towards the major.

### Availability

The major in chemistry is available at Fordham College at Rose Hill. Students in Fordham School of Professional and Continuing Studies may major in chemistry only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill campus.

*Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).*

*Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).*
CHEMISTRY MINOR

Requirements
The requirements for the chemistry minor are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1321 &amp; CHEM 1331</td>
<td>GENERAL CHEMISTRY I and GENERAL CHEMISTRY LAB I</td>
<td>6</td>
</tr>
<tr>
<td>CHEM 1322 &amp; CHEM 1332</td>
<td>GENERAL CHEMISTRY II and GENERAL CHEMISTRY LAB II</td>
<td>6</td>
</tr>
<tr>
<td>CHEM 1311</td>
<td>GENERAL CHEMISTRY I RECITATION</td>
<td>0</td>
</tr>
<tr>
<td>CHEM 1312</td>
<td>GENERAL CHEMISTRY II RECITATION</td>
<td>0</td>
</tr>
</tbody>
</table>

Select any four CHEM lecture courses

Select any two CHEM laboratory courses at or above the 2000 level

1 Any course with the CHEM subject code (p. 902) applies toward this requirement, provided the prerequisites and corequisites are met.

Availability
The minor in chemistry is available at Fordham College at Rose Hill. Students in Fordham School of Professional and Continuing Studies may minor in chemistry only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill campus. For all courses in the minor, C- is the minimum accepted grade.
CLASSICAL CIVILIZATION
MAJOR

Requirements
To complete the classical civilization major, students should complete ten courses with the Classics (CLAS (p. 908)), Greek (GREK (p. 1108)), or Latin (LATN (p. 1206)) subject codes, or having the CLAS attribute (p. 199). Of these:

- At least three classes must be departmentally based: courses with the subject codes for Classics (CLAS (p. 908)), Greek (GREK (p. 1108)), or Latin (LATN (p. 1206)). HIST 1210 and HIST 1220 count as departmental courses for this requirement.
- At least two classes must be at or above the 2000 level, with at least one of those two being an EP3 or EP4 course with the Classics (CLAS (p. 908)), Greek (GREK (p. 1108)), or Latin (LATN (p. 1206)) subject codes.
- A maximum of six classes in Greek (GREK (p. 1108)) or Latin (LATN (p. 1206)) may count toward the major. Two Latin/Greek courses at the 1000 level may count only if both 1000-level courses are in the same language (Latin or Greek).

While no courses in Latin or Greek are required for the classical civilization major, the department encourages classical civilization majors to fulfill their College language requirement in Latin or Greek.

Availability
The major in classical civilization is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in classical civilization only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
CLASSICAL CIVILIZATION MINOR

Requirements

To complete the classical civilization minor, students should complete six courses bearing CLAS (p. 908), GREK (p. 1108), or LATN (p. 1206) subject codes or having the CLAS attribute (p. 199).

• At least two classes must be departmentally based: They must have either the CLAS (p. 908), GREK (p. 1108), or LATN (p. 1206) subject codes. HIST 1210 and HIST 1220 count as departmental courses for this requirement.
• At least one classes must be at or above the 2000 level.
• A maximum of four classes in LATN or GREK may count toward the major. Two Latin/Greek courses at the 1000 level may count only if both 1000-level courses are in the same language (Latin or Greek).

Availability

The minor in classical civilization is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may minor in classical civilization only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.
CLASSICAL LANGUAGES
MAJOR

Requirements
The major in classical languages consists of 10 courses in Classics, Greek or Latin, including four 3000-level courses in a primary classical language (Greek or Latin).

The remaining coursework can be fulfilled by any course in Classics (subject code CLAS (p. 908)), Greek (subject code GREK (p. 1108)), or Latin (subject code LATN (p. 1206)), or having the CLAS attribute code (p. 199). Courses taken en-route to the 3000-level courses in Greek or Latin, including pre-requisites, may count toward this requirement.

The department does not require, but strongly recommends, that all majors take courses in both languages. Students who have not had Greek should take the beginning course as soon as possible. The department also recommends that majors have a broad training in ancient history and master the fundamentals of at least one modern language.

Availability
The major in classical languages is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in classics only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
CLASSICAL LANGUAGES MINOR

Requirements

A minor in classical languages consists of six courses:

- Two Greek (p. 1108) or Latin (p. 1206) courses at any level.
- Two more Greek (p. 1108) or Latin (p. 1206) courses at the 3000-level or higher.
- Any two additional courses in Classics (subject code CLAS (p. 908)), Greek (subject code GREK (p. 1108)), or Latin (subject code LATN (p. 1206)), or having the CLAS attribute (p. 199).

Availability

The minor in classical languages is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham’s School of Professional and Continuing Studies may minor in classics only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.
CLASSICAL LANGUAGES AND CIVILIZATION

The classics department at Fordham teaches courses in the Latin and Greek languages as well as courses pertaining to the culture of ancient Greece and Rome. Two areas of major or minor concentration are offered: classical languages and classical civilization. Classical languages involve the study of Latin, Greek, or both languages and literatures. A concentration in classical civilization requires no study of Latin or Greek, although it may be included; rather it consists of courses in Greek and Roman literature, history, mythology, art, philosophy, religion and other areas, all taught in English translation. Acquaintance with, and appreciation of, classical languages and literatures and the classical tradition is essential to Fordham’s identity as a university in the Catholic tradition.

Program Activities

Students who are academically qualified are invited to become members of Eta Sigma Phi, the National Honors Society for Classics. Chapters are operative on both campuses. The department encourages and supports the activities of an undergraduate classics club. All undergraduates are invited to the lectures sponsored by the department, including the annual Robert Carrubba Memorial Lecture.

Students are also encouraged to take advantage of the many opportunities for study abroad available through Fordham both during the summer months and the academic year.

Fellowship monies are available for qualified students majoring in classics during their junior and senior years.

Courses outside the department

The following courses offered outside the department have the CLAS attribute and count toward the Classics majors and minors:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1300</td>
<td>INTRODUCTION TO ARCHAEOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 3110</td>
<td>ANCIENT CULTURES OF THE BIBLE</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2305</td>
<td>GREEK ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2311</td>
<td>ATHENS AND ANCIENT GREECE: ATHENS AND PERICLES IN THE FIFTH CENTURY BC “GOLDEN AGE”</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2312</td>
<td>HELLENISTIC ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2315</td>
<td>ROMAN ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2320</td>
<td>THE FALL OF ANCIENT ROME: A MATERIAL CULTURE INVESTIGATION</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 3200</td>
<td>MUSEUM STUDIES IN ANCIENT ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 3315</td>
<td>THE CITY OF ROME</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 3316</td>
<td>ART AND ARCHITECTURE OF ROME</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3219</td>
<td>SHAKESPEARE AND THE ANCEINTS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 1200</td>
<td>UNDERSTANDING HISTORICAL CHANGE: ANCIENT HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1210</td>
<td>UNDERSTANDING HISTORICAL CHANGE: ANCIENT GREECE</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1220</td>
<td>UNDERSTANDING HISTORICAL CHANGE: ANCIENT ROME</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1240</td>
<td>UNDERSTANDING HISTORICAL CHANGE: THE ANCIENT WORLD</td>
<td>3</td>
</tr>
<tr>
<td>HPRH 1001</td>
<td>ANCIENT LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>HPRH 1002</td>
<td>ANCIENT PHILOSOPHY</td>
<td>3</td>
</tr>
<tr>
<td>HPRH 1003</td>
<td>ANCIENT HISTORY AND ART</td>
<td>3</td>
</tr>
<tr>
<td>HPRH 1004</td>
<td>HORTUS: MATHEMATICS</td>
<td>3</td>
</tr>
<tr>
<td>HUMA 1920</td>
<td>PLATO AND ARISTOTLE</td>
<td>2</td>
</tr>
<tr>
<td>LING 1100</td>
<td>INTRODUCTION TO LINGUISTICS</td>
<td>3</td>
</tr>
<tr>
<td>MLAL 1100</td>
<td>INTRODUCTION TO LINGUISTICS</td>
<td>3</td>
</tr>
<tr>
<td>MVST 5050</td>
<td>WORLD OF LATE ANTIQUITY: INTRO TO HISTORY, ART AND CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3501</td>
<td>ANCIENT PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3502</td>
<td>PRE-SOCRATIC PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3504</td>
<td>STOICS AND SKEPTICS</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3520</td>
<td>PHILOSOPHY OF ARISTOTLE</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3525</td>
<td>PHILOSOPHY OF PLATO</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3526</td>
<td>PLATO: THE UNREAD DIALOGUES</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3557</td>
<td>CONFESSIONS OF AUGUSTINE</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4410</td>
<td>LOVE AND EMPIRE</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4412</td>
<td>CLASSICAL VALUES: ART OF LIVING</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 5001</td>
<td>INTRODUCTION TO PLATO</td>
<td>3-4</td>
</tr>
<tr>
<td>POSC 3411</td>
<td>CLASSICAL POLITICAL THOUGHT</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2000</td>
<td>THEATRE HISTORY I: THE GREEKS</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3200</td>
<td>INTRODUCTION TO NEW TESTAMENT</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3212</td>
<td>GOSPEL OF JOHN</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3301</td>
<td>CHRISTIAN TEXTS IN CONTEXT</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3310</td>
<td>EARLY CHRISTIAN WRITINGS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3314</td>
<td>ST. AUGUSTINE OF HIPPO</td>
<td>3</td>
</tr>
</tbody>
</table>

For more information

Visit the Classical Languages and Civilizations department web page.

Contribution to the Core

The department participates actively in the Common Core Curriculum.

Classes in Latin or Greek fulfill the foreign language requirement. The B.A. requirement may be fulfilled by completing GREK 2001 GREEK LANGUAGE AND LITERATURE or LATN 2001 LATIN LANGUAGE AND LITERATURE or one advanced course. The prerequisite for GREK 2001 GREEK LANGUAGE AND LITERATURE or LATN 2001 LATIN LANGUAGE AND LITERATURE, the exit-level course, is GREK 1501 INTERMEDIATE GREEK I or LATN 1501 INTERMEDIATE LATIN I. Students with sufficient previous language training may be placed directly into the intermediate (GREK 1501 INTERMEDIATE GREEK I or LATN 1501 INTERMEDIATE LATIN I), literature (exit) (GREK 2001 GREEK LANGUAGE AND LITERATURE or LATN 2001 LATIN LANGUAGE AND LITERATURE), or advanced reading level in Greek or Latin (GREK or LATN 3000s).

HIST 1210 UNDERSTANDING HISTORICAL CHANGE: ANCIENT GREECE and HIST 1220 UNDERSTANDING HISTORICAL CHANGE: ANCIENT ROMANCE are core area history courses. Core area courses are taken by all students during freshman and sophomore years and must be completed by the end of sophomore year.

The department offers three Texts and Contexts courses (CLAS 2000 TEXTS AND CONTEXTS): Myth in Greco-Roman Literature, Gender
in Greco-Roman Literature, Tragedy and Comedy. All are level-two Eloquenta Perfecta courses.

CLAS 3030 ATHENIAN DEMOCRACY, CLAS 3050 PAGANS AND CHRISTIANS, CLAS 3141 LOVE, FATE, AND DEATH IN THE ANCIENT NOVEL, CLAS 4020 THE CLASSICAL TRADITION IN CONTEMPORARY FICTION AND FILM are level-three Eloquenta Perfecta courses.

Courses taken in the ancient world to fulfill core requirements may also be used for a major or minor in classics.

Programs

- Classical Civilization Major (p. 195)
- Classical Civilization Minor (p. 196)
- Classical Languages Major (p. 197)
- Classical Languages Minor (p. 198)

Courses

Classics courses

CLAS 1210. UNDERSTANDING HISTORICAL CHANGE: ANCIENT GREECE. (3 Credits)
A political, social, and intellectual history of ancient Greece from its origin to the death of Alexander the Great.
Attribute: HC.

CLAS 1220. UNDERSTANDING HISTORICAL CHANGE: ANCIENT ROME. (3 Credits)
Introduction to Roman History focusing on problems and sources.
Attribute: HC.

CLAS 2000. TEXTS AND CONTEXTS. (3 Credits)
An introduction to the literary analysis of texts and the cultural and historical contexts within which they are produced and read. Significant class time will be devoted to critical writing and to speaking about literature. Each section of Texts and Contexts will have a focus developed by the individual instructor and expressed in its subtitle. This course fulfills the Core requirements for the second Eloquenta Perfecta seminar.
Attributes: EP2, TC.
Prerequisite: ENGL 1102.

CLAS 2800. INTERNSHIP. (2 Credits)

CLAS 3030. ATHENIAN DEMOCRACY. (4 Credits)
A historical overview and morphological description of democracy as it was practiced in Athens from 508 BCE until 322 BCE. In addition to survey how Athenian democracy evolved and an overview of its most salient features, we will also investigate how classical Athenian democracy was imagined and criticized by leading thinkers contemporary with it. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, EP3, PJST.

CLAS 3031. THE SPARTAN MIRAGE. (4 Credits)
Beginning with a survey of the Ancient Sparta imagined by modern historians who strive to depict Sparta "wie es eigentlich gewesen" ("as it actually was"), we will examine select representations (both Ancient and Modern) of what the French historian, Francois Ollier famously termed "le mirage Spartiate." From its influence on Plato's political idealism to how Ancient Romans, French Revolutionaries, German Nationalists and modern mass media have each imagined Sparta we will review and critique these visions as exercises in cultural construction and appropriation in order to better understand the importance of what and how people choose to remember and forget – and why. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CLAS 3040. LAW AND SOCIETY IN GREECE AND ROME (ADVANCED LITERATURE CORE). (4 Credits)
A survey of the systems of law in ancient Greece and Rome, focusing on the relation of the law to social values and to politics. The course ranges from law in Homer to the changing legal position of early Christianity in Roman society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, EP3, FCRH.

CLAS 3050. PAGANS AND CHRISTIANS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CLAS 3141. LOVE, FATE, AND DEATH IN THE ANCIENT NOVEL. (4 Credits)
This course will provide an intensive introduction to the Ancient Novel. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CLAS 4020. THE CLASSICAL TRADITION IN CONTEMPORARY FICTION AND FILM. (4 Credits)
This course provides a survey of classical works from ancient Greece and Rome and their reception in contemporary literature and film. The objective is threefold: first, to learn about patterns of narrative intrinsic to the representation of myth and history in classical literature; then to observe how these patterns function both in works of the classical period and also in contemporary fiction and film; and finally, to consider why classical antiquity has proved an enduring source of inspiration for writers and film-makers of today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, EP3, ICC.
CLAS 4040. THE BIRTH OF LEARNING: CLASSICAL EDUCATION THEN, NOW, AND IN NEW YORK CITY. (4 Credits)
This course offers a survey of classical education from antiquity through its reception in late antiquity among early Christian writers and into the present day. It is also an integrated service-learning seminar that requires on-site investigation into current approaches to teaching the Classics in several schools in NYC. We will use the traditional entry into the liberal arts-Trivium-to structure our readings and focus our inquiry into the purpose and value of an education in the humanities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC.

CLAS 4050. ANTIQUE ROMAN CITIES. (4 Credits)
This course offers a survey of ancient Roman cities in context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ZLB1.

CLAS 4999. TUTORIAL. (1-4 Credits)
Independent research and readings with supervision from a faculty member.

Greek Courses

GREK 1001. INTRODUCTION TO GREEK I. (3 Credits)
Introduction to the vocabulary and structure of ancient Greek, with emphasis on reading continuous passages. Attention to Greek history and civilization.
Attribute: ZLB1.

GREK 1002. INTRODUCTION TO GREEK II. (3 Credits)
This course will enhance the reading, writing, speaking and listening skills acquired by students in Introduction to Greek I or from prior study. It will further promote a deeper understanding of Greek and its literary and cultural traditions.
Attribute: ZLB1.
Prerequisite: GREK 1001.

GREK 1004. INTENSIVE ANCIENT GREEK. (4 Credits)
An accelerated introduction to the vocabulary and structure of the ancient Greek language. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ZLB1.

GREK 1501. INTERMEDIATE GREEK I. (3 Credits)
A continuation of GREK 1002 or 1006 with an introduction to the reading of various prose authors.
Attribute: ZLB1.

GREK 2001. GREEK LANGUAGE AND LITERATURE. (3 Credits)
Advanced reading in classical Greek authors.

GREK 3034. READINGS IN HOMER (ADVANCED LITERATURE CORE / TAUGHT IN GREEK). (4 Credits)
Select readings in the Greek texts of Homer. Discussions of the literary, mythological and historical background of the Homeric texts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

GREK 3200. READINGS IN GREEK. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: GREK 2001.

GREK 4999. TUTORIAL. (1-4 Credits)
Advanced-level courses will be taken either as tutorials in selected Greek texts or on the Rose Hill campus where students may select from among the offerings of the classics department there.

Latin Courses

LATN 1001. INTRODUCTION TO LATIN I. (3 Credits)
An introduction to Latin grammar with selected readings.
Attribute: MVST.

LATN 1002. INTRODUCTION TO LATIN II. (3 Credits)
This course will enhance the skills acquired by students in Introduction to Latin I or from prior study. It will further promote a deeper understanding of Latin and its literary and cultural traditions.
Attributes: MVST, ZLB1.
Prerequisite: LATN 1001.

LATN 1004. INTENSIVE LATIN. (4 Credits)

LATN 1501. INTERMEDIATE LATIN I. (3 Credits)
A continuation of LATN 1002 with an introduction to the reading of texts.
Attribute: MVST.

LATN 2001. LATIN LANGUAGE AND LITERATURE. (3 Credits)
An appreciation of the language, literature, and culture of antiquity through original readings in classical Latin authors.
Attribute: MVST.
Prerequisite: LATN 1501.

LATN 3000. LATIN POETRY. (4 Credits)
To introduce advanced students of Latin to the lyric poetry of Catullus and Horace through translation, stylistic and metrical analysis and discussion of the poets’ literary tradition. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: COLI.

LATN 3009. HORACE: ODES. (4 Credits)
Readings in and literary analysis of the Odes of Horace. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

LATN 3021. ROMAN LOVE POETRY. (4 Credits)
Readings from the works of Catullus, Ovid, Propertius and Tibullus. Study of Metrics and Poetic Forms. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LATN 3041. OVID. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.
LATN 3043. DRAMA IN ANCIENT ROME. (4 Credits)
Close reading of selections from Plautus, Terence, and Seneca. The
cultural history of Roman drama. Four-credit courses that meet for 150
minutes per week require three additional hours of class preparation per
week on the part of the student in lieu of an additional hour of formal
instruction.

LATN 3050. CICERO'S ORATIONS. (4 Credits)
Reading in the speeches of Cicero. Four-credit courses that meet for 150
minutes per week require three additional hours of class preparation per
week on the part of the student in lieu of an additional hour of formal
instruction.

LATN 3060. READINGS IN VERGIL. (4 Credits)
Readings from Eclogues, Georgics, and Aeneid. Taught in Latin. Four-
credit courses that meet for 150 minutes per week require three
additional hours of class preparation per week on the part of the student
in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.
Prerequisite: LATN 2001.

LATN 3061. CHRISTIAN LATIN. (4 Credits)
A study of the language and literature of the late classical and early
Christian eras. Taught in Latin. Four-credit courses that meet for 150
minutes per week require three additional hours of class preparation per
week on the part of the student in lieu of an additional hour of formal
instruction.
Attributes: ALC, AMCS, COLI, MVST, REST.

LATN 3300. ADVANCED LATIN. (4 Credits)
A reading of selections from Ovid's Amores and his Ars Amatoria, with
cultural and literary analysis. Four-credit courses that meet for 150
minutes per week require three additional hours of class preparation per
week on the part of the student in lieu of an additional hour of formal
instruction.
Attribute: ALC.

LATN 3332. SENeca's LETTERS. (4 Credits)
A select survey of Seneca's Moral Epistles in Latin. Four-credit courses
that meet for 150 minutes per week require three additional hours of class preparation per
week on the part of the student in lieu of an additional hour of formal
instruction.
Attribute: ALC.
Prerequisite: LATN 2001.

LATN 3456. IMPERIAL LATIN BIOGRAPHY. (4 Credits)
A reading of selections from the imperial lives of the "Historia Augusta,"
with literary and historical analysis. Four-credit courses that meet for 150
minutes per week require three additional hours of class preparation per
week on the part of the student in lieu of an additional hour of formal
instruction.
Attribute: ALC.

LATN 3466. LATE LATIN POETRY. (4 Credits)
A survey of late-antique Latin poetry, in particular Claudian, Aussonius,
Rutilius, and the Centones. Four-credit courses that meet for 150 minutes
per week require three additional hours of class preparation per week on
the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: LATN 2001.

LATN 3999. TUTORIAL. (3 Credits)
LATN 4999. TUTORIAL. (1-4 Credits)
Classical Civilization.
COMMUNICATION AND CULTURE MAJOR

The communication and culture major combines humanistic and social science approaches to the study of all aspects of human and mediated communication, including: the strategic application and implications of communication theories, tools, and techniques; the institutions and industries engaged in the production and distribution of mediated content; the receivers of this content and their reciprocal relationship with such messages; and the media texts in their social, political, local, and global cultural contexts.

In our increasingly interconnected world, it is clear that, when strategically chosen, the right words and images can be powerful instruments to help us move towards a more ethical and socially just world. The communication and culture major prepares the media professionals of tomorrow to use the power of mediated communication with responsibility by training them to be critical consumers and ethical producers of mediated communication in all areas of their lives: personal, professional, and civic.

Requirements

The communication and culture (COMC) major requires eleven (11) courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMM 1010</td>
<td>INTRODUCTION TO COMMUNICATION AND MEDIA STUDIES (if taken before spring 2017)</td>
<td>3</td>
</tr>
<tr>
<td>or COMM 1000</td>
<td>FUNDAMENTALS OF COMMUNICATION AND MEDIA STUDIES</td>
<td></td>
</tr>
<tr>
<td>COMC 1101</td>
<td>COMMUNICATIONS AND CULTURE: HISTORY, THEORY, AND METHODS</td>
<td>4</td>
</tr>
</tbody>
</table>

Concentration courses

- Two courses in Communication Studies: Applications and Interactions
- Two courses in Cultural Studies: Critique and Analysis
- Two courses in Media Studies: Institutions and Audiences
- Two additional courses in one of the three areas (above) as a concentration

Ethics, Law, and Policy Course

- One ethics, law, and policy course, ordinarily taken senior year

Electives

- Two elective courses

Note: COMM 1000 FUNDAMENTALS OF COMMUNICATION AND MEDIA STUDIES or COMM 1010 INTRODUCTION TO COMMUNICATION AND MEDIA STUDIES is a prerequisite for COMC 1101 COMMUNICATIONS AND CULTURE: HISTORY, THEORY, AND METHODS.

See list of ELP courses under Ethics, Law, and Policy Course Requirement (p. 213).

3 Two elective courses may be counted in the course total, which may include any course in COMM, COMC, DTEM, FITV, or JOUR, or certain courses from outside the department, to be determined on a semester-by-semester basis, from a list made available to students in time for registration.

Concentrations

Students majoring in communication and culture should pursue one of three concentrations: Communication Studies, Cultural Studies, and Media Studies.

Communication Studies: Applications and Interactions

Courses in this concentration focus on the strategic application of theory related to mediated and human communication, as well as on the development of tools for studying human interaction through language, rhetoric, and socio-cultural practices. Courses may be taken in any sequence.

Courses fulfilling the communication studies concentration are generally numbered COMC x1xx—that is, any COMC course where the second digit is a 1 fulfills this concentration requirement.

The following courses also fulfill the communication studies concentration requirement, although courses may not be offered every semester.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMC 2111</td>
<td>THEORIES OF HUMAN COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2112</td>
<td>STRATEGIC COMMUNICATION: THEORY AND PRACTICE</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2113</td>
<td>INTERPERSONAL COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2117</td>
<td>LANGUAGE, CULTURE, AND CONSCIOUSNESS</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2121</td>
<td>INTRODUCTION TO COMMUNICATION AND MEDIA STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>COMC 2159</td>
<td>COMMUNICATION TECHNOLOGIES AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2166</td>
<td>MEDIA ADVOCACY AND SOCIAL MARKETING</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2175</td>
<td>PERSUASION AND PUBLIC OPINION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3114</td>
<td>EFFECTIVE SPEAKING</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3115</td>
<td>PERFORMANCE FOR BROADCAST MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3157</td>
<td>MEDIA AND CIVIC ACTION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3171</td>
<td>ORALITY AND LITERACY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3172</td>
<td>PRINCIPLES OF ADVERTISING</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3173</td>
<td>MARKETING AND THE MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3174</td>
<td>PUBLIC RELATIONS</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3175</td>
<td>ADVERTISING AS COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3178</td>
<td>HUMOR AS COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3186</td>
<td>SPORTS COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4114</td>
<td>SPEAKING FOR CHANGE</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4170</td>
<td>DISSENT AND DISINFORMATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4177</td>
<td>COMMUNICATION FOR SOCIAL CHANGE</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4348</td>
<td>RELIGION, THEOLOGY, AND NEW MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 2459</td>
<td>SOCIAL HISTORY OF COMMUNICATION AND TECHNOLOGY</td>
<td>4</td>
</tr>
</tbody>
</table>

Updated: 10-11-2017
**Cultural Studies: Critique and Analysis**

Courses in this concentration focus on the reciprocal relationship between producers and consumers of mediated communication; the economic, political, and legal factors shaping media institutions and industries; and the sociological variables that influence the experience of creating and consuming mediated communication. Courses may be taken in any sequence.

Courses fulfilling the cultural studies concentration are generally numbered COMC x2xx—that is, any COMC course where the second digit is a 2 fulfills this concentration requirement.

The following courses also fulfill the cultural studies concentration requirement, although courses may not be offered every semester:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMC 2221</td>
<td>FASHION AS COMMUNICATION: SYNTAX OF STYLE</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2234</td>
<td>MEDIA AND THE ARTS</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2236</td>
<td>THE ROCK REVOLUTION IN MUSIC AND MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2258</td>
<td>MYTH AND SYMBOL OF AMERICAN CHARACTER</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2271</td>
<td>MEDIATED COMMUNICATION AND SOCIAL THEORY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2277</td>
<td>MEDIA AND SEXUALITY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2278</td>
<td>MEDIA, CULTURE, AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3231</td>
<td>AESTHETICS AND THE MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3232</td>
<td>CLASS, TASTE, AND MASS CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3235</td>
<td>POPULAR MUSIC AS COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3237</td>
<td>GENDER IMAGES AND MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3247</td>
<td>RACE, CLASS, AND GENDER IN MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3260</td>
<td>MEDIA, REGULATION, AND THE PUBLIC INTEREST</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3268</td>
<td>MEDIA AND NATIONAL IDENTITY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3272</td>
<td>HISTORY AND CULTURE OF ADVERTISING</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4211</td>
<td>MEDIA AND MODERNITY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4222</td>
<td>MEDIA AND THE ENVIRONMENT</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4241</td>
<td>COMMUNICATION, POPULAR CULTURE, AND PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4247</td>
<td>RACE, CLASS, AND GENDER IN MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4260</td>
<td>MEDIA, REGULATION, AND THE PUBLIC INTEREST</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4268</td>
<td>MEDIA AND NATIONAL IDENTITY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4272</td>
<td>HISTORY AND CULTURE OF ADVERTISING</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3588</td>
<td>GLOBAL CINEMA</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3678</td>
<td>TELEVISION COMEDY AND AMERICAN VALUES</td>
<td>4</td>
</tr>
</tbody>
</table>

**Media Studies Concentration: Institutions and Audiences**

Courses in this concentration focus on the analysis and interpretation of media texts within the context of competing ideologies and systems of representation.

Courses fulfilling the media studies concentration are generally numbered COMC x3xx—that is, any COMC course where the second digit is a 3 fulfills this concentration requirement.

In addition, the following courses also fulfill the media studies concentration requirement, although courses may not be offered every semester:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMC 2234</td>
<td>MEDIA AND THE ARTS</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2278</td>
<td>MEDIA, CULTURE, AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2329</td>
<td>INTRODUCTION TO MEDIA INDUSTRIES</td>
<td>3</td>
</tr>
<tr>
<td>COMC 2377</td>
<td>MASS COMMUNICATION AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3237</td>
<td>GENDER IMAGES AND MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3247</td>
<td>RACE, CLASS, AND GENDER IN MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3310</td>
<td>ETHICS AND POPULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3330</td>
<td>PEACE, JUSTICE, AND THE MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3350</td>
<td>MEDIA LAW</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3370</td>
<td>ETHICAL ISSUES IN MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3373</td>
<td>MASS OPINION: MEASURE/MEAN</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3374</td>
<td>MEDIA EFFECTS</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3375</td>
<td>CHILDREN AND MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3378</td>
<td>MEDIA, MILLENNIALS, AND CIVIC DISCOURSE</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3380</td>
<td>INTERNATIONAL COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4222</td>
<td>MEDIA AND THE ENVIRONMENT</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4338</td>
<td>AMERICAN POLITICAL COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4340</td>
<td>FREEDOM OF EXPRESSION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4348</td>
<td>RELIGION, THEOLOGY, AND NEW MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4360</td>
<td>COMMUNICATION ETHICS AND THE PUBLIC SPHERE</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4349</td>
<td>MULTICULTURALISM</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4339</td>
<td>COMMUNICATION AND MEDIA IN THE AGE OF TRUMP</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4370</td>
<td>ETHICAL CONTROVERSIES IN 21ST CENTURY MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 1401</td>
<td>INTRODUCTION TO DIGITAL TECHNOLOGIES AND EMERGING MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 2414</td>
<td>MEDIA ECOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 3463</td>
<td>CIVIC MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 3764</td>
<td>TELEVISION NEWS AND TODAY'S WORLD</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 4773</td>
<td>PUBLIC MEDIA</td>
<td>4</td>
</tr>
</tbody>
</table>

**Availability**

The major in communication and culture is available at Fordham College at Rose Hill (FCRH) and Fordham College at Lincoln Center (FCLC).

**Fordham College at Rose Hill students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Fordham College at Lincoln Center students:** The requirements above are in addition to those of the Core Curriculum (p. 36).
# COMMUNICATION AND CULTURE MINOR

## Requirements
The communication and culture (COMC) minor requires six courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMM 1010</td>
<td>INTRODUCTION TO COMMUNICATION AND MEDIA STUDIES (if taken before spring 2017)</td>
<td>3</td>
</tr>
<tr>
<td>or COMM 1000</td>
<td>FUNDAMENTALS OF COMMUNICATION AND MEDIA STUDIES</td>
<td></td>
</tr>
<tr>
<td>COMC 1101</td>
<td>COMMUNICATIONS AND CULTURE: HISTORY, THEORY, AND METHODS</td>
<td>4</td>
</tr>
</tbody>
</table>

## Concentration
Select two courses in a single concentration:

- Communication Studies
- Cultural Studies
- Media Studies

## Ethics, Law, and Policy Course
Select one ethics, law, and policy course, ordinarily taken senior year

## Electives
Select one other COMC course

---

1. COMM 1000 FUNDAMENTALS OF COMMUNICATION AND MEDIA STUDIES or COMM 1010 INTRODUCTION TO COMMUNICATION AND MEDIA STUDIES is a prerequisite for COMC 1101 COMMUNICATIONS AND CULTURE: HISTORY, THEORY, AND METHODS.
2. See Concentration in the Communication and Culture Major (p. 203).
3. See list of ELP courses on the Communication and Media Studies department page, under Ethics, Law, and Policy Course Requirement (p. 213).
COMMUNICATIONS MAJOR

Requirements
(For FCRH/FCLC students enrolling prior to fall 2016 and for any PCS student).

Majors take 11 required courses, including the two introductory courses (to be completed by the end of the first semester of the junior year); two media, culture, and society courses; one ethics, law, and policy course (to be taken during the senior year); three courses in a chosen concentration, one of which serves as the introduction to the concentration; and three free electives.

Course requirements for the major are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Courses ¹</td>
<td>INTRODUCTION TO COMMUNICATION AND MEDIA STUDIES (if taken before spring 2017) or FUNDAMENTALS OF COMMUNICATION AND MEDIA STUDIES</td>
<td></td>
</tr>
<tr>
<td>COMC 2329</td>
<td>INTRODUCTION TO MEDIA INDUSTRIES</td>
<td></td>
</tr>
</tbody>
</table>

Media, Culture, and Society
Select two courses from the media, culture, and society concentration ²

Concentration
Select three courses in one of the following concentrations:
- Media, Culture, and Society
- Film
- Journalism
- New Media/ Participatory Media
- Television/Radio

Ethics, Law, and Policy
Select one ethics, law, and policy course ³

Electives
Select three electives in COMC, DTEM, FITV, JOUR, or in appropriate related programs ⁴

¹ Majors are required to take both introductory courses by the end of the first semester of their junior year.
² This includes any COMC course except COMC 2329 INTRODUCTION TO MEDIA INDUSTRIES. Those majors who wish to concentrate in media, culture, and society must take three additional courses from the media, culture, and society concentration, for a total of five media, culture, and society courses, to fulfill this requirement.
³ See course options under Ethics, Law, and Policy Course Requirement (p. 213) in the Communication and Media Studies department.
⁴ Any course with the COMM subject code (p. 940) or the COMM attribute code (p. 218) may fulfill this requirement.

Concentrations
Communications majors are required to specialize in one of the program’s five concentrations by taking that concentration’s introductory course plus two additional courses in the same concentration.

Media, Culture, and Society Concentration
Courses in this concentration also fulfill the Media, Culture, and Society requirement for all COMM majors.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMC 1101</td>
<td>COMMUNICATIONS AND CULTURE: HISTORY, THEORY, AND METHODS or COMC 2271 MEDIATED COMMUNICATION AND SOCIAL THEORY</td>
<td></td>
</tr>
</tbody>
</table>

Select any two other COMC courses or courses otherwise fulfilling the requirements for the communication and culture major ¹

¹ Any course with the COMC subject code (p. 927) or the COMC attribute code (p. 216) may fulfill this requirement.

Film Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FITV 1501</td>
<td>UNDERSTANDING FILM</td>
<td></td>
</tr>
</tbody>
</table>

Select any two other FITV courses numbered x5xx (i.e., whose second digit is a 5) ¹

¹ Any course with the FITV subject code (p. 1076) or the FITV attribute code (p. 217) may fulfill this requirement.

Journalism Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 1701</td>
<td>INTRODUCTION TO MULTIMEDIA JOURNALISM WITH LAB</td>
<td></td>
</tr>
</tbody>
</table>

Select any two other JOUR courses or courses otherwise fulfilling the requirements for the Journalism major ¹

¹ Any course with the JOUR subject code (p. 1194) or the JOUR attribute code (p. 217) may fulfill this requirement.

New Media Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTEM 1401</td>
<td>INTRODUCTION TO DIGITAL TECHNOLOGIES AND EMERGING MEDIA</td>
<td></td>
</tr>
</tbody>
</table>

Select any two other DTEM courses or courses otherwise fulfilling the requirements for the Digital Technologies and Emerging Media major ¹

¹ Any course with the DTEM subject code (p. 1003) or the DTEM attribute code (p. 217) may fulfill this requirement.

Television/Radio Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FITV 1601</td>
<td>UNDERSTANDING TELEVISION</td>
<td></td>
</tr>
</tbody>
</table>

Select any two other FITV courses numbered x6xx (i.e., whose second digit is a 6) or where the title of the course contains Television or Radio ¹

¹ Any course with the FITV subject code (p. 1076) or the FITV attribute code (p. 217) may fulfill this requirement.

Availability
The communications major and minor is available only to PCS students and to FCRH/FCLC students who matriculated at FCRH or FCLC prior...
to fall 2016. Although most courses with the COMM subject have been reassigned to COMC, DTEM, FITV, or JOUR, the requirements for the communications major and minor have not changed substantially. Requirements for the Communications major have been restated using the new subject codes.

**Fordham College at Rose Hill students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Fordham College at Lincoln Center students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Professional and Continuing Studies students:** The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
COMMUNICATIONS MINOR

Requirements

Six courses are required for the minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory Courses</strong> ¹</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMM 1010</td>
<td>INTRODUCTION TO COMMUNICATION AND MEDIA STUDIES (if taken before spring 2017)</td>
<td>1</td>
</tr>
<tr>
<td>or COMM 1000</td>
<td>FUNDAMENTALS OF COMMUNICATION AND MEDIA STUDIES</td>
<td></td>
</tr>
<tr>
<td>COMC 2329</td>
<td>INTRODUCTION TO MEDIA INDUSTRIES</td>
<td></td>
</tr>
<tr>
<td><strong>Media, Culture, and Society</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one course from the media, culture, and society concentration of the major ²</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ethics, Law, and Policy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one ethics, law, and policy course ³</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select three electives in COMC, DTEM, FITV, JOUR, or in appropriate related programs ⁴</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ Minors are required to complete this requirement by the end of the first semester of their junior year.

² This includes any COMC course except COMC 2329 INTRODUCTION TO MEDIA INDUSTRIES. Any course with the COMC subject code (p. 927) or the COMC attribute code (p. 216) may fulfill this requirement.

³ See course options under Ethics, Law, and Policy Course Requirement (p. 213) in the Communication and Media Studies department.

⁴ Any course with the COMM subject code (p. 940) or the COMM attribute code (p. 218) may fulfill this requirement.

Availability

A minor in communications is available to all students at PCS and any student in FCRH/FCLC enrolling prior to fall 2016. Students may not major in any of the new Communication and Media Studies department majors (COMC, DTEM, FITV, or JOUR) with a minor in Communications (COMM) or vice versa.
DIGITAL TECHNOLOGIES AND EMERGING MEDIA MAJOR

The digital technologies and emerging media (DTEM) major takes a critical approach to internet and participatory technologies. It draws from a broad tradition of communication and media studies research; social science disciplines including anthropology, psychology, sociology, and political science; and the humanities and fine arts.

The major is designed to encourage greater understanding, critical thinking, and analysis of emerging technologies such as the web, social media, mobile apps, video games, wearables, and the like, while also offering a number of production and writing classes. Students wishing to pursue engineering or digital production should augment the major with classes in computer science, visual arts, journalism, and new media and digital design.

Note: Information about the Gabelli concentration in Digital Media and Technology (p. 291) is listed separately.

Requirements

The digital technologies and emerging media (DTEM) major requires nine courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Introductory Course</strong></td>
<td></td>
</tr>
<tr>
<td>COMM 1010</td>
<td>INTRODUCTION TO COMMUNICATION AND MEDIA STUDIES (if taken before spring 2017)</td>
<td>3</td>
</tr>
<tr>
<td>or COMM 1000</td>
<td>FUNDAMENTALS OF COMMUNICATION AND MEDIA STUDIES</td>
<td></td>
</tr>
<tr>
<td>DTEM Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DTEM 1401</td>
<td>INTRODUCTION TO DIGITAL TECHNOLOGIES AND EMERGING MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 1402</td>
<td>DIGITAL CULTURES</td>
<td>2</td>
</tr>
<tr>
<td>Select one DTEM methods course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>DTEM 2411</td>
<td>DIGITAL RESEARCH METHODS</td>
<td></td>
</tr>
<tr>
<td>DTEM 2412</td>
<td>DIGITAL ETHNOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>DTEM 2413</td>
<td>PARTICIPATORY METHODS</td>
<td></td>
</tr>
<tr>
<td>DTEM 2414</td>
<td>MEDIA ECOLOGY</td>
<td></td>
</tr>
<tr>
<td>DTEM 2417</td>
<td>DATA VISUALIZATION</td>
<td></td>
</tr>
<tr>
<td>NMDD 3880</td>
<td>DESIGNING SMART CITIES</td>
<td></td>
</tr>
<tr>
<td>Ethics, Law, and Policy Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one ethics, law, and policy course</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>DTEM Elective Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select four DTEM electives</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

1. See list of ELP courses under Ethics, Law, and Policy Course Requirement (p. 213).
2. DTEM 1401 INTRODUCTION TO DIGITAL TECHNOLOGIES AND EMERGING MEDIA is a prerequisite for DTEM 1402 DIGITAL CULTURES.
3. Any DTEM course numbered 2410-2419, or COMC 1101 COMMUNICATIONS AND CULTURE: HISTORY, THEORY, AND METHODS.
4. Any course with the DTEM subject code (p. 1003) or the DTEM attribute code (p. 217) may fulfill this requirement. Up to two courses may be taken outside the Communication and Media Studies department to fulfill major requirements.

Availability

The major in digital technologies and emerging media is available at Fordham College at Rose Hill (FCRH) and Fordham College at Lincoln Center (FCLC).

**Fordham College at Rose Hill students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Fordham College at Lincoln Center students:** The requirements above are in addition to those of the Core Curriculum (p. 36).
## DIGITAL TECHNOLOGIES AND EMERGING MEDIA MINOR

### Requirements

The digital technologies and emerging media (DTEM) minor requires six courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTEM 1401</td>
<td>INTRODUCTION TO DIGITAL TECHNOLOGIES AND EMERGING MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 1402</td>
<td>DIGITAL CULTURES</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:

- DTEM 4480 DIGITAL MEDIA AND PUBLIC RESPONSIBILITY
- DTEM 4440 PRIVACY AND SURVEILLANCE
- DTEM 4470 (under development)

Select three electives

---

1. Any course with the DTEM subject code (p. 1003) or the DTEM attribute code (p. 217) may fulfill this requirement.
FILM AND TELEVISION MAJOR

The film and television major takes a critical and practical approach to the study of media in their shared and distinctive artistic and industrial elements. It draws from a broad tradition of historical, theoretical, and creative practices to best prepare students with the skills they need in the rapidly evolving media landscape.

Fordham’s location in New York City and Jesuit mission makes the University uniquely positioned to offer students cultural and career opportunities in film and television as well as a curriculum that trains them in ethical approaches to media studies and practice.

The major offers a concentration in either film or television, with courses designed uniquely for each concentration and with courses that bridge both tracks. It also offers flexibility for those students wishing to focus on film and/or television writing and production, and those wishing to concentrate on critical, historical, and theoretical concerns.

Requirements

The film and television (FITV) major requires eleven (11) courses.

Students must declare a concentration in film or television. The required courses for the major are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 1000</td>
<td>FUNDAMENTALS OF COMMUNICATION AND MEDIA STUDIES 1</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following tracks 12

Film

FITV 1501 UNDERSTANDING FILM
FITV 2501 HISTORY OF FILM, 1895-1950
FITV 3501 FILM THEORY AND CRITICISM

Television

FITV 1601 UNDERSTANDING TELEVISION
FITV 2601 HISTORY OF TELEVISION
FITV 3601 TELEVISION THEORY AND CRITICISM

One production course 2 4

FITV 2511 SCREENWRITING I
FITV 2611 TELEVISION PRODUCTION I
FITV 2612 WRITING PRODUCING WEB SERIES
FITV 3511 SCREENWRITING II
FITV 3512 FILM/TELEVISION: NARRATIVE BASICS
FITV 3624 WRITING TELEVISION DRAMAS
FITV 3626 WRITING THE ORIGINAL TELEVISION PILOT
FITV 3629 AMERICAN TELEVISION HISTORY: FIRST 60 YEARS
FITV 4625 WRITING TELEVISION SITCOMS
DETM 2425 DIGITAL VIDEO PRODUCTION I
DETM 3425 DIGITAL VIDEO PRODUCTION II

Two FITV courses at the 3000/4000 level (excluding production courses) 3 8

Three additional electives 3 12

One ethics, law, and policy course (normally taken during the senior year) 4

1 COMM 1010 INTRODUCTION TO COMMUNICATION AND MEDIA STUDIES may be substituted if taken prior to Spring 2017.
2 Any FITV course numbered xx1x or xx2x—i.e., courses whose third digit is 1 or 2—may fulfill this requirement.
3 Any course with the FITV subject code (p. 1076) or the FITV attribute code (p. 217) may fulfill this requirement.
4 See list of ELP courses under Ethics, Law, and Policy Course Requirement (p. 213) on the Communication and Media Studies department page.

Availability

The major in film and television is available at Fordham College at Rose Hill (FCRH) and Fordham College at Lincoln Center (FCLC).

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).
FILM AND TELEVISION MINOR

Students must pursue either film or television as a sequence of study.

Requirements

The film and television (FITV) minor requires six courses. Required courses are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Departmental Introductory Course</strong></td>
<td></td>
</tr>
<tr>
<td>COMM 1010</td>
<td>INTRODUCTION TO COMMUNICATION AND MEDIA STUDIES (if taken before spring 2017)</td>
<td>3</td>
</tr>
<tr>
<td>or COMM 1000</td>
<td>FUNDAMENTALS OF COMMUNICATION AND MEDIA STUDIES</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Ethics, Law, and Policy Course</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one ethics, law, and policy course ordinarily taken senior year</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>FITV Sequences</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following sequences:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For students interested in pursuing the film sequence:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FITV 1501</td>
<td>UNDERSTANDING FILM</td>
<td></td>
</tr>
<tr>
<td>FITV 2501</td>
<td>HISTORY OF FILM, 1895-1950</td>
<td></td>
</tr>
<tr>
<td>or FITV 3501</td>
<td>FILM THEORY AND CRITICISM</td>
<td></td>
</tr>
<tr>
<td>For students interested in pursuing the television sequence:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FITV 1601</td>
<td>UNDERSTANDING TELEVISION</td>
<td></td>
</tr>
<tr>
<td>FITV 2601</td>
<td>HISTORY OF TELEVISION</td>
<td></td>
</tr>
<tr>
<td>or FITV 3601</td>
<td>TELEVISION THEORY AND CRITICISM</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>FITV Electives</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select any two courses with the FITV subject code 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

1. Any course with the ELP attribute code (p. 213) may fulfill this requirement.
2. Any course with the FITV subject code (p. 1076) may fulfill this requirement.
COMMUNICATION AND MEDIA STUDIES

The Department of Communication and Media Studies at Fordham University (CMS) is dedicated to the interdisciplinary examination of human communication in an increasingly networked society. Just as digitalization and other forms of technological innovation yield a media environment that is constantly changing and evolving, sometimes in revolutionary ways, our diverse program keeps current with the most recent developments in theory and practice while staying true to its mission of emphasizing ethics and social engagement.

The department provides its students in all its programs with an interdisciplinary approach to the study of communication, including an emphasis on the media technologies, industries, and institutions that support the processes of mediated communication and their relationship to culture and society. The program blends theory and practice to prepare students for advanced study or careers in communications, all within the context of a rigorous liberal arts education supplemented by New York City’s resources as the media capital of the world. We pride ourselves on offering opportunities for undergraduate students to work directly with faculty members in scholarship and training for future careers in multiple communication and media-focused careers.

Effective fall 2016, the department now offers four new programs of study at Fordham College Rose Hill and Fordham College Lincoln Center, replacing a single undergraduate major and minor in communications for those two colleges.

- Communication and Culture
- Digital Technologies and Emerging Media
- Film and Television
- Journalism

The new areas of study allow students the opportunity to explore their interests in much greater depth than was possible within a single major or minor; both elective and required courses will now be better aligned with the specific interests of students and faculty in each area. Because of the transition to these new majors and minors, the original communications major and minor will no longer be offered to incoming students at FCRH and FCLC. (Students in PCS may still pursue a major or minor in communications.) All FCRH and FCLC students who are already majoring or minoring in communication (FCRH/FCLC students majoring or minoring in communication, as well as for students minoring in communication and culture or film and television, as well as for students minoring in communication and culture or film and television. An ELP course is also required for students majoring or minoring in communication (FCRH/FCLC students enrolling prior to fall 2016 or PCS student).

The ELP requirement may be fulfilled by taking any course in COMC, DTEM, FITV, or JOUR with the last digit of 0, which includes the following courses:

Ethics, Law, and Policy Course Requirement

A course in ethics, law, and policy (ELP) is required for students majoring in communication and culture, digital technologies and emerging media, or film and television, as well as for students minoring in communication and culture or film and television. An ELP course is also required for students majoring or minoring in communication (FCRH/FCLC students enrolling prior to fall 2016 or PCS student).

The ELP requirement may be fulfilled by taking any course in COMC, DTEM, FITV, or JOUR with the last digit of 0, which includes the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMC 3260</td>
<td>MEDIA, REGULATION, AND THE PUBLIC INTEREST</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3310</td>
<td>ETHICS AND POPULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3330</td>
<td>PEACE, JUSTICE, AND THE MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3350</td>
<td>MEDIA LAW</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3370</td>
<td>ETHICAL ISSUES IN MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3380</td>
<td>INTERNATIONAL COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4170</td>
<td>DISSENT AND DISINFORMATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4340</td>
<td>FREEDOM OF EXPRESSION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4360</td>
<td>COMMUNICATION ETHICS AND THE PUBLIC SPHERE</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4370</td>
<td>ETHICAL CONTROVERSIES IN 21ST CENTURY MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 2450</td>
<td>COPYRIGHT AND DIGITAL MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 4440</td>
<td>PRIVACY AND SURVEILLANCE</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 4480</td>
<td>DIGITAL MEDIA AND PUBLIC RESPONSIBILITY</td>
<td>4</td>
</tr>
<tr>
<td>FITV 2501</td>
<td>UNDERSTANDING FILM</td>
<td>4</td>
</tr>
<tr>
<td>FITV 2501</td>
<td>HISTORY OF FILM, 1895-1950</td>
<td>4</td>
</tr>
<tr>
<td>FITV 2670</td>
<td>FILMS OF MORAL STRUGGLE</td>
<td>4</td>
</tr>
<tr>
<td>FITV 4570</td>
<td>VALUES IN THE NEWS</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 3760</td>
<td>THE JOURNALIST AND THE LAW</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 4750</td>
<td>MEDIA LAW AND JOURNALISM ETHICS</td>
<td>4</td>
</tr>
</tbody>
</table>

Program Requirements

For all majors: To become a major in communications, communication and culture, digital technologies and emerging media, film and television, or journalism, a student must demonstrate an earned cumulative GPA of 2.5 or better or receive written permission from the associate chair or chair of the department. In addition, no D-grade work will be credited toward the major or minor.
Internships
A significant feature of all the communication and media studies majors is the opportunity to participate in internships working under the direct supervision of professionals in media organizations, ranging from daily newspapers and television networks to public relations and advertising agencies and corporate communication programs.

Internship Requirements
• For their first internship, ALL CMS students wishing to receive credit for that internship MUST enroll in COMM 4701 INTERNSHIP SEMINAR and successfully complete that course. This course is worth four credits and counts toward an elective in all four undergraduate majors.
• For all subsequent internships, students may take a tutorial—COMM 4999 TUTORIAL—under the internship director on each campus: Typically, these internships are worth one (1) course credit and do not count as an elective.
• All internships for academic credit must be approved by the department prior to registration. In general, students requesting academic credit for internships are expected to have a 3.0 cumulative GPA.
• The department recommends about 15 hours per week of internship duty over a semester (e.g., two days per week, seven hours per day; or three days per week, five hours per day).

Independent Research
Independent studies enable both majors and minors to pursue special projects as part of their requirements. Students may register to study with a professor for an Independent Tutorial for one to four credits, based upon an agreement with the professor.

Extracurricular Activities
Majors who belong to affiliated professional organizations may be eligible to apply for membership in Lambda Pi Eta, the Communication Honors Society. They are also active in WFUV-FM, Fordham University’s highly regarded National Public Radio station; in a number of campus publications, including The Ram and The Observer, and Fordham Nightly News; and in many other student organizations.

Departmental Awards
Awards presented by the department include the Society of Professional Journalists/Sigma Delta Chi Award, the Herbert Robinson Award in Creative Writing, the Ralph W. Dengler, S.J., Award, the Ann M. Sperber Biography Award, the Kavanagh Award, and the Edward A. Walsh Scholarship for studies in communications.

Communications Course Renumbering
All course offerings formerly using the subject code COMM have been renumbered and assigned to the subjects COMC, DTEM, FITV, or JOUR, except for the departmental introductory course (COMM 1000 FUNDAMENTALS OF COMMUNICATION AND MEDIA STUDIES) and internships (COMM 4701 INTERNSHIP SEMINAR). The list below identifies the equivalent new course numbers assigned to all COMM courses. Newly offered courses after Fall 2016 will only be assigned a number in the new subjects.

Note: The following table excludes some courses that may be discontinued and planned new courses not yet offered.

<table>
<thead>
<tr>
<th>Old Number</th>
<th>New Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>COM 1000</td>
<td>Fundamentals of Communication and Media Studies</td>
</tr>
<tr>
<td>COMM 1010</td>
<td>COMM 1010</td>
<td>Introduction to Communication and Media Studies (to be discontinued after fall 2016)</td>
</tr>
<tr>
<td>New</td>
<td>COMC 1101</td>
<td>Communication and Culture: History, Theory, and Methods</td>
</tr>
<tr>
<td>New</td>
<td>COMC 2112</td>
<td>Strategic Communication Theory and Practice</td>
</tr>
<tr>
<td>COMM 2702</td>
<td>COMC 2113</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>New</td>
<td>COMC 2117</td>
<td>Language, Culture, and Consciousness</td>
</tr>
<tr>
<td>COMM 2012</td>
<td>COMC 2159</td>
<td>Communication Technologies and Society</td>
</tr>
<tr>
<td>COMM 2701</td>
<td>COMC 2175</td>
<td>Persuasion and Public Opinion</td>
</tr>
<tr>
<td>COMM 2601</td>
<td>COMC 2221</td>
<td>Fashion as Communication</td>
</tr>
<tr>
<td>COMM 2603</td>
<td>COMC 2234</td>
<td>Media and the Arts</td>
</tr>
<tr>
<td>New</td>
<td>COMC 2236</td>
<td>The Rock Revolution in Music and Media</td>
</tr>
<tr>
<td>COMM 2602</td>
<td>COMC 2258</td>
<td>Myth and Symbol of American Character</td>
</tr>
<tr>
<td>COMM 2000</td>
<td>COMC 2271</td>
<td>Theories of Media, Culture, and Society</td>
</tr>
<tr>
<td>New</td>
<td>COMC 2277</td>
<td>Media and Sexuality</td>
</tr>
<tr>
<td>New</td>
<td>COMC 2278</td>
<td>Media, Culture, and Globalization</td>
</tr>
<tr>
<td>COMM 1011</td>
<td>COMC 2329</td>
<td>Media Industries</td>
</tr>
<tr>
<td>COMM 2610</td>
<td>COMC 2377</td>
<td>Mass Communication and Society</td>
</tr>
<tr>
<td>COMM 2501</td>
<td>COMC 3114</td>
<td>Effective Speaking</td>
</tr>
<tr>
<td>COMM 3102</td>
<td>COMC 3171</td>
<td>Orality and Literacy</td>
</tr>
<tr>
<td>COMM 3502</td>
<td>COMC 3172</td>
<td>Principles of Advertising</td>
</tr>
<tr>
<td>COMM 3500</td>
<td>COMC 3173</td>
<td>Marketing and the Media</td>
</tr>
<tr>
<td>COMM 3501</td>
<td>COMC 3174</td>
<td>Public Relations</td>
</tr>
<tr>
<td>COMM 3350</td>
<td>COMC 3186</td>
<td>Sports Communication</td>
</tr>
<tr>
<td>COMM 3601</td>
<td>COMC 3232</td>
<td>Class, Taste, and Mass Culture</td>
</tr>
<tr>
<td>COMM 3571</td>
<td>COMC 3235</td>
<td>Popular Music as Communication</td>
</tr>
<tr>
<td>COMM 3111</td>
<td>COMC 3237</td>
<td>Gender Images and Media</td>
</tr>
<tr>
<td>New</td>
<td>COMC 3247</td>
<td>Race, Class, and Gender in Media</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>COMC 3260</td>
<td>COMC 3268</td>
<td>Media Regulation and the Public Interest</td>
</tr>
<tr>
<td>COMC 3272</td>
<td></td>
<td>History and Culture of Advertising</td>
</tr>
<tr>
<td>COMC 3330</td>
<td>COMC 3330</td>
<td>Peace, Justice, and the Media</td>
</tr>
<tr>
<td>COMC 3340</td>
<td>COMC 3350</td>
<td>Freedom of Expression</td>
</tr>
<tr>
<td>COMC 3370</td>
<td>COMC 3373</td>
<td>Ethical Issues and Media</td>
</tr>
<tr>
<td>COMC 3373</td>
<td>COMC 3374</td>
<td>Mass Opinion: Its Measures and Meanings</td>
</tr>
<tr>
<td>COMC 3375</td>
<td>COMC 3378</td>
<td>Children and the Media</td>
</tr>
<tr>
<td>COMC 3380</td>
<td>COMC 3380</td>
<td>International Communication</td>
</tr>
<tr>
<td>COMC 4170</td>
<td>COMC 4170</td>
<td>Dissent and Disinformation</td>
</tr>
<tr>
<td>COMC 4211</td>
<td>COMC 4222</td>
<td>Media and Modernity</td>
</tr>
<tr>
<td>COMC 4241</td>
<td>COMC 4248</td>
<td>Communication, Popular Culture, and Philosophy</td>
</tr>
<tr>
<td>COMC 4279</td>
<td>COMC 4279</td>
<td>Media and Popular Culture</td>
</tr>
<tr>
<td>COMC 4338</td>
<td>COMC 4338</td>
<td>American Political Communication</td>
</tr>
<tr>
<td>COMC 4348</td>
<td>COMC 4348</td>
<td>Religion, Theology, and New Media</td>
</tr>
<tr>
<td>COMC 4360</td>
<td>COMC 4360</td>
<td>Communication Ethics and the Public Sphere</td>
</tr>
<tr>
<td>DTEM 1401</td>
<td>DTEM 1401</td>
<td>Introduction to Digital Technologies and Emerging Media</td>
</tr>
<tr>
<td>DTEM 1402</td>
<td>DTEM 1402</td>
<td>Digital Cultures</td>
</tr>
<tr>
<td>DTEM 2411</td>
<td>DTEM 2411</td>
<td>Digital Research Methods</td>
</tr>
<tr>
<td>DTEM 2412</td>
<td>DTEM 2412</td>
<td>Digital Ethnography</td>
</tr>
<tr>
<td>DTEM 2413</td>
<td>DTEM 2413</td>
<td>Participatory Methods</td>
</tr>
<tr>
<td>DTEM 2414</td>
<td>DTEM 2414</td>
<td>Media Ecology</td>
</tr>
<tr>
<td>DTEM 2417</td>
<td>DTEM 2417</td>
<td>Data Visualization</td>
</tr>
<tr>
<td>DTEM 2421</td>
<td>DTEM 2421</td>
<td>Digital Production for New Media</td>
</tr>
<tr>
<td>DTEM 2425</td>
<td>DTEM 2425</td>
<td>Digital Video Production I</td>
</tr>
<tr>
<td>COMC 2303</td>
<td>DTEM 2427</td>
<td>Digital Audio Production</td>
</tr>
<tr>
<td>COMC 2010</td>
<td>DTEM 2459</td>
<td>Social History of Communication Technology</td>
</tr>
<tr>
<td>COMC 2527</td>
<td>DTEM 2471</td>
<td>Writing for Online Media</td>
</tr>
<tr>
<td>COMC 3268</td>
<td>DTEM 3476</td>
<td>Social Media</td>
</tr>
<tr>
<td>COMC 3304</td>
<td>DTEM 4440</td>
<td>Privacy and Surveillance</td>
</tr>
<tr>
<td>COMC 3305</td>
<td>DTEM 4470</td>
<td>Values in Design</td>
</tr>
<tr>
<td>COMC 3405</td>
<td>DTEM 4480</td>
<td>Digital Media and Public Responsibility</td>
</tr>
<tr>
<td>FITV 1501</td>
<td>FITV 1601</td>
<td>Understanding Film</td>
</tr>
<tr>
<td>FITV 2501</td>
<td>FITV 2511</td>
<td>History of Film, 1895–1950</td>
</tr>
<tr>
<td>FITV 2533</td>
<td>FITV 2533</td>
<td>Fashion, Costume, and Film</td>
</tr>
<tr>
<td>FITV 2534</td>
<td>FITV 2534</td>
<td>Fashion in British Film and TV</td>
</tr>
<tr>
<td>FITV 2561</td>
<td>FITV 2561</td>
<td>History of Television</td>
</tr>
<tr>
<td>FITV 2562</td>
<td>FITV 2562</td>
<td>Writing and Producing the Web Series</td>
</tr>
<tr>
<td>FITV 3501</td>
<td>FITV 3501</td>
<td>Film Theory and Criticism</td>
</tr>
<tr>
<td>FITV 3511</td>
<td>FITV 3511</td>
<td>Screenwriting II</td>
</tr>
<tr>
<td>FITV 3537</td>
<td>FITV 3537</td>
<td>Plays and Screenplays</td>
</tr>
<tr>
<td>FITV 3545</td>
<td>FITV 3545</td>
<td>Film and Television of Hitchcock</td>
</tr>
<tr>
<td>FITV 3551</td>
<td>FITV 3551</td>
<td>Film History, 1950 to the Present</td>
</tr>
<tr>
<td>FITV 3553</td>
<td>FITV 3553</td>
<td>Hollywood Genres</td>
</tr>
<tr>
<td>FITV 3555</td>
<td>FITV 3555</td>
<td>The City in Film and Television</td>
</tr>
<tr>
<td>FITV 3556</td>
<td>FITV 3556</td>
<td>The Documentary Idea</td>
</tr>
<tr>
<td>FITV 3571</td>
<td>FITV 3571</td>
<td>The Science Fiction Genre</td>
</tr>
<tr>
<td>FITV 3578</td>
<td>FITV 3578</td>
<td>American Film Comedy</td>
</tr>
<tr>
<td>FITV 3579</td>
<td>FITV 3579</td>
<td>Movies and the American Experience</td>
</tr>
<tr>
<td>FITV 3585</td>
<td>FITV 3585</td>
<td>Transnational Asian Cinema</td>
</tr>
<tr>
<td>FITV 3588</td>
<td>FITV 3588</td>
<td>Global Cinema</td>
</tr>
<tr>
<td>FITV 3601</td>
<td>FITV 3601</td>
<td>Television Theory and Criticism</td>
</tr>
<tr>
<td>FITV 3624</td>
<td>FITV 3624</td>
<td>Writing TV Dramas</td>
</tr>
<tr>
<td>FITV 3637</td>
<td>FITV 3637</td>
<td>Queer Studies in Film and Television</td>
</tr>
<tr>
<td>FITV 3638</td>
<td>FITV 3638</td>
<td>British Cinema and TV</td>
</tr>
<tr>
<td>FITV 3647</td>
<td>FITV 3647</td>
<td>Gender, Race, Class, and Television</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Code</td>
<td>Title</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>COMM 3404</td>
<td>FITV 3658</td>
<td>Italian Americans on Screen</td>
</tr>
<tr>
<td>COMM 3310</td>
<td>FITV 3678</td>
<td>Television Comedy and American Values</td>
</tr>
<tr>
<td>COMM 4001</td>
<td>FITV 4570</td>
<td>Films of Moral Struggle</td>
</tr>
<tr>
<td>COMM 4708</td>
<td>FITV 4625</td>
<td>Writing TV Sitcoms</td>
</tr>
<tr>
<td>COMM 2083</td>
<td>JOUR 1701</td>
<td>Introduction to Multimedia Journalism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(with Lab)</td>
</tr>
<tr>
<td>COMM 1500</td>
<td>JOUR 1761</td>
<td>The Power of News: Introduction to Press,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Politics, and Public Policy</td>
</tr>
<tr>
<td>COMM 2302</td>
<td>JOUR 2714</td>
<td>Radio and Audio Reporting</td>
</tr>
<tr>
<td>COMM 2206</td>
<td>JOUR 2722</td>
<td>Intermediate Feature Writing</td>
</tr>
<tr>
<td>COMM 2202</td>
<td>JOUR 2725</td>
<td>Writing Workshop</td>
</tr>
<tr>
<td>New</td>
<td>JOUR 2787</td>
<td>Fashion Journalism</td>
</tr>
<tr>
<td>COMM 3099</td>
<td>JOUR 3711</td>
<td>Advanced Multimedia Reporting</td>
</tr>
<tr>
<td>COMM 3010</td>
<td>JOUR 3715</td>
<td>Writing for Broadcast News</td>
</tr>
<tr>
<td>COMM 3083</td>
<td>JOUR 3716</td>
<td>Intermediate Television Production</td>
</tr>
<tr>
<td>COMM 3978</td>
<td>JOUR 3717</td>
<td>Online Journalism</td>
</tr>
<tr>
<td>New</td>
<td>JOUR 3718</td>
<td>On-Air Reporting</td>
</tr>
<tr>
<td>COMM 3081</td>
<td>JOUR 3723</td>
<td>Interviews and Profiles</td>
</tr>
<tr>
<td>COMM 3080</td>
<td>JOUR 3724</td>
<td>First Person Journalism</td>
</tr>
<tr>
<td>COMM 3084</td>
<td>JOUR 3727</td>
<td>Writing for Magazines</td>
</tr>
<tr>
<td>New</td>
<td>JOUR 3728</td>
<td>Special Report: In-Depth Reporting</td>
</tr>
<tr>
<td>COMM 2211</td>
<td>JOUR 3741</td>
<td>Journalism Workshop: Reporting</td>
</tr>
<tr>
<td>COMM 2212</td>
<td>JOUR 3742</td>
<td>Journalism Workshop: Layout</td>
</tr>
<tr>
<td>COMM 2213</td>
<td>JOUR 3743</td>
<td>Journalism Workshop: Multimedia</td>
</tr>
<tr>
<td>COMM 2214</td>
<td>JOUR 3744</td>
<td>Journalism Workshop: Photography</td>
</tr>
<tr>
<td>COMM 3205</td>
<td>JOUR 3760</td>
<td>The Journalist and the Law</td>
</tr>
<tr>
<td>COMM 3323</td>
<td>JOUR 3763</td>
<td>The Murrow Years</td>
</tr>
<tr>
<td>COMM 3333</td>
<td>JOUR 3764</td>
<td>TV News and Today's World</td>
</tr>
<tr>
<td>COMM 3335</td>
<td>JOUR 3765</td>
<td>Television News</td>
</tr>
<tr>
<td>COMM 3321</td>
<td>JOUR 3769</td>
<td>History of TV and Radio News</td>
</tr>
<tr>
<td>COMM 3101</td>
<td>JOUR 3772</td>
<td>Newsmaking</td>
</tr>
<tr>
<td>New</td>
<td>JOUR 3776</td>
<td>Social Media for Journalists</td>
</tr>
<tr>
<td>COMM 3082</td>
<td>JOUR 3781</td>
<td>Arts Journalism</td>
</tr>
<tr>
<td>COMM 3085</td>
<td>JOUR 3782</td>
<td>Science Journalism</td>
</tr>
<tr>
<td>COMM 3086</td>
<td>JOUR 3783</td>
<td>Theater Journalism</td>
</tr>
<tr>
<td>COMM 3941</td>
<td>JOUR 3785</td>
<td>Writing for the Media</td>
</tr>
<tr>
<td>COMM 4709</td>
<td>JOUR 4713</td>
<td>Podcasting</td>
</tr>
<tr>
<td>COMM 4201</td>
<td>JOUR 4727</td>
<td>Advanced Magazine Article Writing</td>
</tr>
<tr>
<td>COMM 4707</td>
<td>JOUR 4733</td>
<td>Photojournalism</td>
</tr>
<tr>
<td>New</td>
<td>JOUR 4741</td>
<td>Practicum: The Observer</td>
</tr>
<tr>
<td>New</td>
<td>JOUR 4742</td>
<td>Practicum: FNN</td>
</tr>
<tr>
<td>New</td>
<td>JOUR 4743</td>
<td>Practicum: The Ram</td>
</tr>
<tr>
<td>New</td>
<td>JOUR 4744</td>
<td>Practicum: WFUV</td>
</tr>
<tr>
<td>COMM 4002</td>
<td>JOUR 4750</td>
<td>Values in the News</td>
</tr>
<tr>
<td>COMM 4111</td>
<td>JOUR 4766</td>
<td>TV News Innovators</td>
</tr>
<tr>
<td>COMM 4606</td>
<td>JOUR 4767</td>
<td>History of Women's Magazines</td>
</tr>
<tr>
<td>New</td>
<td>JOUR 4773</td>
<td>Public Media</td>
</tr>
<tr>
<td>COMM 4611</td>
<td>JOUR 4784</td>
<td>Advanced Business Journalism</td>
</tr>
<tr>
<td>COMM 1800</td>
<td>COMM 1098</td>
<td>Internship</td>
</tr>
<tr>
<td>COMM 1999</td>
<td>COMM 1999</td>
<td>Tutorial</td>
</tr>
<tr>
<td>COMM 2800</td>
<td>COMM 2098</td>
<td>Internship</td>
</tr>
<tr>
<td>COMM 2999</td>
<td>COMM 2999</td>
<td>Tutorial</td>
</tr>
<tr>
<td>COMM 3800</td>
<td>COMM 3098</td>
<td>Internship</td>
</tr>
<tr>
<td>COMM 3999</td>
<td>COMM 3999</td>
<td>Tutorial</td>
</tr>
<tr>
<td>COMM 4800</td>
<td>COMM 4098</td>
<td>Internship</td>
</tr>
<tr>
<td>COMM 4701</td>
<td>COMM 4701</td>
<td>Internship Seminar</td>
</tr>
<tr>
<td>COMM 4705</td>
<td>COMM 4705</td>
<td>Special Topics</td>
</tr>
<tr>
<td>COMM 4801</td>
<td>COMM 4801</td>
<td>Internship Experience I</td>
</tr>
<tr>
<td>COMM 4901</td>
<td>COMM 4901</td>
<td>Internship Experience II</td>
</tr>
<tr>
<td>COMM 4999</td>
<td>COMM 4999</td>
<td>Tutorial</td>
</tr>
<tr>
<td>Courses outside the department</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following courses offered outside the department have the COMM, COMC, DTEM, FITV, or JOUR attributes and count toward the coursework for the respective majors and minors offered by the department:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 3134</td>
<td>FROM ROCK-N-ROLL TO HIP-HOP</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4001</td>
<td>COMPUTERS AND ROBOTS IN FILM</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4018</td>
<td>CONTEMPORARY CUBAN CULTURE IN HAVANA</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 2459</td>
<td>SOCIAL HISTORY OF COMMUNICATION AND TECHNOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3588</td>
<td>GLOBAL CINEMA</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3647</td>
<td>GENDER, RACE, CLASS, AND TELEVISION</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3678</td>
<td>TELEVISION COMEDY AND AMERICAN VALUES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3515</td>
<td>MEDIA HISTORY: 1400 TO PRESENT</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 3764</td>
<td>TELEVISION NEWS AND TODAY'S WORLD</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 4773</td>
<td>PUBLIC MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3005</td>
<td>LATIN AMERICAN THEMES</td>
<td>4</td>
</tr>
<tr>
<td>MKBU 3434</td>
<td>INTEGRATED MARKETING COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td>MKBU 4443</td>
<td>SPECIAL TOPIC: PERFORMING ARTS IN THE 21ST CENTURY</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>NMDD 3020</td>
<td>EXPLORATIONS IN DIGITAL STORYTELLING</td>
<td>4</td>
</tr>
<tr>
<td>NMDD 3308</td>
<td>PROFESSIONAL SOCIAL MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>NMDD 3880</td>
<td>DESIGNING SMART CITIES</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4444</td>
<td>AI, SCI FI, AND HUMAN VALUE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3316</td>
<td>MASS MEDIA AND AMERICAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3421</td>
<td>POLITICAL THEORY IN POPULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3000</td>
<td>LATINO IMAGES IN MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4052</td>
<td>AN ETHICS OF MODERN SELFHOOD: THE PURSUIT OF AUTHENTICITY</td>
<td></td>
</tr>
<tr>
<td>SPAN 3005</td>
<td>THEMES IN LATINA/O AND LATIN AMERICAN STUDIES</td>
<td></td>
</tr>
<tr>
<td>SPAN 4018</td>
<td>CONTEMPORARY CUBAN CULTURE IN HAVANA</td>
<td></td>
</tr>
</tbody>
</table>

**Courses with the DTEM attribute:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 2540</td>
<td>INTRODUCTION TO VIDEO GAME DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4001</td>
<td>COMPUTERS AND ROBOTS IN FILM</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4340</td>
<td>FREEDOM OF EXPRESSION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4348</td>
<td>RELIGION, THEOLOGY, AND NEW MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>FITV 2425</td>
<td>DIGITAL VIDEO PRODUCTION I</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3425</td>
<td>DIGITAL VIDEO PRODUCTION II</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3571</td>
<td>SCIENCE FICTION IN FILM AND TELEVISION</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 3711</td>
<td>ADVANCED MULTIMEDIA REPORTING</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 3717</td>
<td>ONLINE JOURNALISM</td>
<td>4</td>
</tr>
<tr>
<td>NMDD 3220</td>
<td>INTRODUCTION TO GAME NARRATIVE</td>
<td>4</td>
</tr>
<tr>
<td>NMDD 3308</td>
<td>PROFESSIONAL SOCIAL MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>NMDD 3450</td>
<td>USER EXPERIENCE DESIGN: DESIGN FOR EMPOWERMENT</td>
<td>4</td>
</tr>
<tr>
<td>NMDD 3880</td>
<td>DESIGNING SMART CITIES</td>
<td>4</td>
</tr>
<tr>
<td>NMDD 3890</td>
<td>DATA VISUALIZATION AND REPRESENTATION</td>
<td>4</td>
</tr>
</tbody>
</table>

**Courses with the FITV attribute:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLI 3840</td>
<td>LATIN AMERICAN CULTURE THROUGH FILM</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4018</td>
<td>CONTEMPORARY CUBAN CULTURE IN HAVANA</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 2425</td>
<td>DIGITAL VIDEO PRODUCTION I</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 3425</td>
<td>DIGITAL VIDEO PRODUCTION II</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 4766</td>
<td>TELEVISION NEWS INNOVATORS</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3840</td>
<td>LATIN AMERICA THROUGH FILM</td>
<td>4</td>
</tr>
<tr>
<td>NMDD 3220</td>
<td>INTRODUCTION TO GAME NARRATIVE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 4018</td>
<td>CONTEMPORARY CUBAN CULTURE IN HAVANA</td>
<td>4</td>
</tr>
<tr>
<td>VART 1265</td>
<td>FILM/VIDEO I</td>
<td>4</td>
</tr>
<tr>
<td>VART 2265</td>
<td>FILM/VIDEO II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Courses with the JOUR attribute:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMC 2113</td>
<td>INTERPERSONAL COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2175</td>
<td>PERSUASION AND PUBLIC OPINION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2329</td>
<td>INTRODUCTION TO MEDIA INDUSTRIES</td>
<td>3</td>
</tr>
<tr>
<td>COMC 3114</td>
<td>EFFECTIVE SPEAKING</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3115</td>
<td>PERFORMANCE FOR BROADCAST MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3171</td>
<td>ORALITY AND LITERACY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3172</td>
<td>PRINCIPLES OF ADVERTISING</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3174</td>
<td>PUBLIC RELATIONS</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3186</td>
<td>SPORTS COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3237</td>
<td>GENDER IMAGES AND MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3260</td>
<td>MEDIA, REGULATION, AND THE PUBLIC INTEREST</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3268</td>
<td>MEDIA AND NATIONAL IDENTITY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3272</td>
<td>HISTORY AND CULTURE OF ADVERTISING</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3310</td>
<td>ETHICS AND POPULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3330</td>
<td>PEACE, JUSTICE, AND THE MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3350</td>
<td>MEDIA LAW</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3370</td>
<td>ETHICAL ISSUES IN MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3373</td>
<td>MASS OPINION: MEASURE/MEAN</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3374</td>
<td>MEDIA EFFECTS</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3378</td>
<td>MEDIA, MILLENNIALS, AND CIVIC DISCOURSE</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3380</td>
<td>INTERNATIONAL COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4170</td>
<td>DISSENT AND DISINFORMATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4222</td>
<td>MEDIA AND THE ENVIRONMENT</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4248</td>
<td>MULTICULTURALISM</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4338</td>
<td>AMERICAN POLITICAL COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4340</td>
<td>FREEDOM OF EXPRESSION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4348</td>
<td>RELIGION, THEOLOGY, AND NEW MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4360</td>
<td>COMMUNICATION ETHICS AND THE PUBLIC SPHERE</td>
<td>4</td>
</tr>
<tr>
<td>COMM 4701</td>
<td>INTERNSHIP SEMINAR</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 2417</td>
<td>DATA VISUALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 2421</td>
<td>DIGITAL PRODUCTION FOR NEW MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 2425</td>
<td>DIGITAL VIDEO PRODUCTION I</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 2427</td>
<td>DIGITAL AUDIO PRODUCTION</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 2471</td>
<td>WRITING FOR ONLINE MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 3463</td>
<td>CIVIC MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 3475</td>
<td>DIGITAL MEDIA AND ADVOCACY</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 3476</td>
<td>SOCIAL MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 4480</td>
<td>DIGITAL MEDIA AND PUBLIC RESPONSIBILITY</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 4488</td>
<td>POLITICAL COMMUNICATION IN THE DIGITAL ERA</td>
<td>4</td>
</tr>
<tr>
<td>FITV 1601</td>
<td>UNDERSTANDING TELEVISION</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3425</td>
<td>DIGITAL VIDEO PRODUCTION II</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3565</td>
<td>THE DOCUMENTARY IDEA</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3566</td>
<td>DOCUMENTARY FILM</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3605</td>
<td>TOPICS IN TELEVISION AND RADIO</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3629</td>
<td>AMERICAN TELEVISION HISTORY: FIRST 60 YEARS</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3637</td>
<td>QUEER STUDIES IN FILM AND TELEVISION</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3647</td>
<td>GENDER, RACE, CLASS, AND TELEVISION</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3515</td>
<td>MEDIA HISTORY: 1400 TO PRESENT</td>
<td>4</td>
</tr>
</tbody>
</table>
NMDD 3308  PROFESSIONAL SOCIAL MEDIA 4
NMDD 3880  DESIGNING SMART CITIES 4
PMMA 5002  PUBLIC JOURNALISM 3
POSC 3316  MASS MEDIA AND AMERICAN POLITICS 4

Courses with the COMM attribute:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 3134</td>
<td>FROM ROCK-N-ROLL TO HIP-HOP</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2540</td>
<td>INTRODUCTION TO VIDEO GAME DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4001</td>
<td>COMPUTERS AND ROBOTS IN FILM</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4650</td>
<td>CYBERSPACE: ISSUES AND ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4018</td>
<td>CONTEMPORARY CUBAN CULTURE IN HAVANA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4348</td>
<td>RELIGION, THEOLOGY, AND NEW MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3535</td>
<td>FILM ADAPTATION</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3005</td>
<td>LATIN AMERICAN THEMES</td>
<td>4</td>
</tr>
<tr>
<td>MKBU 3434</td>
<td>INTEGRATED MARKETING COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td>MKBU 4443</td>
<td>SPECIAL TOPIC: PERFORMING ARTS IN THE 21ST CENTURY</td>
<td>3</td>
</tr>
<tr>
<td>NMDD 3020</td>
<td>EXPLORATIONS IN DIGITAL STORYTELLING</td>
<td>4</td>
</tr>
<tr>
<td>NMDD 3220</td>
<td>INTRODUCTION TO GAME NARRATIVE</td>
<td>4</td>
</tr>
<tr>
<td>NMDD 3308</td>
<td>PROFESSIONAL SOCIAL MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>NMDD 3880</td>
<td>DESIGNING SMART CITIES</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4444</td>
<td>AI, SCI FI, AND HUMAN VALUE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3316</td>
<td>MASS MEDIA AND AMERICAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3421</td>
<td>POLITICAL THEORY IN POPULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3000</td>
<td>LATINO IMAGES IN MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4052</td>
<td>AN ETHICS OF MODERN SELFHOOD: THE PURSUIT OF AUTHENTICITY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3005</td>
<td>THEMES IN LATINA/O AND LATIN AMERICAN STUDIES</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 4018</td>
<td>CONTEMPORARY CUBAN CULTURE IN HAVANA</td>
<td>4</td>
</tr>
<tr>
<td>VART 1124</td>
<td>PHOTOGRAPHY I</td>
<td>4</td>
</tr>
<tr>
<td>VART 1135</td>
<td>VISUAL THINKING I</td>
<td>4</td>
</tr>
<tr>
<td>VART 1265</td>
<td>FILM/VIDEO I</td>
<td>4</td>
</tr>
<tr>
<td>VART 2003</td>
<td>GRAPHIC DESIGN &amp; DIGITAL TOOLS</td>
<td>4</td>
</tr>
<tr>
<td>VART 2265</td>
<td>FILM/VIDEO II</td>
<td>4</td>
</tr>
<tr>
<td>VART 2550</td>
<td>DESIGNING BOOKS, &quot;ZINES&quot; AND CHAPBKS</td>
<td>4</td>
</tr>
<tr>
<td>VART 3250</td>
<td>DESIGN AND THE WEB</td>
<td>4</td>
</tr>
<tr>
<td>VART 3267</td>
<td>FILM AND THE CITY</td>
<td>4</td>
</tr>
</tbody>
</table>

For more information
Visit the Communication and Media Studies department web page.

Contribution to the Core
Communication and Media Studies offers the following courses that count toward Core Curriculum requirements (p. 36):

The following courses satisfy the social science core requirement (p. 39):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 1000</td>
<td>FUNDAMENTALS OF COMMUNICATION AND MEDIA STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>COMC 2121</td>
<td>INTRODUCTION TO COMMUNICATION AND MEDIA STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>COMC 2175</td>
<td>PERSUASION AND PUBLIC OPINION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2329</td>
<td>INTRODUCTION TO MEDIA INDUSTRIES</td>
<td>3</td>
</tr>
<tr>
<td>COMC 2377</td>
<td>MASS COMMUNICATION AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 1761</td>
<td>THE POWER OF NEWS</td>
<td>3</td>
</tr>
<tr>
<td>DTEM 2469</td>
<td>SOCIAL HISTORY OF COMMUNICATION AND TECHNOLOGY</td>
<td>4</td>
</tr>
</tbody>
</table>

The following courses satisfy the advanced social science core requirement (p. 46):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMC 3171</td>
<td>ORALITY AND LITERACY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3172</td>
<td>PRINCIPLES OF ADVERTISING</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3237</td>
<td>GENDER IMAGES AND MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3247</td>
<td>RACE, CLASS, AND GENDER IN MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3268</td>
<td>MEDIA AND NATIONAL IDENTITY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3350</td>
<td>MEDIA LAW</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3374</td>
<td>MEDIA EFFECTS</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3375</td>
<td>CHILDREN AND MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3380</td>
<td>INTERNATIONAL COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3380</td>
<td>PEACE, JUSTICE, AND THE MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4267</td>
<td>MEDIA AND SOCIAL AWARENESS</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 3476</td>
<td>SOCIAL MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3571</td>
<td>SCIENCE FICTION AND AMERICAN VALUES</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3578</td>
<td>TELEVISION COMEDY AND AMERICAN VALUES</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 3727</td>
<td>WRITING FOR MAGAZINES</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 3760</td>
<td>THE JOURNALIST AND THE LAW</td>
<td>4</td>
</tr>
</tbody>
</table>

Selected sections of COMC 2121 INTRODUCTION TO COMMUNICATION AND MEDIA STUDIES satisfy the Eloquencia Perfecta 1 (EP1) requirement (p. 51).

Specified sections of the following courses satisfy the Eloquencia Perfecta 3 (EP3) requirement (p. 51):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMC 3114</td>
<td>EFFECTIVE SPEAKING</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3375</td>
<td>CHILDREN AND MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3565</td>
<td>THE DOCUMENTARY IDEA</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3588</td>
<td>GLOBAL CINEMA</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 3727</td>
<td>WRITING FOR MAGAZINES</td>
<td>4</td>
</tr>
</tbody>
</table>

The following courses satisfy the Values Seminar/Eloquentia Perfecta 4 (EP4) requirement (p. 50):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMC 4360</td>
<td>COMMUNICATION ETHICS AND THE PUBLIC SPHERE</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 4480</td>
<td>DIGITAL MEDIA AND PUBLIC RESPONSIBILITY</td>
<td>4</td>
</tr>
<tr>
<td>FITV 4570</td>
<td>FILMS OF MORAL STRUGGLE</td>
<td>4</td>
</tr>
</tbody>
</table>
The following course satisfies the Interdisciplinary Capstone Core (ICC) requirement (p. 49):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMC 4222</td>
<td>MEDIA AND THE ENVIRONMENT</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4241</td>
<td>COMMUNICATION, POPULAR CULTURE, AND PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4340</td>
<td>FREEDOM OF EXPRESSION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4348</td>
<td>RELIGION, THEOLOGY, AND NEW MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 4766</td>
<td>TELEVISION NEWS INNOVATORS</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 4767</td>
<td>HISTORY OF WOMEN'S MAGAZINES</td>
<td>4</td>
</tr>
</tbody>
</table>

Programs

- Communication and Culture Major (p. 203)
- Communication and Culture Minor (p. 205)
- Communications Major (p. 206)
- Communications Minor (p. 208)
- Digital Technologies and Emerging Media Major (p. 209)
- Digital Technologies and Emerging Media Minor (p. 210)
- Film and Television Major (p. 211)
- Film and Television Minor (p. 212)
- Journalism Major (p. 242)
- Journalism Minor (p. 244)
- Sports Journalism Minor (p. 245)

Courses

Communication and Media Studies Courses

COMM 1000. FUNDAMENTALS OF COMMUNICATION AND MEDIA STUDIES. (3 Credits)
This course provides students with an introduction to the fundamental approaches, theories and perspectives essential for an understanding of mediated communication, the industries that make it possible. Throughout the term we will explore many ways in which our symbolic environment both reflects and shapes life in the 21st century, from interpersonal to international relations, and everything in between.
Attributes: AMST, FRSS, SSCI.
Mutually Exclusive: COMM 1010.
COMM 1010. INTRODUCTION TO COMMUNICATION AND MEDIA STUDIES. (3 Credits)
An introduction to the major approaches, theories and perspectives in the study of Communication and the Media.
Attributes: FRSS, SSCI.
Mutually Exclusive: COMM 1000.
COMM 1098. INTERNSHIP. (1 Credit)
COMM 1999. TUTORIAL. (1 Credit)
Independent research and readings with supervision from a faculty member.
COMM 2098. INTERNSHIP. (2 Credits)
Supervised placement for students interested in work experience.

COMM 2999. TUTORIAL. (2 Credits)
Independent research and readings with supervision from a faculty member.

COMM 3098. INTERNSHIP. (3 Credits)
Supervised placement for students interested in work experience.

COMM 3999. TUTORIAL. (3 Credits)
Independent research and readings with supervision from a faculty member.

COMM 4000. COMMUNICATION AND MEDIA STUDIES HONORS SEMINAR. (4 Credits)
An invitation-only course for the top students in the majors of the Department of Communication and Media Studies. The course topic will rotate every year, as will the instructor. Offered at both campuses. Counts as an elective towards any CMS major. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMM 4098. INTERNSHIP. (4 Credits)
Supervised placement for students interested in work experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMM 4701. INTERNSHIP SEMINAR. (4 Credits)
Juniors and Seniors only. Intern duty and seminar meetings during which students analyze their work experience in terms of the mass media as a whole. Written projects and selected readings geared to each student's internship will be assigned. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: JOUR.

COMM 4801. INTERNSHIP EXPERIENCE I. (2 Credits)
Weekly intern duty and regular meetings with a faculty adviser during which students extend classroom experience into the real world. Written projects and readings relating to the internship are assigned. Seniors only.

COMM 4901. INTERNSHIP EXPERIENCE II. (2 Credits)
Weekly intern duty and regular meetings with a faculty adviser during which students extend classroom experience into the real world. Written Projects and readings relating to the internship are assigned. Seniors only.

COMM 4999. TUTORIAL. (1-4 Credits)
Independent research and readings with supervision from a faculty member.
Communication and Culture courses

COMC 1101. COMMUNICATIONS AND CULTURE: HISTORY, THEORY, AND METHODS. (4 Credits)
An introduction to the history, theory and methods of Communication Studies, Media Studies, and Cultural Studies. This course provides students with a basic theoretical foundation for understanding the interdisciplinary traditions of our field, an historical examination of key paradigms and theorists, and an overview of the methodological approaches used by scholars of mediated communication. We will explore the ways in which theory and methodology are inextricably intertwined and how their relationship shapes both inquiry and analysis.
Pre-req: COMM 1010 OR COMM 1000 Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.
Prerequisites: COMM 1000 or COMM 1010.

COMC 2111. THEORIES OF HUMAN COMMUNICATION. (4 Credits)
This course introduces students to the study of human communication through a variety of theories that focus on language, meaning, symbols, performance, gender, race, culture, and political economy, among others. Students develop an awareness of the varied perspectives from which communication has been studied; ethical issues and complexities of human and mediated communication in the 21st century; and how communication concepts and theories help us better understand our lives, relationships, culture, and society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMC 2112. STRATEGIC COMMUNICATION: THEORY AND PRACTICE. (4 Credits)
Introduction to strategic communication for students interested in advertising, public relations, health communications, social advocacy and political campaigns. Presents today’s best practices used to research, design, implement and evaluate campaigns. Topics include: impact of the evolution of technology and the digital environment on delivery of campaigns, basic elements of a strategic media plan, ethics and regulation of strategic communications, and role of strategic communications in the process of marketing products, people, ideas, and social causes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMC 2113. INTERPERSONAL COMMUNICATION. (4 Credits)
An introduction to the basic tools of behavioral research as applied to the study of interpersonal communication. Topics such as human relationships, communication competence, conflict negotiation, intercultural communication, communication and gender, and mediated interpersonal communication are covered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: JOUR.

COMC 2117. LANGUAGE, CULTURE, AND CONSCIOUSNESS. (4 Credits)
An examination of how we use words and symbols as tools for thought and guides for action, how the structures of language and symbolic communication relate to the structures of consciousness and culture. Analysis of the role of language in understanding our world, constructing reality, and evaluating messages and information. Pragmatic strategies for avoiding misevaluation and misunderstanding, resolving conflict, and improving clarity of communication through awareness of language habits in interpersonal, organizational, and mediated contexts are emphasized. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMC 2121. INTRODUCTION TO COMMUNICATION AND MEDIA STUDIES. (3 Credits)
An introduction to the major approaches, theories and perspectives in the study of Communication and the Media.
Attribute: SSCI.

COMC 2159. COMMUNICATION TECHNOLOGIES AND SOCIETY. (4 Credits)
This course surveys the history of mass media, from Gutenberg’s invention of the printing press until today. We will focus on the technological aspects of media. However, a key focus of this course will also be on how the development of new tech gained later widespread adoption, how these technologies directly and indirectly affected the contemporaneous socio-cultural environment, as well as their continued effect on society today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMC 2166. MEDIA ADVOCACY AND SOCIAL MARKETING. (4 Credits)
Media advocacy is the strategic use of communication channels for the purpose of social justice and influencing public policy. Social Marketing seeks to develop and integrate marketing concepts with other approaches to influence behaviors that benefit individuals and communities for the greater social good. Guided by ethical principles, social marketing seeks to integrate research, best practice, theory, audience and partnership insight, to inform the delivery of competition sensitive and segmented social change programs that are effective, efficient, equitable and sustainable. This course offers a strategic framework for developing a social media advocacy program, using social and digital media to help shape public debate, mobilize public action and to speak directly to those with influence to help bring about social change. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMC 2175. PERSUASION AND PUBLIC OPINION. (4 Credits)
(Formerly COMM 2701): An examination of the theories and research on persuasion and attitude change, the strategies and techniques used by persuaders and the reception skills needed to be a critical consumer of persuasive messages. Topics such as the psychology of attitude formation and change, interpersonal influence, rhetoric, language and symbol use, culture and persuasion, persuasive campaigns and movements, political communication, advertising and propaganda, the sociology of mass persuasion and the ethics of persuasion are covered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: JOUR, SSCI.
COMC 2221. FASHION AS COMMUNICATION: SYNTAX OF STYLE. (4 Credits)
(Formerly COMM 2601): This course is designed to teach key communication and cultural studies concepts through the lens of fashion. With the understanding that fashion is both a discourse and an industry, we use a broad range of examples to illustrate key cultural studies and communication studies concepts such as gender, production, media effects and the politics of representation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: FASH, WGSS.

COMC 2234. MEDIA AND THE ARTS. (4 Credits)
An examination of the arts from cave painting to contemporary, electronic forms. Shifts in the form and style, the purpose and the role of the traditional fine arts will be studied in the technological and cultural contexts in which they occurred. Emphasis will be placed on the co-development of new arts and information technologies in the 20th century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

COMC 2236. THE ROCK REVOLUTION IN MUSIC AND MEDIA. (4 Credits)
From transistor radios to digital downloads, from AM to FM through the rise of MTV, and from Elvis to the Beatles to Woodstock, this course examines the media’s role in the evolution of rock ‘n’ rock and its impact on our society. We explore the often symbiotic relationship among the music, technology and personalities of an era that still reverberates today. The instructor is the long-time NY radio personality and rock historian Dennis Elsas, from WFUV. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

COMC 2258. MYTH AND SYMBOL OF AMERICAN CHARACTER. (4 Credits)
A study of the heart of American culture through an examination of the recurring myths and symbols found in journalism, public speeches, social commentary and the popular media. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, PLUR, REST.

COMC 2271. MEDIATED COMMUNICATION AND SOCIAL THEORY. (4 Credits)
This course uses primary sources to deepen students’ understanding of the interrelationship between media, culture, and society. One of the main objectives is therefore to build students’ reading and analysis skills by exposing them to difficult theoretical material in an environment designed to help them learn to read this kind of text. Students thereby gain a more nuanced understanding of the intellectual layout of the field by engaging directly with the theorists who have shaped its major debates. Finally, the course makes use of detailed textual analysis to apply these critical thinking skills to media texts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, NMDD, URST.

COMC 2277. MEDIA AND SEXUALITY. (4 Credits)
By all accounts, we have witnessed an explosion of LGBTQ representation in the media over the last decade. This course critically examines the terms of this new visibility, and inquires into the exclusions that accompany the recognition of certain queer and trans subjects. Through the study of media, film and popular culture, we will explore how representations of sex and sexuality are also central to the construction of ideas about race, class, gender, and nation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: WGSS.

COMC 2278. MEDIA, CULTURE, AND GLOBALIZATION. (4 Credits)
What is the role of the media in shaping our understanding of a globalized, interconnected world and our position within it? This course explores these questions by studying the role of the media in both producing and resisting forms of power, violence and inequality associated with contemporary globalization. In particular, we will examine how the media structures and mediates our relationship to others, and communicates powerful meanings about citizenship, national identity, security, and criminality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: GLBL.

COMC 2329. INTRODUCTION TO MEDIA INDUSTRIES. (3 Credits)
(Formerly COMM 1011): An overview of the mass media communication industries; examining such issues as the institutional, social and technological histories of the media; the influence of economic factors in shaping content and issues governing regulatory policy.
Attributes: JOUR, SSCI.

COMC 2377. MASS COMMUNICATION AND SOCIETY. (4 Credits)
(Formerly COMM 2610): The class will examine mass communication and society through study of the structure of media, the interaction of individuals with media, the negotiation of culture within mediated contexts, the effects of media, and the interaction of media with institutions and other aspects of society. This course will help students to 1) begin mastering an approach to researching media, 2) build a foundation of knowledge about the ways in which our beliefs, values, and attitudes are shaped by media, and 3) negotiate the complex issues surrounding the collective experience of mass mediated culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, PLUR, SSCI.

COMC 3114. EFFECTIVE SPEAKING. (4 Credits)
(Formerly COMM 2501): A study of principles of effective communication with emphasis on the role of public speaking skills in professional life, the importance of critical thinking to communication and its significance in a democratic political system. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, JOUR.
COMC 3115. PERFORMANCE FOR BROADCAST MEDIA. (4 Credits)
This course will improve students’ performance skills in broadcast media (as well as give industry insight), whether they are on the path to sports broadcasting, hard news, comedy, the boardroom, or the latest viral web-show or podcast. A different on-air challenge will be presented each week where students will work on—then self-critique—their vocal delivery, body mechanics, and writing style. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: JOUR.

COMC 3157. MEDIA AND CIVIC ACTION. (4 Credits)
This course focuses on the role of communication technologies, media institutions and participatory audiences in mobilizing social change and civic action. It works from a foundational assumption that media is a central component of democracy and civic life, but one with potential for both liberation and constraint. Grounded in theories of media power, communication networks and political discourse, case studies in the course will explore a variety of questions about the past, present and future of media and social mobilization. The course will provide theoretical, methodological and practical insights into the theory and practice of media and civic action. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMC 3171. ORALITY AND LITERACY. (4 Credits)
An examination of oral and literate modes of communication and their relationship to culture, consciousness and social organization. Topics include the nature of non literate cultures, oral tradition and mnemonics, the historical development of writing systems and their social and psychological impacts, theories and debates on oral and literate cultures, and mindsets. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, JOUR.

COMC 3172. PRINCIPLES OF ADVERTISING. (4 Credits)
(Formerly COMM 3502): A study of advertising strategies and promotional appeals. Professional guidance in the creation of advertising: the planning, designing and writing of campaigns for all media and for multimedia campaigns with special emphasis on copywriting. Juniors and Seniors only. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, JOUR, NMDD.

COMC 3173. MARKETING AND THE MEDIA. (4 Credits)
A survey of marketing/advertising techniques and approaches utilized for print, radio, television, out-of-home and direct marketing. Niche marketing opportunities created by cable, infomercials, syndication and the Internet are also examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMC 3174. PUBLIC RELATIONS. (4 Credits)
(Formerly COMM 3501): Provides knowledge of the basic concepts of public relations and instruction in the use of various media in reaching specific publics. Through lectures, writing assignments, and in-class workshops, students will learn the basic concepts of public relations and the methodology of using various media to reach specific audiences. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: JOUR.
Prerequisites: (COMM 1010 or COMC 2121) and (COMM 1011 or COMC 2329).

COMC 3175. ADVERTISING AS COMMUNICATION. (4 Credits)
One of the most valuable resources in our economy is our attention. Advertising is a form of communication designed to capture that attention. What do advertisers know about how to achieve that goal, and what techniques do they use in today’s global, digital media environment? This course provides a broad overview of the theory, research and practices associated with advertising as a mode of communication. Themes to be covered include: the history of advertising in the US, the organization and evolution of the ad industry, types of advertising, ethical and regulatory issues, the role of market research and the impact of new media forms on the advertising industry. Students will learn the steps to developing and justifying a creative brief and a media plan, as well as to think critically about advertising texts. This course covers both theory and practice, training students to engage with this form of communication from the perspective of advertising planners, consumers and critics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMC 3178. HUMOR AS COMMUNICATION. (4 Credits)
Each day, most people participate in humorous exchanges. We seek out movies, television programs, YouTube videos, memes, books, and, of course, people that make us laugh. Cross-culturally societies appreciate a good sense of humor. Few would argue that humor is not highly valued. This course will focus on theoretical, empirical, and ethical approaches to humor, with a view to understanding it as a communications tool in a variety of contexts, including relationships, organizations, families, medicine, law, education, intercultural relations, entertainment, and politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMC 3186. SPORTS COMMUNICATION. (4 Credits)
(Formerly COMM 3350): A study of sports communication from analytical and practical perspectives. Written assignments address topics covered, including sports reporting and writing, advertising, and public relations. Pre-Req: COMM 1000 or COMM 1010 or Instructor permission Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, JOUR, ZLB2.
Prerequisites: COMM 1000 or COMM 1010.

COMC 3231. AESTHETICS AND THE MEDIA. (4 Credits)
A study of the development of aesthetic and formal issues in the media: representation, narration, and convention. Critical methodologies. Reading. Film and television viewings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
COMC 3232. CLASS, TASTE, AND MASS CULTURE. (4 Credits)
An examination of cultural hierarchy and conflicting notions regarding
the "ideal" form and content of the symbolic environment. Drawing from
various critiques of the mass media, this course explores the ways in
which debates about cultural and aesthetic standards reflect socio-
economic and political concerns. Four-credit courses that meet for 150
minutes per week require three additional hours of class preparation per
week on the part of the student in lieu of an additional hour of formal
instruction.
Attributes: COLI, PLUR.

COMC 3235. POPULAR MUSIC AS COMMUNICATION. (4 Credits)
Current issues in popular music studies-mediation, globalization,
authenticity, identity, community, etc. - covering a wide range of popular
musics in North America. Regular reading and listening assignments.
Four-credit courses that meet for 150 minutes per week require three
additional hours of class preparation per week on the part of the student
in lieu of an additional hour of formal instruction.
Attributes: AMST, COLI, URST.

COMC 3237. GENDER IMAGES AND MEDIA. (4 Credits)
(Formerly COMM 3111): This course introduces students to ways
in which ideas about gender develop over time and within different
cultural contexts and the practical implications of those ideas. We bring
critical thinking and discussion to readings from scholarly research
and popular media to explore narratives around gender, including those
at the intersection of race, sexual preference and ethnicity, to deepen
awareness of and appreciation for multiple perspectives. Four-credit
courses that meet for 150 minutes per week require three additional
hours of class preparation per week on the part of the student in lieu of
an additional hour of formal instruction.
Attributes: AMST, ASSC, COLI, JOUR, WGSS.

COMC 3247. RACE, CLASS, AND GENDER IN MEDIA. (4 Credits)
This class analyzes representations of social class, racial and ethnic
identity, and gender and sexuality in media. We begin our work with two
assumptions. First, that media both shape and are shaped by social
conceptions. Second, that these categories—race, class, and gender—are
embodied, that is, they describe different physical bodies that inhabit real,
lived environments. From there, students learn to identify central themes
and problems in representing differences of race/ethnicity, social class,
and sexuality in fiction and nonfiction media. The class will use a mixture
of hands-on activities with contemporary media (such as blogging,
journaling, and online discussion) plus more traditional readings about
theories of representation and embodiment. The course is intended as
a learning environment where students are able to do more than simply
identify stereotypes. Rather, they intervene in these representations,
actively critiquing stereotypes and moving past them towards a reflective
attitude about the relationship between society as it is lived for people of
different racial, sexual, and class groups—and the image of those groups
as depicted in media. Four-credit courses that meet for 150 minutes per
week require three additional hours of class preparation per week on the
part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, LALS, PLUR, WGSS.

COMC 3260. MEDIA, REGULATION, AND THE PUBLIC INTEREST. (4 Credits)
This course explores the history and grounding of U.S.
telecommunications regulation in the precedence of utilities,
emphasizing private control while developing a national infrastructure, as
opposed to the European model of media as social agency. Four-credit
courses that meet for 150 minutes per week require three additional
hours of class preparation per week on the part of the student in lieu of
an additional hour of formal instruction.
Attribute: JOUR.

COMC 3268. MEDIA AND NATIONAL IDENTITY. (4 Credits)
(Formerly COMM 3681): An examination of case studies showing how
national identity is inferred and organized by mass media. Questions
include: How is nationalism produced by media discourse? How are
outsiders portrayed? Who draws the boundaries between inside and
outside, and how? Texts will include television, radio, print journalism,
music and films. Four-credit courses that meet for 150 minutes per week
require three additional hours of class preparation per week on the part of
the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, COLI, GLBL, INST, JOUR, PJST.

COMC 3272. HISTORY AND CULTURE OF ADVERTISING. (4 Credits)
An examination of advertising practices. A review of the social and
technological history of American advertising beginning with the
print media. Social and interpersonal meanings imbedded within the
publicity images of both print and television are examined as well as the
continuing penetration of advertising and marketing strategies in media
culture. Four-credit courses that meet for 150 minutes per week require
three additional hours of class preparation per week on the part of the
student in lieu of an additional hour of formal instruction.
Attributes: AMST, JOUR.

COMC 3310. ETHICS AND POPULAR CULTURE. (4 Credits)
For many people, popular culture -- specifically television and film -- is
their first exposure to complex ethical issues and resulting decision-
making processes. Yet, despite the fact that pop culture plays a large
part in shaping our moral standpoint, it is often overlooked as a source
of academic ethical discourse. This course will examine the relationship
between ethics and popular culture throughout the past century: from
sideshow and Vaudeville to reality shows and social media. It will look
at ethical issues in the entertainment industry and media, how we learn
about ethics from pop culture, and how to be an ethical consumer of a
variety of media. Four-credit courses that meet for 150 minutes per week
require three additional hours of class preparation per week on the part of
the student in lieu of an additional hour of formal instruction.
Attribute: JOUR.

COMC 3330. PEACE, JUSTICE, AND THE MEDIA. (4 Credits)
(Formerly COMM 3110): This course analyzes the ways in which the
media represent the issues of peace and justice. Considering the
relevance of peace and justice for democratic practices, the variety
of media depictions of such issues will be analyzed. Topics such as
environmental and economic justice, poverty and the poor, race and
gender, war and peace, and media ethics and values will be covered.
Four-credit courses that meet for 150 minutes per week require three
additional hours of class preparation per week on the part of the student
in lieu of an additional hour of formal instruction.
Attributes: AMST, JOUR, PJST.
COMC 3350. MEDIA LAW. (4 Credits)
This course is designed to introduce the communication and media studies major to the basic issues in the field of media law. Examined here are the Constitutional principles underlying the major Supreme Court cases that have established the parameters governing the use of communication technologies in the country. Special focus will be given to the various legal changes posed by new media. Juniors and Seniors only. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, JOUR, NMDD.

COMC 3370. ETHICAL ISSUES IN MEDIA. (4 Credits)
(Formerly COMM 3476): Review of some basic ethical principles and examination of media related issues such as freedom of expression, the right to privacy and the public’s right to know. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, JOUR, NMDD.

COMC 3373. MASS OPINION: MEASURE/MEAN. (4 Credits)
A humanistic survey of disciplined viewpoints about the significance of public opinion in political affairs, human cognition, leadership, religious faith, and aesthetic judgments. The complementary and at times conflicting approaches of philosophical history and the sociology of knowledge are principally employed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: JOUR.

COMC 3374. MEDIA EFFECTS. (4 Credits)
What are the effects of mass media on society? This question lies at the heart of mass communications. While many people feel that it is “obvious” that the media have a powerful effect on society, social scientists remain divided on the issue. Reviewing both classic and contemporary literature, we will trace the various models that have been offered as possible explanations for the mechanism of media influence. Juniors and seniors only. Pre-requisite either COMM 1010 or COMM 1011 Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, JOUR, NMDD.

COMC 3375. CHILDREN AND MEDIA. (4 Credits)
(Formerly COMM 3309): This course explores the controversy surrounding children's media. Topics such as the role of media in socialization and learning, the effects of media content and communication technologies on children’s behavior, thought and emotions are examined. The functions that media perform for children, and the efforts to design media specifically for children are considered. Various forms such as television, popular music, film, video games, fairy tales and children’s literature are explored. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, EP3.
Prerequisites: COMM 1000 or COMM 1010.

COMC 3378. MEDIA, MILLENNIALS, AND CIVIC DISCOURSE. (4 Credits)
This political communication course is being taught by the host of "The Open Mind" on public television, and will discuss how media and politics are evolving in the digital era and politicians are trying to reach out to Millennial voters. The course will investigate: (1) the Millennial media consumer/voter (2) the space of public (old and new) media, and (3) the character of our political discourse. The course will also focus on the 2016 presidential campaign for lessons in how politics is playing out in journalism and social media today. This course also counts toward Journalism, as it concerns the social construction of the news media. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: JOUR.

COMC 3380. INTERNATIONAL COMMUNICATION. (4 Credits)
(Formerly COMM 3106): Comparative study of media systems of different countries. The role of the media in the formation of the concept of nationality. Theories of communication development and the debate around the international flow of information. How the media informs us about other countries and how, through the media, we form our conception of the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASST, GLBL, INST, IPE, JOUR, LALS, NMDD.

COMC 4114. SPEAKING FOR CHANGE. (4 Credits)
This advanced public speaking course trains students in a variety of long-form presentation scenarios in an effort to develop sophisticated techniques of storytelling and persuasion in a contemporary communication landscape. The course will emphasize rehearsal and performance techniques, storytelling structures, visual aids, speaking without notes, and exploration of societal issues and values of great personal importance. Students’ practice will culminate in a 20-minute public speaking engagement for the Fordham community. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: COMC 3114 or COMM 2501.

COMC 4170. DISSENT AND DISINFORMATION. (4 Credits)
An exploration of the moral and ethical conflict between conscience and convention, principle and group loyalty, received wisdom and freshly perceived evidence, from disparate disciplines which converge on the continuity of ancient religious and political dissent with modern forms of dissent and the social control measures they provoke in modern mass-mediated society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: JOUR, SRVL.

COMC 4177. COMMUNICATION FOR SOCIAL CHANGE. (4 Credits)
This course provides students with a disciplined understanding of the communications industry through the exploration of communications techniques being used today to promote social change. The course blends guest lectures from leaders in their field with practical training in proven communications tactics to prepare students for advanced study or careers in communication. By the end of the course students will come to understand that you can “do well while doing good”. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
COMC 4211. MEDIA AND MODERNITY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMC 4222. MEDIA AND THE ENVIRONMENT. (4 Credits)
This course looks at the variety of ways in which media depict the natural world through stories, narratives, and images of nature and the environment in both fiction and non-fiction formats, as well as persuasive forms of communication. In assessing how our relationship with nature is mediated through culture and media, we will look at a broad spectrum of genres from films, documentary, TV, magazines, advertising, environmental journalism and conservation campaigns. We will compare such media images and narratives to key environmental texts on major topics in ecology, fining points of convergence and difference and assessing the consequences. We will examine the ways in which popular formulations of the natural world influence public opinion, human behavior and environmental policy. Using case studies we will examine informational, educational, and persuasive campaigns designed around topics such as transportation, chemical production, food and agricultural practices, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ENST, ICC, JOUR, PJST, ZLB2.

COMC 4241. COMMUNICATION, POPULAR CULTURE, AND PHILOSOPHY. (4 Credits)
(Formerly COMM 4711): This course will draw from the fields of Communication and Philosophy, exploring the ways in which the two disciplines complement and inform one another, each offering a route to a deeper understanding of issues of concern to both fields. Our terrain of inquiry will be contemporary popular culture, in the forms of mass, digital and social media. Calling upon a diverse range of scholarship from both intellectual traditions, we will examine the ways in which popular forms of mediated communication can help to engage a mass audience in timeless philosophical issues, as well as inviting us to ponder newer kinds of philosophical questions, unique to our time. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, URST.

COMC 4248. MULTICULTURALISM. (4 Credits)
African Americans and their Media: Innovators, Agitations, Audiences and Entrepreneurs. This course will examine mass media, outlets owned and targeting African Americans from historic, economic, social and media studies perspectives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: JOUR, PLUR.

COMC 4267. MEDIA AND SOCIAL AWARENESS. (4 Credits)
This course examines the relationship between media and social awareness and how different media interact with our social awareness. The course explores the ways we receive and evaluate images, narratives, representations of events, and depictions of peoples and groups. Students investigate the production of media representations across a broad spectrum of outlets, formats, genres, and programming in print, broadcast, and new media. The course also focuses on the roles and functions of media in society and culture, as well as the public’s need for information and knowledge in a 21st century environment of globalization, convergence, and technological and economic change. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

COMC 4279. MEDIA AND POPULAR CULTURE. (4 Credits)
An exploration of various forms of contemporary popular culture and their meanings in modern life. Theoretical approaches are discussed and various media texts such as film, television, advertising images, popular icons, music and style are analyzed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, URST.

COMC 4338. AMERICAN POLITICAL COMMUNICATION. (4 Credits)
(Formerly COMM 4706): This survey course addresses political communications in the American context. Students will examine the activities of key political actors (elected officials, institutions, organizations, public and the media) and will engage with key works in the field to assess how political actors use mediated public practices to bolster narratives, create consensus, and allocate power and resources. Major topics for consideration include: the public sphere and public opinion; propaganda and public relations; presidential rhetoric; electoral politics and campaigning; journalism, the news, political humor, and public life; research on media and new media effects; mediation of identity politics (age, religion, race, gender, and sexual orientation); and political advocacy, civic engagement, and social movements. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JOUR.

COMC 4339. COMMUNICATION AND MEDIA IN THE AGE OF TRUMP. (4 Credits)
The unconventional events of the 2016 presidential campaign and the unprecedented practices, pronouncements and nascent policies of President Trump are expected to have profound effects on the presidency, political campaigning and news media practice for years to come. This course will examine questions and issues related to the Trump presidency. The course will cover such topics as the President’s use of Twitter, his rhetoric, his attacks on the mainstream media, the rise of “fake news,” coverage of Trump, and issues related to celebrity.

Updated: 10-11-2017
COMC 4340. FREEDOM OF EXPRESSION. (4 Credits)
The opposing historical trends of authoritarian centralism and libertarian pluralism are traced through a variety of political orders, philosophies, and communication systems. The interplay of technological forms of communication predominate social values is examined and specific cases are subject to evaluative judgments. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, DTEM, ICC, JOUR, NMDD, PJST.

COMC 4348. RELIGION, THEOLOGY, AND NEW MEDIA. (4 Credits)
(Formerly COMM 4411): An interdisciplinary capstone course, this course examines the historical and theoretical significance of the intersection between communication, technologies and religious communities. Drawing on the disciplinary methods and assumptions of both communication and media studies and theology, the course will ask students to critically and theoretically explore the significance of religion as a cultural phenomenon as well as to take seriously the theological significance of media practices as articulated by religious subjects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMM, DTEM, ICC, JOUR.

COMC 4360. COMMUNICATION ETHICS AND THE PUBLIC SPHERE. (4 Credits)
(Formerly COMM 4004): This course deals with the policy decisions and ethical issues facing society in the telecommunications age. Of special concern are the ethical issues raised by the melding together of heretofore discrete media into vertically integrated, profit oriented, corporations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP4, JOUR, PJST, VAL.

COMC 4370. ETHICAL CONTROVERSIES IN 21ST CENTURY MEDIA. (4 Credits)
Mass media have long played a significant role not only in the ways society informs and communicates with itself, but also in the manner in which it reproduces its social mores and reality. With the rise of digital and social media, these dynamics are both disrupted and deepened, even as they continue to evolve. Students who plan to pursue careers in the media (professional and academic) will be faced with an unusually challenging array of difficult choices that carry with them potent ethical repercussions. This course explores contemporary ethical debates in media on the levels of theory, institutions, audiences and practices. It strives to equip future media professionals with sensitivity to moral values under challenge as well as the necessary skills in critical thinking and decision-making for navigating their roles and responsibilities in relation to these challenges. For all students, the class also hopes to hone ethical insights as media consumers as well as participating citizens in media-saturated societies.
Attribute: VAL.

COMC 4999. TUTORIAL. (1-4 Credits)
Independent research and readings with supervision from a faculty member.

Digital Technology and Emerging Media courses

DTEM 1401. INTRODUCTION TO DIGITAL TECHNOLOGIES AND EMERGING MEDIA. (4 Credits)
(Formerly COMM 2500): A comprehensive overview of the possibilities of communication in a digital world. Through a series of readings, lectures and assignments, students will study the history and forms of new media, address issues of media control, convergence and convertibility, and begin to explore the cognitive and cultural implications of living in a digital age. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, NMDD.
Prerequisites: COMM 1000 or COMM 1010.

DTEM 1402. DIGITAL CULTURES. (4 Credits)
This course will examine the interplay between digital environments and the culture(s) they both stem from and shape. It will give special attention to the ways digital and networked spaces relate to lived experiences on- and offline, organize social relationships, shape values and norms, engage individuals in participatory modes of cultural production, and impact culture on an individual, group, and trans-national scale. Students will investigate the culture(s) (social norms, language, practices of inclusion and exclusion, etc.) of individual digital platforms and learn about cultural norms that span the digital world more broadly. We will also critically engage with whether and how those qualities might also impact the offline experience of various communities or groups, such as those based on race, gender, class, abilities, or affiliation with various subcultures or values. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. This course also counts as a Cultural Studies course in the Communication and Culture major. Prerequisites: DTEM 1401 OR COMM 2500.
Attributes: AMST, NMDD.
Prerequisites: COMM 2500 or DTEM 1401.

DTEM 2411. DIGITAL RESEARCH METHODS. (4 Credits)
(Formerly COMM 4710): Digital technologies affect every area of social life, from personal identity, to interaction with others, to broad social and political arenas. Digital technologies have also deeply impacted scholarship and research in the humanities and the social sciences. How can we investigate the impacts of digital technologies accurately? How do academics and industry professionals use social media, “big data,” and the like to answer puzzling questions? This course provides an overview of and hands-on approach to contemporary digital research methods, including ethnography, interviews, focus groups, metrics and analytics, and polling and surveys. Students will become familiar with basic research methods used in both academic and professional contexts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
DTEM 2412. DIGITAL ETHNOGRAPHY. (4 Credits)
Ethnography, or the systematic description of human culture, has expanded beyond its anthropological origins and is widely used by researchers and industry professionals alike to understand online interaction. This class explores how ethnographic methods, such as participatory observation, field notes, and interviews, can be used to examine and analyze popular internet culture, self-expression, relationships, social practices, and emerging technological forms. Students will learn the basics of digital ethnography, and be able to competently leverage cultural analysis to understand digital artifacts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 2413. PARTICIPATORY METHODS. (4 Credits)
This course spans both the use of participatory methods to research digital technology, as well as the use of digital technology to facilitate participatory research. Participatory, collaborative, and community-based research models aim to engage traditional research subjects as active participants in the production of knowledge. Drawing from these models, students will critically explore how emerging civic and social media produces knowledge and how to utilize such media for social research. Collaborative workshops and projects are designed to engage students in negotiating the power dynamics of various research relationships. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 2414. MEDIA ECOLOGY. (4 Credits)
Analysis of the impact of innovations on communication, culture, and consciousness. As the study of media as environments, media ecology is concerned with the nature and effects of our codes and modes of communication, and the technologies and techniques we employ. Through an understanding of the role that media play in historical patterns of change, we can assess the influence of the contemporary media environment on individuals and society, and better plan and prepare for the future. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 2417. DATA VISUALIZATION. (4 Credits)
Obtaining, interpreting, visualizing and displaying data are essential skills for communication professionals in the 21st Century. This hands-on introductory course in data visualization will help students learn to use data to tell visual stories. Topics discussed will range from where to find data and how to evaluate sources to how to organize data to create visually appealing graphics that tell stories that can be grasped in an instant. Students will critique published visualizations to identify common pitfalls, as they create a data-based story to add to their portfolio. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 2421. DIGITAL PRODUCTION FOR NEW MEDIA. (4 Credits)
(Formerly COMM 2523): Analysis and practice of visual design concepts as they apply to a wide range of digital software programs. The course generally covers photo editing, audio editing, video editing, desktop publishing and basic website design. Classes are structured around individual production assignments with a focus on project management, composition and layout. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 2425. DIGITAL VIDEO PRODUCTION I. (4 Credits)
(Formerly COMM 2222) This introductory workshop class will teach the fundamentals of digital video production and cinematic storytelling. Students will learn concepts, techniques, and technologies pertaining to digital video and sound through hands-on production and post-production assignments. We will explore the aesthetics and the communicative potential of the medium through screenings, critiques, and exercises. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 2427. DIGITAL AUDIO PRODUCTION. (4 Credits)
(Formerly COMM 2303): A comprehensive introduction to the principles and techniques of audio production. Instructions in the use of portable audio equipment as well as in production and post-production skills. A hands-on approach augmented with readings and listening to audio material. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 2431. TOPICS IN DIGITAL PRODUCTION. (4 Credits)
An examination of radio and television from cultural, aesthetic and historical perspectives. Topics covered include the development of broadcast programming, the sources of radio/television forms in other media and the impact of electronic media on the arts today. The course considers how broadcasting has affected contemporary culture and emerged as the most prominent maker of popular images. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 2450. COPYRIGHT AND DIGITAL MEDIA. (4 Credits)
This course will provide a general overview of copyright law specific to its impact on media and entertainment institutions, online platforms and distribution channels. The course will examine copyright subject matter, ownership, duration, rights, licensing, infringement and fair uses with a focus, in particular, on issue-identification and other analytical skills for professionals in practice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 2452. VIDEO GAME DESIGN. (4 Credits)
Games are everywhere and over 155 million Americans play them regularly on tabletops and electronic devices across the county. Their prevalence has prompted the medium as a space for expression, art, and meaning-making. Moving beyond the notion of simple entertainment games are creating provocative experiences to promote change or understanding. This course emphasizes exploration and critical thinking as we discover how games are designed to address issues such as social justice, gender representation, behavioral change, and education. Through analyzing game artifacts and engaging in creative exercises, students will be able to think critically about games and how they are designed. Students will apply this literacy into their own game projects. This course is open to anyone who is interested in games and their possibilities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: JOUR, NMDD.
DTEM 2459. SOCIAL HISTORY OF COMMUNICATION AND TECHNOLOGY. (4 Credits)
(Formerly COMM 2010): Explores theoretical and critical perspectives on technology, with special emphasis on the impact of technology on communication, culture and consciousness; the symbolic component of technology; the ecology of media; the process of technological innovation and the diffusion of innovations; the role of media and culture in the creation of a technical society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMC, SSCI.

DTEM 2471. WRITING FOR ONLINE MEDIA. (4 Credits)
From Web sites to Web logs, wikis to social media, the Internet continues to evolve and offer opportunities for communicators in various fields. Students will create their own blog; learn about cyber-journalism; apply their writing skills toward business, politics, art, or personal expression; and explore how marketing, public relations, Web design, and other factors impact writing style in New Media. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: JOUR, NMDD, ZLB2.

DTEM 3423. PROJECTS IN DIGITAL VIDEO. (4 Credits)
Students will explore the possibilities of digital video and evolve both conceptually and technically through critiques, tutorials, readings, discussion and practice. Students will be challenged to discover and shape concepts of interest, experiment, explore narratives, plan and execute, while developing strategies for effective communication through moving image and sound. Resulting work can be delivered as video for the screen, installation or performance. Students are challenged to find appropriate outlets for their works (such as festival, public space, broadcast, screening, gallery, etc.) This course is at the intermediate level. Students should enter with working knowledge of Final Cut Pro X or another similar video editing software garnered through COMM 2083 Introduction to Journalism with Lab, COMM 2222 Digital Video Production, COMM 2522 Multimedia Production, COMM 2523 Digital Design for New Media, a Visual Arts course in digital video or permission of instructor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: COMM 2222 or FITV 2621.

DTEM 3425. DIGITAL VIDEO PRODUCTION II. (4 Credits)
Students will devote the semester to developing a narrative or documentary project of their choosing from concept to post-production. This workshop will allow students to evolve technically and conceptually through screenings, critiques, tutorials, readings, and practice. This is an intermediate class, and students must have taken some sort of introductory film/video production class prior to enrolling, and have some basic familiarity with DV cameras and editing software. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: FITV.
Prerequisites: DTEM 2425 or FITV 2425 or FITV 3512 or VART 1265 or VART 3261 or VART 3262 or COMM 3525.

DTEM 3463. CIVIC MEDIA. (4 Credits)
Participating in local life can be difficult. Information is hard to obtain and validate, local meetings are difficult to attend, networks are challenging to build. Increasingly, governments, advocacy groups, community organizers, and individual citizens are looking to digital tools to increase and improve the conditions in which we live and enhance our opportunities to engage. We will look at academic research surrounding citizenship and engagement in a digital era and cover research into many genres of civic media, from citizen journalism to hackathons, tech for development, activist art hacker culture, and games for good. This class will not only explore the various goals campaigns are using digital tools to meet, but will also focus on what type of citizen these tools are enabling and encouraging people to become. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: JOUR, NMDD.

DTEM 3475. DIGITAL MEDIA AND ADVOCACY. (4 Credits)
This course will teach students the history of using digital media for advocacy, its contemporary implications for political participation and social movements. It is grounded in theories of technology for development, social movement theory, and participatory citizenship. It also involves a practical element, and teaches students and puts those to use in practically applied lessons concerning how to use digital media to impact political participation (in terms of protesting, donating, civic engagement, voting, and more. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: JOUR.

DTEM 3476. SOCIAL MEDIA. (4 Credits)
(Formerly COMM 3307): This class critically examines popular computer-mediated communication technologies such as Facebook, Twitter, and YouTube. Students will critically analyze, use, and encounter a broad range of social technologies. Students will also learn basic social media skills, “best practices,” and create and propagate content. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, JOUR, NMDD, ZLB2.
Mutually Exclusive: JOUR 3776.

DTEM 4440. PRIVACY AND SURVEILLANCE. (4 Credits)
New technologies, from closed-circuit television cameras to large databases, have shifted the information landscape in ways that call into question cultural assumptions and social norms about sharing, visibility, and the very essence of privacy. Can we have privacy in the digital age? Is mass surveillance justified? Whose interests are being served, and who is at risk? This course is designed to promote student awareness of and sensitivity to the ethics, values, and latest developments in global privacy and surveillance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
DTEM 4442. HACKER CULTURE. (4 Credits)
This course will investigate the histories of hacking, and the practices, values, and politics of hacking over time, and how they impact contemporary life. This will involve the study of its roots in pranksterism, governmentality, activism, and DIY/maker communities, and how these roots impact a variety of contemporary digital spaces. This course will take special consideration of the institutionalized political implications of hacking, including free speech and censorship, privacy and surveillance, intellectual property, net neutrality, as well as the more anarchistic forms of activism such as leaking (embodied by WikiLeaks) and hacktivism (embodied by Anonymous). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 4451. THE TECHNOLOGY INDUSTRIES. (4 Credits)
From 2-person startups to multinational corporations, technology companies exert an enormous influence on contemporary society, industry, and politics. This course critically examines various aspects of the technology industries, such as engineering culture, entrepreneurship, the history and culture of Silicon Valley, and the influence of technology companies on policymaking and localism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 4477. NETWORKS AND SOCIETY. (4 Credits)
From social media to WIFI to the global internet, “networks” have emerged as a dominant metaphor for how culture, communication, and technology are organized in the Information Age. This course introduces students to the social and material shifts entailed in the rise of communication networks at local and global scales. Readings and lectures will consider the ways network infrastructures reconfigure contemporary understandings of the self, the public, the economy, and civic engagement. Papers, class discussions, and assigned projects are designed to encourage students to connect their lived experiences with relevant research, theory, and current events. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 4480. DIGITAL MEDIA AND PUBLIC RESPONSIBILITY. (4 Credits)
(Formerly COMM 4005): An examination of the choices and responsibilities which shape personal identity and common humanity for those who regularly employ the tools of digital media and computer technology. Regular use of digital media enables individuals to separate from their physical selves and from the community spaces in which they have traditionally lived. This course focuses on the resulting ethical tensions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, EP4, JOUR, NMDD, VAL.

DTEM 4488. POLITICAL COMMUNICATION IN THE DIGITAL ERA. (4 Credits)
This course will focus upon the construction of campaign communication through the lens of two fundamental messaging phases: (1) the development of campaign messages through initial research, polling and strategy; and (2) the dissemination, circulation, and sometimes adjustments of those messages through use of paid and earned media. In doing so, we will focus on both digital and traditional/mass media channels, and on messaging within a variety of contexts, including crisis communication, going negative, get out the vote (GOTV), and more. In doing so we will seek answers to a variety of questions: What exactly is effective political communication, particularly in the context of campaigns? How do campaigns create messages that not only persuade citizens of a candidate’s worth, but move citizens to vote or not? How do these messages find their way into various channels of communication? How can the use of many disparate channels – of different technologies, tactics and skills – best reflect a coherent campaign strategy? And how do all of these efforts comport with our traditional notions of democracy, and/or point to new ideals? To get at these questions, research concerning the efficacy of messages, the process of their construction, and democratic values implied by their content will be the focus of this course. These empirical measurements of the state of campaign messaging and its theoretical implications will be supplemented by periodic advice from practitioners of political communication about the practical application of such research from professionals in the field. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JOUR.

DTEM 4999. TUTORIAL. (1-4 Credits)
Independent research and readings with supervision from a faculty member.

Film and Television courses
FITV 1501. UNDERSTANDING FILM. (4 Credits)
(Formerly COMM 2471): Examination of the aesthetics of film, its formal language and structure. Screening and analysis of representative films. Study of film theory and criticism. Strongly recommended as a prerequisite to other film courses. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, ZLB2.
Prerequisites: COMM 1000 or COMM 1010.

FITV 1601. UNDERSTANDING TELEVISION. (4 Credits)
(Formerly COMM 3332): Critical Analysis of television as a storytelling medium. Study of current approaches to television narrative and style. Screenings and discussion of TV series and news programming. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, JOUR.
Prerequisites: COMM 1000 or COMM 1010.
FITV 2425. DIGITAL VIDEO PRODUCTION I. (4 Credits)
(Formerly COMM 2222) This introductory workshop class will teach the fundamentals of digital video production and cinematic storytelling. Students will learn concepts, techniques, and technologies pertaining to digital video and sound through hands-on production and post-production assignments. We will explore the aesthetics and the communicative potential of the medium through screenings, critiques, and exercises. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: DTEM, NMDD.

FITV 2501. HISTORY OF FILM, 1895-1950. (4 Credits)
(Formerly COMM 3422): A survey of film history from 1890 to 1950, looking at industrial practices and stylistic developments. The contribution of major national cinemas is also explored. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Pre-req: FITV 1501 or COMM 2471 or BY PERMISSION OF THE INSTRUCTOR.
Prerequisites: FITV 1501 or COMM 2471.

FITV 2511. SCREENWRITING I. (4 Credits)
(Formerly COMM 3405): Analyzing and writing screenplays for theatrical motion pictures. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENGL, ZLB2.

FITV 2531. SERIALS, SERIES, AND FRANCHISE FILMS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 2533. FASHION COSTUMING IN FILM. (4 Credits)
Clothing design and its ancillary functions play a central role in film meaning, audience response, and the economics of film industries. With this primary assertion at its center, the course explores the myriad ways fashion operates in film. Students will engage issues of film aesthetics, marketing, fan culture, and stardom within historical and contemporary contexts. In addition to formal analysis and theorization of films, analytic approaches include how the effects of film are felt in larger patterns of consumer behaviors and how film reinforces the branding of fashion houses, designers, and designs. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: FASH.

FITV 2547. FILM AND GENDER. (4 Credits)
This course explores the interrelated nature of gender and film in aesthetics, production, marketing, and reception. To do so, the course focuses on film theory and criticism about representations of femininity and masculinity, which include attendant issues of sexuality, embodiment, race, class and nationality. This approach will be augmented by considerations of historical and cultural contexts, developments within film industries, key figures in film production, and audiences. Films will include mainstream commercial films and filmmakers as well as feminist, avant-garde, and counter-cinemas. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: COLI.

FITV 2601. HISTORY OF TELEVISION. (4 Credits)
(Formerly COMM 3320) This course surveys the aesthetic, technological, and industrial developments of American television. Starting with the foundations of television in radio and in the global developments of television technologies, the course moves through the development of the network era up to the transitional stages between network and post-network eras. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Pre-req: COMM 3222 OR FITV 1601 OR BY PERMISSION OF THE INSTRUCTOR.
Attribute: AMST.
Prerequisites: FITV 1601 or COMM 3332 or COMM 2330.

FITV 2611. TELEVISION PRODUCTION I. (4 Credits)
Practical studio management and creative employment of technical facilities for videotaping and studio production of a variety television programming formats. Software and hardware are covered. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ZLB2.

FITV 2612. WRITING PRODUCING WEB SERIES. (4 Credits)
A unique narrative form exploding in popularity, the web series provides young artists a chance to produce their own stories and see their work go viral. In this production workshop class, students will study what goes into creating a successful web series—including techniques for building emotionally engaging stories, three-dimensional characters and a series arc—and then write, shoot, edit and produce the first episode of their own original series. An essential experience for writers, directors, actors or anyone in the creative arts. Prerequisite: FITV 2511 Screenwriting I or DTEM 2425 Digital Video Production. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: FITV 2511 or COMM 3405 or DTEM 2425 or COMM 2222.

FITV 2659. THE BROADCAST INDUSTRY. (4 Credits)
The examination of the American broadcasting industry from a variety of perspectives, such as regulation, advertising, programming, technology, institutional structure and audience research. Lessons from broadcast history are used to shed light on contemporary concerns. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

FITV 2670. TELEVISION AND SOCIAL CHANGE. (4 Credits)
This course explores television’s complex relationship to social change. While television’s commercialism and focus on entertainment may seem antithetical to activist politics, activists used the medium to gain visibility for their causes, demand equitable representation and employment practices, and create programming that spoke back to mainstream TV’s reductive and controlling representations. The course engages with scholarly and activist literature on theories of television, representation, and social change as well as case studies of public and commercial television in various national and historical contexts. It also considers the possibilities and limitations for activism via television brought about by transformations in media technology and culture, particularly those related to online distribution, digital media, and globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
FITV 2674. TEEN TELEVISION. (4 Credits)
In this course, we consider global television that represents teens and programs that hailed teen audiences. The concept of the teenager is a relatively recent development in U.S. culture, emerging in the 1920s. From that moment, media has played an important role in the creation, maintenance, and revision of discourses of the teenager. Thus, one goal will be to assess the ways that teenagers have been represented and targeted at different points in time and in different genres of television. Secondly, we will consider whether teen television has developed as its own genre in the last 30 years and how that corresponds to theories about global youth cultures and media. Lastly, we will discuss the ways in which these television representations correspond to teens’ lived experiences and become the vessel for adults’ hopes, anxieties, and nostalgia. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 3425. DIGITAL VIDEO PRODUCTION II. (4 Credits)
Students will devote the semester to developing a narrative or documentary project of their choosing from concept to post-production. This workshop will allow students to evolve technically and conceptually through screenings, critiques, tutorials, readings, and practice. This is an intermediate class, and students must have taken some sort of introductory film/video production class prior to enrolling, and have some basic familiarity with DV cameras and editing software. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 3501. FILM THEORY AND CRITICISM. (4 Credits)
(Formerly COMM 3470) This course is a survey of classical and contemporary film theory. Readings focus on psychological, semiotic, psychoanalytic, feminist, post-colonial and transmedia approaches to the study of film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Pre-req: FITV 1501 or COMM 2471 OR BY PERMISSION OF THE INSTRUCTOR.

FITV 3511. SCREENWRITING II. (4 Credits)
Analyzing feature screenplays and working towards production of a feature length screenplay. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 3512. FILM/TELEVISION: NARRATIVE BASICS. (4 Credits)
This class will focus on teaching students the basics of cinematic storytelling: how to conceptualize, direct, shoot and edit a dramatic narrative. Students will receive training on camera and sound equipment and editing software, and will then direct a series of exercises, scenes, and short narratives, while also crewing on their classmates’ projects. Student work will be critiqued in group sessions as well as one-on-one meetings with the professor. In addition, scenes from classic and contemporary film will be analyzed and discussed in class. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 3532. LANDMARKS, LOCATIONS, AND ADAPTATION. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 3534. FASHION IN BRITISH FILM AND TELEVISION. (4 Credits)
This course considers the historical and contemporary co-constitution of British fashion, cinema, and television. As a city that generates and is defined by formative industries, cultural institutions, and socio-political movements associated with fashion and media, London plays a crucial role in our explorations. We will analyze historically specific and culturally significant moments when fashion coincided with television and/or film to express the anxieties, pleasures, and investments of British culture(s) on a regional, national, and international scale. To do this, we will study film and television texts that utilize fashion; consider issues of identity politics that include class, sexuality, race, and gender; and explore the industrial and cultural contexts that gave rise to fashion-driven films and television programs. Significant course themes include: war, the monarchy, countercultural movements, empire and imperialism, and the city. Film and television texts are both historical and contemporary and include a wide range of genres and styles. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 3535. FILM ADAPTATION. (4 Credits)
This course seeks to examine the complex relationship between a cinematic adaptation and the source material from which it is derived. Select essays, novels, plays, comic books and short stories will be studied with regard to the works they inspire, and how narrative changes when works are presented in a new medium. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 3537. PLAYS AND SCREENPLAYS. (4 Credits)
The purpose of the five week project is to write a one-act play and a short screen play, and to explore the relation between the two forms. Elements of craft will be introduced to provide a vocabulary and a scaffolding. Contemporary plays and screenplays will be used as models. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 3543. FICTION INTO FILM. (4 Credits)
Cinematic adaptation of novels and short stories. Problems of narrative, genre, film language, imitation, etc., will be studied in the works of Film makers such as Bresson, Renoir, Lean, Bunuel, Antonioni, Merchant/Ivory, Wyle, etc. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 3544. TEEN TELEVISION. (4 Credits)
In this course, we consider global television that represents teens and programs that hailed teen audiences. The concept of the teenager is a relatively recent development in U.S. culture, emerging in the 1920s. From that moment, media has played an important role in the creation, maintenance, and revision of discourses of the teenager. Thus, one goal will be to assess the ways that teenagers have been represented and targeted at different points in time and in different genres of television. Secondly, we will consider whether teen television has developed as its own genre in the last 30 years and how that corresponds to theories about global youth cultures and media. Lastly, we will discuss the ways in which these television representations correspond to teens’ lived experiences and become the vessel for adults’ hopes, anxieties, and nostalgia. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 3505. TOPICS IN FILM STUDIES. (4 Credits)
Students will learn about dramatic structure, scene construction, characterization, dialogue, and cinematic storytelling techniques through the analysis of classic and contemporary feature-film screenplays. The focus will be on traditional dramatic narrative, but alternative approaches will also be considered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 3530. SCREENWRITING. (4 Credits)
Analyzing feature screenplays and working towards production of a feature length screenplay. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 3531. SCREENWRITING I. (4 Credits)
Analyzing feature screenplays and working towards production of a feature length screenplay. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
FITV 3544. THE FILM DIRECTOR. (4 Credits)
An examination of the tools and techniques of film directing. How do the great directors make full use of the medium’s creative potential? How are stories told and meaning communicated to viewers? What does it mean when we speak of a director’s style or voice? This course will combine close study of classic and contemporary films, lectures and discussions, in-class demonstrations, and individual and group research projects. Topics covered will include the transition from script to screen, camerawork (framing, blocking, movement), lighting, working with actors, editing, sound and music, and more. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ZLB2.
Prerequisites: COMM 2471 or FITV 1501.

FITV 3545. FILM AND TELEVISION OF HITCHCOCK. (4 Credits)
(Formerly COMM 3451): A critical examination of Hitchcock’s cinema. Students explore Hitchcock’s major films, including Rear Window, Vertigo and Psycho from a variety of perspectives, including psychoanalytic, narrative and feminist theory. Emphasis on Hitchcock’s role in the British and American studio system and his mastery of cinematic technique and language. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, COLI, ZLB2.

FITV 3551. FILM HISTORY 1950-PRESENT. (4 Credits)
A survey of film history from 1950 to the present, looking at industrial practices, stylistic developments and the impact of new technologies of the film image. The contribution of the major national cinemas will also be explored. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, INST.

FITV 3553. HOLLYWOOD GENRES. (4 Credits)
(Formerly COMM 3401): Cultural, psychological, socioeconomic analyses of theme, plot, characterization, and iconography of popular formula films. Lab fee. Credit will not be given for both this course and FITV 3491. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, ZLB3.

FITV 3555. THE CITY IN FILM AND TELEVISION. (4 Credits)
(Formerly COMM 3438): In what way is the "mythical city" of the movies a reflection of the real city in which we live? Indeed, how are issues such as ethnicity and class depicted throughout the mass media? The course will offer an investigation of key films from various genres and eras, including silent films, science fiction films, musicals and documentaries, in order to investigate how environment shapes character in a narrative film. Course offering for Communication & Media Studies, History and American Civilization students Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ZLB2.

FITV 3558. ITALIAN FILM. (4 Credits)
This course traces the development of Italian film from the silent era through the telefona bianco (white telephone) films of the Mussolini era and the post-World War II Neo-realist films of Rossellini, De Sica and Fellini. It also examines the films of Antonioni, Olmi, Pasolini, Wertmuller and the Taviani brothers. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: INST.

FITV 3556. THE DOCUMENTARY IDEA. (4 Credits)
(Formerly COMM 3408): The history of documentary and the analysis of contemporary works. An examination of the variety of documentary language formats and visual styles and their meaning and impact. Lab fee. Credit will not be given for both this course and CMLU 3523-Documentary Film and CMLU 3290-Video Documentary. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 3566. DOCUMENTARY FILM. (4 Credits)
An introduction to the art of documentary film with a focus on the genre by such important figures as Flaherty, Vertov, Grierson, Lorentz, Leacock and Wiseman. The impact of technology, cultural and social forces, and the vision of individual Film makers in shaping the documentary form. Lectures by guest Film makers. Lab fee. Note: Credit will not be given for both this course and CMEU 3408. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: JOUR, ZLB2.

FITV 3571. SCIENCE FICTION IN FILM AND TELEVISION. (4 Credits)
Sociological, cultural, and psychoanalytic analysis and criticism of the science fiction genre in cinema, television, radio, print and other media. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, DTEM, ZLB2.

FITV 3578. AMERICAN FILM COMEDY. (4 Credits)
The course takes both a theoretical and historical approach to Hollywood film comedy from the silent classics of Sennett, Chaplin, and Keaton to the best of contemporary work in the genre. Lab Fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, ZLB2.

FITV 3579. MOVIES AND AMERICAN EXPERIENCE. (4 Credits)
(Formerly COMM 3108): A study of the American character as portrayed in American feature films from the early 20th century to the present. Lab fee Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, PLUR, ZLB2.
FITV 3585. TRANSNATIONAL ASIAN CINEMA. (4 Credits)  
(Formerly COMM 3414): This course explores classic and contemporary films from a variety of Asian countries. We will survey a broad range of directors, styles, and genres, considering films as individual works of art but also examining them within their historical, national, and cultural contexts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attributes: COLI, INST.

FITV 3587. UNITED KINGDOM AND IRISH FILM. (4 Credits)  
This course examines classic English film from the early Hitchcock period through the post-war literary adaptations of David Lean and Laurence Olivier, the Ealing comedies and the social realist films of Tony Richardson and Jack Clayton. Contemporary British film is represented in the work of Mike Leigh and Terrence Davies. Irish film is explored through the work of directors such as Neil Jordan, Jim Sheridan, Pat O'Connor, and others. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attribute: INST.

FITV 3588. GLOBAL CINEMA. (4 Credits)  
(Formerly COMM 3410): A comparative study of films produced by various nationalities and cultures. Analysis of differing cultural, political and economic factors affecting filmmakers as they deal with basic human concerns such as individual self worth, relationships, freedom and conformity and values and moral choice. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attributes: COMC, GLBL, INST, ZLB2.

FITV 3601. TELEVISION THEORY AND CRITICISM. (4 Credits)  
This course is a survey of classical and contemporary television theory. It explores multiple theories of television production, consumption, and exhibition as well as the development of television studies as a field. The course considers television as a historical technology situated in social and economic structures and as a multiplicity of technologies in an age of media convergence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Prerequisite: COMM 3222 OR FITV 1601 OR BY PERMISSION OF THE INSTRUCTOR.  
Prerequisites: FITV 1601 or COMM 3332.

FITV 3605. TOPICS IN TELEVISION AND RADIO. (4 Credits)  
This course takes advantage of the presence in New York of visiting scholars and practitioners. Courses may have a television or radio combined emphasis, with production and/or academic focus, and each will concentrate on a particular field that is under-represented in regular course offerings. (Course may be repeated.) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attribute: JOUR.

FITV 3624. WRITING TELEVISION DRAMAS. (4 Credits)  
(Formerly COMM 3305): This course applies traditional principles of dramatic writing to the television genre, including soap operas, pilots, mini-series and docudramas. Students will analyze outstanding examples of the genre and are required to produce professional-level scripts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 3626. WRITING THE ORIGINAL TELEVISION PILOT. (4 Credits)  
An immersive writing workshop that covers core concepts on the craft and business of writing for television. Students will create their own original TV series (half-hour comedy or one-hour drama) and write both a complete pilot script and a show bible. This course is a good follow-up or prelude to FITV 3624 Writing the TV Drama, in which students write a spec episode of an existing series. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 3629. AMERICAN TELEVISION HISTORY: FIRST 60 YEARS. (4 Credits)  
This course will examine the history of American television, from its early experimental years until the current era. Topics will include the “Golden Age of Television”, the rise of TV broadcast journalism, the influence of television on American politics, the development of the socially conscious sitcom such as the comedies of Norman Lear, Mary Tyler Moore and M*A*S*H. The beginnings and current state of PBS (with emphasis on its children’s programming and quality dramas) and the current fragmentation of the audience as a result of the growth of cable television and how the new technologies such as streaming and DVRs have influenced programming, the audience and advertising. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attribute: JOUR.

FITV 3637. QUEER STUDIES IN FILM AND TELEVISION. (4 Credits)  
This course examines “queer” independent and mainstream film and television. We will delve into classic Hollywood cinema, “New Queer Cinema,” European cinema, global and “transnational” cinema, as well as U.S. and Canadian TV series. We will apply queer, feminist, film, and television theories to the media in order to more profoundly understand our objects of study—the films and TV series themselves—while simultaneously using our objects to better understand the theories and histories. As we unpack assumptions about sexed bodies, sexual desires, gender identities, and sexual identities, we will examine the ways in which films and TV series uphold and subvert the status quo in regards to gender and sexual norms. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attributes: JOUR, WGSS.

FITV 3638. BRITISH CINEMA AND TELEVISION. (4 Credits)  
British Heritage Cinema, arguably the most identifiable and lucrative form of British national cinema, emerged in the 1980s and continues to define “Britishness” through its nostalgic and individualized view of the past. In looking at costume dramas, literary adaptations, and biographical films, this course explores Heritage Cinema through its key themes and aesthetics, the cultural context in which it gained and retains popularity, and its material and ideological consequences. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
FITV 3639. QUALITY TELEVISION/CULT TV. (4 Credits)
This class examines two key categories for grouping television shows—“quality television” and “cult TV”—and considers the history behind these terms, the technological changes in the industry that brought them about, and the ways in which the two terms have increasingly intersected. These two approaches to TV shows also map out an industry-based approach (the long-standing marketing strategy of “quality television”) and an audience-based approach (the intense fandom that generates a cult TV show), allowing the class to study texts by considering and combining both industrial histories of television and reception theories of television. Bringing the material into the present day, the class also ultimately brings the two terms together, “quality” and “cult,” as new technologies and their attendant media strategies and audience practices have increasingly blurred their distinction—and cult audiences become the arbiters, and marketers, of quality TV. FITV 1601 Understanding Television is recommended as a pre-req Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

FITV 3647. GENDER, RACE, CLASS, AND TELEVISION. (4 Credits)
This course explores gender, race, and class as intersectional identities that inform and are informed by the aesthetics, production, marketing, and reception of television. To do so, the course focuses on theory and criticism about representations of femininity and masculinity, race and ethnicity, and economics and involves attendant issues of sexuality, embodiment, desire, and identification. This approach will be augmented by considerations of historical and cultural contexts for television texts, developments within television industries, key figures in television production, and audiences. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, COMC, JOUR, LALS, PJST.

FITV 3648. TELEVISION, RACE, AND CIVIL RIGHTS. (4 Credits)
"The Revolution Will Not Be Televised." This was the rallying cry of Black radicals during times of national unrest, especially associated with the Black Power Movement. This course introduces students to the intersection of television, race, and civil rights broadly. How does U.S. TV engage with racial injustice and the fight for civil rights? How does the mass medium articulate pressing issues concerning the historical struggle for equality for African Americans? Students will engage with concepts in television studies as they connect to representations of racial Blackness on the small screen, paying special attention to TV texts, audiences, and industries. Topics discussed include mediations of protest, violence, and criminality in news media as well as social and political commentary in fictional programming. This course deals with the fundamentals of radio news reporting. Emphasis is placed on sound gathering, writing and interview techniques. The course will cover spot news reporting, but will also give close attention to NPR style stories; longer form narrative, in-depth audio-rich stories. Emphasis will also be placed on journalism ethics. Students will get practical experience through in-class exercises and field assignments. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: COMM 2083 or JOUR 1702 or COMM 3010 or JOUR 3715.

FITV 3678. TELEVISION COMEDY AND AMERICAN VALUES. (4 Credits)
(Formerly COMM 3310): An examination of the major genres of American television comedy and their relationship to American culture. The course will cover spot news reporting, but will also give close attention to NPR style stories; longer form narrative, in-depth audio-rich stories. Emphasis will also be placed on journalism ethics. Students will get practical experience through in-class exercises and field assignments. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, COMC.

FITV 3688. GLOBAL TELEVISION. (4 Credits)
This course introduces students to theories of global television studies, including the reception of US TV abroad as well as the circulation of television in a post-network and multi-platform global context. Do you watch Korean TV on Drama Fever? Have you ever wondered what it would be like to watch The Fresh Prince of Bel Air in South Africa? Or are you also enchanted by The Great British Bake Off on PBS? We will explore questions and case studies like these in detail to consider how they impact our understanding of the television industry across cultures and language as well as television’s potential to unite and/or divide communities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 4570. FILMS OF MORAL STRUGGLE. (4 Credits)
(Formerly COMM 4001): The course studies the portrayal of human values and moral choices both in the narrative content and the cinematic technique of outstanding films. Class discussion tends to explore ethical aspects of each film’s issues, while numerous critical analyses of the films are offered to develop the student’s appreciation of the film’s artistic achievements. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, COLI, EP4, PJST, REST, VAL.
Fitz 4625. Writing Television Sitcoms. (4 Credits)
(Formerly COMM 4708): Sitcoms are shot by multiple cameras which limit the action to one or two sets. This practically eliminates all action lines in a sitcom screenplay, leaving behind mostly dialogue. This class teaches that behind that wall of sitcom dialogue, sophisticated writers have meticulously developed an invisible scaffolding of comedic tension which requires as much or even more effort than coming up with clever one-liners. This course teaches students to integrate “comedic tension” into all levels of work: episode premise, to sequence, to scene. TV sitcom writing is performed in teams. Therefore students will write episodes together, and learn skills required to be a comedy staff writer-including originality, creativity, humor and supporting classmates with their scripts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Fitz 4676. Television and Society. (4 Credits)
A problem-based and issue-oriented analysis of the medium as it affects basic social institutions and values. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attributes: PJST, SOCI.

Fitz 4999. Tutorial. (1-4 Credits)
Independent research and readings with supervision from a faculty member.

Journalism courses

Jour 1701. Introduction to Multimedia Journalism with Lab. (4 Credits)
(Formerly COMM 2083): A course designed to introduce the student to various fundamentals of journalism today, including writing leads; finding and interviewing sources; document, database and digital research; and story development and packaging. The course also discusses the intersection of journalism with broader social contexts and questions, exploring the changing nature of news, the shifting social role of the press and the evolving ethical and legal issues affecting the field. The course requires a once weekly tools lab, which introduces essential photo, audio, and video editing software for digital and multimedia work. Note: Credit will not be given for both this course and COMM 2082 or COMM 2203. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attribute: EP1.

JOUR 1702. INTRODUCTION TO JOURNALISM. (4 Credits)
Note: Credit will not be given for both this course and JOUR 1731. A course designed to introduce the student to various elements of reporting-including writing leads and articles and finding and interviewing sources-as well as the nature of news, the social role of the press, and the ethical and legal issues that face it. Students are encouraged to submit work to the college newspaper for possible publication. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 1761. The Power of News. (3 Credits)
This course studies the interaction between the American mass media, politics and public policymaking. We will examine some of the most important interactions between the press and politicians to answer questions about the role of media in American society. The point of the course is to demonstrate the power of news by examining in depth some of the most important interactions of media and American government. After all, the media is no longer just an institution that covers the news: the media now actually help shape the political process as an important political institution in their own right. Attributes: EP1, FRSS, MANR, SSCI.

JOUR 2711. INTERMEDIATE MULTIMEDIA REPORTING. (4 Credits)
This course further develops the skills learned in Introduction to Journalism focusing on how to utilize medium effectively across platforms. Students will gain hands-on experience in multimedia reporting, taking into account the unique strengths of each medium. Students will focus on narrative technique and reporting while learning the technical skills required of each platform. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Prerequisites: JOUR 1701 or JOUR 1702 or COMM 2082 or COMM 2083.

JOUR 2712. INTERMEDIATE PRINT REPORTING. (4 Credits)
This is an intermediate reporting course which focuses on developing investigative skills through the use of human sources and computer-assisted reporting. Students will develop beat reporting skills, source-building and journalism ethics. Students will gather and report on actual news events in New York City. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 2714. Radio and Audio Reporting. (4 Credits)
A survey of the historical styles, formats and genres that have been used for radio, comparing these to contemporary formats used for commercial and noncommercial stations, analyzing the effects that technological, social and regulatory changes have had on the medium. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 2722. Intermediate Feature Writing. (4 Credits)
Developing necessary skills for writing soft news and human-interest feature stories for various news media. Creation of strong ideas, leads, narratives, quotations and interviews, as well as the blending of interesting material and personal writing style, are emphasized. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 2725. Writing Workshop. (4 Credits)
The writing workshop is about writing in all of its forms-press releases, op-eds, movie reviews, short stories, more. There is one writing assignment per week. The emphasis is on writing professionally, for either online or print publications. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
JOUR 2735. VIDEO JOURNALISM. (4 Credits)

Today, Video Journalists are offered a vast array of outlets and possibilities. From “basic” broadcast, to thousands of cable channels, satellite TV, and the internet. From transmedia to social media, twitters and texts, iThis and iThat, all the way to IMAX! What use3d to be called “simply” Television News, today covers a media cornucopia. From the most mundane, to extraordinary facts, fictions, ideas, sounds, pictures, and effects, the sky seems to be the limit. This class will help students bring that down to earth, to give birth to their ideas and imaginations, desires and dreams, in very concrete form. Together, we will explore the vision, the art, and the craft of Video Journalism, and create pieces that will (hopefully) make people sit up, watch, and listen. Stories that will challenge them, make them think, and ideally inspire them to make their lives and the world a better place. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 2786. SPORTS WRITING AND REPORTING. (4 Credits)

In this course, students will read from the canon of great sportswriting, from print to broadcast to digital. To gain practice in this craft, students will also complete original reporting assignments in a range of forms, such as game story, column, feature profile, broadcast script, and live tweeting. The evolution of the sports genre will also be connected to essential social movements, such as civil rights, women’s liberation, and the consequence of big money following the birth of TV. For perspective, specific attention will be paid to the treatment of iconic modern American sports figures, including such seminal athletes as Babe Ruth, Muhammad Ali, Lance Armstrong and Serena Williams. Pre-Req: Introduction to Journalism (JOUR 1701 or COMM 2082 or COMM 2083) or permission of instructor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: JOUR 1701 or COMM 2082 or COMM 2083 or JOUR 1702.

JOUR 2787. FASHION JOURNALISM. (4 Credits)

Fashion Journalism combines beat reporting with an emphasis on the cultural, artistic, social, historical and business aspects of fashion. An in-depth review of the history of fashion journalism sets the stage for students to learn and understand the digital revolution in fashion journalism and marketing, including social media, blogs and websites. Topics to be covered include: Catwalk and trend reporting, fashion criticism, feature and fashion writing. Course will enable students combine the love of writing with the interest in fashion and acquire the skills to become a fashion journalist using different media formats. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: COMM 2082 or COMM 2083 or JOUR 1701.

JOUR 2789. SPORTS BROADCASTING. (4 Credits)

This class will provide a detailed study in all aspects of the sports broadcasting industry. Students will be introduced to a wide array of techniques and philosophies for sports broadcasting, from fundamentals and essentials to advanced learning methods. The course will consist of discussions, critiques, learning exercises, take home assignments and hands-on practice and participation. The course assumes no prior experience in sports broadcasting.

JOUR 3711. ADVANCED MULTIMEDIA REPORTING. (4 Credits)

Advanced Internet Reporting picks up where Introduction to Journalism leaves off, offering students a way to continue their study of multimedia journalism in a converged setting. The class will be project-based, with students completing both breaking news and features assignments. Each story for the course will need to be done in both print and video form. Students will also have the option of producing audio or photo slideshow versions of their reports. Completed projects, with the student’s permission, will be posted on Fordham news sites like that of The Ram and WFUV News. This course differs from COMM 3083, Advanced Television Production (BronxNet) in that it will also cover print, audio and photo. It differs from JOUR 3717/COMM 3978, Online Journalism, in that it will not focus on blogging or social media. PREREQUISITE: Intro to Journalism with Lab (JOUR1701/COMM 2083), Advanced Television Reporting (BronxNet) (COMM 3083), Intermediate Television Production (JOUR 3716), or permission of instructor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: DTEM.

Prerequisites: COMM 2083 or JOUR 1701 or COMM 3083 or JOUR 3716.

JOUR 3715. WRITING FOR BROADCAST NEWS. (4 Credits)

An overview of the skills required for the writing of news stories for radio and television including hard news and features. This course is designed to strengthen the student’s ability to write, concisely and accurately for broadcast emphasizing critical thinking skills. Storytelling techniques are explored, as well as writing to film/videotape. Students will eventually write to deadline under simulated newsroom conditions. Four credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Outside of class, students will be required to screen specific news programming and submit critical essays evaluating content. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Pre-Req: COMM 2082 or COMM 2083 or JOUR 1701 or Instructor permission.

Prerequisites: COMM 2082 or COMM 2083 or JOUR 1701 or JOUR 1702.

JOUR 3716. INTERMEDIATE TELEVISION PRODUCTION. (4 Credits)

A practical, intensive course in all aspects of television news production. Early in the semester, the course will focus on teaching students the basic skills needed to create high-quality television news, including how to write for broadcast, shoot video, edit video digitally, and create taped pieces for air. The course will also cover on-camera skills. Later in the semester, students will put their television skills into action by producing entire newscasts, where they will anchor, direct, and produce all the content. In addition, the course will also cover key journalism concepts including interviewing, story research and using online media resources. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ZLB4.
JOUR 3717. ONLINE JOURNALISM. (4 Credits)
(Formerly COMM 3978): Recent shifts in media technologies, corporate structure, and the organization of public life have combined to change the role and the practice of journalism. Exploring these changes as a context, this course will introduce conceptual and practical techniques of reporting, writing, and packaging news for the on-line environment today. Students will learn about and actively participate in doing journalism online. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: DTEM, NMDD, ZLB2.
Prerequisites: COMM 2083 or COMM 2082 or JOUR 1701 or JOUR 1702.

JOUR 3718. ON-AIR REPORTING. (4 Credits)
In this class, students will learn how to craft and present stories for air. The course will include lessons on how to build a news package, how to present for broadcast (both on television and for podcasts), and will include assignments with in-class deadlines. Class will feature visits from working journalists/news personalities in New York City. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 3719. DATA JOURNALISM. (4 Credits)
Obtaining, interpreting, visualizing, and displaying data are essential skills for journalists in the 21st century. This hands-on introductory course in data visualization will help students learn to use data to tell visual stories. Topics discussed will range from where to find data and how to evaluate sources to how to organize data to create visually appealing graphics that tell stories that can be grasped in an instant. Students will critique published visualizations to identify common pitfalls, as they create a data-based story to add to their portfolio. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: NMDD.

JOUR 3720. FIRST PERSON JOURNALISM. (4 Credits)
First person journalism is nothing new. As part of the New Journalism movement, reporters like Tom Wolfe and Joan Didion have been infusing their storytelling with subjectivity for decades. Still, the digital shift in journalism and explosion of social media has brought a new wave of first person journalism to the web. This course will explore the history of first person journalism and help students use first person perspective to bring reported pieces to life. Students will look critically at the form to consider the limitations of personal narrative in journalism. On that note, this course will not be limited to personal narratives. Students will also work on reported stories in which their experiences as journalists and citizens impacts their storytelling structure. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENGL, EP3.
Prerequisites: COMM 2083 or COMM 2082 or JOUR 1701 or JOUR 1702.

JOUR 3721. SPECIAL REPORTING: IN-DEPTH REPORTING. (4 Credits)
An in-depth reporting class focused on the production of a newspaper Special Report on a given topic each year. The class will use a team-based approach to develop a multi-element story package, in print format from conceptualization, through research, reporting, writing, editing, production and publication. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENGL, NMDD.

JOUR 3722. SPECIAL REPORTING: JOURNALISM WORKSHOP. (4 Credits)
(Formerly COMM 3084): Intensive practice in developing ideas into non-fiction pieces intended for general interest or specialized publications. Inquiries, field and library research, interviews, presentation of technical subjects to non-specialists. Students may wish to concentrate on areas in which they have particular interest or expertise. Note: Credit will not be given for both this course and COMM 4201 / JOUR 4727. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENGL, NMDD.

JOUR 3723. INTERVIEWS AND PROFILES. (4 Credits)
(Formerly COMM 3081): This course includes intensive work in developing and writing profiles accompanied by readings from Boswell to Mailer. This course will help students develop a personal interview style which complements their individual strengths. Students will examine various interview strategies and learn how to compile their notes into a cohesive and compelling narrative. In-depth critiques of profiles will be provided. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENGL.
Prerequisites: COMM 2083 or COMM 2082 or JOUR 1701 or JOUR 1702.

JOUR 3724. INTERVIEWS AND PROFILES. (4 Credits)
In-depth critiques of profiles will be given for both this course and COMM 4201 / JOUR 4727. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENGL, NMDD.

JOUR 3725. PROFILE AND BIOGRAPHY. (4 Credits)
Analysis and practice in applying the principles of biographical writing with the emphasis on contemporary forms in books and magazines. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENGL, NMDD.

JOUR 3726. WRITING FOR MAGAZINES. (4 Credits)
(Formerly COMM 3084): Intensive practice in developing ideas into non-fiction pieces intended for general interest or specialized publications. Inquiries, field and library research, interviews, presentation of technical subjects to non-specialists. Students may wish to concentrate on areas in which they have particular interest or expertise. Note: Credit will not be given for both this course and COMM 4201 / JOUR 4727. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENGL, NMDD.

JOUR 3727. JOURNALISM WORKSHOP: REPORTING. (2 Credits)
(Formerly COMM 2211): A practical workshop course in writing news, features, commentary, reviews, and sports articles, or doing graphics, photography, multimedia and layout. The Rose Hill section is centered on giving students opportunities to write for The Ram, but students can also use the course to improve work being done for the paper, the Fordham Undergraduate Research Journal, Flash, Mode, and other student media at Rose Hill. Students not currently working for student media are also welcome in the Rose Hill section, where they will be taught basics of journalism and given the opportunity to publish articles in The Ram. At Lincoln Center there are four separate sections of the course. Each section has its own focus but all are related to involvement with THE OBSERVER. The sections are: Journalism Workshop/reporting, Journalism Workshop/photography, Journalism Workshop/layout and Journalism Workshop/multimedia.

Attributes: ENGL, NMDD.
JOUR 3742. JOURNALISM WORKSHOP: FNN. (2 Credits)
(Formerly COMM 2212): A practical workshop for students working on Fordham Nightly News. The instructor will help students improve all aspects of broadcast journalism, including scripting, writing, editing, and anchoring. All students in this course must volunteer to work on Fordham Nightly News, and will be producing the day's show as part of the workshop. NOTE: This is a 2-point class. Students who want a full 4-points of Journalism Workshop to equal a full course toward the major in Communication and Media Studies should also sign up for COMM 2211 concurrently, which focuses on basic journalism reporting skills and print writing. Journalism Workshop will NOT be offered at Rose Hill after Spring 2016.

JOUR 3743. JOURNALISM WORKSHOP: MULTIMEDIA. (2 Credits)
(Formerly COMM 2213): A practical workshop course in writing news, feature, commentary or sports articles, or doing graphics and layout for The Observer. Students will work as writers or on the layout staff.

JOUR 3744. JOURNALISM WORKSHOP: PHOTOGRAPHY. (2 Credits)
(Formerly COMM 2214): A practical course in public media journalism held at WFUV-FM. WFUV is a National Public Radio affiliate station based in Keating Hall on the Rose Hill campus. This workshop covers everything from broadcast writing and interviewing techniques to field reporting and journalism ethics and standards. Students will also spend time behind the microphone learning how to deliver news copy in a clear, conversational manner. The professor, George Bodarky, has extensive experience in commercial and public radio journalism, and has won multiple awards for his work. George is president of Public Radio News Directors Inc. and past president of the New York State Associated Press Board of Directors.

JOUR 3760. THE JOURNALIST AND THE LAW. (4 Credits)
(Formerly COMM 3205): An investigation of the legal concerns of the working journalist: prior restraint, shield law, libel, invasion of privacy, the Freedom of Information Act. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC.
Prerequisites: COMM 1000 or COMM 1010.

JOUR 3763. THE MURROW YEARS: 1938-65. (4 Credits)
This course traces the career and contributions to broadcast journalism of Edward R. Murrow, one of America's foremost reporters, from his remarkable accounts of London under German bombing attacks to his documentary work on the "See It Now" and "CBS Reports" series. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 3764. TELEVISION NEWS AND TODAY'S WORLD. (4 Credits)
This course examines and analyzes the approaches of the three commercial networks and the Public Broadcasting Service to the major news stories of the day. Each class screens one of the network's evening news broadcasts and assesses its content, comparing story selection and presentation with the day's newspaper coverage. Emphasis is placed on students' comprehension of the week's salient news developments. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COMC.

JOUR 3765. TELEVISION NEWS. (4 Credits)
An examination of the growth and impact of television journalism. Technological and historical changes, techniques and influences of television news. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 3769. HISTORY OF TELEVISION AND RADIO NEWS. (4 Credits)
Traces the history of electronic journalism, from its infancy in the 1930's to the present day; emphasis on the work of the most prominent broadcast journalists of these decades. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 3772. NEWSMAKING. (4 Credits)
A critical study of news gathering and dissemination processes in the contemporary world with emphasis on their cultural, political, and economic effects in modern society. Factors that determine the worthiness of current events and journalistic interpretations reaching national audiences are considered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 3776. SOCIAL MEDIA FOR JOURNALISTS. (4 Credits)
This is a research and practice-based course on social media, aimed at journalists who will need to understand and use social media. Students will research historical and contemporary innovation relating to social media, and will then develop strategies for creating impact throughout the course of the semester with their own journalistic projects using social media. Readings, discussions, project critiques, and hands-on work will all be used methodologically to allow students to delve into the possibilities of social media. Students will come to understand the power and limitations of social media as both a reporting tools and a tool to aid in the marketing of powerful journalism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Mutually Exclusive: DTEM 3476.

JOUR 3781. ARTS AND CULTURE REPORTING. (4 Credits)
In this course, students will have the opportunity to apply their journalistic skills to the area of art and cultural reporting and criticism, including popular culture (television, movies, pop music, books, etc.) and the fine arts (theater, classical music, dance, and the visual arts, etc.). They will develop an ability to identify, describe, and evaluate for readers/viewers the full range of our culture’s creative output, including live shows and events. This includes recognizing the importance of the historical, social, and political context of what they are reporting on and reviewing. As budding arts and culture journalists, students will learn how to balance being both a reporter and cultural critic, and develop a strong, reliable voice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
JOUR 3782. SCIENCE JOURNALISM. (4 Credits)
At a time when science and technology permeate debates on everything from climate change to stem cell research, to nuclear power to genetically modified foods many Americans lack sufficient understanding of these basic science and health concepts. This course will explore fundamentals in science and medicine reporting emphasizing the essential research and story development skills needed bring complex medical, science and health issues to the general public. It will explore the scientific process, how to evaluate scientific and health information, ethical controversies, and what makes science and medical news. Students will learn how to break, report, translate, and illuminate scientific information, forging journalism that helps build scientific literacy equal to contemporary challenges. (Prerequisite: COMM 2082 or instructor’s permission) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 

JOUR 3783. THEATER JOURNALISM. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 3785. WRITING FOR THE MEDIA. (4 Credits)
Analysis and practice of writing for a variety of print, broadcast, and online media. Exploring different media contexts such as news, entertainment, public relations, and advertising, the approach in this course assumes that media writers tell stories, that they write for multiple formats, and that they engage in ethical activities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 3788. INTERNATIONAL REPORTING. (4 Credits)
For decades an aura has surrounded international correspondents, the corps of reporters who cover foreign governments, war fronts and conflict zones to bring the news out of some of the world’s most dangerous, complex and influential places. They risk lives and freedom in the struggle to dig out the truth behind government propaganda and military secrecy, whether in battlefields or presidential palaces or besieged regions. This course will define and explore the underpinnings of international reporting and its evolution from the mid-20th century to the digital age. Students will study and practice reporting, writing and video skills. We will examine the importance of understanding foreign cultures, histories and languages, discuss the work and lives of major foreign correspondents, and examine where the art of foreign correspondence stands today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 4713. AUDIO REPORTING AND PODCASTING. (4 Credits)
This class will teach students how to create professional level audio reports and podcasts. Students will learn the major theories and practices of audio journalism. They will also develop practical skills on how to choose stories for audio journalism, write for broadcast, gather and use sound, interview for audio, edit audio journalism, and promote their work. Students will work on both short- and long-form projects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 

Prerequisites: COMM 2082 or COMM 2083 or JOUR 1701 or JOUR 1702.

JOUR 4727. ADVANCED MAGAZINE ARTICLE WRITING. (4 Credits)
Planning, researching, and writing magazine articles. Emphasis is placed on preparing manuscripts of professional caliber. Credit will not be given for both this course and CM 3084 and ENGL 3006. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 4733. PHOTOJOURNALISM. (4 Credits)
American photojournalism emerged in the late 1920s and has an increasing role to play in both news and feature reporting in today’s digital world. As online journalism and its audiences take shape, visual storytelling is finding new modes and roles. This course will introduce students to the contemporary practices and production of photojournalism. It will be conducted in a manner similar to the real working world of professional journalism while also touching on the aesthetic, technical, cultural, and historical forces that have shaped its evolution into the present day. Students will be responsible for taking pictures with their own cameras and producing their own digital images, photo slideshows and visual reporting. While the emphasis of the course will be on picture taking and visual storytelling, students will also learn how to edit their own photographs and hot to prepare selected images in Adobe Photoshop. (Pre-requisite COMM 2082 or JOUR 1702 or instructor’s permission) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 4741. PRACTICUM – OBSERVER. (4 Credits)
A practical workshop course in writing news, features, commentary, reviews and sports articles for The Observer, the student newspaper at Lincoln Center. Student will take assignments for The Observer to gain writing experience and clips. In class, students will workshop articles to improve them before publication. We will also address basic journalism skills, including interviewing, researching, and using online-media resources. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 4742. PRACTICUM – CAMPUS TELEVISION NEWS. (4 Credits)
This course teaches a way for students to gain practical experience in journalism by working on Fordham’s student news broadcast, Fordham Nightly News, under the supervision of a professor. Students will learn to generate stories, research, report, write, shoot, edit and present news on television, using Fordham Nightly News as a learning laboratory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: COMM 2082 or COMM 2083 or JOUR 1701 or JOUR 1702.
JOUR 4743. PRACTICUM — RAM. (4 Credits)
This course teaches a way for students to gain practical experience in journalism by working on Fordham’s student newspaper, The Fordham Ram, under the supervision of a professor. Students will learn to research, report, write, shoot, edit and design, using The Ram as a learning laboratory. Because The Ram is not just a print newspaper but also exists in digital form, students will have the opportunity to tell stories across multiple platforms. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: COMM 2082 or COMM 2083 or JOUR 1701 or JOUR 1702.

JOUR 4744. PRACTICUM — WFUV. (4 Credits)
This course teaches a way for students to gain practical experience in journalism by working in the news department of WFUV, Fordham’s public media station, under the supervision of a professor. Students will learn to generate stories, research, report, write, gather and present news on radio and possibly on video and in print, using WFUV as a learning laboratory. Students taking this course should already be involved in the WFUV News Department. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: COMM 2082 or COMM 2083 or JOUR 1701 or JOUR 1702.

JOUR 4745. CAMPUS JOURNALISM PRACTICUM. (4 Credits)
This course teaches a way for students to gain practical experience in journalism by working on a student media outlet at Fordham under the supervision of a professor. Students will learn to research, report, write, shoot, edit and/or design, using one of the campus publications as a learning laboratory. Prerequisite: JOUR 1701 or COMM 2083 or permission of instructor Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: COMM 2083 or COMM 2082 or JOUR 1701 or JOUR 1702.

JOUR 4750. VALUES IN THE NEWS. (4 Credits)
Values in the News examines the ethical and moral codes and standards observed, or violated, by the news media in the United States. These standards are under scrutiny in this challenging transition from traditional or legacy media to digital journalism and the advent of various platforms including citizen journalism and social media. Students will analyze contemporary and historical examples of ethical violations and ethical questions in print, television, cable and digital news. The class will research, interpret, analyze and write about these cases and will explore the obstacles journalists face trying to adhere to a set of ethical rules. This seminar is writing intensive and requires class debate. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP4, VAL.

JOUR 4766. TELEVISION NEWS INNOVATORS. (4 Credits)
(Formerly COMM 4111): This Interdisciplinary Capstone Course bridges the disciplines of Media Studies and History. It surveys the most prominent figures in the history of electronic journalism—producers, executives, anchors, correspondents—and explains how their work shaped the course of American history. Innovators whose work is studied include Edward R. Murrow, Walter Cronkite, Ted Koppel, Barbara Walters, Mike Wallace, Ed Bradley, Roone Arledge, Ted Turner and Roger Ailes. We discuss the historical episodes covered by these innovators including World War II, McCarthyism, the Civil Rights movement, the Vietnam War, the Iran Hostage Crisis and the 1991 Gulf War before investigating how the coverage of these events in and of itself affected their outcomes. Sections R01 and R02 meet concurrently. Open only to Rose Hill students. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, FITV, ICC.

JOUR 4767. HISTORY OF WOMEN’S MAGAZINES. (4 Credits)
This course will explore the history and mission of women’s magazines from the 19th century to the 21st century with special emphasis on magazines such as Godey’s Lady’s Book, Lady’s Home Journal, and Cosmopolitan. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, WGSS.

JOUR 4770. MEDIA LAW AND JOURNALISM ETHICS. (4 Credits)
Media Law and Journalism Ethics will introduce students to the legal and ethical issues confronting the media on a daily basis. Journalists, in particular, face complicated decisions as technology changes the way news is produced. With communication tools increasing the speed at which news is gathered and disseminated, media industries are growing more powerful. As the journalism industry shifts from traditional newspapers and broadcasting to social media, podcasts and blogs, the rules and limitations also change. This course will explore ethical principles that govern journalism, such as freedom of expression, the right to privacy and the public's right to know. Students will develop an understanding of the ethical and legal issues that are unique to journalism in a Democracy, and become more critical consumers of news media.

JOUR 4773. PUBLIC MEDIA. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: COMC.

JOUR 4784. BUSINESS JOURNALISM. (4 Credits)
If money makes the world go round, as the famous saying goes, then following the money is a creative way to discover gripping stories that can make you stand out as a journalist. But how do you find the money angle? This course will teach you to understand business and economics, and also how to tell financial stories creatively. Over the course of the semester, students will learn ways in which they can "follow the money" in order to tell great multimedia stories about people and institutions. Students will also learn about financial concepts and markets including stocks, bonds, and balance sheets. The course assumes no background in economics or finance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: JOUR 1701 or JOUR 1702 or COMM 2082 or COMM 2083.
JOUR 4999. TUTORIAL. (1-4 Credits)
Independent research and readings with supervision from a faculty member.
JOURNALISM MAJOR

The journalism major prepares reporters to serve the public interest in the digital age armed with strong practical skills, a deep grounding in journalism history and ethics, and sharp critical thinking. By synthesizing theory and practice, our graduates will be ready to serve our rapidly evolving media landscape. Classes are taught by a mix of full-time Fordham professors and media professionals from the New York area. Our faculty, who come from such organizations as the *New York Times*, CBS News, MTV and *Sports Illustrated*, help our students by bringing real-world experience to the classroom, making sure our graduates are ready to compete in the job market.

The major moves students through introductory, intermediate, and advanced multimedia reporting classes to hone their skills and bring them to a professional level in reporting, writing, and creating digital content. Majors in journalism become grounded in the profession through one required course in ethics, and one course in the “social construction of journalism”—Media Law, Journalism History, or Sociology of News. Journalism majors are also required to take a course in social media to learn how to use such sites as Facebook, Twitter, and Instagram for gathering and disseminating news.

Requirements

The journalism (JOUR) major requires eleven courses.

### Course Title Credits

**Departmental Introductory Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 1000</td>
<td>FUNDAMENTALS OF COMMUNICATION AND MEDIA STUDIES</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Introductory Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 1701</td>
<td>INTRODUCTION TO MULTIMEDIA JOURNALISM WITH LAB</td>
<td>4</td>
</tr>
</tbody>
</table>

**Journalism Ethics Course**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMC 3370</td>
<td>ETHICAL ISSUES IN MEDIA</td>
</tr>
<tr>
<td>COMC 4360</td>
<td>COMMUNICATION ETHICS AND THE PUBLIC SPHERE</td>
</tr>
<tr>
<td>COMC 4370</td>
<td>ETHICAL CONTROVERSIES IN 21ST CENTURY MEDIA</td>
</tr>
<tr>
<td>JOUR 4750</td>
<td>VALUES IN THE NEWS</td>
</tr>
<tr>
<td>JOUR 4770</td>
<td>MEDIA LAW AND JOURNALISM ETHICS</td>
</tr>
<tr>
<td>DTEM 4480</td>
<td>DIGITAL MEDIA AND PUBLIC RESPONSIBILITY</td>
</tr>
</tbody>
</table>

**Journalism Law, Policy, or History**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 1761</td>
<td>THE POWER OF NEWS</td>
</tr>
<tr>
<td>JOUR 3760</td>
<td>THE JOURNALIST AND THE LAW</td>
</tr>
<tr>
<td>JOUR 3763</td>
<td>THE MURROW YEARS: 1938-65</td>
</tr>
<tr>
<td>JOUR 3764</td>
<td>TELEVISION NEWS AND TODAY’S WORLD</td>
</tr>
<tr>
<td>JOUR 3765</td>
<td>TELEVISION NEWS</td>
</tr>
<tr>
<td>JOUR 3769</td>
<td>HISTORY OF TELEVISION AND RADIO NEWS</td>
</tr>
<tr>
<td>JOUR 4766</td>
<td>TELEVISION NEWS INNOVATORS</td>
</tr>
<tr>
<td>JOUR 4767</td>
<td>HISTORY OF WOMEN’S MAGAZINES</td>
</tr>
<tr>
<td>COMC 3260</td>
<td>MEDIA, REGULATION, AND THE PUBLIC INTEREST</td>
</tr>
<tr>
<td>COMC 3350</td>
<td>MEDIA LAW</td>
</tr>
<tr>
<td>COMC 3378</td>
<td>MEDIA, MILLENNIALS, AND CIVIC DISCOURSE</td>
</tr>
<tr>
<td>COMC 4170</td>
<td>DISSERT AND DISINFORMATION</td>
</tr>
<tr>
<td>COMC 4340</td>
<td>FREEDOM OF EXPRESSION</td>
</tr>
</tbody>
</table>

**Social Media Course**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 3776</td>
<td>SOCIAL MEDIA FOR JOURNALISTS</td>
</tr>
<tr>
<td>DTEM 3476</td>
<td>SOCIAL MEDIA</td>
</tr>
<tr>
<td>CMBU 4453</td>
<td>SOCIAL MEDIA</td>
</tr>
</tbody>
</table>

**Intermediate/Advanced Journalism Reporting/ Writing Courses**

Select three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 2711</td>
<td>INTERMEDIATE MULTIMEDIA REPORTING</td>
</tr>
<tr>
<td>JOUR 2712</td>
<td>INTERMEDIATE PRINT REPORTING</td>
</tr>
<tr>
<td>JOUR 2714</td>
<td>RADIO AND AUDIO REPORTING</td>
</tr>
<tr>
<td>JOUR 2722</td>
<td>INTERMEDIATE FEATURE WRITING</td>
</tr>
<tr>
<td>JOUR 2725</td>
<td>WRITING WORKSHOP</td>
</tr>
<tr>
<td>JOUR 2786</td>
<td>SPORTS WRITING AND REPORTING</td>
</tr>
<tr>
<td>JOUR 3711</td>
<td>ADVANCED MULTIMEDIA REPORTING</td>
</tr>
<tr>
<td>JOUR 3715</td>
<td>WRITING FOR BROADCAST NEWS</td>
</tr>
<tr>
<td>JOUR 3716</td>
<td>INTERMEDIATE TELEVISION PRODUCTION</td>
</tr>
<tr>
<td>JOUR 3717</td>
<td>ONLINE JOURNALISM</td>
</tr>
<tr>
<td>JOUR 3718</td>
<td>ON-AIR REPORTING</td>
</tr>
<tr>
<td>JOUR 3719</td>
<td>DATA JOURNALISM</td>
</tr>
<tr>
<td>JOUR 3723</td>
<td>INTERVIEWS AND PROFILES</td>
</tr>
<tr>
<td>JOUR 3724</td>
<td>FIRST PERSON JOURNALISM</td>
</tr>
<tr>
<td>JOUR 3725</td>
<td>PROFILE AND BIOGRAPHY</td>
</tr>
<tr>
<td>JOUR 3727</td>
<td>WRITING FOR MAGAZINES</td>
</tr>
<tr>
<td>JOUR 3728</td>
<td>SPECIAL REPORTING: IN-DEPTH REPORTING</td>
</tr>
<tr>
<td>JOUR 3781</td>
<td>ARTS AND CULTURE REPORTING</td>
</tr>
<tr>
<td>JOUR 3782</td>
<td>SCIENCE JOURNALISM</td>
</tr>
<tr>
<td>JOUR 3783</td>
<td>THEATER JOURNALISM</td>
</tr>
<tr>
<td>JOUR 3785</td>
<td>WRITING FOR THE MEDIA</td>
</tr>
<tr>
<td>JOUR 3788</td>
<td>INTERNATIONAL REPORTING</td>
</tr>
<tr>
<td>JOUR 4713</td>
<td>AUDIO REPORTING AND PODCASTING</td>
</tr>
<tr>
<td>JOUR 4727</td>
<td>ADVANCED MAGAZINE ARTICLE WRITING</td>
</tr>
<tr>
<td>JOUR 4733</td>
<td>PHOTOJOURNALISM</td>
</tr>
<tr>
<td>JOUR 4741</td>
<td>PRACTICUM – OBSERVER</td>
</tr>
<tr>
<td>JOUR 4742</td>
<td>PRACTICUM – CAMPUS TELEVISION NEWS</td>
</tr>
<tr>
<td>JOUR 4743</td>
<td>PRACTICUM – RAM</td>
</tr>
<tr>
<td>JOUR 4744</td>
<td>PRACTICUM – WFUV</td>
</tr>
<tr>
<td>JOUR 4745</td>
<td>CAMPUS JOURNALISM PRACTICUM</td>
</tr>
<tr>
<td>JOUR 4773</td>
<td>PUBLIC MEDIA</td>
</tr>
<tr>
<td>JOUR 4784</td>
<td>BUSINESS JOURNALISM</td>
</tr>
<tr>
<td>COMC 3186</td>
<td>SPORTS COMMUNICATION</td>
</tr>
<tr>
<td>DTEM 2417</td>
<td>DATA VISUALIZATION</td>
</tr>
<tr>
<td>DTEM 2421</td>
<td>DIGITAL PRODUCTION FOR NEW MEDIA</td>
</tr>
<tr>
<td>DTEM 2425</td>
<td>DIGITAL VIDEO PRODUCTION I</td>
</tr>
</tbody>
</table>

Updated: 10-11-2017
DTEM 2427 DIGITAL AUDIO PRODUCTION
DTEM 2471 WRITING FOR ONLINE MEDIA
DTEM 3425 DIGITAL VIDEO PRODUCTION II

Journalism-Related Electives 6-8
Select two courses.

1. COMM 1010 INTRODUCTION TO COMMUNICATION AND MEDIA STUDIES may be substituted if taken prior to Spring 2017.
2. Any JOUR course numbered x76x (i.e., any course where the second two digits are 76) may count for this requirement.
3. Any JOUR course numbered x71x or x72x (i.e., any course where the second two digits are 71 or 72) fulfills this requirement, in addition to any other course on this list. JOUR 1701 INTRODUCTION TO MULTIMEDIA JOURNALISM WITH LAB (with Lab) is a prerequisite for any course on this list. At least one 3000-level course must be completed prior to enrolling in a 4000-level course on this list.
4. Any course with the JOUR subject code (p. 1194) or the JOUR attribute code (p. 217) may fulfill this requirement.

Availability

The major in journalism is available at Fordham College at Rose Hill (FCRH) and Fordham College at Lincoln Center (FCLC).

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).
# JOURNALISM MINOR

## Requirements

The journalism minor requires six courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 1701</td>
<td>INTRODUCTION TO MULTIMEDIA JOURNALISM WITH LAB</td>
<td></td>
</tr>
</tbody>
</table>

Select one journalism ethics OR journalism law/policy/history course

Select three intermediate/advanced journalism courses

Select one journalism-related elective

1. See Journalism Major (p. 242) for approved courses.
2. Any course with the JOUR subject code (p. 1194) or the JOUR attribute code (p. 217) may fulfill this requirement.
SPORTS JOURNALISM MINOR

Sports journalism is offered as a minor only. The minor in sports journalism focuses on developing broad journalistic skills and specific sports journalism training. Students examine issues of ethics, race, and gender in the world of athletics within the interdisciplinary context of business, law, and sociology.

Requirements

The sports journalism minor requires six courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 1701</td>
<td>INTRODUCTION TO MULTIMEDIA JOURNALISM WITH LAB (with lab)</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following Sports Communication courses:

- COMC 3186 SPORTS COMMUNICATION
- JOUR 2786 SPORTS WRITING AND REPORTING
- JOUR 2789 SPORTS BROADCASTING

Select one journalism ethics course OR one Law, Policy, or History course.

Select one intermediate/advanced writing/reporting course.

Select one journalism elective.

Select one sports-related course in another subject such as the following:

- MKBU 4454 SPECIAL TOPIC: SPORTS MARKETING
- CMBU 4488 SPECIAL TOPIC: BUSINESS OF SPORTS MEDIA
- BLBU 4449 SPECIAL TOPIC: SPORTS AND THE LAW
- PSYC 3360 SPORTS PSYCHOLOGY
- SOCI 3152 SOCIOLOGY OF SPORTS
- AFAM 3110 THE BLACK ATHLETE

1 See Journalism Major (p. 242) for approved courses.
CONCENTRATION IN COMMUNICATIONS AND MEDIA MANAGEMENT

Requirements

Communications and Media Management is available to Gabelli students as a secondary concentration only.

Students pursuing this concentration must complete three courses from the subject code CMBU (p. 938) numbered 3000 and higher.

Note: Information about programs in the Communication and Media Studies department (p. 213) at Fordham's liberal arts schools (FCRH, FCLC, PCS) is listed separately.
COMMUNICATIONS AND MEDIA MANAGEMENT

Foundation coursework in communication and media management is common to all Gabelli School students via the business core. Students who want to investigate this area further may take elective courses or pursue a secondary concentration.

The secondary concentration allows students to strengthen their personal portfolios through advanced study. Depending on the coursework chosen, students will:

- Enhance their communicative skills with specific application to their chosen major, and/or
- Increase their understanding of the communication, information media, and entertainment industries, including television and cable, digital and social media, and new media. Studies will emphasize administrative, financial, and marketing issues in these industries.

No matter what their major or primary concentration, students will find valuable points of connection in their communication and media management coursework. Each course ties communication and media management to real-world issues in accounting, business economics, entrepreneurship, finance, management, human resource management, management of information and communications systems, or marketing.

Note: Information about programs in the Communication and Media Studies department (p. 213) at Fordham's liberal arts schools (FCRH, FCLC, PCS) is listed separately.

How courses are counted

Students must note the following rules, implemented in fall 2013, for how courses are counted. A student may count a maximum of one class in fulfilling more than one purpose—that is, toward any combination of major, minor, and primary or secondary concentration. For example, only one economics class could count toward both a finance major and an economics minor; any additional economics class would count toward the finance major OR the economics minor, but not both. Similarly, one management class could count toward both a primary concentration in management and a minor in sustainable business, but any subsequent management class would not count toward both.

For more information

Visit the Communications and Media Management Area web page.

Programs

Concentrations:
- Concentration in Communications and Media Management (p. 246)
- Concentration in Digital Media and Technology (p. 291)
- Concentration in Sports Business (p. 664)

Related Concentration:
- Concentration in Sports Business (p. 664)

Courses

CMBU 2664. BUSINESS COMMUNICATIONS: GSB INTEGRATED CORE ONLY. (1.5 Credits)

This course offers a chance to improve basic competency in written and verbal business communication skills. The ability to communicate well is crucial to career success. Corporate cultures, international communications, conversational strategies, timed writing, interviewing, problem solving, business style are discussed.

CMBU 2665. BUSINESS COMMUNICATION. (3 Credits)

This course offers a chance to improve basic competency in written and verbal business communication skills. The ability to communicate well is crucial to career success. Corporate cultures, international communications, conversational strategies, timed writing, interviewing, problem solving, business style are discussed.

CMBU 2666. BUSINESS COMMUNICATIONS: GSB INTEGRATED CORE ONLY. (1.5 Credits)

This course offers a chance to improve basic competency in written and verbal business communication skills. The ability to communicate well is crucial to career success. Corporate cultures, international communications, conversational strategies, timed writing, interviewing, problem solving, business style are discussed.

CMBU 3434. INTEGRATED MARKETING COMMUNICATION. (3 Credits)

Advertising is the most pervasive element of marketing mix: the average American family of four is exposed to 1500 advertising messages a day! Students will study the role of advertising in the marketing communications mix, allocating the promotional budget and developing advertising strategy: product positioning, creative development, media planning, reasearch and control, legal issues,and ethical considerations. Students will apply theoretical case discussions and develop a full-fledged competitive advertising campaign for a potential "client."

Prerequisite: MKBU 3225.

CMBU 3810. APPLIED BUSINESS COMMUNICATIONS. (3 Credits)

The emerging professionals’ Institute for Applied Business Communication will promote the related skills that matter most in the professional workplace. Communications strategies reviewed will follow a pedagogy designed to empower participants through the use of simulated business experience.

CMBU 4411. ST:COMM FOR ENTREPRENEURS. (3 Credits)

Successful entrepreneurs are effective communications. This advanced course will help students launch their ventures by demonstrating effective communication skills. Specifically, this class will help students: (1) pitch their ideas with greater clarity and confidence;(2) sell their ideas to critical stakeholders; (3) brand themselves and establish their credibility; (4) spin their ideas so they stick on a crowded marketplace; and (5) gain valuable feedback about their ideas, brand and perceived expertise.
CMBU 4412. ST: UNDERSTANDING AUDIENCES/USERS. (3 Credits)
Understanding Audiences and Users examines how media audiences/ users of digital media are measured, what we know about audience behavior and effects, and related ethical and policy questions. The course covers the challenges and techniques of measuring audience and user behaviors, including how this has changed and is still changing. Measurement systems studied include those used for “mass” media such as television, as well as digital and mobile media. It also explores what we know about how people use, and are affected by, various media. The class also tackles the regulatory and ethical questions that surround audience and user measurement, including questions of privacy, trust, and consent.

CMBU 4413. DIGITAL MEDIA& PROMO COMM. (3 Credits)
Digital Media and Promotional Communication focuses on how companies, organizations, and individuals are using digital media to communicate and connect with all of their various stakeholder groups, including consumers. As the media environment changes with new technological capabilities to distribute and retrieve messages, companies promotional communication strategies must adapt as well. This course seeks to understand this media environment and apply it to the decision-making involved in a promotional communication context in terms of both message content development and message placement. Students will analyze digital media campaigns that companies have conducted in terms of their promotional communication brand goals. They will also develop their own digital media promotional communication campaigns. This course is examined through theoretical and practical means applied to current events and people affecting the world today.

CMBU 4420. ST: ENTREPRENEURIAL COMM & NEG. (3 Credits)
This course is designed to develop practical communication and negotiation skills for entrepreneurs. Key areas of instruction include: deal-making; personal selling and reputation building through business plan presentation; and use of communication and negotiation to develop effective social networks. Complementing theory with practice, the class will consist of hands-on stimulations and exercises as well as readings and materials from textbooks, practitioner journals, and case studies.

CMBU 4440. ST: THEATRE IN BUSINESS. (3 Credits)
This course is a highly practical application of theatre skills that support and develop innovative and entrepreneurial business thinking and practice. Experiential and accelerated learning techniques that include storytelling, improvisation, advanced presentation skills, play texts and performance that are used to develop: decision making, problem solving, risk taking and advanced leadership communication.

CMBU 4443. ST: PERSONAL LEADERSHIP. (3 Credits)
CMBU 4445. ST: GLOBAL MEDIA BUSINESS. (3 Credits)
This course examines the profound changes in the current media landscape. Through the business lens students will learn, discuss and evaluate forces affecting media business. In particular this class will cover how media are created, distributed and exhibited in the new digital world, to give students an insider’s perspective how global media business operate.

CMBU 4453. SOCIAL MEDIA. (3 Credits)
Social Media examines social media innovations and the disruptive force they have on traditional, established business, as well as how companies across various industries are handling these “new rules”. A key goal of the course is to understand social media through case studies, projects and using social media. In this course students will learn how social media works; why social media matters to business; and how to successfully use social media in a professional capacity.

CMBU 4458. SPECIAL TOPIC: INTRODUCTION TO PUBLIC RELATIONS. (3 Credits)
Strategic and tactical approaches to public relations as a business and as a business/management tool. Emphasis on planning and executing public relations programs and activities including relations with the news media and other external communications as well as internal/organizational communication. (This course is cross registered with MKBU 4458-Intro to Public Relations)
Corequisite: ACBU 2223.
Prerequisite: MKBU 3225.

CMBU 4470. SPECIAL TOPIC: BUSINESS OF MEDIA AND ENTERTAINMENT. (3 Credits)
An introduction to the substantive business operations and media economics issues in the publishing, broadcasting, recorded music, new media and film industries. A required project links the course to the student’s specific business discipline.

CMBU 4471. SPECIAL TOPIC: BUSINESS OF NEW MEDIA. (3 Credits)
An introduction to New Media industries covering matters of economics, technology and regulation; convergence in media and entertainment industries as well as social and cultural consequences. A required research paper or project links the course to the student’s specific business discipline.
Attribute: NMDD.

CMBU 4472. PERSUASIVE COMMUNICATION. (3 Credits)
This course provides students with insights into the process of influencing attitudes and behavior, with opportunities to hone their own persuasion skills. The latest research findings are applied to practical business situations. The ability to persuade is prized in corporate America. In the role of a manager, influence has replaced authority as the preferred means to lead. This course also prepares students for the many career paths in which persuasion is the key skill required, such as in media and corporate sales.

CMBU 4474. SPECIAL TOPIC: EXPLORATION OF BUSINESS THROUGH MEDIA. (3 Credits)
This course uses documentary films as texts to stimulate discussions of contemporary issues in Business Communications and Media Management. The effects of media depictions of businesses and corporations, and how corporations respond to the challenges presented by these media depictions and the role of "social responsibility" in contemporary corporate culture as depicted by media will be discussed.

CMBU 4477. ST:CROSS CULTURAL NEGOTIATION. (3 Credits)
This course exposes students to the legal, ethical, and practical challenges of negotiating globally. It develops negotiation skill sets and enhances appreciation of the impacts of cultural difference and international institutional settings on business negotiations. Case-based simulations offer the opportunity to refine in practice the concepts learned in readings and films. Students will emerge from the course better prepared to work in multi-cultural teams and business settings.

CMBU 4488. SPECIAL TOPIC: BUSINESS OF SPORTS MEDIA. (3 Credits)
This course will offer students the opportunity to develop a broader understanding of the multiple playing fields within the sports industry via in-depth study of leading media coverage primarily through the SportsBusiness Journal and the SportsBusiness Daily.

CMBU 4995. INTERNSHIP GROUP. (0 Credits)
CMBU 4998. SUMMER INTERNSHIP. (6 Credits)
CMBU 4999. INDEPENDENT STUDY. (1-6 Credits)
COMPARATIVE LITERATURE

Comparative literature (formerly literary studies) is a bi-campus, interdepartmental, interdisciplinary program housing the comparative literature major. The program is co-directed, with the assistance of an executive committee. The program periodically consults a board of advisers made up of prominent scholars from various academic institutions.

The comparative literature major is concerned with the study of literature from a broad range of cross-cultural and interdisciplinary perspectives. Students may concentrate on the study of literature in at least two modern or classical languages, or in a different comparative context, such as literature and a textual discipline in the humanities or social sciences (e.g., anthropology, philosophy, political science, and others), literature and film, or literature and the creative arts, among others. The comparative literature major requires advanced proficiency in at least one classical or modern foreign language, and advanced coursework in at least one Western or non-Western literary tradition other than English.

Program Activities

The Program offers a broad range of activities for undergraduates: Bricolage, Fordham’s journal of literary studies, is edited by comparative literature majors and minors, under the guidance of a faculty adviser, and showcases critical essays by students on literature, culture, film, the arts, and theory; the Comparative Literature Club organizes social activities (e.g., theater outings); invited speakers offer lectures, talks, and seminars, either designed for or open to undergraduates; the program regularly sponsors film screenings in conjunction with courses and lectures.

Awards

Theses written by comparative literature majors and minors are eligible for the Katie Fraser Prize for Excellence in comparative literature (for majors) and the Literary Studies Prize for Work in Comparative Literature (for minors).

Internships

Students who wish to pursue an internship and receive college credit for it should contact the Comparative Literature major adviser and Career Service to identify internship opportunities relevant to their field of study and professional interests. To receive college credit, students sign up for a two-credit tutorial with the major adviser, and provide weekly reports on their experience, in addition to meeting with the adviser on a regular basis during the semester. Requirements may vary depending on the type of internship. In some cases, students may be eligible for more credits depending on the relevance of the experience to their course of study, and contingent on the completion of a substantial final project.

Honors in Comparative Literature

Honors in Comparative Literature is awarded on the basis of grade point average in the major (3.5), and the quality of the senior thesis and its presentation at the Senior Project Roundtable.

Courses outside the program

The following courses offered outside the department have the COLI attribute and count toward the Comparative Literature major and minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 3030</td>
<td>AFRICAN AMERICAN WOMEN</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3071</td>
<td>AFRICAN INTELLECTUAL HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3632</td>
<td>HARLEM RENAISSANCE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3637</td>
<td>BLACK FEMINISM: THEORY AND EXPRESSION</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3663</td>
<td>MINORITIES IN THE MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3667</td>
<td>CARIBBEAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3688</td>
<td>AFRICAN LITERATURE I</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3689</td>
<td>AFRICAN LITERATURE II</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3692</td>
<td>SOCIAL CONSTRUCTION OF WOMEN</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3693</td>
<td>CONTEMPORARY AFRICAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ARAB 3000</td>
<td>TOPICS IN ARAB CULTURES</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 4560</td>
<td>MODERNISM IN ART AND LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 3050</td>
<td>PAGANS AND CHRISTIANS</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 4020</td>
<td>THE CLASSICAL TRADITION IN CONTEMPORARY FICTION AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3232</td>
<td>CLASS, TASTE, AND MASS CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3235</td>
<td>POPULAR MUSIC AS COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3237</td>
<td>GENDER IMAGES AND MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3268</td>
<td>MEDIA AND NATIONAL IDENTITY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3001</td>
<td>QUEER THEORIES</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3036</td>
<td>LATIN AMERICAN SHORT STORY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3045</td>
<td>THEORY FOR ENGLISH MAJORS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3111</td>
<td>MEDIEVAL ROMANCE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3115</td>
<td>MEDIEVAL WOMEN WRITERS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3206</td>
<td>SHAKESPEARE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3222</td>
<td>SHAKESPEARE AND POPULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3224</td>
<td>STAGING THE MEDITERRANEAN</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3333</td>
<td>CAPTIVES, CANNIBALS AND REBELS: (ADVANCED LITERATURE CORE)</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3357</td>
<td>ASIAN-AMERICAN LITERATURE 1</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3359</td>
<td>ASIAN DIASPORIC LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3365</td>
<td>NOVELS OF IDEAS:HIGH MODERNISM</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3400</td>
<td>AGE OF ROMANTICISM</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3402</td>
<td>VICTORIAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3440</td>
<td>VICTORIAN COSMOPOLITANISMS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3535</td>
<td>MODERN POETRY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3609</td>
<td>FEMINISM AND AMERICAN POETRY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3629</td>
<td>20TH CENTURY AFRO-AMERICAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3649</td>
<td>WOMEN’S LITERATURE, AMERICAN TRAGEDY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3652</td>
<td>NEW WAVE IMMIGRANT LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3655</td>
<td>THE ART OF CAPTIVITY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3665</td>
<td>COMING OF AGE: ASIAN AMERICANS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3673</td>
<td>POSTMODERN LITERATURE AND CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3701</td>
<td>AMERICAN WRITERS IN PARIS (Advaced Literature Core)</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3836</td>
<td>FICTION INTO FILM</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3851</td>
<td>Horror and Madness in Fiction and Film</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3919</td>
<td>WRITING WHITENESS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3930</td>
<td>INTRODUCTION TO GAY AND LESBIAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3964</td>
<td>HOMELESSNESS</td>
<td>4</td>
</tr>
</tbody>
</table>

Updated: 10-11-2017
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 4126</td>
<td>TEN SHORT FILMS ABOUT MORALITY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4137</td>
<td>HYSTERIA/SEXUALITY/UNCONSCIOUS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4149</td>
<td>MODERN DRAMA AS MORAL CRUCIBLE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4150</td>
<td>RACE AND HOLLYWOOD FILM</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4403</td>
<td>EXTRAORDINARY BODIES</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4403</td>
<td>EXTRAORDINARY BODIES</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4421</td>
<td>DISABILITY, LITERATURE, CULTURE: NEUROLOGICAL, MENTAL, AND COGNITIVE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4603</td>
<td>ASIANS IN THE AMERICAS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 5530</td>
<td>GOTHIC AND SENSATION</td>
<td>3-4</td>
</tr>
<tr>
<td>ENGL 5634</td>
<td>MODERNISTS/VICTORIANS</td>
<td>3-4</td>
</tr>
<tr>
<td>FITV 1501</td>
<td>UNDERSTANDING FILM</td>
<td>4</td>
</tr>
<tr>
<td>FITV 1601</td>
<td>UNDERSTANDING TELEVISION</td>
<td>4</td>
</tr>
<tr>
<td>FITV 2547</td>
<td>FILM AND GENDER</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3501</td>
<td>FILM THEORY AND CRITICISM</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3505</td>
<td>TOPICS IN FILM STUDIES</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3545</td>
<td>FILM AND TELEVISION OF HITCHCOCK</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3551</td>
<td>FILM HISTORY 1950-PRESENT</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3553</td>
<td>HOLLYWOOD GENRES</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3578</td>
<td>AMERICAN FILM COMEDY</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3579</td>
<td>MOVIES AND AMERICAN EXPERIENCE</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3585</td>
<td>TRANSNATIONAL ASIAN CINEMA</td>
<td>4</td>
</tr>
<tr>
<td>FITV 4570</td>
<td>FILMS OF MORAL STRUGGLE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 2819</td>
<td>FRENCH MURDER MYSTERY AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3005</td>
<td>FRENCH BUSINESS CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3011</td>
<td>DANTE AND HIS AGE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3012</td>
<td>MEDIEVAL STORYTELLING</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3020</td>
<td>RENAISSANCE AND BAROQUE NOVELLA</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3021</td>
<td>VICE AND VIRTUE IN MEDIEVAL ITALIAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3050</td>
<td>ARTS AND POLITICAL ITALIAN HUMANISM</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3051</td>
<td>SURVEY OF LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3062</td>
<td>ETHICS AND ECONOMIC VALUE IN MEDIEVAL LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3120</td>
<td>RENAISSANCE LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3125</td>
<td>MAGNIFICENCE AND POWER: THE MEDICI AND RENAISSANCE FLORENCE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3215</td>
<td>LOVE AND HONOR IN THE RENAISSANCE COURTS</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3500</td>
<td>COMEDY AND SATIRE IN ITALIAN CINEMA</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3530</td>
<td>THE STAGE AND SOCIETY SINCE 1700</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3550</td>
<td>ITALIAN UNIFICATION: FILM/LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3660</td>
<td>AVANT-GUARDE MOVEMENTS</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3001</td>
<td>THE ART OF TRANSLATION</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3010</td>
<td>POLITICS AND POETRY IN THE MIDDLE AGES: THE RISE OF VERNACULAR CULTURE IN THE MEDITERRANEAN</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3011</td>
<td>DANTE AND HIS AGE</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3012</td>
<td>MEDIEVAL STORYTELLING</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3020</td>
<td>RENAISSANCE AND BAROQUE NOVELLA</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3021</td>
<td>VICE AND VIRTUE IN MEDIEVAL ITALIAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3050</td>
<td>ARTS AND POLITICAL ITALIAN HUMANISM</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3051</td>
<td>SURVEY OF LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3062</td>
<td>ETHICS AND ECONOMIC VALUE IN MEDIEVAL LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3063</td>
<td>SATURIAN SPIRITS: ART AND LITERATURE IN ITALY</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3120</td>
<td>RENAISSANCE LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3125</td>
<td>MAGNIFICENCE AND POWER: THE MEDICI AND RENAISSANCE FLORENCE</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3215</td>
<td>LOVE AND HONOR IN THE RENAISSANCE COURTS</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3500</td>
<td>COMEDY AND SATIRE IN ITALIAN CINEMA</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3530</td>
<td>THE STAGE AND SOCIETY SINCE 1700</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3550</td>
<td>ITALIAN UNIFICATION: FILM/LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3660</td>
<td>AVANT-GUARDE MOVEMENTS</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3701</td>
<td>ITALIAN WOMEN WRITERS</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3901</td>
<td>NARRATIVE AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3910</td>
<td>ITALY TODAY</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 4010</td>
<td>ANNI DI PIOMBO / YEARS OF LEAD: CULTURE, POLITICS, AND VIOLENCE</td>
<td>4</td>
</tr>
<tr>
<td>JWST 3474</td>
<td>THE ARAB ISRAELI CONFLICT: CULTURAL PERSPECTIVES</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3005</td>
<td>LATIN AMERICAN THEMES</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3344</td>
<td>CRIME, LITERATURE, AND LATINOS</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3437</td>
<td>AFRO-BRAZILIAN FILM, LITERATURE, AND CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3575</td>
<td>PAINTING THE EMPIRE: UNDERSTANDING THE SPANISH EMPIRE THROUGH ART AND LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>LALS 4005</td>
<td>QUEER THEORY AND THE AMERICAS</td>
<td>4</td>
</tr>
<tr>
<td>LALS 4100</td>
<td>SPEAKING FOR/AS THE OTHER</td>
<td>4</td>
</tr>
<tr>
<td>LALS 5006</td>
<td>LATINO NEW YORK</td>
<td>3-4</td>
</tr>
<tr>
<td>LATN 3000</td>
<td>LATIN POETRY</td>
<td>4</td>
</tr>
<tr>
<td>LATN 3009</td>
<td>HORACE: ODES</td>
<td>4</td>
</tr>
<tr>
<td>LATN 3041</td>
<td>OVID</td>
<td>4</td>
</tr>
<tr>
<td>LATN 3060</td>
<td>READINGS IN VERGIL</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>LATN 3061</td>
<td>CHRISTIAN LATIN</td>
<td>4</td>
</tr>
<tr>
<td>LING 1100</td>
<td>INTRODUCTION TO LINGUISTICS</td>
<td>3</td>
</tr>
<tr>
<td>MAND 2670</td>
<td>ORIGIN AND DEVELOPMENT OF SINO-AMERICAN RELATIONS</td>
<td>4</td>
</tr>
<tr>
<td>MAND 3020</td>
<td>LEARN CHINESE THROUGH FILM</td>
<td>4</td>
</tr>
<tr>
<td>MAND 3055</td>
<td>CHINA AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>MEST 3324</td>
<td>ISRAEL IN FICTION AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 1100</td>
<td>INTRODUCTION TO LINGUISTICS</td>
<td>3</td>
</tr>
<tr>
<td>MLAL 2820</td>
<td>GERMAN TEXTS ON FILM</td>
<td>3</td>
</tr>
<tr>
<td>MLAL 3000</td>
<td>GENDER AND SEXUALITY STUDIES</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3010</td>
<td>POLITICS AND POETRY IN THE MIDDLE AGES: THE RISE OF VERNACULAR CULTURE IN THE MEDITERRANEAN</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3043</td>
<td>MODERN CHINESE LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3070</td>
<td>RUSSIAN VISIONS: THE INTERPLAY BETWEEN RUSSIAN LITERATURE AND ART IN MID-19TH/EARLY 20TH CENTURY</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3080</td>
<td>TOLSTOY, DOSTOEVSKY AND THE MEANING OF LIFE AND DEATH</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3200</td>
<td>MACHIAVELLI'S UTOPIA</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3307</td>
<td>GERMANY AND MIGRATION</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3402</td>
<td>INTRODUCTION TO RUSSIAN DRAMA</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3405</td>
<td>MASTERPIECES OF RUSSIAN FILM</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3410</td>
<td>ARAB CINEMA: HISTORY AND CULTURAL IDENTITY</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3440</td>
<td>ARABIC LITERATURE IN TRANSLATION</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3442</td>
<td>ARAB CULTURE AND NEWS MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3474</td>
<td>THE ARAB ISRAELI CONFLICT: CULTURAL PERSPECTIVES</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3475</td>
<td>OPPOSITIONAL THOUGHT IN ISLAM LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3504</td>
<td>STUDY TOUR: BERLIN TALES: GERMANY'S KIEZ</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3600</td>
<td>WOMEN'S VOICES IN GERMAN AND AUSTRIAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3624</td>
<td>MUSIC AND NATION IN THE ARAB WORLD</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3701</td>
<td>VILLAGERS, VAMPS AND VAMPIRES: AN INTRODUCTION TO GERMAN CINEMA</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3800</td>
<td>CLOISTERS, CASTLES, AND KINGS: MEDIEVAL BAVARIA</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3820</td>
<td>MEMORY AND IDENTITY IN MODERN ITALY</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3822</td>
<td>THE ARABIAN NIGHTS</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 4010</td>
<td>ANNI DI PIOMBO / YEARS OF LEAD: CULTURE, POLITICS, AND VIOLENCE</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 3123</td>
<td>MUSIC IN THE ROMANTIC CENTURY</td>
<td>4</td>
</tr>
<tr>
<td>MVST 3800</td>
<td>CLOISTERS, CASTLES, AND KINGS: MEDIEVAL BAVARIA</td>
<td>4</td>
</tr>
<tr>
<td>MVST 4007</td>
<td>MEDIEVAL FOUNDATIONS OF MODERNITY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3652</td>
<td>CONTEMPORARY FRENCH PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3653</td>
<td>LATIN AMERICAN PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3655</td>
<td>PHILOSOPHY AND LANGUAGE</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3670</td>
<td>EXISTENTIALISM</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3720</td>
<td>AFRICAN AMERICAN PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3722</td>
<td>NATIVE AMERICAN PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3850</td>
<td>HERMENEUTICS</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3903</td>
<td>PHILOSOPHY AND FEMINIST THEORY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3930</td>
<td>PHILOSOPHY AND LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3945</td>
<td>PHILOSOPHY AND ART</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4416</td>
<td>ART, MORALITY, AND POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3423</td>
<td>POLITICAL IDEOLOGIES</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3507</td>
<td>INTERNATIONAL HUMAN RIGHTS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3520</td>
<td>MIDEAST AND THE WORLD</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3623</td>
<td>ISLAM IN EUROPE</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 3020</td>
<td>THE RUSSIAN SHORT STORY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3001</td>
<td>SPAIN: LITERATURE AND CULTURE SURVEY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3002</td>
<td>LATIN AMERICA: LITERATURE AND CULTURE SURVEY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3052</td>
<td>SURVEY OF SPANISH-AMERICAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3070</td>
<td>THE LATIN-AMERICAN URBAN CHRONICLE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3126</td>
<td>SPANISH GOLDEN AGE: THE AGES</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3200</td>
<td>MULTICULTURAL SPAIN</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3210</td>
<td>TRANSATLANTIC PICARESQUE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3398</td>
<td>GENERATION OF 1898</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3426</td>
<td>MODERN HISPANIC THEATER</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3510</td>
<td>SPAIN AT WAR</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3530</td>
<td>EXCESS IN SPANISH LIT</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3540</td>
<td>SPAIN AND ISLAM</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3561</td>
<td>REPRESENTING THE GYPSY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3575</td>
<td>PAINTING THE EMPIRE: UNDERSTANDING THE SPANISH EMPIRE THROUGH ART AND LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3582</td>
<td>NEW YORK IN LATINO LITERATURE AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3610</td>
<td>CHILDREN'S GAZE IN LATIN AMERICAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3625</td>
<td>SPANISH-AMERICAN SHORT FICTION</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3642</td>
<td>SPANISH-AMERICAN LITERATURE AND POPULAR MUSIC</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3685</td>
<td>MEDIA AND LITERATURE IN SPANISH AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3701</td>
<td>SPANISH-AMERICAN WOMEN WRITERS</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3710</td>
<td>CONTEMPORARY LATIN AMERICAN FICTION</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3715</td>
<td>LATIN AMERICAN CYBERLITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3730</td>
<td>WRITING VIOLENCE: PERU, 1980-2000</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3750</td>
<td>CONTEMPORARY PERUVIAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3800</td>
<td>THE SPANISH DIASPORA</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3820</td>
<td>CARIBBEAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3825</td>
<td>LATIN AMERICAN AND WORLD LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3850</td>
<td>NARRATING THE CITY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3855</td>
<td>FASCISMS, AESTHETICS, AND THE HISPANIC WORLD</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3950</td>
<td>THE FANTASTIC IN SPANISH LITERATURE AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 4001</td>
<td>CERVANTES AND DON QUIXOTE</td>
<td>4</td>
</tr>
</tbody>
</table>
For more information
Visit the Comparative Literature program web page.

Contribution to the Core
Comparative literature offers COLI 2000 TEXTS AND CONTEXTS, which fulfills the core requirement in literature in English and counts toward the distributive requirement in Eloquenita Perfecta 2. Unless otherwise specified, nonmajors may take the program’s elective (major) offerings toward the core requirement in Advanced Disciplinary Courses in Literature. In addition, comparative literature offers courses that fulfill the distributive requirements in American pluralism, global studies, Eloquenita Perfecta 3 and 4 (Values) seminars as well as courses that fulfill the interdisciplinary capstone requirement.

Programs
- Comparative Literature Major (p. 261)
- Comparative Literature Minor (p. 262)

Courses
COLI 1220. POETRY AND POETICS. (3 Credits)
The goal of this course is to extend the student's reading experience by demonstrating the interconnection between literature and culture in its widest sense. Students will also learn the techniques of poetry and close reading.

COLI 1230. HISTORY AND THE NOVEL. (3 Credits)
Not a history of the novel, this course invites students to view the novel and history not as separate fields of study but as mutually informing ways of representing the world. To this end, it will examine representative novels and historical analyses that deliberately cross boundaries presumed to define literature and history.

COLI 1413. FICTION AND HUMAN RIGHTS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 1800. INTERNSHIP. (1 Credit)
COLI 2000. TEXTS AND CONTEXTS. (3 Credits)
An introduction to the literary analysis of texts and the cultural and historical contexts within which they are produced and read. Significant class time will be devoted to critical writing and to speaking about literature. Each section of Texts and Contexts will have a focus developed by the individual instructor and expressed in its subtitle. This course fulfills the Core requirements for the second Eloquenita Perfecta seminar.
Attributes: ENGL, TC.
Prerequisites: ENGL 1102 or ENGL 1100 or ENRU 1100 or ENLU 1100 or ENEU 1100 or HPRH 1001.

COLI 2800. MAJOR ENRICHMENT INTERNSHIP. (4 Credits)
Supervised course in which a student’s major-relevant internship is combined with regular meetings with a professor, with the aim of producing a research paper about some aspect of the institution with which the student is interning. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 2999. TUTORIAL. (2 Credits)
COLI 3000. THEORY OF COMPARATIVE LITERATURE. (4 Credits)
A review of theories and methods of comparative literary studies, using literary theory and criticism as primary readings in conjunction with primary works of literature, drawing from a range of literary traditions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENGL.

COLI 3112. ITALIAN NEOREALIST CINEMA. (4 Credits)
This course will examine the different narrative styles and themes characterizing Italian cinema in the 1940s and 1950s and its relation to the social and political situation of post-war Italy. We will also review the critical debate on the definition and chronology of Neo-realism and the differences between neo-realist cinematic and literary experiences. Screenings will include classics by Visconti, Rossellini, DeSica and DeSantis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ITAL.

COLI 3119. CONTEMPORARY MIDDLE EAST FILM AND LITERATURE. (4 Credits)
Examines contemporary Middle-Eastern and North African film and literature, considering postcolonial films and literature as efforts to forge complex new identities in the context of a newly re-mapped region. Particular focus on representations of gender and Islam. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, MEST.

COLI 3122. THE ETERNAL FEMININE IN LITERATURE AND FILM. (4 Credits)
In this course, we will study the myth of the Eternal Feminine, understood as a source of mystery, fear and fascination bringing many myths of women together. Deeply rooted in our collective imaginary, this complex representation will be analyzed throughout a selection of literary works written from the end of the 18th century (when Goethe uses the expression for the first time) and films that will allow us to discuss the adaptation of the classical texts on screen; the creation and spreading myth through literature, opera, and cinema; and the impact of the feminist critic of the myth in contemporary representations of women. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

Updated: 10-11-2017
COLI 3137. WORLD CINEMA MASTERPIECES. (4 Credits)
World Cinema Masterpieces provides a close analysis of style, narrative, structure and visual texture in selected masterworks of major European, Asian, and American directors. Directors under consideration include: Renoir, Carne, Lang, Welles, Ophuls, Hitchcock, Bresson, Kurosawa, Ray, Bergman, Rossellini, Fellini, Truffaut, Tarkovsky, Kieslowski, Fassbinder and Altman. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, INST.

COLI 3143. WORLD CINEMA MASTERPIECES 1960-1980. (4 Credits)
World Cinema Masterpieces, 1960-1980 explores major works of the French New Wave, expressionism, surrealism, epic, and New German cinema—all produced during a twenty year period of extraordinary diversity and experiment. Among the European, North American and Asian directors we will consider are: Truffaut, Rohmer, Trakovsky, Bunuel, Antonioni, Teshigahara, Bergman, Kurbick, Fassbinder and Malik. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: ENGL 1002 or ENGL 1004 or ENGL 2000 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

COLI 3200. MACHIAVELLI'S UTOPIA. (4 Credits)
In this course we will analyze The Prince as well as Machiavelli's creative work (e.g., his theatrical piece The Mandrake Root and his short story Belfagor). By adopting an interdisciplinary approach for the examination of both the historical and the artistic context in which Machiavelli lived, we will address the question of how and why The Prince was misinterpreted by Italian and European intellectuals and humanists of Machiavelli's time, leading to a misperception of many of the text's core ideas in an historical moment in which Europe was steadily transforming itself into a domain of absolutism (we will read Reginald Pole, Innocent Gentillet, Erasmus, Montaigne, among others). We will retrieve the original cultural context in which Machiavelli wrote: a climate of strong limitation of political creativity and liberty, which lead Machiavelli to compose The Prince (1513 ca.) inspired by an utopian desire for a new leader who could reconcile all the contradictions of Italy. Course taught in English. Coursework in Italian for credit in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, ITAL.

COLI 3202. ARIOSTO TO GALILEO: THE INVENTION OF MODERNITY IN RENAISSANCE ITALY. (4 Credits)
Ariosto and Galileo represent two chronological ends of a revolutionary intellectual period in the Italian Renaissance culture. Between the years 1516 (date of the first edition of Ariosto's Orlando Furioso) and 1610 (date of edition of Galileo's Sidereus Nuncius), Italian civilization contributed significantly to the shaping of a new idea of reality. The course is dedicated to the study of this particular period in which masterpieces such as the Furioso, Torquato Tasso's pastoral poem Aminta, and his epic poem Jerusalem Delivered, as well as Galileo's works (Sidereus Nuncius, Copernican Letters, Dialogue Concerning the Two Chief World Systems) become the founding texts of a new realism that questioned and distrusted appearances and, by doing so, prepared the intellectual background where Galileo could develop his new scientific method and discover intellectual models useful for his innovative comprehension of the natural world (with strong implications about the separation of theology and science). Recent scholarship insists on the deep influence that literary humanism had on Galileo's mind who, no surprise, was a reader, a writer of literature and also a literary critic (for example he wrote about Ariosto and also an incomplete commentary on Tasso's Jerusalem). The course is therefore dedicated to the study of the relationship of literature to the History of Science with close reading of the above mentioned works and also following an interdisciplinary approach devoted to the exploration of the artistic civilization around Ariosto, Tasso and Galileo. Taught in English with coursework in Italian for credit in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3210. THE ADOLESCENT AS HERO. (4 Credits)
Study of literary works and films dealing with adolescence and coming of age. Authors may include Balzac, Gide, Goethe, Mann, Musil, Proust and Rimbaud. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3211. EVIL IN LITERATURE. (4 Credits)
Evil as perceived in literature from the late 18th century to the end of the twentieth. Authors may include Balzac, Baudelaire, Bronte, Genet, Laclos and Wilde. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3215. THE WAR NOVEL. (4 Credits)
The course focuses on how the 20th century war novel translates the experience of war into fiction (World War I and II, and the Vietnam War). Readings may include Hemingway, Remarque, Celine, Claude Simon, Tim O'Brien. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3216. LOST ILLUSIONS. (4 Credits)
The shift in Western Civilization from the idea of inevitable progress to the more modern mode of uncertainty will be studied through selected literary texts and films. Authors may include Boll, Celine, Duras, Flaubert, Fontane, Hemingway, and Musil. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
COLI 3250. REPRESENT SP CIVIL WAR. (4 Credits)
This course situates the socio-historical and ideological issues surrounding the Spanish civil war (1936-39) as a broad introduction to 20th century history and culture, beginning with a brief intro to the history of the civil war. Students explore how the war has been represented in media (film, poetry, novel, photography, poster art, journalism, letter and memoir). A brief theoretical intro highlights the concept of history as a text subject to interpretation, while also questioning the relationship between governments and the histories they chose as representative. By studying varied representations of the war, students learn about the many different wars fought- over ideology, class, land, religion, military supremacy, and national history. A research project at the Abraham Lincoln Brigade Archives requires students to analyze the relationship between history and representation in texts from the war. Students analyze reactions of artists and writers to the Spanish civil war through a multinational, multidisciplinary approach to understand the relationship between art and politics in 20th century culture. Authors and artists include Luis Bunuel, Ernest Hemingway, Robert Capa, Pablo Picasso, George Orwell, Langston Hughes, Cesar Vallejo, Pablo Neruda, and Ken Loach. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: LALS.

COLI 3364. NOVELS OF IDEAS: 19TH CENTURY. (4 Credits)
An intensive study of four major novels from the second half of the nineteenth century: Melville's Moby Dick, Tolstoy's Anna Karenina, Dostoevsky's The Brothers Karamazov, and Hardy's Jude the Obscure. In exploring the ideological texture of these works, the course will consider the influence of such seminal figures as Schopenhauer, Marx, Darwin, Nietzsche, Zola, and Frazer. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, OCST.

Mutually Exclusive: ENGL 3364.

COLI 3365. NOVELS OF IDEAS:HIGH MODERNISM. (4 Credits)
Drawing on works of philosophy, psychology, aesthetics and literary theory, the course will develop close, contextualized readings of five Modernist masterpieces, all published with a twenty year span: Proust's Swann's Way (1913), Lawrence's Women in Love (1920), Svevo's Confessions of Zeno (1923), Mann's The Magic Mountain (1924), and Faulkner's Light In August (1932). The class will require approximately 2,700 pages of reading—about 200 pages per week. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

Prerequisites: ENGL 1102 and ENGL 1002 or ENGL 1004 or ENGL 2000 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

COLI 3423. MODERN EUROPEAN DRAMA. (4 Credits)
A survey of the rise of modernist drama in the work of such playwrights as Buchner, Ibsen, Strindberg, Checkov, Shaw, Pirandello, Brecht, Synge, Lorca, Genet, Ionesco, and Beckett. The course will frame close readings of about fourteen plays, tracing the 19th century and early 20th century intellectual influences and exploring a variety of contemporary theoretical perspectives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3424. ROMANTICS AND THEIR WORLD. (4 Credits)
In this course we will study British Fiction, Non-fiction and poetry from the late eighteenth to the mid-nineteenth centuries. As a counterpoint to this examination of traditional romantic literature, we will pursue traits of romanticism beyond the usual region and places, and search out their permutations in a variety of media, cultures, and historical conditions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3426. ROMANTIC ENCOUNTERS. (4 Credits)
This course considers a wide array of fiction and non-fiction from the Romantic period that concerns themes of cultural and national difference, exploration, and tourism. Drawing from British, French, and German traditions, we will look at how authors discussed the pleasures, dangers, and scandals of travel. Through poems, novels, guidebooks, periodical essays, exploration narratives, and travel journals, the course asks why journeying – whether actual or imaginary – is so central to the Romantic identity and how it mediates the relationship between self and other. Students will emerge with an understanding of the connection between the idea of foreign and the role of the writer in the Romantic period and will be introduced to theories of gender, representation, and discourse analysis. Authors will likely include Charles Baudelaire, Novalis, Percy Shelley, Mary Wollstonecraft, Mary Shelley, Ann Radcliffe, Mungo Park, and James Cook. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3431. FROM REALISM TO MODERNISM. (4 Credits)
A study of the 19th and early 20th century novel with particular attention to the development of the genre in the context of issues of representation and narration. Works by Balzac, E. Bronte, Dostoyevsky, Eliot, Flaubert, James, Joyce, Proust. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3434. THE AVANT-GARDES: EUROPE AND LATIN AMERICA. (4 Credits)
An in-depth introduction to the various collective literary and artistic movements that prevailed in 1920s and 1930s Europe, Spanish-America, and Brazil. We will read poems, manifestoes, chronicles, essays and short stories by the likes of Breton, Picabia, Marinetti, Carrington, Borges, Girondo, Huidobro, Mario and Oswald de Andrade. Course material will also draw from the visual arts, especially painting, photography, and film (Dalí, Magritte, Bunuel, Rivera, Xul Solar, Amaral). This course will delve into the cultural and political implications of the avant-gardes in a transatlantic context, with particular emphasis on a comparative exploration of notions of center and periphery, imitations and parody, art and politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, LALS.

COLI 3450. THE CITY IN LITERATURE AND ART. (4 Credits)
The structures, spaces, people, and life patterns of cities in the imagination of writers and visual artists from the end of the nineteenth century to the present. We will focus on Berlin, Paris, and New York, using the work of Walter Benjamin as a stimulus to thinking about our own relationship to the urban environment. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, URST.
COLI 3451. THE CITY IN LITERATURE. (4 Credits)
A study of urban life through the close reading of fiction, poetry and drama, focusing mainly on New York, but also London, Paris, and Cairo. Discussion of films and photographs will also play a part in the course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3455. LITERATURE, ECSTASY, AND POPULAR CULTURE. (4 Credits)
In this course, we will examine the extent to which the experience and representation of ecstasy may be seen to create, reflect, counteract or otherwise impinge upon traditions and trajectories of historical and contemporary popular cultures. Framed by Wordsworth’s Lyrical Ballads, our comparative study will include texts in various media from Plato to Almodovar. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3462. SYMPATHY AND SENSIBILITE. (4 Credits)
A study of these concepts in French and British texts (novels, plays, essays, medical treaties, etc.) in the 18th century. Authors will include: Crebillon fils, Diderot, Mackenzie, Marivaux, Smith, Sterne, Swift, among others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3463. DIDEROT. (4 Credits)
From generative and scientific speculations on the body and life and the encyclopedic organization of all knowledge, to visual and theatrical tableaux and the deployment of dissonant narrative strategies, Diderot’s literary, aesthetic, and scientific work make him one of the most important and interesting writers of the eighteenth century and force us to rethink the understanding of the body, the novel, the play, and the work of art in the eighteenth century and beyond. Diderot has also informed some of the most innovative texts in contemporary theory, philosophy, and art. In this seminar we will examine multiple works from Diderot’s interdisciplinary corpus to gain intimate knowledge of his poetics and of his unique articulation of key Enlightenment issues in the discourses of science, aesthetics, music, and fiction. Works can be read in English or French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3464. MEDICINE AND LITERATURE IN ANCIENT REGIME. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3466. DISCOVERING FRENCH CINEMA. (4 Credits)
What is French Cinema? Why is cinema regarded first and foremost as an art form in France? In this course, you will learn how to appreciate the language of cinema, understand how mise en scène, sound, and editing work together in crafting in front our eyes a world that will absorb us for a couple of hours. You will also journey through over a century of film production, from Méliès’s early “trick films” to the animation boom of the 2000s, from 1930s poetic realism to the social realism of the 1990s, from Cocteau’s and Franju’s fantastic cinema to Besson’s blockbuster films. We will see how these films can help us understand better why cinema has remained so important to French cultural identity and how French cinema has defined the way audiences abroad see France and French society. Readings introducing you to key film theoretical concepts will accompany the films discussed throughout the semester. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

COLI 3471. LUIGI PIRANDELLO IN CONTEXT: THE SUBJECT AND ITS MASKS. (4 Credits)
A study of the narrative, theatre and theoretical essays of Luigi Pirandello (1867-1936; Nobel Prize 1934) in the context of the literary, cultural, and social developments in early 20th-century Italy and Europe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3476. CONFLICT AND VIOLENCE IN FRANCOPHONE AFRICAN CINEMAS. (4 Credits)
The development of film industries across Africa has been inextricably tied with colonial history. We will focus here on the cinematic production of former French colonies, from Algeria, Morocco and Tunisia in North Africa to sub-Saharan countries, including Senegal, Burkina Faso, and Chad. Often trained in Western film schools, African and North African filmmakers started making films in the 1950s and 1960s, a time also marked by repeated struggles for independence from colonial domination. There is no single way to look at such a diverse and extraordinarily rich corpus. We will look more specifically at how different filmmakers have addressed, performed and questioned the notions of conflict and violence, both physical and psychological, literal and symbolic, at different time periods and in different regional contexts. Ousmane Sembène, Abderrahmane Sissako, Mahamat Saleh Haroun, Nabil Ayouch, Sarah Maldoror will be among the filmmakers included in our discussions. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

COLI 3500. ADVANCED LITERARY THEORY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENGL.

Prerequisites: COLI 3000 or ENGL 3045.
COLI 3519. WRITING AND REWRITING SEDUCTION. (4 Credits)
This class examines the theme of seduction and its relation to writing in European literature pre-1789. Writers include among others: Heloise and Abelard, Boccaccio, Marguerite de Navarre, Marvell, Castiglione, Lafayette, Casanova, Bastide, Crebillon fils, Laclos, and Sade in addition to critical works by Baudrillard, Paglia, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3522. STRANGE MEMORIES, STRANGE DESIRES. (4 Credits)
The course will use the image of the strange to make less familiar our concept of the Americas as a whole an coherent. Readings will span across the continents, valuing what we could describe as unsettling, weird, and bizarre. This concept of the "strange" will be considered alongside thematics of historical memory and desire in various novels. Short stories by: Hawthorne, Poe, and James. Authors may include: Faulkner, Bowles, Rulfo, Sandra Cisneros, Junot Diaz, Puig, Borges, Pynchon, and Garcia Marquez. The course will be divided into thematic sections as follows: Strange Lands; Strange Love; Strange Worlds; and The Memory of Sex. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3530. TRAUMA MEMORY NARRATIVE. (4 Credits)
"Trauma, Memory, and Interrupted Narrative" considers what it means to live and write in the aftermath of trauma. Topics will include personal (rape, abuse, incest, violence, Aids) as well as historical traumas (the Holocaust, genocide, war). Authors might include Freud, Caruth, Laub, Felman, Phelan, Tsusig, Sontag, Erikson. Literature by Morrison, Duras, Kincaid, Didion, etc. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3531. UNHAPPY FAMILIES. (4 Credits)
Unhappy Families: Trauma, Secrecy, and Testimony. Secrets can hold families together or tear them apart. In recent years, American culture has become increasingly fixated on representations of secrecy in families, specifically those concealing psychological trauma. Contemporary literature, film, theatre, and the visual arts have become fearless in their exploration of the internecine warfare within the familial construct. Though alcoholism, adultery, and revolt against patriarchy have marked much of 20th century cultural output, these newer portrayals shatter the paradigm and reveal previously taboo fragments. Thus, things that were once off limits are now fair game, such as dysfunctional communication and alienation, inappropriate sexualization, longing and nihilism, suicide and murder. Reading texts on the literature of and about psychological trauma, various narrative strategies will be analyzed with an eye to identifying connections between theory, fiction, and memoir. The three major objectives will be to familiarize students with theories of trauma, apply these theories to the analysis of selected works both fictive and real, and finally, to consider the ways in which family trauma is repressed or concealed, remembered, revealed, dramatized, framed, and staged. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3535. BUILDING THE IDEAL CITY, ETHICS AND ECONOMIC FOUNDATIONS OF REALIZABLE UTOPIAS. (4 Credits)
This course introduces students to the investigation of the role that economic concepts such as profit, work, utility, and exchange play in defining the ideal city as a realizable political project. Students will investigate ethical and economic concepts and their interrelation in the debate on the best form of State and government that developed from antiquity to modern American Utopian Communities. This course includes texts from various sources, philosophical, theological, juridical, and literary. Through these readings, students learn how theoretical and practical ideas on the best form of society developed in time and influence modern political thought. The course focuses on the impact of the socio-economic doctrines of the Church in shaping the idea of a possible, realizable, ideal city. Among the texts and authors included are Plato, St. Augustine, Thomas Aquinas, Dante, Boccaccio, Thomas Moore, Leon Battista Alberti, Tommaso Campanella, Francis Bacon. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: MLL, MVST.

COLI 3553. 21ST CENTURY ROMANTICS. (4 Credits)
In this course, contemporary (i.e., 20/21st century) romantic lyric, prose, and film will be examined in historical context, and compared with traditional (i.e., 18/19th century) romantic texts. We will explore the evolution of the term "romantic" within popular culture. The making of lyrical icons, or the popular romanticization of the author/artist figure, will be a chief theme throughout the course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3575. PAINTING THE EMPIRE: UNDERSTANDING THE SPANISH EMPIRE THROUGH ART AND LITERATURE. (4 Credits)
The Golden Age of Spanish art and literature (known as “el Siglo de Oro”) coincided with the configuration of Spain as a global empire after the rise of the Habsburg dynasty to the Spanish throne (from around 1550 to around 1650). This course proposes a study of the main social, political and cultural conflicts that conformed that empire from a multidisciplinary perspective that combines the works of the empire’s most famous painters (El Greco, Diego Velázquez, José de Ribera, among others) with the works of its most representative writers (Lope de Vega, Miguel de Cervantes, María de Zayas, among others); topics such as the symbolic construction and shaping of space, gender, national identity or social and religious relationships will be approached through a combination of visual and textual representations. The course will also take great advantage of the important collections of Spanish Renaissance and Baroque painting held at several New York institutions such as the Metropolitan Museum of Art of the Hispanic Society of America, including visits to those institutions and field work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.
Prerequisite: SPAN 2500.
COLI 3585. TRANSNATIONAL ASIAN CINEMA. (4 Credits)
With its over-the-top action movies, riveting crime thrillers, sweeping historical romances, and unabashed melodramas, Asian cinema is one of the most exciting sites of cultural production in the world today. This capstone course will draw on theories and methods from film studies, literary studies, and sociology in an effort to develop an interdisciplinary model for analyzing Asian cinemas in a global context. The remainder of the course will focus on Asian cinema as a way of testing "the transnational cinema" hypothesis: the proposition that, thanks to the machinations of global capitalism, even seemingly "national cinemas" must now be understood in "post-national" terms. The course will culminate in a series of screenings at the annual New York Asian Film Festival at the Film Society of Lincoln Center. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3664. POST COLONIAL LITERATURES. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENGL, GLBL.

COLI 3668. CARIBBEAN IDENTITIES. (4 Credits)
This course explores the literature of the Caribbean in terms of socio-historical Creole identities, diaspora and colonial legacies in the Spanish, French, and English speaking Caribbean. We will read in contemporar and late twentieth century texts the manners in which this history shapes the understanding of Caribbean identities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: LALS.

COLI 3689. AFRICAN LITERATURE II. (4 Credits)
The main focus will be an examination of the colonial and postcolonial literary production of European-influenced African writers writing in European languages: English, French, and Portuguese. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: GLBL.

COLI 3690. WOMEN WRITING AFRICA. (4 Credits)
This course will consider the representation of Africa in the writing of women authors coming from different literary, cultural, and national traditions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3691. 20C AFRICAN-AMERICAN AND AFRICAN WOMEN. (4 Credits)
"20th-Century African-American and African Women Writers" considers the political, social, racial, and other related contexts in which these women write. Authors include Larsen, Hurston, Morrison, El Saadawi, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: LALS.

COLI 3692. ANGLOPHONE AFRICAN LITERATURE. (4 Credits)
This course (sub-titled "America in Africa") offers students an opportunity to learn about Africa and how America and Americans are represented by authors of the African continent writing in English. Using a range of texts in which America and/or American characters are represented, the course will encourage students to ask and answer questions such as: how is America (and Americans) represented abroad? And why? Simultaneously, students will also be learning about other places, peoples, cultures, and beliefs. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3802. LITERATURE AND IMPERIALISM. (4 Credits)
This course explores key debates in the study of literature and in the history of imperialism. Attention will be paid to the importance of literary form and historical representation as well as the relation between the two. A major concern of the course will be to examine the problems posed for any study of culture by legacies of imperialism. Readings will likely include Joseph Conrad, Mahasweta Devi, Naruddin Farah, Rudyard Kipling, Salman Rushdie, Tayeb Salih, Olive Schreiner, and Pramoedya Ananta Toer. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, EP3, GLBL.

COLI 3840. LATIN AMERICAN CULTURE THROUGH FILM. (4 Credits)
Major topics of Latin American cultural criticism through an examination of Latin American and Latino film production, with a special emphasis on the documentary as an alternative to mainstream cinema and television. Latin American media theories and cultural criticism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: FITV, GLBL, INST, LALS.

COLI 3810. US LATINO FILM MAKING. (4 Credits)
Examination of the major topics and genres of Latino film making in the U.S. Film makers studied may include Rodriguez, Valdez, Ichaso, Troyano, Muniz, and Sayles. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: LALS, PLUR.

COLI 3912. LITERATURE OF THE AMERICAS. (4 Credits)
Literature of the Americas—Spanning North, Central, and South America, this class will read novels across time and space. Whether this literature can produce a coherent vision of "America" in the 21st century will be considered alongside questions of race, class, gender, and sexuality. We will also examine the complexities of the aesthetic: Not only what makes a novel "American" but also what makes an American novel valuable. Authors include Pynchon, Cisneros, Garcia Marquez, Burroguhs, and Fuentes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: LALS.
COLI 4011. NARRATING CHILDHOOD. (4 Credits)
In this seminar, we will study the explorations of childhood experience that are to be found in literary, theoretical and cinematic texts. We will examine the construction in language of the child’s point of view and voice and we will consider literary and psychoanalytic views of the significance of childhood experience to adult life. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: PJST, WGSS.

COLI 4014. JEAN RHYS: REWRITING ENGLISH. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 4016. REWRITING THE MEDITERRANEAN. (4 Credits)
REWRITING THE MEDITERRANEAN—Historically the Mediterranean has been a region where different ethnicities, cultures and religions have emerged, dissolved or uneasily coexisted. The enduring encounter of East and West, North and South on its shores and in its waters, however, has been far from peaceful. In this seminar, we will discuss contemporary writers and intellectuals from the Mediterranean who confront the legacy of centuries-old political and religious divisions, and build on the rich artistic heritage and still vital cultural traditions of the region. We will address the question of what the notions of “Mediterranean culture” and “Mediterranean identity” mean today, by examining fiction and essays by Albert Camus, Vincenzo Consolo, Assia Djebar, Amin Maalouf and Orhan Pamuk, among others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: MEST, OCST.

COLI 4018. CONTEMPORARY CUBAN CULTURE IN HAVANA. (4 Credits)
This interdisciplinary capstone course will study the representation of the Cuban revolutionary process in literature, history, and film. It will explore some of the major topics on the Cuban revolutionary process from the vantage point of historical, literary and cinematic accounts: the relationship of intellectuals to the state, the revision of the past as antecedent to the Cuban revolution and its policies, the place of race, gender and sexuality in revolutionary culture, the Mariel exodus and the revolution’s relationship to Cuban diasporic communities, the critique of revolutionary rhetoric during the post-Soviet “special period” and issues related to consumption, gender, sexuality, race, urban development and subjectivity during the current period of economic and cultural transition from socialism. It will use an interdisciplinary historical, literary and cinematic approach to examine the Cuban revolutionary process and will offer as a complement to the course an optional Spring Study-Tour of Havana, LALS 3930. The course will be conducted in English with texts in Spanish and English translation, and will count toward the major and minor in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMC, COMM, FITV, GLBL, ICC, INST.

COLI 4020. LITERATURE, FILM AND DEVELOPMENT. (4 Credits)
Development and underdevelopment are terms we now associate with the relative industrialization/financialization of any given part of the world and the comparative disposition of their economic structures. They are used to differentiate the haves from the have-nots (North/South, First and Third Worlds; metropole and postcolony). We will study Development and its discourse as it has emerged since the 18th century within humanist frameworks of philosophy/science (the animal-human divide); literature (stories/narrative as colonial inscription); and technology (as techne and prostheses manifest in photography, film and video). We will explore the ways it inflects our perceptions and ways we read our own and other worlds. In particular, we will focus on how Development/development has constructed and shaped the many significations of “the human” from the early modern to contemporary times. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENGL.

COLI 4124. SEMINAR: KIESLOWSKI’S DECALOGUE. (4 Credits)
The seminar is devoted to the extensive exploration of the Polish director Krzysztof Kieslowski’s ten-part work, The Decalogue, a series of films set in Warsaw in the early 1980s but inspired by and structured upon the Ten Commandments. The course will examine these multi-layered films both as individual meditations and as inter-connected narratives, analyzing their visual composition, probing their moral, psychological and religious implications, and confronting their abundant ambiguities. As we consider Kieslowski’s masterpiece in various contexts, we will draw upon ancillary readings in philosophy, literary theory, and aesthetics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

COLI 4125. KIESLOWSKI IN THEORY AND HISTORY. (4 Credits)
This seminar will focus on a close analysis of the Decalogue, the 10-film cinematic masterpiece of the Eastern European director, Krzysztof Kieslowski. The films will be paired with some key texts in critical and film theory and discussed in multiple contexts; the rest of Kieslowski’s oeuvre; the works of other Eastern European filmmakers; and the historical context of Poland in the 1980s. Capstone seminar for Comparative Literature majors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 4126. TEN SHORT FILMS ABOUT MORALITY. (4 Credits)
This seminar will focus on a close analysis of acclaimed Polish director Krzysztof Kieslowski’s cinematic masterpiece, The Decalogue (1988-89). The ten one-hour films of the series each examine the ambiguities of the Ten Commandments in the modern setting of late twentieth-century Poland. The films will be paired with substantive essays examining the “ten words” of the them commandments from various religious, philosophical, and theoretical perspectives, as well as some key texts in critical and film theory. Capstone seminar for Comparative Literature major. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENGL, EP4, SRVL, VAL.
COLI 4150. RACE AND HOLLYWOOD FILM. (4 Credits)
This interdisciplinary capstone course examines how contemporary US culture represents its racial others. Drawing on theories and methods from sociology, political science, philosophy, and literary theory, we will develop a provisional model of interdisciplinary cultural analysis that will enable us to examine how racial representations work, why they matter, and how they can be most fruitfully interpreted. We will then conduct a series of case studies in racial representation. Each case will be organized around a recent Hollywood film, and each film will be examined from a variety of disciplinary perspectives, with particular emphasis on how the various disciplines both illuminate and obscure various aspects of the racial representation at hand. The course will culminate in a series of group presentations, with each group presenting an interdisciplinary analysis of a recent racial representation of its own choosing.
Prerequisites: ENGL 1102 and ENGL 1004 or ENGL 2000 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

COLI 4204. JOSEPH CONRAD AND THE FUTURE OF ENGLISH. (4 Credits)
A study of works by Joseph Conrad and their relevance for the changing landscape of English literature within the comparative linguistic, literary, and cultural context of the twentieth and twenty-first centuries. Besides select works of Conrad (including Almayer's Folly, "Heart of Darkness," Lord Jim, Nostromo, The Secret Agent, and Under Western Eyes), other works to be studies may include: Ngugi wa Thiong' o, A Grain of Wheat, V.S. Naipaul, A Bend in the River, Tayeb Salih, Season of Migration to the North, Nuruddin Farah, Maps, Jessica Hagedorn, Dream Jungle, Pramoedya Ananta Toer, This Earth of Mankind. CAPSTONE SEMINARE FOR COMPARATIVE LITERATURE MAJORS. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 4206. COMPARATIVE STUDIES IN REVOLUTION. (4 Credits)
This interdisciplinary capstone seminar engages students in a series of literary and historical studies of revolutionary (and counter-revolutionary) movements (e.g. the Haitian revolution of 1791, the Indian Rebellion of 1857, and the events of 1965 in Indonesia). Examining historical documents, works of fiction, literary theory and historiography, the seminar will investigate how the disciplines of history, literary criticism, and cultural studies more generally, seek to explain revolutionary historical change. Particular attention will be paid to the authority of textual evidence placed within interdisciplinary, cross-cultural, and multi-media contexts Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attributes: EP3, GLBL, ICC, PJST.

COLI 4207. COMPARATIVE STUDIES IN EMPIRE. (4 Credits)
This interdisciplinary capstone seminar will study the interrelation between different imperial formations (e.g. Roman, Ottoman, Mongol, British, Chinese, and American) and the various linguistic, literary, and cultural traditions that give them imaginative and historical shape. Attention will be paid to the importance of literary form and historical representation. Juxtaposing historical and fictional texts from different cultural and historical moments, the seminar will explore how these texts foreground problems of historical documentation and textual authority. The seminar will also study how these foundational problems, shared by the disciplines of history and literary criticism, are embodied in other media, notably music and film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attributes: EP3, ICC.

COLI 4320. READING THE INDIAN OCEAN WORLD. (4 Credits)
A new area of study has emerged in the last decade known as Indian Ocean Studies. It uses interdisciplinarity to study the cultural flows and encounters over time of the peoples and traffic of the Indian Ocean. This course will focus on the literature, writing, and expressive practices (including film, music and performance) that this confluence of peoples has created. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attributes: GLBL, ICC.

COLI 4412. REPRESENTING ART IN LITERATURE. (4 Credits)
Art and its literary representation in 17th and 18th century France and England. In this seminar, we will examine the literary representation of art (portraits, landscape, etc.) in novels. What is the status of these representations? In what ways does this status change from the 17th to the end of the 18th centuries? In order to analyze the import of visual representation in literary texts, we will also read a number of works of early art criticism both in England and France as well as contemporary criticism and theory. As such, we will try to determine the interrelation between history of the visual and literary culture in the early modern period. Texts can be read in the original language if desired. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 4420. ETHICS AND INTELLIGENCE. (4 Credits)
This seminar will engage students in an intensive examination of the history, literature, and ethics of secret intelligence. Tracing the historical emergence of contemporary intelligence agencies from the early modern period up to the present, and with special attention to literary works from contrasting cultural traditions, the seminar will focus on three areas of expertise that have historically shaped the articulation and administration of both clandestine and public intelligence and information: the work of translators, the work of missionaries, and the work of government agencies.
Attributes: EP4, VAL.
Prerequisites: ENGL 1102 and ENGL 2000 or ENGL 1004 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

Updated: 10-11-2017
COLI 4603. ASIANS IN THE AMERICAS. (4 Credits)
This capstone course examines the histories, cultures, and politics of Asians in the Americas. Drawing on theories and methods from history, sociology, psychology, literary studies, and other scholarly disciplines, we will examine some major touchstones in the interdisciplinary field of Asian American Studies. Topics may include the global context of Asian migration to the west, Asians as coolie laborers in the US and the Caribbean, anti-Asian legislation, Japanese American internment during World War II, the geopolitical context of model minority discourse, gender and sexuality in Asian America, media representations of Asians and Asian Americans, and methodological debates in the field of Asian American Studies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC, PLUR.

COLI 4800. INTERNSHIP. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 4998. SENIOR THESIS TUTORIAL IN COMPARATIVE LITERATURE. (4 Credits)
Practical application of comparative techniques and research methods. Supervised independent work culminating in an original research paper in the area of comparative literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 4999. TUTORIAL IN COMPARATIVE LITERATURE. (4 Credits)
Independent research and readings with supervision from a faculty member.
COMPARATIVE LITERATURE MAJOR

Requirements

Early in their program of study and in consultation with the comparative literature major adviser, students choose to take courses and write their thesis in one of the following areas of study:

- Literature across the languages
- Literature and diaspora studies
- Literature and the humanities, sciences or social sciences (e.g., anthropology, philosophy, political science or the natural sciences among others)
- Literature and film or media
- Literature and the creative arts
- Comparative theories

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One of the following classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COLI 3000</td>
<td>THEORY OF COMPARATIVE LITERATURE</td>
<td></td>
</tr>
<tr>
<td>ENGL 3000</td>
<td>THEORIES OF COMPARATIVE LITERATURE</td>
<td></td>
</tr>
<tr>
<td>ENGL 3045</td>
<td>THEORY FOR ENGLISH MAJORS</td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select at least two comparative literature courses numbered COLI 3001 or above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select at least two foreign language and literature electives 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select up to three elective courses (3000 and above) chosen from among cross-listed courses from other departments 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Capstone</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A senior capstone seminar (4000 and above), open to juniors with permission. This capstone course varies in topic, and has a seminar format and a strong theoretical component</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thesis</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COLI 4998</td>
<td>SENIOR THESIS TUTORIAL IN COMPARATIVE LITERATURE (All majors are required to write a thesis under the direction of an adviser and a second reader.) 3</td>
<td>4</td>
</tr>
</tbody>
</table>

1 Any two courses (normally in the same language) offered by the departments of Modern Languages and Literatures (listed here (p. 489)) or Classical Languages and Civilization (listed here (p. 200)) numbered 2500 and above. These courses will allow the students to demonstrate an ability to read and analyze literary texts written in a language other than English.

2 (e.g., African and African American studies, communication and media studies, English, history, modern languages and literatures, philosophy, political science, visual arts) or interdisciplinary programs (e.g., Latin American and Latino studies, Medieval studies, urban studies, women’s studies) appropriate to the student’s program of study or concentration.

3 Proposals must be approved at the end of the student’s junior year.

In addition, in their senior year students participate in the Senior Project Roundtable, which offers them the opportunity to present and discuss their final projects in a public forum with faculty and students from comparative literature and other disciplines.

Majors are encouraged to pursue a study abroad program, usually in their junior year. It is strongly recommended that students who plan to pursue graduate work in comparative literature develop a reading knowledge in a second foreign language.

Comparative literature majors may take courses at Fordham School of Professional and Continuing Studies at Lincoln Center only if these courses are offered under the COLI subject (p. 944), or are officially cross-listed.

Availability

The major in comparative literature is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies.

**Fordham College at Rose Hill students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Fordham College at Lincoln Center students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Professional and Continuing Studies students:** The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
COMPARATIVE LITERATURE MINOR

Requirements
The minor in comparative literature consists of six courses to be distributed as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLI 3000</td>
<td>THEORY OF COMPARATIVE LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>or ENGL 3045</td>
<td>THEORY FOR ENGLISH MAJORS</td>
<td></td>
</tr>
</tbody>
</table>

Select five elective courses (3000 and above) selected in consultation with an adviser.

Comparative literature minors are not required to write a senior thesis, but may choose to do so in consultation with their comparative literature adviser.

Availability
The minor in comparative literature is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Rose Hill and Lincoln Center.
BIOINFORMATICS MINOR

A minor in bioinformatics is available on both the Rose Hill and Lincoln Center campuses. Bioinformatics is an emerging interdisciplinary field fusing mainly biological sciences and computer sciences and encompassing the knowledge and tools of other science disciplines. Bioinformatics studies the sequence, structure, and function of genes and proteins in all living organisms, including the human species. When dealing with an influx of raw information, a significant amount of effort is spent on how to effectively and efficiently warehouse and access these data and on new methods and algorithms aimed at mining this warehoused data in order to make novel discoveries in biology, medicine, and pharmaceuticals. Some examples of the topics are genomics, proteomics, phylogenetics, systems biology, DNA microarray gene expression, protein chip, and next generation sequencing (NGS) data analysis, genomic medicine, biomarkers for cancer and disease, drug discovery and design for disease and disorders, database and data mining, network form and function, and ESL (ethical, societal, and legal) issues.

For more information
Visit the Bioinformatics minor program webpage.

Requirements
The following courses are required for the Bioinformatics minor.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM/NSCI 1321</td>
<td>GENERAL CHEMISTRY I (no lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM/NSCI 1322</td>
<td>GENERAL CHEMISTRY II (no lab)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1205</td>
<td>APPLIED STATISTICS (or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>BISC 2539/NSCI 3133</td>
<td>GENERAL GENETICS (NSCI 3133 was formerly NSCI 3033.)</td>
<td>3</td>
</tr>
<tr>
<td>BISC 2549/NSCI 3833</td>
<td>GENERAL GENETICS LAB</td>
<td>2</td>
</tr>
<tr>
<td>BISC 3754/NSCI 3154</td>
<td>CELL BIOLOGY (NSCI 3154 was formerly NSCI 3054.)</td>
<td>3</td>
</tr>
<tr>
<td>CISC 4020</td>
<td>BIOINFORMATICS</td>
<td>4</td>
</tr>
</tbody>
</table>

Intro Biology I & II with Lab must be taken to fulfill the Natural Science Core Requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BISC/NSCI 1403</td>
<td>INTRODUCTORY BIOLOGY I</td>
<td>3</td>
</tr>
<tr>
<td>BISC/NSCI 1413</td>
<td>INTRODUCTORY BIOLOGY LAB I</td>
<td>2</td>
</tr>
<tr>
<td>BISC/NSCI 1404</td>
<td>INTRODUCTORY BIOLOGY II</td>
<td>3</td>
</tr>
<tr>
<td>BISC/NSCI 1414</td>
<td>INTRODUCTORY BIOLOGY LAB II</td>
<td>2</td>
</tr>
</tbody>
</table>

Certain majors are required to complete certain additional courses (often taken as electives in their major) to earn the Bioinformatics minor.

Computer Science majors must also take:

- CISC 2500 INFORMATION AND DATA MANAGEMENT
- CISC 4631 DATA MINING
- Either BISC 2575 CELL BIOLOGY or BISC 3752 MOLECULAR BIOLOGY as an elective toward the major.

Natural Science (LC) majors must also take:

- CISC 3500 DATABASE SYSTEMS
- CISC 1400 DISCRETE STRUCTURES
- CISC 1600 COMPUTER SCIENCE I
- Either CISC 2575 CELL BIOLOGY or CISC 3752 MOLECULAR BIOLOGY as an elective toward the major.

General Science (RH) majors must also take:

- CISC 3500 DATABASE SYSTEMS
- CISC 4597 ARTIFICIAL INTELLIGENCE
- Either CISC 2575 CELL BIOLOGY or CISC 3752 MOLECULAR BIOLOGY as an elective toward the major.

Availability
The minor in bioinformatics is available at Fordham College at Rose Hill and Fordham College at Lincoln Center.
COMPUTER SCIENCE MAJOR

Requirements

The computer science major may be taken toward either the Bachelor of Arts (B.A.) or the Bachelor of Science (B.S.) degree awards. The B.A. degree in computer science requires a total of 14 courses, and the B.S. degree in computer science requires a total of 16 courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 1400</td>
<td>DISCRETE STRUCTURES</td>
<td>3-4</td>
</tr>
<tr>
<td>or CISC 1401</td>
<td>DISCRETE STRUCTURES</td>
<td></td>
</tr>
<tr>
<td>CISC 1600</td>
<td>COMPUTER SCIENCE I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CISC 1610</td>
<td>COMPUTER SCIENCE I LAB</td>
<td></td>
</tr>
<tr>
<td>CISC 2000</td>
<td>COMPUTER SCIENCE II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CISC 2010</td>
<td>COMPUTER SCIENCE II LAB</td>
<td></td>
</tr>
<tr>
<td>CISC 2100</td>
<td>DISCRETE STRUCTURES II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CISC 2110</td>
<td>DISCRETE STRUCTURES II LAB</td>
<td></td>
</tr>
<tr>
<td>CISC 2200</td>
<td>DATA STRUCTURES</td>
<td>4</td>
</tr>
<tr>
<td>CISC 3500</td>
<td>DATABASE SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 3593</td>
<td>COMPUTER ORGANIZATION</td>
<td>4</td>
</tr>
<tr>
<td>CISC 3595</td>
<td>OPERATING SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4080</td>
<td>COMPUTER ALGORITHMS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4090</td>
<td>THEORY OF COMPUTATION</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4615</td>
<td>DATA COMMUNICATIONS AND NETWORKS</td>
<td>4</td>
</tr>
</tbody>
</table>

For the Bachelor of Arts degree

Select two electives

For the Bachelor of Science degree

CISC 4631 | DATA MINING | 4
MATH 1206 | CALCULUS I   | 4

Select three electives

1 For students entering prior to Fall 2015 (class of 2020 or earlier), CISC 4700 NETWORK AND CLIENT SERVER is required instead of CISC 2100 DISCRETE STRUCTURES II.
2 Required for students entering in Fall 2017 (class of 2022) and later.
3 Elective courses are selected from department courses (which may include some graduate courses) or in cognate areas in consultation with a department adviser. One elective CISC course (p. 956) must be numbered 2000 or above, while the remaining electives must be numbered 3000 or above, excluding CISC 4001 COMPUTERS AND ROBOTS IN FILM, CISC 4650 CYBERSPACE: ISSUES AND ETHICS, and CISC 4660 MINDS, MACHINES, AND SOCIETY.

Availability

The major in computer science is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in computer science only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

**Fordham College at Rose Hill students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Fordham College at Lincoln Center students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

Updated: 10-11-2017
# COMPUTER SCIENCE MINOR

## Requirements

Students wishing to minor in computer science take the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CISC 1100</td>
<td>STRUCTURES OF COMPUTER SCIENCE (or equivalent)</td>
<td>3-4</td>
</tr>
<tr>
<td>or CISC 1400</td>
<td>DISCRETE STRUCTURES</td>
<td></td>
</tr>
<tr>
<td>CISC 1600</td>
<td>COMPUTER SCIENCE I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CISC 1610</td>
<td>and COMPUTER SCIENCE I LAB</td>
<td></td>
</tr>
<tr>
<td>CISC 2000</td>
<td>COMPUTER SCIENCE II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CISC 2010</td>
<td>and COMPUTER SCIENCE II LAB</td>
<td></td>
</tr>
</tbody>
</table>

### Electives

Select three elective courses in consultation with a department adviser.

1 Courses with the subject code CISC (p. 956) fulfill this requirement. One elective CISC course may be numbered 2000 or above, while the remaining electives must be numbered 3000 or above, excluding CISC 4001 COMPUTERS AND ROBOTS IN FILM, CISC 4650 CYBERSPACE: ISSUES AND ETHICS, and CISC 4660 MINDS, MACHINES, AND SOCIETY.

## Availability

The minor in computer science is available at Fordham College at Rose Hill and Fordham College at Lincoln Center.
CYBERSECURITY MINOR

Cybersecurity is an emerging and fast-growing field in computer and information science, and it plays an essential role in modern society. There is a huge demand for cybersecurity professionals in the market due to the exponential increase of cyber intrusions and attacks on governmental agencies and commercial organizations.

A primary aim of the cybersecurity minor is to engage non-CIS students with this exciting field so as to augment their major field of study with the pragmatics of cybersecurity techniques and knowledge. It could be attractive for traditional computer science, mathematics, physics, business, or even biology majors to have a minor in cybersecurity.

A unique feature of Fordham's cybersecurity minor is its comprehensive integration of problem-solving skills with a rigorously theoretical background in cybersecurity. It is anticipated that this minor will opportune serve the needs of undergraduate students enrolled in different majors interested in obtaining cybersecurity positions in governmental agencies and commercial organizations.

Students majoring in information science (INSC) or information technology and systems (INTS) may not minor in cybersecurity because these majors already include most of the courses as requirements. Students majoring in computer science (COSC) may minor in cybersecurity provided that four of the courses used for the minor are not applied to the major.

For more information
Visit the Cyber Security program web page.

Requirements

The cybersecurity major requires the following six courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 1600 &amp; CISC 1610</td>
<td>COMPUTER SCIENCE I and COMPUTER SCIENCE I LAB</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2500</td>
<td>INFORMATION AND DATA MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>CISC 3580</td>
<td>CYBERSECURITY AND APPLICATIONS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 3600</td>
<td>SECURE CYBER NETWORKS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4615</td>
<td>DATA COMMUNICATIONS AND NETWORKS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 3650</td>
<td>FORENSIC COMPUTING</td>
<td>4</td>
</tr>
<tr>
<td>or CISC 4510</td>
<td>COMPUTER SECURITY SYSTEMS</td>
<td></td>
</tr>
</tbody>
</table>

Please contact the computer and information science department chair for additional information on this program.

Availability

A minor in cybersecurity is available at both the Rose Hill and Lincoln Center campuses.
COMPUTER AND INFORMATION SCIENCES

Computer Science
The curriculum in computer science is oriented toward computing methods and systems. It emphasizes systems analysis, software design and programming, analytic reasoning, computer architecture, and the theory of computation. Students will learn the processes and algorithms to analyze and solve complex problems and also use the computer and the Internet as a problem-solving tool. Students graduating from the program will be prepared for careers in computer science, information technology, system design, telecommunications, and network applications, both in the public and private sectors. Students will also be prepared for further graduate study in computer science or other related areas.

Students wishing to major in computer science should take CISC 1600 COMPUTER SCIENCE I and CISC 1400 DISCRETE STRUCTURES in the first semester of their freshman year (or as soon as possible) and CISC 2000 COMPUTER SCIENCE II in the second semester of their freshman year.

Information Science
The curriculum in information science emphasizes information acquisition, information analysis, and information systems, as well as information and network technology.

It is concerned with the design of and methodologies for storing, retrieving, processing, and transmitting data and information. Students graduating from the program will be prepared for a variety of careers, including those in information systems, computer applications, web-based system design, and Internet and communication technology as found in government, business, and society. Students will also be prepared for further graduate study in information science, information systems, information networking, and other related areas.

Students wishing to major in information science should take CISC 1100 STRUCTURES OF COMPUTER SCIENCE and CISC 1600 COMPUTER SCIENCE I in the first semester of their freshman year or as soon as possible.

No computer or information science course in which a student receives a grade below C- can be credited toward a major or minor in the department.

Early Admission to Master’s Program
Please read the Early Admission to Graduate School of Arts and Sciences Master’s Programs (p. 22) section of this bulletin for more information. Interested majors should speak with the associate chair of graduate studies in the fall of junior year. Students do not need to include GRE scores unless they are planning to apply for financial aid after finishing the bachelor’s degree.

The minimum GPA to be eligible to apply is 3.2 or higher. This policy applies to FCRH, FCLC, and PCS. Students opting for early admission must take two graduate courses in their senior year, which count toward both their B.A. (or B.S.) and M.S. degree. Graduate courses taken while still at the college must be approved by the associate chair for graduate studies of the department. Applications are made online through the Graduate School of Arts and Sciences website.

Program Activities
Courses For Nonmajors
1. Students wishing a general familiarity with computers, or computer and information science and technology, but who do not wish to major in computer or information science, are advised to take any of the following courses, which do not require any CIS prerequisites, as soon as possible:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 1100</td>
<td>STRUCTURES OF COMPUTER SCIENCE</td>
<td>3-4</td>
</tr>
<tr>
<td>or CISC 1400</td>
<td>DISCRETE STRUCTURES</td>
<td></td>
</tr>
<tr>
<td>CISC 1600</td>
<td>COMPUTER SCIENCE I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CISC 1610</td>
<td>and COMPUTER SCIENCE I LAB</td>
<td></td>
</tr>
<tr>
<td>CISC 2350</td>
<td>INFORMATION AND WEB PROGRAMING</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2500</td>
<td>INFORMATION AND DATA MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2530</td>
<td>DIGITAL VIDEO AND MULTIMEDIA</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2540</td>
<td>INTRODUCTION TO VIDEO GAME DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2850</td>
<td>COMPUTER AND DATA ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4001</td>
<td>COMPUTERS AND ROBOTS IN FILM</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4006</td>
<td>BRAINS AND BEHAVIOR IN BEASTS AND BOTS</td>
<td>4</td>
</tr>
</tbody>
</table>

2. Students who specifically wish to gain familiarity with web page construction and digital media and graphics should take CISC 2350 INFORMATION AND WEB PROGRAMMING, CISC 2530 DIGITAL VIDEO AND MULTIMEDIA, or CISC 2540 INTRODUCTION TO VIDEO GAME DESIGN.

3. Students wishing to have some knowledge on the applications of computer and information science and their interface with biomedicine and health can take CISC 3270 HEALTH AND MEDICAL INFORMATICS and CISC 4020 BIOINFORMATICS.

4. Students majoring in science, mathematics, and social science, who wish to pursue their further graduate studies in a field or subject closely related to (or utilizing) quantitative, qualitative, and algorithmic reasoning should take CISC 2850 COMPUTER AND DATA ANALYSIS or CISC 4631 DATA MINING in addition to those courses listed in (1) above.

5. Students can take a combination of courses (listed in (1), (2), (3) and (4) above) to fulfill a minor in computer science, information science, or information technology and systems (see the required minor courses in Minor section) or to prepare intellectual skills necessary in their major study.

3-2 Cooperative Program in Engineering
This joint five-year program with Columbia University leads to a B.A. degree from Fordham University and a B.S. degree in engineering from Columbia University. A description of the program is given under the Cooperative Program in Engineering (p. 21) section of this bulletin. The department provides a specialized set of CS major requirements for 3-2 engineering students. Interested students should consult the computer and information science department as early as possible.

For more information
Visit the Computer and Information Sciences department web page.
Contribution to the Core

The Department of Computer and Information Sciences offers CISC 1100 STRUCTURES OF COMPUTER SCIENCE, CISC 1400 DISCRETE STRUCTURES, and CISC 1600 COMPUTER SCIENCE I (CSI), each fulfilling the mathematical and computational reasoning core requirement. We encourage science and social science majors, and those interested in receiving a more in depth understanding of algorithmic and quantitative reasoning, to take CISC 1400 DISCRETE STRUCTURES instead of CISC 1100 STRUCTURES OF COMPUTER SCIENCE.

The department also offers CISC 2540 INTRODUCTION TO VIDEO GAME DESIGN, which satisfies the EP3 core requirement, and CISC 4001 COMPUTERS AND ROBOTS IN FILM and CISC 4006 BRAINS AND BEHAVIOR IN BEASTS AND BOTS, which satisfy the ICC core requirement.

The department also offers CISC 4650 CYBERSPACE: ISSUES AND ETHICS and CISC 4660 MINDS, MACHINES, AND SOCIETY, which fulfill the Values Seminar/ EP4 core requirement.

Programs

Majors

• Computer Science Major (p. 264)
• Information Science Major (p. 275)
• Mathematics and Computer & Information Sciences Major (p. 277)

Minors

• Bioinformatics Minor (p. 263)
• Computer Science Minor (p. 265)
• Cybersecurity Minor (p. 266)
• Information Science Minor (p. 276)

Courses

CISC 1100. STRUCTURES OF COMPUTER SCIENCE. (3 Credits)
An introductory course in the discrete structures used in computer and information technology. Emphasis will be placed on the ability to solve problem and develop logical thinking. Topics such as sets, functions, elementary combinatorics, discrete probability, logic, Boolean algebra, recursion and graphs will be covered through the use of algorithmic and concrete construction. The learned materials are reinforced by computer laboratory assignments. This course also fulfills the Mathematical Reasoning requirement of the Core Curriculum.

Attribute: MCR.

CISC 1250. COMPUTER APPLICATIONS. (3 Credits)
Introductory course designed for the beginning students. It will define the scope of the discipline, acquainting the students with modern computing. Topics include introduction to programming, database use, accessing the Internet, construction of World Wide Web home pages and email, using ACCESS, EXCEL and MS Windows.

CISC 1400. DISCRETE STRUCTURES. (4 Credits)
This course covers basic materials in discrete structure and algorithms which are used in computing science, information technology, and telecommunications. Topics include sets, permutation/combinations, functions/relations/graphs, sum/limit/partition, logic and induction, recursion/recurrence relation, system if equations and matrices, graphs/digraphs/networks, searching and sorting algorithms, database structure and data analysis. Practical examples of applications will be shown and programming will be used to reinforce understanding of the concepts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: MCR.

CISC 1401. DISCRETE STRUCTURES. (3 Credits)
This course covers basic material in discrete structure and algorithms which are used in computing science, information technology, and telecommunications. Topics include sets, permutation/combinations, functions/relations/graphs, sum/limit/partition, logic and induction, recursion/recurrence relation, systems of equations and matrices, graphs/digraphs/networks, searching and sorting algorithms, data structure and data analysis. Practical examples of applications will be shown and programming will be used to reinforce understanding of the concepts. The technical material will be presented within the context of understanding how this material servers as the foundation for computer science and its’ resulting technologies. Particular focus will be placed on internet queries and social networks.

Attributes: EP1, MANR, MCR.

CISC 1450. INTRODUCTION TO WEB PROGRAMMING. (3 Credits)
Introduces students to the world of computer science, information technology, and communication science through the Internet and World Wide Web. No programming background is required. We will focus on areas such as Web design, internet communications, and applications.

CISC 1600. COMPUTER SCIENCE I. (3 Credits)
Introductory course designed for the beginning students. It will define the computing concepts using a high-level programming language. Emphasis will be placed on program design, coding, debugging and documentation of programs. This course together with Structures of Computer Science (CS 1100) serve as the introductory courses for both the computer science and the computer systems management applications major.

Attribute: MCR.

Corequisite: CISC 1610.

CISC 1610. COMPUTER SCIENCE I LAB. (1 Credit)
A series of programming and laboratory assignments to reinforce the materials learned in CISC 1600.

Corequisite: CISC 1600.

CISC 1800. INTRODUCTION TO COMPUTER PROGRAMMING. (3 Credits)
This course introduces students to the foundational knowledge in computing and programming via a scripting languages such as Python. This course covers the following topics: principles of computing, control structures, functions, recursion, file systems, web applications, and object-oriented programming. The students will learn how to apply computing concepts, structures and algorithms to solve real world problems.

CISC 1810. INTRODUCTION TO COMPUTER PROGRAMMING LAB. (1 Credit)
Introduction to computer programming LAB: to reinforce the materials learned in CISC 1800.

Corequisite: CISC 1800.

Updated: 10-11-2017
CISC 1999. TUTORIAL. (1 Credit)

CISC 2000. COMPUTER SCIENCE II. (3 Credits)
A second-level programming course with concentration on object-oriented programming techniques. Topics include: classes, subclasses and inheritance, polymorphism; class hierarchies; collection classes and iteration protocols.
Corequisite: CISC 2100.
Prerequisites: CISC 1600 or CSEU 1600 or CSRU 1600 or CSLU 1600.

CISC 2010. COMPUTER SCIENCE II LAB. (1 Credit)
A series of programming and laboratory assignments to reinforce the materials learned in CISC 2000.
Attribute: ZLB3.

CISC 2011. PROGRAMMING FOR MATH AND SCIENCE. (4 Credits)
Basic Python programming and scripting and basic algorithms of linear algebra. Students will develop their own Python implementations of these algorithms, which form the basis of many computational methods in the sciences. The course is accessible to students in the physical and social sciences, computer science and math. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: CISC 1600.

CISC 2020. BIOMEDICAL INFORMATICS. (3 Credits)
Advances in microarrays, recombinant DNA technologies, genome sequencing and imaging technologies have been creating huge amounts of data in biological and medical research. Computing and information science have been advancing rapidly with a variety of applications in humanities, social sciences, finance and natural sciences. This course explores the interaction of the two, illustrates the principles of biomedical informatics and introduces methods of genomics, proteomics, genomic medicine and pharmacogenomics. This course is supplemented by the lab course CISC 2021.

CISC 2021. BIOMEDICAL INFORMATICS LAB. (2 Credits)
In conjunction with CISC 2020. Biomedical Informatics, this course covers the following sequence of wet and dry laboratory sessions: DNA purification, genotyping using PCR, Y2H, in vitro transcription and translation, and protein on the gel; data bases and real time information retrieval, BLAST, and gene alignment, protein structure prediction, phylogenetics, microarray gene expression and virtual screening and drug discovery.

CISC 2100. DISCRETE STRUCTURES II. (3 Credits)
Students will study fundamental mathematical structure and logic principles that are essential to computer science. Students will develop a sound foundation upon which to build a deeper understanding of the elements of computing. Predicate logic, proof techniques, and essential topics in calculus and discrete probability will be covered. Problems and examples will be drawn from various subjects of computer science and programming activities will be introduced to reinforce the learning and application of mathematical subjects. 3.000 Credit hours.
Corequisite: CISC 2110.

CISC 2110. DISCRETE STRUCTURES II LAB. (1 Credit)
Discrete Structure II LAB : to reinforce the materials learned in CISC 2100.
Corequisite: CISC 2100.

CISC 2200. DATA STRUCTURES. (4 Credits)
A survey and analysis of the major types of structure in programs that handle data: arrays, stacks, queues, linked lists, trees and graphs; recursive, iterative, search and sort techniques. Methods of organizing and manipulating files will be referenced. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: FCRH.
Prerequisites: CISC 2000 or CSEU 2000 or CSRU 2000 or CSLU 2000.

CISC 2201. SYSTEMS ANALYSIS. (4 Credits)
Analysis and design of computerized information systems. Topics include planning and design of information systems, configuration analysis, cost analysis, proposal development. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: CISC 1600 or CSEU 1600 or CSRU 1600 or CSLU 1600.

CISC 2201. COMPUTER GRAPHICS APPLICATIONS. (4 Credits)
Computer graphics is widely used in many fields, including data visualization, engineering design, computer imaging and video gaming and other multimedia entertainment. This course is an introduction to computer-based graphical techniques. Basic programming and mathematical concepts related to computer graphics are covered as needed, assuming little or no background in these areas. The emphasis in this course will be on the hands-on implementation of software applications which employ graphics. Applications for laptop/desktop computers and for mobile devices will be covered. Topics covered will include bitmap filtering, color manipulation, shading, animation and three-dimensional projections. Application areas covered will include biomedical engineering, visual identification, engineering design and global positioning systems. Having taken this course, a student can expect to have a basic understanding of computer graphics and its widespread applications; they will be able to design simple computer graphics applications to suit their own objectives, and they will be able to implement and test these applications. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CISC 2250. INFORMATION AND WEB PROGRAMMING. (4 Credits)
Using a process of incremental development, students will learn the latest technologies used in developing dynamic, database-driven websites. Principles of good web design will be covered, as well as techniques and languages for layout and scripting. The course is open to students of all backgrounds. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: NMOD.
CISC 2500. INFORMATION AND DATA MANAGEMENT. (4 Credits)
This course will introduce the fundamentals of information storage, access and retrieval using a variety of structures, formats, and systems in computing, internet and information technologies. Projects and case studies will be drawn from the sciences, social sciences, arts and humanities and professional studies in medicine and health, business and commerce, justice and law, and education. Students will have hands-on experience in the acquisition and management of information from a diverse on-line and remote database. (e.g. Gene Bank, digital archives). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NMDD, UREST.

CISC 2530. DIGITAL VIDEO AND MULTIMEDIA. (4 Credits)
This course introduces students to the technology of digital video and multimedia with special emphasis on the web and games. Topics covered include: digital representation of sound, images, video and graphics, compression, multimedia scripting, mixing graphics and video. Practical laboratory exercises include working with Javascript and integrated multimedia systems (e.g. Macromedia Director). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: NMDD.

CISC 2540. INTRODUCTION TO VIDEO GAME DESIGN. (4 Credits)
This course provides a gentle and fun introduction to the design and production of computer-based video games, for students with no prior programming experience. Students will learn principles of game design, and apply them to create an actual computer game. Students will also research aspects of games and/or the game industry, write term papers about their topics, and give presentations on them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COMM, DTEM, EP3, NMDD.

CISC 2850. COMPUTER AND DATA ANALYSIS. (4 Credits)
Over the past decade, methods for analyzing data and extracting useful information from data in several application domains have increasingly relied on "intelligent" computer systems. In this course we will review these methods and systems and apply them to real-world problems, using state-of-the-art data analysis/data mining tools including basic algorithms and statistics. It is intended for social sciences, business and other science majors who have a strong desire and/or urgent need to analyze data using computers in their disciplines and at work after graduation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: NMDD.

CISC 3020. COMPUTER GRAPHICS. (4 Credits)
A rigorous introduction to computer-based graphical techniques. Core programming and mathematical concepts related to computer graphics are covered as needed. The emphasis in this course will be on the hands-on implementation and synthesis of software applications which employ graphics. Applications for laptop/desktop computers developed within Visual Studio/VB.net IDE environments will be synthesized and analyzed. Topics covered will include bitmap filtering, color manipulation, shading, animation and three-dimensional projections, optcode color composition and decomposition, resolution, interpolation, and coordinate transformations. After completing this course, students will be proficient in developing and implementing graphics modules, have an understanding of software and hardware interfaces relating to continuous accessing of visual screen objects, able to understand GUI interfaces, and have a working knowledge of the major mechanisms which comprise 2-d and 3-d computer graphics development which include animation, projection and color migrations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CISC 3060. INTRODUCTION TO ROBOTICS. (4 Credits)
This class is an introduction to robotics and AI for students with a background in programming. Students will work in small groups to build and program robots from kits. They will learn the basics of embedded programming, using sensor information to control motor activity for a variety of tasks such as wall following, obstacle avoidance, and simple navigation of a maze. Students will learn algorithms and data structures for representing and reasoning about space and motion, for working in robot teams, and for planning to achieve a goal. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CISC 3130. UNIX SYSTEMS PROGRAMMING. (4 Credits)
An introduction to systems programming under the UNIX operating system, using the C and C++ programming languages. UNIX concepts include processes and scheduling, I/O and queues, and standard system utilities and functions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: CISC 1600 or CSEU 1600 or CSRU 1600 or CSLU 1600.

CISC 3250. SYSTEMS NEUROSCIENCE. (4 Credits)
This course studies integrative neuroscience from a holistic view at the systems and network level. It covers the cells of the nervous system and how they process information as well as the interconnection of neurons and how they aggregate information. It also covers networks of interactive networks or modules and how they produce cognitive functions and behavioral tasks such as vision, memory, perception and emotion. Computing and informatics techniques are used and various examples are illustrated using modeling, simulation, visualization and imaging modalities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: BISC 1404 or NSCI 1404 and CISC 2500.
CISC 3270. HEALTH AND MEDICAL INFORMATICS. (4 Credits)
Databases, information systems, an computer-based approaches have greatly transformed the research of medicine and the practice of physicians in the proper diagnosis and management of patients with a variety of common diseases and disorders. This course will cover the development and evaluation of methods for managing medical data and the integration of diverse and multifaceted hardware and software systems to provide enhanced value in medicine and healthcare. Informatics is not only embraced for imaging and diagnosis but also for clinical practice, decision making, quality and safety, and clinical research. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CISC 3300. INTERNET AND WEB PROGRAMMING. (4 Credits)
This course covers web programming in the Internet and interactive environment. Students will gain understanding of operating system usage on a server and interactive web system design. Languages used include PERL, HTML, CGI and JAVA script. (Formerly titled Programming for the Web). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: CISC 1600 or CSEU 1600 or CSRU 1600 or CSLU 1600.

CISC 3400. JAVA PROGRAMMING. (4 Credits)
This course covers Java programming and internet computing with various applications. Topics include: Java programming, object-oriented programming, graphical user interfaces (GUI's), applets and applications, multimedia, files and streams, and server communications. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: CISC 2200.

CISC 3500. DATABASE SYSTEMS. (4 Credits)
This course begins with the introduction of the characteristics of the data base approach and the advantages of using data base systems. Course topics include the basic concepts and architecture of data base systems, the Relational Data Model concepts, integrity constraints, schemas, views, SQL, data modeling using the Entity-Relationship (ER) model as well as using the Enhanced ER model, UML diagram, practical data base design methodology, normalization process, physical design and system implementation and tuning. Data base security issues will also be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: CISC 1600 or CSEU 1600 or CSRU 1600 or CSLU 1600.

CISC 3580. CYBERSECURITY AND APPLICATIONS. (4 Credits)
This course provides an introduction to cybersecurity concepts, technologies, and related applications. It covers cybersecurity basics, public and private key cryptosystems, access control, firewalls, security protocols, malware detection, cyber attacks, and related topics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CISC 3593. COMPUTER ORGANIZATION. (4 Credits)
A further look at the design of a computer system, including instruction decoding and execution, memory organization, caching, I/O channels and interrupt systems. RISC and CISC paradigms. Microcoding, pipelining, multiple instruction issue and multiprocesssing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: CISC 1600 and CISC 1100 or CISC 1400.

CISC 3595. OPERATING SYSTEMS. (4 Credits)
The objective is to develop an understanding of the role of operating systems in the management of the hardware used to process application programs. Problems of resolving deadlock, exclusion, and synchronization, and inter-process communication, queuing, and network control are covered. Topics include: memory management, device management, interrupt systems and systems programming. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: CISC 3593.

CISC 3598. SOFTWARE ENGINEERING. (4 Credits)
Emphasis is placed on software design process, software implementation, software testing and maintenance. System and software planning, requirement analysis and software concept will be discussed. Topics covered include detailed design tools, data structure-oriented design, program design, program implementation and testing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: CISC 2200.

CISC 3600. SECURE CYBER NETWORKS. (4 Credits)
This course covers the essentials of designing and building a secure local area network, incorporating all elements of the seven layers of ISO-OSI Model. Students will learn the capabilities, limitations, and vulnerabilities of a cyber network. Students will gain hands-on experience by implementing a secure network environment that is robust in preventing various adversary actions including, among others, extreme backing and virus propagation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: CISC 1600 or CSRU 1600 or CSEU 1600 or CSLU 1600.

CISC 3650. FORENSIC COMPUTING. (4 Credits)
Computing and digital technology has transformed society and the way we live. Today, our world is filled with an array of complex multi processing and interconnected machines that we have all become accustomed to. This course studies technologies and practices for investigating the use, misuse and the adversarial potential of computing systems and digital devises. It will provide insight into the digital forensics and legal world, emphasized with practical lab projects. (Pre-req: CISC 1600) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: CISC 1600.
CISC 3760. FCLS HONORS: MIND, MACHINES. (4 Credits)
This course will be grounded by examining the question of computation and how it relates to cognition, while exploring perspectives of intelligence as it relates to machines. The course will draw on supporting documents from history, psychology, economics, philosophy and literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CISC 3800. INTERNSHIP COMPUTER SCIENCE. (3 Credits)

CISC 3850. INFORMATION RETRIEVAL SYSTEMS. (4 Credits)
The basic concepts and principles of information retrieval, covering the definition, nature and needs of information systems. Course topics include the design of IR systems, algorithms for document and request translation, natural to descriptor language transformation, semantic information data base organization and feedback problems in information retrieval systems. Application in MIS and expert systems will be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: NMDD.
Prerequisites: CISC 1600 or CSEU 1600 or CSRU 1600 or CSLU 1600.
CISC 3999. TUTORIAL. (3 Credits)
Independent research and readings with supervision from a faculty member.

CISC 4000. COMPUTERS AND ROBOTS IN FILM. (4 Credits)
This course will examine how historical, socio-economic and psychological factors impact the portrayal of robots and computers in film. The course will focus on a small number of key questions, such as: why are computers and robots so often portrayed as trying to take over the world and what is the role of humans in our increasingly computerized society. The class will require the viewing of 10-15 films and extensive class discussion of these films. This course satisfies the ICC requirement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, COMC, COMM, DTEM, ICC, NMDD.

CISC 4006. BRAINS AND BEHAVIOR IN BEASTS AND BOTS. (4 Credits)
This course is an interdisciplinary, comparative study of human, animal and robot behavior, in which both Psychological and Computer Science disciplines provide mutually enriching and contrasting ways to understand behavior. This course will focus on several key questions and issues in natural animal and human behaviors taken in relation to the ‘designed’ behaviors of single and multiple robot systems as well as to human-robot behaviors. It offers students a hands-on opportunity to design and build robot behaviors using robotics kits – an Engineering or Computer Science perspective, and then experimentally evaluate behaviors and compare with similar human and animal behaviors, a Psychological perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

CISC 4020. BIOINFORMATICS. (4 Credits)
This course involves the study of the sequence, structure and function of genes and proteins in all living organisms. The machine learning, data mining, information fusion and computational techniques for analyzing large biological data sets will be presented. Topics include: genomics, proteomics, phylogenetics, microarray and gene expression, disorder and disease, virtual screening and drug discovery, databases, data mining, and ethical, societal, and legal issues. This course will have a laboratory component and exercises. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CISC 4080. COMPUTER ALGORITHMS. (4 Credits)
The study of a broad variety of important and useful algorithms for solving problems suitable for computer implementation. Topics include mathematical algorithms, sorting and searching, string processing, geometric algorithms, graph algorithms, combinatorial optimization techniques, and other advanced topics; average and worst-case analysis, time and space complexity, correctness, optimality, and implementation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: CISC 2200 and CISC 2210 or MATH 2001.

CISC 4090. THEORY OF COMPUTATION. (4 Credits)
An introduction to the classical and contemporary theory of computation: finite state automata and regular expressions, context-free languages and pushdown automata, computability by Turing machines and recursive functions; undecideability problems and the Chomsky hierarchy; introduction to computational complexity theory and the study of NP-complete problems. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: CISC 2200 and (CISC 2100 or MATH 2001).

CISC 4400. MOBILE DEVICE PROGRAMMING. (4 Credits)
This course provides a hands-on introduction to mobile device (smartphone, tablet) programming, with a focus on Android based devices. Based on conceptual understanding of the Android operating system and its API frameworks, students practice with Android application development through projects with features including user interface design, multimedia, web application, sensor access, and networking. Design criteria such as energy awareness, security, and privacy will be emphasized in all projects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: CISC 2000 or CISC 3400.

CISC 4510. COMPUTER SECURITY SYSTEMS. (4 Credits)
Topics include vulnerabilities of operating systems and data bases, types of attacks, hardware aids, administrative responsibilities, classical and public-key encryption, and disaster recovery and planning. Pre-req CISC 2200 required or by permission. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: CISC 4500.
CISC 4515. ADVANCED DATABASE SYSTEMS. (4 Credits)
Emphasis is placed on effective data base design. Topics include concurrency control, recovery techniques, security, and integrity considerations. Concepts and design principles, distributed database systems, and data base machines will also be presented. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: CISC 3500 or CSRU 3500 or CSEU 3500 or CSLU 3500 or CISC 2200.

CISC 4597. ARTIFICIAL INTELLIGENCE. (4 Credits)
Definition and rational of heuristic approach; cognitive processes; objectives and scope of artificial intelligence; general information processing and problem solving, including learning, representation, adaptation and use of knowledge; analysis and simulation of inductive and deductive process; natural language processing; robotics: man-machine interaction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: CISC 2200.

CISC 4615. DATA COMMUNICATIONS AND NETWORKS. (4 Credits)
The course presents the basic concepts of data communications: data transmission, data encoding, data link control, multiplexing, error detection techniques. It covers communication networking techniques: switching, protocols line control procedures, local networks. Communication carrier facilities and systems planning considerations will also be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: CISC 2000.

CISC 4621. MACHINE LEARNING. (4 Credits)
This course covers methods, models and algorithms used in the exploratory data analysis and knowledge discovery of large-scale data sets and multi-model databases in complex living or artificial systems. Topics include induction logic reasoning, statistical inference, support vector machines, graph algorithms, neural networks, and evolutionary computation. Practical projects will be drawn from information engineering, computing and information retrieval. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: CISC 2000 or CSEU 2000 or CSRU 2000 or CSLU 2000.

CISC 4625. WIRELESS NETWORKS. (4 Credits)
This course covers the architecture, protocols, and applications of wireless communications and networks. Topics include: wireless networking, routing, standards including 802.11, Bluetooth and others; embedded operating systems, programming tools, power consumption, mobility, resource management, operating systems and security. Examples and experiments will be drawn from ad-hoc and sensor networks, wireless LAN, satellite networks, networking and human-machine interactions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: CISC 4615 or CSEU 4615 or CSRU 4615 or CSLU 4615.

CISC 4631. DATA MINING. (4 Credits)
This course introduces data mining methods for extracting knowledge from data. It balances theory and practice—the principles of data mining methods will be discussed, but students will also acquire hands-on experience using state-of-the-art software to solve real-world problems. Covered topics include: data preprocessing, classification and prediction (decision trees, neural networks, etc.), association analysis, and clustering. Additional specialized topics of interest may also be covered (e.g., web and text mining). Applications are drawn from a variety of areas, such as: marketing, business, economic forecasting, and bioinformatics. Non-majors are encouraged to take this course since the methods are applicable to a wide range of disciplines. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CISC 4641. WIRELESS SENSOR DATA MINING. (4 Credits)
This course surveys the emerging field of wireless sensor networks and in, the use of cell phones and other mobile devices as platforms for collecting sensor data. This class will also focus on how sensor data can be mined in order to produce useful knowledge. Topics will include geo-spatial data mining, automatic customization of devices, biometrics, and ubiquitous computing. Various sensor modalities will be studied, including accelerometer data, GPS data, audio data, image data and the data generated from a variety of scientific equipment. This research-oriented course will have students read 2-3 papers a week and write short summaries of each paper. Each student, working individually or in small groups, will be expected to work on a related course project. Android cell phones will be made available to students for collecting sensor data and for the course projects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CISC 4650. CYBERSPACE: ISSUES AND ETHICS. (4 Credits)
The impact of computer information and communication technology on the way people act, think, live, behave and communicate will be studied. Students will be given hands-on experience of the Internet. Information and communication facilities such as the World Wide Web, gopher, chat groups and Bulletin boards are investigated. The course is designed to promote the student’s awareness of and sensitivity to the ethical and social dimensions of living in the contemporary world, which is undergoing an information revolution. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, COMM, EP4, NMDD, SRVL, VAL.

CISC 4660. MINDS, MACHINES, AND SOCIETY. (4 Credits)
While assuming no mathematical or computer background, this course examines modern computing and its impact on society. Perceptions of technology are challenged while discovering how technology affects our daily interactions. The notion of computer intelligence is studied in depth and the effect of such technology on making both moral and practical decisions in the future is examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, NMDD, VAL.
CISC 4700. NETWORK AND CLIENT SERVER. (4 Credits)
This course deals with network computing the client/server environment. Topics include: operation systems, network protocols, network architecture, network security and network computing using languages such as PERL, Visual Basic and Java. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: CISC 2200 or CSEU 2200 or CSRU 2200 or CSLU 2200.

CISC 4750. SCIENTIFIC COMPUTATION USING MATLAB. (4 Credits)

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: CISC 1600 or MATH 1207.

CISC 4800. PROJECT AND INTERNSHIP. (4 Credits)
Students will work in teams on large projects selected from practical problems in the public or private sector. Students also gain on-job experience by working as interns in the field of computer science and information technology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CISC 4900. SEMINAR AND DIRECTED STUDY. (4 Credits)
Students attend seminars given by outside professionals, read technical articles, and present their study under the guidance of the instructor. Student will gain state-of-the-art knowledge and information in computer and information science. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CISC 4999. TUTORIAL. (1-4 Credits)
Juniors or seniors may undertake independent study if their topics are approved by the professor and the program facilitator.
INFORMATION SCIENCE MAJOR

Requirements

The major in information science may be taken toward either the Bachelor of Arts (B.A.) or the Bachelor of Science (B.S.) degree awards. The B.A. requires 13 courses and the B.S. requires two additional courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 1100</td>
<td>STRUCTURES OF COMPUTER SCIENCE</td>
<td>3-4</td>
</tr>
<tr>
<td>or CISC 1400</td>
<td>DISCRETE STRUCTURES</td>
<td></td>
</tr>
<tr>
<td>CISC 1600</td>
<td>COMPUTER SCIENCE I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CISC 1610</td>
<td>and COMPUTER SCIENCE I LAB</td>
<td></td>
</tr>
<tr>
<td>CISC 2201</td>
<td>SYSTEMS ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2350</td>
<td>INFORMATION AND WEB PROGRAMMING</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2500</td>
<td>INFORMATION AND DATA MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2850</td>
<td>COMPUTER AND DATA ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 3500</td>
<td>DATABASE SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 3850</td>
<td>INFORMATION RETRIEVAL SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4020</td>
<td>BIOINFORMATICS</td>
<td>4</td>
</tr>
<tr>
<td>or CISC 3270</td>
<td>HEALTH AND MEDICAL INFORMATICS</td>
<td></td>
</tr>
<tr>
<td>CISC 4615</td>
<td>DATA COMMUNICATIONS AND NETWORKS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4631</td>
<td>DATA MINING</td>
<td>4</td>
</tr>
</tbody>
</table>

Select two electives

Additional courses required for the Bachelor of Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 3300</td>
<td>INTERNET AND WEB PROGRAMMING</td>
<td>4</td>
</tr>
</tbody>
</table>

One cybersecurity course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 3580</td>
<td>CYBERSECURITY AND APPLICATIONS</td>
<td></td>
</tr>
<tr>
<td>CISC 3600</td>
<td>SECURE CYBER NETWORKS</td>
<td></td>
</tr>
<tr>
<td>CISC 3650</td>
<td>FORENSIC COMPUTING</td>
<td></td>
</tr>
<tr>
<td>CISC 4510</td>
<td>COMPUTER SECURITY SYSTEMS</td>
<td></td>
</tr>
</tbody>
</table>

Elective courses are selected from department courses in consultation with a department adviser. One of the electives must be numbered 2000 or above, while the other must be 3000 or above, excluding CISC 4001 COMPUTERS AND ROBOTS IN FILM, CISC 4650 CYBERSPACE: ISSUES AND ETHICS, and CISC 4660 MINDS, MACHINES, AND SOCIETY.

Availability

The major in information science is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in information science only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).
INFORMATION SCIENCE MINOR

Requirements

Students wishing to minor in information science take the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CISC 1100</td>
<td>STRUCTURES OF COMPUTER SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>CISC 1600</td>
<td>COMPUTER SCIENCE I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CISC 1610</td>
<td>and COMPUTER SCIENCE I LAB</td>
<td></td>
</tr>
<tr>
<td>CISC 2350</td>
<td>INFORMATION AND WEB PROGRAMMING</td>
<td>4</td>
</tr>
<tr>
<td>or CISC 2850</td>
<td>COMPUTER AND DATA ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>CISC 2500</td>
<td>INFORMATION AND DATA MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two electives in consultation with a department adviser</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

1 Courses with the CISC subject code (p. 956) fulfill this requirement. One course may be numbered 2000 or above while the other elective must be numbered 3000 or above, excluding CISC 4001 COMPUTERS AND ROBOTS IN FILM, CISC 4650 CYBERSPACE: ISSUES AND ETHICS, and CISC 4660 MINDS, MACHINES, AND SOCIETY.

Availability

The minor in information science is available at Fordham College at Rose Hill and Fordham College at Lincoln Center.
MATHEMATICS AND COMPUTER & INFORMATION SCIENCES MAJOR

The major, offered jointly by the Department of Computer and Information Sciences (p. 267) and the Department of Mathematics (p. 459), is designed to give students an excellent background in computer science and a solid foundation in those mathematical disciplines necessary for a full understanding of computer and information sciences. The program fosters both careful reasoning and a deep understanding of technology, enhancing graduates' marketability. The high degree of difficulty makes this joint major attractive to recruiters from the technology industry; it also prepares students who wish to pursue graduate study in computer science and other applied quantitative fields. Please note: There is no minor in this area; students are instead encouraged to minor in either mathematics or computer and information sciences.

Internships

Some majors in this program have completed internships, but such internships are not required and do not count toward the two electives in the major.

For more information

Visit the Mathematics and Computer & Information Sciences program page.

Requirements

A minimum grade of C- is required for each course counting toward this joint major. An overall average of 2.0 must be separately maintained in mathematics and computer and information sciences courses.

Required courses and sufficient electives to fulfill the major are available on both campuses. Course descriptions are available from each department.

Majors in this program are eligible for honors at graduation in mathematics and computer & information sciences.

The major requires 14 total courses: 10 common required courses, two courses in one concentration, and two electives. Students must declare a concentration in mathematics or computer and information sciences. The 10 common required courses are identified below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 1600</td>
<td>COMPUTER SCIENCE I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CISC 1610</td>
<td>and COMPUTER SCIENCE I LAB</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2000</td>
<td>COMPUTER SCIENCE II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CISC 2010</td>
<td>and COMPUTER SCIENCE II LAB</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2200</td>
<td>DATA STRUCTURES</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4080</td>
<td>COMPUTER ALGORITHMS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4090</td>
<td>THEORY OF COMPUTATION</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1207</td>
<td>CALCULUS II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2004</td>
<td>MULTIVARIABLE CALCULUS I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2001</td>
<td>DISCRETE MATHEMATICS</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2006</td>
<td>LINEAR ALGEBRA I</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives

Select two electives in mathematics (numbered above 2000) or computer and information sciences (possibly including 5000 level graduate courses).

Concentration

Select one of the following:

Mathematics Concentration

Computer and Information Sciences Concentration

At least one elective must be from mathematics if the computer and information sciences concentration is chosen and at least one elective must be in computer and information sciences if the mathematics concentration is chosen.

Concentrations

Each student must also take two courses from one of the following two concentrations. Courses from the concentration not chosen may be used as electives.

Mathematics Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 3006</td>
<td>PROBABILITY</td>
<td>8</td>
</tr>
<tr>
<td>MATH 3007</td>
<td>STATISTICS</td>
<td>8</td>
</tr>
<tr>
<td>MATH 3002</td>
<td>DIFFERENTIAL EQUATIONS</td>
<td>8</td>
</tr>
<tr>
<td>MATH 4022</td>
<td>PARTIAL DIFFERENTIAL EQUATION</td>
<td>8</td>
</tr>
</tbody>
</table>

Computer and Information Sciences Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 3500</td>
<td>DATABASE SYSTEMS</td>
<td>8</td>
</tr>
<tr>
<td>CISC 3593</td>
<td>COMPUTER ORGANIZATION</td>
<td>8</td>
</tr>
<tr>
<td>CISC 3595</td>
<td>OPERATING SYSTEMS</td>
<td>8</td>
</tr>
<tr>
<td>CISC 4597</td>
<td>ARTIFICIAL INTELLIGENCE</td>
<td>8</td>
</tr>
<tr>
<td>CISC 4615</td>
<td>DATA COMMUNICATIONS AND NETWORKS</td>
<td>8</td>
</tr>
<tr>
<td>CISC 4631</td>
<td>DATA MINING</td>
<td>8</td>
</tr>
</tbody>
</table>

Availability

The major in mathematics and computer & information sciences is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in the School of Professional and Continuing Studies may major in mathematics and computer & information sciences only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
DANCE

The dance program leads to the Bachelor of Fine Arts Degree and is offered jointly by the Alvin Ailey School and Fordham University. Dance studio courses are given by the faculty of the Alvin Ailey School at their state-of-the-art studios adjacent to the Fordham campus. Academic coursework is based at the Fordham campus where it is taught by the University's arts and sciences faculty.

Students complete a broad curriculum of a minimum of 146 credits comprised of dance technique, creative, and dance academic classes, and liberal arts courses. The program's goals are to develop graduates who are highly versatile dance technicians, adept creators of dance movement, well-educated in the liberal arts, and knowledgeable about the history and interpretation of the arts.

The program offers a specialization in dance performance. First-year students take placement examinations in three major techniques—Horton, Graham-based modern, and classical ballet—so that each student can be placed appropriately by the Alvin Ailey School's faculty advisers.

The focus for freshmen and sophomores is on the development of discrete skills in the three major techniques, classes that are taken daily by each student. These skills are supported by somatic courses (body conditioning, barre à terre, and yoga) that both strengthen the body and render it more supple. Additional classes in West African dance, jazz, and other techniques further broaden students' technical range and complement their training in the three basic techniques. All dance technique classes are sequenced carefully with appropriate prerequisites. At the same time, students learn to analyze the body both experientially and theoretically in their anatomy and kinesiology course. Courses in improvisation and dance composition develop students' creativity while also teaching the craft of choreography. These creative courses complement the rigorous precision required of students in their technique classes.

In the junior year, students' dance technique skills are expected to be strong and their creative expertise well honed. At this point in their training, they are ready to learn the basics of modern and ballet partnering and repertory, both classical and contemporary. Repertory works are chosen annually to meet the needs of each class of students and to prepare them to meet the demands of the profession. They spend six to eight weeks working with each guest choreographer/artist-in-residence (AIR), or selected members of the Alvin Ailey School faculty, and perform the works in formal studio concerts scheduled throughout the year.

In their senior year, students further refine their dance technique and focus on showcasing their performance or choreographic skills through performance and the senior project. Under the guidance and supervision of the Alvin Ailey School faculty, students perform at locations in the metropolitan area during the winter. In the spring preceding the senior year, each junior meets with the B.F.A. director and B.F.A. codirector to determine the focus of that senior project. The focus will be on performance or choreography, depending upon the strengths and interests of each student, as approved by the Alvin School director, B.F.A. codirector and selected Alvin School faculty, and will culminate in B.F.A. concerts.

The progress of each student is formally evaluated at the end of each term with written evaluations and individual conferences held with the B.F.A. director, codirectors, and program staff. In addition, at the end of the freshman and sophomore years, jury exams are held and all students are reassessed for their continuation in the B.F.A. program. This assessment will consist of a review of:

1. each student's written dance evaluation
2. their academic record
3. a dance jury composed of:
   - B.F.A. director
   - B.F.A. codirector
   - department chairpersons of the Alvin Ailey School
   - selected faculty members

All B.F.A. students are expected to maintain satisfactory progress in their dance classes at the Alvin Ailey School and academic classes at Fordham University.

Program Activities

Apprentice/Membership Opportunities

Full memberships in professional dance companies are available to B.F.A. students in their senior year. Apprentice memberships in professional dance companies are available to B.F.A. students in their junior or senior years. These opportunities are only available by invitation or audition and are subject to the approval of the director and codirector of the program. Apprentice membership courses include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 3910</td>
<td>REHEARSAL SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>DANC 3911</td>
<td>REHEARSAL SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>DANC 3920</td>
<td>LECTURE: DEMONSTRATION LAB</td>
<td>3</td>
</tr>
<tr>
<td>DANC 3921</td>
<td>LECTURE: DEMONSTRATION LAB</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition, students in these courses must register for advanced level Ballet, Horton, and Modern technique courses. Full membership courses include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 4910</td>
<td>REHEARSAL SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>DANC 4911</td>
<td>REHEARSAL SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>DANC 4920</td>
<td>LECTURE: DEMONSTRATION LAB</td>
<td>3</td>
</tr>
<tr>
<td>DANC 4921</td>
<td>LECTURE: DEMONSTRATION LAB</td>
<td>3</td>
</tr>
<tr>
<td>DANC 4930</td>
<td>PERFORMANCE SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>DANC 4931</td>
<td>PERFORMANCE SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>DANC 4940</td>
<td>TEACHING LAB</td>
<td>3</td>
</tr>
<tr>
<td>DANC 4941</td>
<td>TEACHING ASSISTANT</td>
<td>3</td>
</tr>
</tbody>
</table>

Dance Courses for Nonmajors

Fordham undergraduates not pursuing the B.F.A. may enroll for up to four two-credit courses at the Alvin School and apply their courses toward their credit requirement for graduation. Students wishing to take intermediate and advanced level courses must first audition at the Alvin School before registering. In addition to their Fordham tuition, each student will be billed an additional fee per course through Fordham. For further information, please contact the assistant dean. Courses for nonmajors are numbered from DANC 1300 to 1399 and include "Nonmajors" in their title.

For more information

Visit the Dance program web page.
Programs

• Dance Major (p. 288)

Courses

DANC 1311. BALLET I: NON-MAJORS. (2 Credits)
This course introduces to beginners the fundamental movement vocabulary, style and aesthetics of classical ballet. Proper body alignment is stressed at the barre, followed in the center by combinations that develop control, accuracy and strength. No prerequisite.
Attribute: ZAAF.

DANC 1312. BALLET II: NON-MAJORS. (2 Credits)
This course offers to advanced beginners an expanded movement vocabulary focusing increasingly on accuracy, clarity and the development of style. It emphasizes a cleaner execution of movements with combinations that are increasingly complex.
Attribute: ZAAF.

DANC 1313. BALLET III: NON-MAJORS. (2 Credits)
DANC 1314. BALLET IV: NON-MAJORS. (2 Credits)

DANC 1321. HORTON TECH I: NON-MAJOR. (2 Credits)
This course offers to advanced beginners the fundamental movement vocabulary, style and aesthetics of the modern dance technique created by the late Lester Horton, Alvin Ailey's mentor. This linear technique develops strength, balance and rhythmic skills.
Attribute: ZAAF.

DANC 1322. HORTON TECH II: NON-MAJORS. (2 Credits)
A continuation of DANC 1321.
Attribute: ZAAF.

DANC 1323. HORTON TECH III: NON-MAJORS. (2 Credits)
DANC 1324. HORTON TECH IV: NON-MAJORS. (2 Credits)

DANC 1331. MODERN DANCE I: NON-MAJORS. (2 Credits)
This course offers to advanced beginners a modern technique created by Martha Graham which stresses the “contraction and release” movement of the torso. Floor exercises develop strength and flexibility and combinations in the center and across the floor stress strength and expressiveness.
Attribute: ZAAF.

DANC 1332. MODERN DANCE II: NON-MAJORS. (2 Credits)
This course offers to advanced beginners and intermediate students an expansion of Modern I which further develops the expressiveness and eloquence of the torso and the power of the contraction and release through more advanced floor exercises, center combinations and longer traveling combinations which develop flexibility.
Attribute: ZAAF.

DANC 1333. MODERN DANCE III: NON-MAJORS. (2 Credits)
DANC 1334. MODERN DANCE IV: NON-MAJORS. (2 Credits)

DANC 1341. JAZZ I: NON-MAJORS. (2 Credits)
This course offers to beginners the fundamental movement vocabulary, style and aesthetics of jazz dance. Exercises that build flexibility, control and rhythmic awareness lead to combinations that represent a variety of styles. No prerequisite.
Attribute: ZAAF.

DANC 1342. JAZZ II: NON-MAJORS. (2 Credits)
This course offers to advanced beginners a more complex movement vocabulary with a range of jazz dance styles. Exercises that develop increased flexibility and stylistic refinements also build technique tools.
Attribute: ZAAF.

DANC 1343. JAZZ III - NON MAJORS. (2 Credits)
DANC 1344. JAZZ IV - NON MAJORS. (2 Credits)

DANC 1351. DUNHAM (AFR-CAR) I: NON MAJORS. (2 Credits)
This course offers to beginners the fundamental movement vocabulary, style and aesthetics of the Afro-Caribbean technique created by Katherine Dunham. It builds both strength and flexibility, emphasizing the ability of the top torso to undulate fully and rapidly in combinations. No prerequisite.
Attribute: ZAAF.

DANC 1352. DUNHAM (AFR-CAR) II: NON-MAJORS. (2 Credits)
This course offers the advanced beginner a more complex movement vocabulary of the Afro-Caribbean technique created by Katherine Dunham. At this level the technique builds increased control, strength and flexibility.
Attribute: ZAAF.

DANC 1353. DUNHAM (AFR-CAR) III: NON-MAJORS. (2 Credits)
DANC 1354. DUNHAM (AFR-CAR) IV: NON-MAJORS. (2 Credits)

DANC 1361. BODY CONDITIONING I: NON-MAJORS. (2 Credits)
DANC 1362. BODY CONDITIONING II: NON-MAJORS. (2 Credits)

DANC 1371. BARRE A TERRE I: NON-MAJORS. (2 Credits)
DANC 1372. BARRE A TERRE II: NON-MAJORS. (2 Credits)

DANC 1381. TAP I: NON-MAJORS. (2 Credits)
An introduction to tap that incorporates the main components of the form.
Attribute: ZAAF.

DANC 1382. TAP II: NON-MAJORS. (2 Credits)
DANC 1391. YOGA I: NON-MAJORS. (2 Credits)
DANC 1392. YOGA II: NON-MAJORS. (2 Credits)

DANC 1400. GYROKINESIS I: NON-MAJORS. (2 Credits)
DANC 1401. GYROKINESIS II: NON-MAJORS. (2 Credits)

DANC 1501. BALLET I. (3 Credits)
The courses begin with daily exercises done at the barre to develop greater speed, strength, flexibility and coordination of the legs, torso, arms and head. Much of the barrework is done on demipointe for increased strength and balance. Stretches are given to develop increased flexibility in the hips and legs for higher extensions and better turnout. The basic ballet directions are taught in the center. Simple jump combinations are taught and reversed and include simple beats. Pirouettes in the basic positions are mastered. Big jumps traveling across the floor focus on covering space.
DANC 1502. BALLET II. (3 Credits)
The courses begin with daily exercises done at the barre to develop greater speed, strength, flexibility and coordination of the legs, torso, arms and head. Much of the barre work is done on demi pointe for increased strength and balance. Stretches are given to develop increased flexibility in the hips and legs for higher extensions and better turn out. The basic ballet directions are taught in the center. Simple jump combinations are taught and reversed and include simple beats. Pirouettes in the basic positions are mastered. Big jumps traveling across the floor focus on covering space.
Prerequisite: DANC 1501.

DANC 1520. MEN’S BALLET I. (0 Credits)
These course sequences build strength, stamina and technical skills needed today by male dancers. Barre work focuses on alignment, balance, strength and flexibility. Center combinations build to multiple grand pirouettes, increased elevation and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Men’s Ballet is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student’s level.

DANC 1521. MEN’S BALLET II. (0 Credits)
These course sequences build strength, stamina and technical skills needed today by male dancers. Barre work focuses on alignment, balance, strength and flexibility. Center combinations build to multiple grand pirouettes, increased elevation and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Men’s Ballet is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student’s level.

DANC 1601. HORTON I. (3 Credits)
This beginning level course sequence lays the groundwork for all that follows in the advanced levels. The basic warm up is taught: flat backs, primitive squat, descent and ascent, lateral stretches, release swings, leg swings and deep lunges. The shapes that will be used throughout the training in Horton technique are emphasized: the T positions, stag position, cross lunge and coccyx balance. The Horton technique was designed with studies to stretch and strengthen different areas of the body. Many of the beginning level studies which are taught focus on the achilles tendon, the abdominal muscles and movements that lengthen the spine and the hamstring muscles. Simple combinations of movements which include turns and jumps are taught to introduce musicality and dynamics to the beginning dancer’s vocabulary. Performance qualities are emphasized at the very beginning of the dancer’s training.

DANC 1602. HORTON II. (3 Credits)
This beginning level course sequence lays the groundwork for all that follows in the advanced levels. The basic warm up is taught: flat backs, primitive squat, descent and ascent, lateral stretches, release swings, leg swings and deep lunges. The shapes that will be used throughout the training in Horton technique are emphasized: the T positions, stag position, cross lunge and coccyx balance. The Horton technique was designed with studies to stretch and strengthen different areas of the body. Many of the beginning level studies which are taught focus on the achilles tendon, the abdominal muscles and movements that lengthen the spine and the hamstring muscles. Simple combinations of movements which include turns and jumps are taught to introduce musicality and dynamics to the beginning dancer’s vocabulary. Performance qualities are emphasized at the very beginning of the dancer’s training.

DANC 1620. BODY CONDITIONING I. (2 Credits)
This class is based on the Pilates exercise method of mind/body control. The emphasis is on alignment, placement, posture and injury prevention. The class is conducted with music, utilizing rhythmic repetitions and flowing movements. Concentration on body awareness, anatomy, correct body usage and breath control result in a strong, toned and fully functioning body.

DANC 1621. BODY CONDITIONING II. (2 Credits)
This class is based on the Pilates exercise method of mind/body control. The emphasis is on alignment, placement, posture and injury prevention. The class is conducted with music, utilizing rhythmic repetition and flowing movements. Concentration on body awareness, anatomy, correct body usage and breath control result in a strong, toned and fully functioning body.

DANC 1630. BARRE A TERRE I. (2 Credits)
A supplemental class for advanced beginners, this class leads them to explore the different muscles that enable the body to work properly while standing. Work on placement and alignment is done while lying on the floor, using both turned out and parallel positions. Instruction is given on the proper use of energy as a means to lengthen muscles and freeing the body from improper tension. The last half-hour class is a standing barre that requires students to apply their experiences from the floorwork.

DANC 1631. BARRE A TERRE II. (2 Credits)
A supplemental class for immediate and advanced students, this level develops in the student a balance of strength, flexibility and endurance. Injury prevention and the maintenance of a healthy body are focused on intently. Specific Pilates-based exercises are taught that accelerate the training process. Work in turned-out positions and the elongation of muscles through proper use of breath and energy are some of the basic components of this class. The last half-hour of class is a standing barre that requires the students to apply their experiences from the floorwork. Depending on the class size, additional work may involve specific coaching based on each dancer’s needs and challenges.

DANC 1640. YOGA I. (2 Credits)
This class for beginners provides an understanding of basic breathing exercises and synchronized breath with movement. It increases the body’s overall flexibility and strength through a series of seated kneeling, lying and standing exercises that relate the Yoga basics with fundamentals of dance to develop a sense of balance, control, symmetry and line. It develops the student’s ability to unlock spinal energy blocks and open the central nervous system through arching, curling, lateral, twisting and circular movements of the spine. It prepares the musculature and ligamental attachments for increased flexibility and strength particularly in the hips, shoulders and chest. Most importantly, it provides and opportunity for each student to examine and maximize his or her own unique potential as a creative dancer and in life.

DANC 1641. YOGA II. (2 Credits)
This class takes the basic movements taught in Yoga I and develops them into a more fluid series that further increases the strength and flexibility already achieved in the body. It develops a sense of creativity and freedom in the body that further relates this particular system of Yoga to dance in all of its aspects. It endorses each student’s responsibility to and for him/himself as artist, performer and person.
DANC 1651. GYROKINESIS II. (2 Credits)

This introductory somatic course covers the foundations of Gyrokinesis. The purpose of this course is structured to free expression, investigate form and heighten concentration. Structured dance improvisational problems are given to lead the student to simultaneously invent and perform movement without pre-planning. Each class includes a brief warm-up followed by many different and changing forms—group movement, solos, trios, and contact improvisation which begins with duets. Emphasis is placed on the development in each student of a heightened sensitivity and a conscientiousness about the creative impulse. Personal movement style and habits and the role of improvisation in both performance and the creative process are thoroughly explored.

Prerequisites: DANC 1910 or DNLU 1910.

DANC 2001. WORLD DANCE HISTORY. (3 Credits)

People dance and use dance to fulfill many needs, goals and responsibilities. This course surveys world dance forms in terms of the many ways dance functions as an expression of culture and traces dance from its role in folk and religious traditions to its emergence as a theater art. Students study the impulse for dance in several cultures, looking to the practices which gave rise to particular dance forms. The formal properties and evolution of various dance forms are explored. The course also considers certain “art” dances made by American choreographers inspired by non-Western dance forms.

DANC 1910. IMPROVISATION. (1 Credit)

This introductory course is structured to free expression, investigate form and heighten concentration. Structured dance improvisational problems are given to lead the student to simultaneously invent and perform movement without pre-planning. Each class includes a brief warm-up followed by many different and changing forms—group movement, solos, trios, and contact improvisation which begins with duets. Emphasis is placed on the development in each student of a heightened sensitivity and a conscientiousness about the creative impulse. Personal movement style and habits and the role of improvisation in both performance and the creative process are thoroughly explored.

DANC 1999. TUTORIAL. (1 Credit)

This introductory somatic course covers the foundations of Gyrokinesis. The purpose of this course is structured to free expression, investigate form and heighten concentration. Structured dance improvisational problems are given to lead the student to simultaneously invent and perform movement without pre-planning. Each class includes a brief warm-up followed by many different and changing forms—group movement, solos, trios, and contact improvisation which begins with duets. Emphasis is placed on the development in each student of a heightened sensitivity and a conscientiousness about the creative impulse. Personal movement style and habits and the role of improvisation in both performance and the creative process are thoroughly explored.

DANC 1702. MODERN II. (3 Credits)

This introductory course sequence in Modern technique teaches the basic vocabulary rooted in the contraction and release for beginners. This technique divides the class into three equal segments: floorwork, standing work in the center, and combinations that travel across the floor. The floorwork develops a strong expressive torso as the source of movement with simple breathing exercises that build to contraction and release exercises in various positions. The spiral position of the back leads into turns around the back in 4th position, adding the legs with the back leg extension series. Standing exercise in the center emphasize the use of the leg and the coordination of the legs, arms and torso with the contraction and release and oppositional spiral of the torso in relation to the legs. Short combinations in the center and across the floor focus on covering space and shifting weight.

DANC 1921. DANCE COMPOSITION II. (2 Credits)

This course guides students into exploring more complex and personal motivations for moving. Students are expected to be independent, responsible and self-motivated in this context. There is freedom to arrange independent projects. Emphasis is placed on giving and receiving constructive well-informed criticism. Self-analysis and ability to articulate well are important skills fostered in this class. All of the work is expected to be in line with specific personal goals that the student and instructor establish together early in the term. Group projects are encouraged in the second half of the term.
DANC 2010. BLACK TRADITION IN AMERICAN DANCE. (3 Credits)
This course explores the forms, contents and contexts of black traditions that played a crucial role in shaping American theatrical dance; identifies dances from the African American vernacular that were transferred from the social space to the concert stage; and focuses on such pioneers as Alvin Ailey along with Isadora Duncan, Martha Graham, Doris Humphrey, Lester Horton and George Balanchine.

DANC 2021. DANCE COMPOSITION III. (2 Credits)
This course focuses on the evolution of a genre or choreographer in historical context.

DANC 2022. DANCE COMPOSITION IV. (2 Credits)
This course is the culmination of the creative work required of all BFA students. Students create longer and more complete works. They are asked to use larger groups of dancers, more sophisticated concepts and more counterpoint fugue.

DANC 2420. JAZZ I. (2 Credits)
This class for advanced beginners begins with a standing warm-up that develops the body's proper alignment, flexibility and control. Exercises follow that isolate the different parts of the body and develop increasingly complex coordination of the arms, head and legs. Longer combinations that emphasize expressiveness in lyrical and dynamic Broadway styles are given in the center and across the floor.

DANC 2425. JAZZ II. (2 Credits)
This intermediate advanced-level course begins with a fast-paced standing warm-up that emphasizes proper placement, increased flexibility and control. Isolation exercises and short combinations focusing on extensions and turns are done in the center. Long sections of jazz choreography in contrasting styles are given in the center and across the floor. Students are coached on performance skills (focus, dynamic contrast, musicality, etc.).

DANC 2430. WEST AFRICAN DANCE. (2 Credits)
This course sequence brings together body, mind and spirit in an energetic union of music, dance and oral tradition of the people of West Africa. Students are taught regional songs and dances of welcome and praise, among others, such as: Lamban (Dance of Celebration), Mandjami (Challenge Dance) and Wolo Sodon Jon Don (Dance of Becoming Free). Each dance is accompanied by live drumming to provide students with an understanding of the relationship between the dance and musician and the common language they must speak in order to execute African dance.

DANC 2440. HIP HOP. (2 Credits)
Students will be immersed in the culture of hip-hop as you learn to pop, lock, break with classic moves and new choreography from the nation's best hip-hop dance crews, past and present. Vivacious and energetic, classes are technically advanced while providing a great mix of cardio and stretching.

DANC 2510. BALLET III. (3 Credits)
This low-intermediate level course develops strength and flexibility with the execution of more complicated combinations at the barre and in the center. Students must be able to change and use different dynamics of movement and attack in the legs and feet. Barre work involves quick changes of direction, quick weight changes from one leg to the other and more sustained adagios. Balances in different positions are important additions to the end of each combination. Center work includes adagios with rises on demipointe, promenades and slow controlled piouettes. Petit allegro incorporates beats and directional changes using epaulement. Grand allegro requires students to be able to execute grand jete en tournant, saut de chat, saut de basque and other expansive jumps that challenge their strength and stamina and allow them to enjoy moving through space.

DANC 2511. BALLET IV. (3 Credits)
This low-intermediate level course develops strength and flexibility with the execution of more complicated combinations at the barre and in the center. Students must be able to change and use different dynamics of movement and attack in the legs and feet. Barre work involves quick changes of direction, quick weight changes from one leg to the other and more sustained adagios. Balances in different positions are important additions to the end of each combination. Center work includes adagios with rises on demipointe, promenades and slow controlled piouettes. Petit allegro incorporates beats and directional changes using epaulement. Grand allegro requires students to be able to execute grand jete en tournant, saut de chat, saut de basque and other expansive jumps that challenge their strength and stamina and allow them to enjoy moving through space.

DANC 2520. MEN'S BALLET III. (0 Credits)
These course sequences build strength, stamina and technical skills needed today by male dancers. Barre work focuses on alignment, balance, strength and flexibility. Center combinations build to multiple grand piouettes, increased elevation and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Men's Ballet is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student's level.

DANC 2521. MEN'S BALLET IV. (0 Credits)
These course sequences build strength, stamina and technical skills needed today by male dancers. Barre work focuses on alignment, balance, strength and flexibility. Center combinations build to multiple grand piouettes, increased elevation and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Men's Ballet is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student's level.

DANC 2530. POINTE I. (0 Credits)
This elementary course sequence begins with exercises at the barre build strength, articulation and flexibility in the feet and legs while developing the ability to control the balance on pointe. Center work follows with short adagio work for control and balance. Small jumps in the center prepare for traveling combinations across the floor.

DANC 2531. POINTE II. (0 Credits)
This elementary course sequence begins with exercises at the barre build strength, articulation and flexibility in the feet and legs while developing the ability to control the balance on pointe. Center work follows with short adagio work for control and balance. Small jumps in the center prepare for traveling combinations across the floor.
DANC 2535. POINTE III. (0 Credits)
These two sequences for intermediate and advanced students offer more complex exercises at the barre build increased strength, articulation and flexibility in the feet, legs, and torso. Longer adagio work at the barre and in the center develop extensions, control, balance and turns. Small jumps with beats and pointe work in the center are followed by longer traveling combinations that develop expressiveness and musicality while building greater technical skills. Variations on pointe are given in the spring term.

DANC 2536. POINTE IV. (0 Credits)
These two sequences for intermediate and advanced students offer more complex exercises at the barre build increased strength, articulation and flexibility in the feet, legs, and torso. Longer adagio work at the barre and in the center develop extensions, control, balance and turns. Small jumps with beats and pointe work in the center are followed by longer traveling combinations that develop expressiveness and musicality while building greater technical skills. Variations on pointe are given in the spring term.

DANC 2510. HORTON III. (2 Credits)
This advanced beginning-level course sequence uses the basic Horton warm-up with more variations. Many of the positions and shapes developed earlier are used in turns, jumps and in combinations of movement. More demanding studies are added which require more stretch and strength in the quadriceps and abdominal muscles. Hinges at the barre and falls are included in this level. The movements across the floor are longer and require more concentration and focus from the dancers. The introduction of canons and rhythmical patterns are stressed as well as the development of dynamics and projection. This advanced beginning-level course sequence uses the basic Horton warm-up with more variations.

DANC 2511. HORTON IV. (2 Credits)
This advanced beginning-level course sequence uses the basic Horton warm-up with more variations. Many of the positions and shapes developed earlier are used in turns, jumps and in combinations of movement. More demanding studies are added which require more stretch and strength in the quadriceps and abdominal muscles. Hinges at the barre and falls are included in this level. The movements across the floor are longer and require more concentration and focus from the dancers. The introduction of canons and rhythmical patterns are stressed as well as the development of dynamics and projection.

DANC 2560. DUNHAM TECHNIQUE. (2 Credits)
Complex movements of this Afro-Caribbean technique, created by Katherine Dunham that concentrates on building strength, flexibility, and the ability of the torso to undulate fully and rapidly.

DANC 2570. MODERN III. (2 Credits)
In this advanced beginning-level course sequence, the floorwork becomes more complex with lengthier exercises that emphasize the drama of the contraction and release and spiral of the back. The use of the legs and arms from the back is emphasized as an extension of the torso, neck and head. In 4th position, a coiling of the body’s weight into the center in preparation for standing is developed. Standing work in the center develops the ability to shift the weight and work off center. More complicated traveling combinations incorporate the contraction and release, spiral, jumps and moving fully with weight, power and dynamic changes.

DANC 2571. MODERN IV. (2 Credits)
In this advanced beginning-level course sequence, the floorwork becomes more complex with lengthier exercises that emphasize the drama of the contraction and release and spiral of the back. The use of the legs and arms from the back is emphasized as an extension of the torso, neck and head. In 4th position, a coiling of the body’s weight into the center in preparation for standing is developed. Standing work in the center develops the ability to shift the weight and work off center. More complicated traveling combinations incorporate the contraction and release, spiral, jumps and moving fully with weight, power and dynamic changes.

DANC 2610. HORTON III. (2 Credits)
This advanced beginning-level course sequence uses the basic Horton warm-up with more variations. Many of the positions and shapes developed earlier are used in turns, jumps and in combinations of movement. More demanding studies are added which require more stretch and strength in the quadriceps and abdominal muscles. Hinges at the barre and falls are included in this level. The movements across the floor are longer and require more concentration and focus from the dancers. The introduction of canons and rhythmical patterns are stressed as well as the development of dynamics and projection. This advanced beginning-level course sequence uses the basic Horton warm-up with more variations.

DANC 2611. HORTON IV. (2 Credits)
This advanced beginning-level course sequence uses the basic Horton warm-up with more variations. Many of the positions and shapes developed earlier are used in turns, jumps and in combinations of movement. More demanding studies are added which require more stretch and strength in the quadriceps and abdominal muscles. Hinges at the barre and falls are included in this level. The movements across the floor are longer and require more concentration and focus from the dancers. The introduction of canons and rhythmical patterns are stressed as well as the development of dynamics and projection.

DANC 2650. DUNHAM TECHNIQUE. (2 Credits)
Complex movements of this Afro-Caribbean technique, created by Katherine Dunham that concentrates on building strength, flexibility, and the ability of the torso to undulate fully and rapidly.

DANC 2710. MODERN III. (2 Credits)
In this advanced beginning-level course sequence, the floorwork becomes more complex with lengthier exercises that emphasize the drama of the contraction and release and spiral of the back. The use of the legs and arms from the back is emphasized as an extension of the torso, neck and head. In 4th position, a coiling of the body’s weight into the center in preparation for standing is developed. Standing work in the center develops the ability to shift the weight and work off center. More complicated traveling combinations incorporate the contraction and release, spiral, jumps and moving fully with weight, power and dynamic changes.

DANC 2711. MODERN IV. (2 Credits)
In this advanced beginning-level course sequence, the floorwork becomes more complex with lengthier exercises that emphasize the drama of the contraction and release and spiral of the back. The use of the legs and arms from the back is emphasized as an extension of the torso, neck and head. In 4th position, a coiling of the body’s weight into the center in preparation for standing is developed. Standing work in the center develops the ability to shift the weight and work off center. More complicated traveling combinations incorporate the contraction and release, spiral, jumps and moving fully with weight, power and dynamic changes.
DANC 3520. MEN’S BALLET V. (1 Credit)
These course sequences build strength, stamina and technical skills needed today by male dancers. Barrework focuses on alignment, balance, strength and flexibility. Center combinations build to multiple grand pirouettes, increased elevation and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Men’s Ballet is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student’s level.

DANC 3521. MEN’S BALLET VI. (0 Credits)
These course sequences build strength, stamina and technical skills needed today by male dancers. Barrework focuses on alignment, balance, strength and flexibility. Center combinations build to multiple grand pirouettes, increased elevation and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Men’s Ballet is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student’s level.

DANC 3530. POINTE V. (1 Credit)
These two sequences for intermediate and advanced students offer more complex exercises at the barre build increased strength, articulation and flexibility in the feet, legs and torso. Longer adagio work at the barre and in the center develop extensions, control, balance and turns. Small jumps with beats and pointe work in the center are followed by longer traveling combinations that develop expressiveness and musicality while building greater technical skills. Variations on pointe are given in the spring term.

DANC 3531. POINTE VI. (1 Credit)
These two sequences for intermediate and advanced students offer more complex exercises at the barre build increased strength, articulation and flexibility in the feet, legs and torso. Longer adagio work at the barre and in the center develop extensions, control, balance and turns. Small jumps with beats and pointe work in the center are followed by longer traveling combinations that develop expressiveness and musicality while building greater technical skills. Variations on pointe are given in the spring term.

DANC 3540. BALLET PARTNERING I. (1 Credit)
This course sequence is designed to give the students a thorough understanding of the concepts and skills involved in dancing with another person using classical ballet as the technique base. Students study and practice fundamental elements of the art of partnering, on pointe and off, including centering, breathing, manipulations on and off center, lifting and supported movements through simple movement phrases. These classes begin with a series of individual exercises to increase strength and control of key muscle groups needed in partnering.

DANC 3541. BALLET PARTNERING II. (1 Credit)
This course sequence is designed to give the students a thorough understanding of the concepts and skills involved in dancing with another person using classical ballet as the technique base. Students study and practice fundamental elements of the art of partnering, on pointe and off, including centering, breathing, manipulations on and off center, lifting and supported movements through simple movement phrases. These classes begin with a series of individual exercises to increase strength and control of key muscle groups needed in partnering.

DANC 3550. BALLET PARTNERING III. (1 Credit)
This course sequence explores more advanced concepts of ballet partnering. Building strength in the male students’ arms and backs and strengthening the female dancers centers and back are important aspects of this class.

DANC 3551. BALLET PARTNERING IV. (1 Credit)
The continuation of the partnering skills needed for building strength and developing the students’ sensibilities to each other are stressed in this course.

DANC 3561. BALLET PARTNERING VI. (1 Credit)
This course continues to explore the intermediate level of partnering. Turns, lifts, balance and the relationship between couples is emphasized.

DANC 3601. HORTON V. (2 Credits)
The warm-up in this intermediate level course sequence includes exercises to stretch and strengthen the legs, hips and spine. The center floorwork includes longer studies like the Figure 4 and Percussive Stroke Studies which require the dancers to execute long sequences of movements, counts and dynamics. The combinations of movements across the floor are more complicated musically and technically and challenge the dancers to learn movement quickly. The combinations include material just introduced as well as vocabulary learned in the other levels. The performance aspects of dance are emphasized.

DANC 3602. HORTON VI. (2 Credits)
The warm-up in this intermediate level course sequence includes exercises to stretch and strengthen the legs, hips and spine. The center floorwork includes longer studies like the Figure 4 and Percussive Stroke Studies which require the dancers to execute long sequences of movements, counts and dynamics. The combinations of movements across the floor are more complicated musically and technically and challenge the dancers to learn movement quickly. The combinations include material just introduced as well as vocabulary learned in the other levels. The performance aspects of dance are emphasized.

DANC 3701. MODERN V. (2 Credits)
This intermediate-level course sequence continues to build strength with an awareness of the torso as the center and initiator of all movement. Spiral, contraction and release exercises become longer and more complex, using the legs more often. Opposition and weight shifts are emphasized, building a stronger movement vocabulary, increased dynamic range and more control. The weight of the body is further explored in primary falling combinations from sitting positions and the knees. Standing work in the center develops more stamina, balance, control, flexibility and expanded sense of extensions, plie series and shifts of weight. The centering of the body is heightened with falls to the floor from standing positions off center and pitch turns. Elevation in jumps is emphasized. Longer traveling combinations often use difficult rhythms, and contractions spiral with more complicated movement phrases that call for dramatic expressiveness, use of weight and musicality.

DANC 3702. MODERN VI. (2 Credits)
This intermediate-level course sequence continues to build strength with an awareness of the torso as the center and initiator of all movement. Spiral, contraction and release exercises become longer and more complex, using the legs more often. Opposition and weight shifts are emphasized, building a stronger movement vocabulary, increased dynamic range and more control. The weight of the body is further explored in primary falling combinations from sitting positions and the knees. Standing work in the center develops more stamina, balance, control, flexibility and expanded sense of extensions, plie series and shifts of weight. The centering of the body is heightened with falls to the floor from standing positions off center and pitch turns. Elevation in jumps is emphasized. Longer traveling combinations often use difficult rhythms, and contractions spiral with more complicated movement phrases that call for dramatic expressiveness, use of weight and musicality.

Updated: 10-11-2017
DANC 3740. MODERN PARTNERING I. (1 Credit)
This course sequence is designed to challenge and expand the dancers’ perception of partnering possibilities. Along with dynamic and intricate movement phrases, the dancers practice rolling, falling, being upside down, following a physical point of contact, and supporting and giving weight to each other. These classes are based on the communication between two or more moving bodies that are in physical contact, and their combined relationship to the physical laws that govern their motion-gravity, momentum, inertia, function, etc.

DANC 3741. MODERN PARTNERING II. (1 Credit)
This course sequence is designed to challenge and expand the dancers’ perception of partnering possibilities. Along with dynamic and intricate movement phrases, the dancers practice rolling, falling, being upside down, following a physical point of contact, and supporting and giving weight to each other. These classes are based on the communication between two or more moving bodies that are in physical contact, and their combined relationship to the physical laws that govern their motion-gravity, momentum, inertia, function, etc.

DANC 3751. MODERN PARTNERING IV. (1 Credit)
This class continues to challenge the dancers abilities to complete complicated movement phrases while establishing relationships with other dancers and the audience.

DANC 3761. MODERN PARTNERING VI. (1 Credit)
The degree of difficulty and physicality increases in this intermediate level partnering class. The movement phrases are more intricate and the use of weight and counter weight are stressed.

DANC 3910. REHEARSAL SEMINAR. (3 Credits)
Students selected to apprentice with the Aliley II Company or another approved dance company are required to rehearse a minimum of 4 hours per day. They are expected to learn repertory from the artistic director, rehearsal director, other dancers and/or videotape. Students must submit a comprehensive journal to the Director and Co-Director of the BFA program at the end of the semester.

DANC 3911. REHEARSAL SEMINAR. (3 Credits)
Students selected to apprentice continue to learn new and/or current repertory and rehearse a minimum of 10 hours per week. They are expected to learn repertory from the artistic director, rehearsal director, other dancers and/or videotape. Students must submit a comprehensive journal to the Director, and Co-Director of the BFA program at the end of the semester.

DANC 3920. LECTURE: DEMONSTRATION LAB. (3 Credits)
Students selected to apprentice with the Aliley II company or another approved dance company participate in lecture-demonstrations in the New York City area. This course can include performance, speaking to audience members and teaching master classes. Students must submit a comprehensive journal to the Director, and Co-Director of the BFA program at the end of the semester.

DANC 3921. LECTURE: DEMONSTRATION LAB. (3 Credits)
Students continue to participate in lecture-demonstrations in the New York City area. This course can include performing, speaking to audience members and teaching master classes. Students must submit a comprehensive journal to the Director, Co-Director and Administrator of the BFA program at the end of the semester.

DANC 3999. TUTORIAL. (3 Credits)

DANC 4000. ART AND ETHICS. (4 Credits)
This senior seminar explores questions relating to art and values. Some of the issues that may be addressed include: Does art have a moralizing function? Can art be for art’s sake? What is the relationship between the arts and religion? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: SRVL.

DANC 4001. SENIOR SEMINAR. (3 Credits)
This course is designed to assist seniors in preparing for success in the professional dance world. The course will require each student to keep a journal, research dance companies and choreographers, attend performances, participate in discussions of lectures by guest artists, write a final paper as well as a final oral project.

DANC 4010. TAYLOR TECHNIQUE. (2 Credits)
This class prepares the advanced dancer for the specific demands of Talor-style dynamics, physicality and shape orientation. Goals include creating a strong center from which movement can emanate fluidly and exploring the use of weight through space. This class prepares the advanced dancer for the specific demands of Taylor-style dynamic, physicality and shape orientation. Goals include creating a strong center from which movement can emanate fluidly and exploring the use of weight through space.

DANC 4011. TAYLOR TECHNIQUE II. (2 Credits)
This class prepares the advanced dancer for the specific demands of Taylor-style dynamics, physicality and shape orientation. Goals include creating a strong center from which movement can emanate fluidly and exploring the use of weight through space.

DANC 4030. LIMON TECHNIQUE. (2 Credits)

DANC 4510. BALLET VII. (3 Credits)
This advanced-level course sequence develops a refinement of the work of the feet, legs, arms and head at the barre. Exercises that build higher extensions and increased turn out are given with varying rhythms. Adagios are done at a slow tempo for control and strength; in contrast, very fast exercises develop speed and precision. More stretching develops greater suppleness and ease of movement. Complicated small jumps with beats, multiple turns, changes of direction and coordination of the feet, arms and head are emphasized in the center work. Longer adagios demand high extensions, big pirouettes, balance and musicality. Long grand allegro combinations with big jumps and turns build strength, stamina and power for the men. Women do pointe work in the center and traveling in big combinations across the floor and take an additional Pointe class once weekly. At this level, artistry and musicality are emphasized.
DANC 4511. BALLET VIII. (3 Credits)
This advanced-level course sequence develops a refinement of the work of the feet, legs, arms and head at the barre. Exercises that build higher extensions and increased turn out are given with varying rhythms. Adagios are done at a slow tempo for control and strength; in contrast, very fast exercises develop speed and precision. More stretching develops greater suppleness and ease of movement. Complicated small jumps with beats, multiple turns, changes of direction and coordination of the feet, arms and head are emphasized in the center work. Longer adagios demand high extensions, big pirouettes, balance and musicality. Long grand allegro combinations with big jumps and turns build strength, stamina and power for the men. Women do pointe work in the center and traveling in big combinations across the floor and take an additional Pointe class once weekly. At this level, artistry and musicality are emphasized.

DANC 4520. MEN'S BALLET VII. (1 Credit)
These course sequences build strength, stamina and technical skills needed today by male dancers. Barrework focuses on alignment, balance, strength and flexibility. Center combinations build to multiple grand pirouettes, increased elevation and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Men's Ballet is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student's level.

DANC 4521. MEN'S BALLET VIII. (0 Credits)
These course sequences build strength, stamina and technical skills needed today by male dancers. Barrework focuses on alignment, balance, strength and flexibility. Center combinations build to multiple grand pirouettes, increased elevation and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Men's Ballet is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student's level.

DANC 4530. POINTE VII. (1 Credit)
This advanced level pointe class offers more complex and professional level work with the barre for strength, articulation and flexibility. Center work includes jumps, leaps, and pointe work that develop expressions and musicality.

DANC 4531. POINTE VIII. (1 Credit)
This advanced level pointe class offers more complex and professional level work with the barre for strength, articulation and flexibility. Center work includes jumps, leaps, and pointe work that develop expressions and musicality. This advanced level pointe class offers more complex and professional level work at the barre for strength, articulation, and flexibility.

DANC 4610. HORTON VII. (2 Credits)
For this advanced level course sequence the warm-up now includes a long study, Dimensional Torus, which incorporates many aspect of the warm-up into a complicated and demanding dance phrase. The center and floor work use hinges and falls with more frequency and the combinations of movements are long, sophisticated movement phrases that require strength, speak and flexibility. Individualized coaching on performance and technique is given at this advanced/professional level.

DANC 4611. HORTON VIII. (2 Credits)
For this advanced level course sequence the warm-up now includes a long study, Dimensional Torus, which incorporates many aspect of the warm-up into a complicated and demanding dance phrase. The center and floor work use hinges and falls with more frequency and the combinations of movements are long, sophisticated movement phrases that require strength, speak and flexibility. Individualized coaching on performance and technique is given at this advanced/professional level.

DANC 4710. MODERN VII. (2 Credits)
Technical skills are honed in this advanced professional-level course sequence. Breathing, a gathering and releasing of tension, is heightened, increasing versatility in the work. Phrases of movement are emphasized throughout the floorwork. More complicated, longer combinations in the center build control and balance while working on and off center. Leg extensions are higher and the full integration of the legs, arms and head with the torso as the center and the catalyst of all movement is achieved. The body now moves as a whole, not as individual parts. There is no longer a separation of the floor, standing and traveling work, but all are combined in lengthy combinations as an expressive, dramatic and technically advanced vocabulary. Performance skills are coached, particularly the dramatic expression of the individual.

DANC 4711. MODERN VIII. (2 Credits)
Technical skills are honed in this advanced professional-level course sequence. Breathing, a gathering and releasing of tension, is heightened, increasing versatility in the work. Phrases of movement are emphasized throughout the floorwork. More complicated, longer combinations in the center build control and balance while working on and off center. Leg extensions are higher and the full integration of the legs, arms and head with the torso as the center and the catalyst of all movement is achieved. The body now moves as a whole, not as individual parts. There is no longer a separation of the floor, standing and traveling work, but all are combined in lengthy combinations as an expressive, dramatic and technically advanced vocabulary. Performance skills are coached, particularly the dramatic expression of the individual.

DANC 4810. SENIOR PROJECT IN PERFORMANCE. (3 Credits)
The Senior Project in Performance offers invaluable practical experience for students as performers, speaker/lecturers and, in some cases, choreographers. The first term is spent working with renowned artists-in-residence from the professional dance field. They represent a range of aesthetics from masters like Alvin Ailey, Jose Limon, or Paul Taylor to emerging artists like Ronald K. Brown, Lila York and Donald Byrd. These workshops can offer supplementary technique training (Limon) or creative work (Creach and Koester) that complement the rehearsal of dance repertory. Under the guidance and supervision of The Ailey School faculty, students perform at locations in the metropolitan area during the winter. In the spring, the project culminates with intensive rehearsals and coaching that prepare the students to be showcased in their BFA spring Concert in a New York City theater.

DANC 4811. SENIOR PROJECT IN PERFORMANCE. (3 Credits)
The Senior Project in Performance offers invaluable practical experience for students as performers, speaker/lecturers and, in some cases, choreographers. The first term is spent working with renowned artists-in-residence from the professional dance field. They represent a range of aesthetics from masters like Alvin Ailey, Jose Limon, or Paul Taylor to emerging artists like Ronald K. Brown, Lila York and Donald Byrd. These workshops can offer supplementary technique training (Limon) or creative work (Creach and Koester) that complement the rehearsal of dance repertory. Under the guidance and supervision of The Ailey School faculty, students perform at locations in the metropolitan area during the winter. In the spring, the project culminates with intensive rehearsals and coaching that prepare the students to be showcased in their B.F.A. spring Concert in a New York City theater.

Updated: 10-11-2017
DANC 4820. SENIOR PROJECT IN CHOREOGRAPHY. (3 Credits)
This course sequence is taken under the mentorship of an Ailey School faculty member by those students selected as gifted and motivated choreographers. Three solo, duet and/or group works, one of which must be a group work, are completed for a formal studio showing at the end of the fall term. Three or more works, only one of which can be a solo work, must be completed for a shared formal concert at the end of the spring term.

DANC 4821. SENIOR PROJECT IN CHOREOGRAPHY. (3 Credits)
This course sequence is taken under the mentorship of an Ailey School faculty member by those students selected as gifted and motivated choreographers. Three solo, duet and/or group works, one of which must be a group work, are completed for a formal studio showing at the end of the fall term. Three or more works, only one of which can be a solo work, must be completed for a shared formal concert at the end of the spring term.

DANC 4910. REHEARSAL SEMINAR. (3 Credits)
Students selected to be full members of the Ailey II Company or another approved dance company are required to take company class or another dance technique class 5 days per week and rehearse a minimum of 20 hours per week. They must submit a comprehensive journal supplemented with programs, videotaped performances, etc. to the Director, and Co-Director of the BFA program at the end of the semester.

DANC 4911. REHEARSAL SEMINAR. (3 Credits)
Dancers selected to be members of The Ailey Company or another approved dance company are required to take company class or another dance class 5 days per week and rehearse a minimum of 10 hours per week.

DANC 4920. LECTURE: DEMONSTRATION LAB. (3 Credits)
Students must participate in all company lecture-demonstrations. This course can include performance, speaking with audience members and teaching master classes. Students must submit a comprehensive journal supplemented with programs, videotaped performances, etc. to the Director, and Co-Director of the BFA program at the end of the semester.

DANC 4921. LECTURE: DEMONSTRATION LAB. (3 Credits)
Dancers continue to participate in all lecture-demonstrations throughout the United States. The frequency of appearances increases, as does the number of master classes and speaking presentations.

DANC 4930. PERFORMANCE SEMINAR. (3 Credits)
Students selected to be full members of the Ailey II Company or another approved dance company are required to perform with that company for a minimum of 12 performances. Rehearsal periods vary, but must exceed 4 weeks. Students must submit a thesis supplemented by programs, videotapes of 2 or more performances, etc. to the Director, and Co-Director of BFA program at the end of the semester.

DANC 4931. PERFORMANCE SEMINAR. (3 Credits)
This course continues the work of DNLU 4911. There is an increase in the frequency of performances. Minimum of 20 performances.

DANC 4940. TEACHING LAB. (3 Credits)
Students are required to teach master classes to students and to engage in question and answer sessions after performances. They are also required to teach a company class while on tour, submitting syllabi and teaching plans to the Director, and Co-Director of the BFA program at the end of the semester.

DANC 4941. TEACHING ASSISTANT. (3 Credits)
This course continues the work of DNLU 4940. There is an increase in the master classes and question and answer sessions after performances. The student is required to teach a company class while on tour, provide a syllabus and teaching plan to the Director and Co-Director.
DANCE MAJOR

Admissions
Admission Requirements and Procedures

Students interested in the Ailey/Fordham B.F.A. program are expected to meet the following general criteria:

• Superior talent and potential for a performing career as a dance artist, and good technique training in modern dance and classical ballet
• Evidence of academic ability as described in the Admission chapter of this bulletin

Candidates should complete the following admission procedures:

• Submit the dance application to the Ailey School by November 1 and the academic application to the Fordham University Office of Admission also by November 1. Applicants should apply for need-and merit-based financial assistance by February 1. Those applicants with questions may contact the Office of Undergraduate Admission at enroll@fordham.edu or 718-817-4000.
• Take the dance audition by invitation in New York or another city in January, February, or March.

While this program does not have a definitive age limit, it is understood that B.F.A. students are expected to be of an appropriate age to be able to participate fully in all aspects of the program and accomplish the rigorous dance requirements for graduation within the established time frame. Students who wish to transfer into the B.F.A. program must satisfy the dance and academic criteria for advanced standing at both the Ailey School and Fordham University. The program’s four-year length of study may be shortened to three years in the case of very advanced dance students with strong previous undergraduate records.

Students with dance potential who do not meet the B.F.A. admission criteria are encouraged to audition for the Ailey School’s other professional training programs and to reapply to the B.F.A. program.

Requirements

Please note that each course number describes a course that runs for one semester, either fall or spring.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 1210</td>
<td>MUSIC FOR DANCERS I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 1211</td>
<td>MUSIC FOR DANCERS II</td>
<td>3</td>
</tr>
<tr>
<td>DANC 2001</td>
<td>WORLD DANCE HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>DANC 2010</td>
<td>BLACK TRADITION IN AMERICAN DANCE</td>
<td>3</td>
</tr>
<tr>
<td>DANC 1720</td>
<td>ANATOMY AND KINESIOLOGY I</td>
<td>3</td>
</tr>
<tr>
<td>DANC 1721</td>
<td>ANATOMY AND KINESIOLOGY II</td>
<td>3</td>
</tr>
<tr>
<td>DANC 4001</td>
<td>SENIOR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>THEA 4301</td>
<td>PERFORMANCE AND ART</td>
<td>3</td>
</tr>
</tbody>
</table>

Major Dance Techniques

See Major Dance Techniques below

Other Dance Techniques

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 2420</td>
<td>JAZZ I</td>
<td>2</td>
</tr>
<tr>
<td>DANC 2425</td>
<td>JAZZ II</td>
<td>2</td>
</tr>
<tr>
<td>DANC 2430</td>
<td>WEST AFRICAN DANCE</td>
<td>2</td>
</tr>
</tbody>
</table>

Select one of the following:

- DANC 4010  TAYLOR TECHNIQUE
- DANC 4030  LIMON TECHNIQUE

Somatic Courses

Select one of the following:

- DANC 1630  BARRE A TERRE I (fall)
- DANC 1631  BARRE A TERRE II (spring)
- DANC 1620  BODY CONDITIONING I (fall)
- DANC 1621  BODY CONDITIONING II (spring)
- DANC 1640  YOGA I (fall)
- DANC 1641  YOGA II (spring)

Creative Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 1910</td>
<td>IMPROVISATION</td>
<td>1</td>
</tr>
<tr>
<td>DANC 1920</td>
<td>DANCE COMPOSITION I</td>
<td>2</td>
</tr>
<tr>
<td>DANC 1921</td>
<td>DANCE COMPOSITION II</td>
<td>2</td>
</tr>
<tr>
<td>DANC 2021</td>
<td>DANCE COMPOSITION III</td>
<td>2</td>
</tr>
<tr>
<td>DANC 2022</td>
<td>DANCE COMPOSITION IV</td>
<td>2</td>
</tr>
</tbody>
</table>

Performance

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 3410</td>
<td>REPERTORY WORKSHOPS I</td>
<td>2</td>
</tr>
<tr>
<td>DANC 3411</td>
<td>REPERTORY WORKSHOPS II</td>
<td>2</td>
</tr>
<tr>
<td>DANC 4810</td>
<td>SENIOR PROJECT IN PERFORMANCE</td>
<td>3</td>
</tr>
<tr>
<td>DANC 4811</td>
<td>SENIOR PROJECT IN PERFORMANCE</td>
<td>3</td>
</tr>
<tr>
<td>DANC 4820</td>
<td>SENIOR PROJECT IN CHOREOGRAPHY (by invitation)</td>
<td>3</td>
</tr>
<tr>
<td>DANC 4821</td>
<td>SENIOR PROJECT IN CHOREOGRAPHY (by invitation)</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Please see the Core Curriculum (p. 36) section of this bulletin for language choices and the special conditions for advanced students.

Major Dance Techniques

In their first year, all students are required to take ballet and either Horton or modern daily. Thereafter, students are required to take ballet, Horton, and modern each semester, reaching the most advanced level in a minimum of two of these three major techniques during the senior year.

All men are required to take a minimum of four semesters of men’s ballet and one semester of modern partnering. All women are required to take a minimum of four semesters of pointe, and one semester of modern partnering. Ballet partnering is suggested for women who are advanced in ballet and strong on pointe and for men who are advanced in ballet.

Ballet

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 1501</td>
<td>BALLET I (fall)</td>
<td>3</td>
</tr>
<tr>
<td>DANC 1502</td>
<td>BALLET II (spring)</td>
<td>3</td>
</tr>
<tr>
<td>DANC 2510</td>
<td>BALLET III (fall)</td>
<td>3</td>
</tr>
<tr>
<td>DANC 2511</td>
<td>BALLET IV (spring)</td>
<td>3</td>
</tr>
<tr>
<td>DANC 3501</td>
<td>BALLET V (fall)</td>
<td>3</td>
</tr>
<tr>
<td>DANC 3502</td>
<td>BALLET VI (spring)</td>
<td>3</td>
</tr>
<tr>
<td>DANC 4510</td>
<td>BALLET VII (fall)</td>
<td>3</td>
</tr>
<tr>
<td>DANC 4511</td>
<td>BALLET VIII (spring)</td>
<td>3</td>
</tr>
</tbody>
</table>
### Horton

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 1601</td>
<td>HORTON I (fall)</td>
<td>3</td>
</tr>
<tr>
<td>DANC 1602</td>
<td>HORTON II (spring)</td>
<td>3</td>
</tr>
<tr>
<td>DANC 2610</td>
<td>HORTON III (fall)</td>
<td>2</td>
</tr>
<tr>
<td>DANC 2611</td>
<td>HORTON IV (spring)</td>
<td>2</td>
</tr>
<tr>
<td>DANC 3601</td>
<td>HORTON V (fall)</td>
<td>2</td>
</tr>
<tr>
<td>DANC 3602</td>
<td>HORTON VI (spring)</td>
<td>2</td>
</tr>
<tr>
<td>DANC 4610</td>
<td>HORTON VII (fall)</td>
<td>2</td>
</tr>
<tr>
<td>DANC 4611</td>
<td>HORTON VIII (spring)</td>
<td>2</td>
</tr>
</tbody>
</table>

### Modern

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 1701</td>
<td>MODERN I (fall)</td>
<td>2</td>
</tr>
<tr>
<td>DANC 1702</td>
<td>MODERN II (spring)</td>
<td>3</td>
</tr>
<tr>
<td>DANC 2710</td>
<td>MODERN III (fall)</td>
<td>2</td>
</tr>
<tr>
<td>DANC 2711</td>
<td>MODERN IV (spring)</td>
<td>2</td>
</tr>
<tr>
<td>DANC 3710</td>
<td>MODERN V (fall)</td>
<td>2</td>
</tr>
<tr>
<td>DANC 3711</td>
<td>MODERN VI (spring)</td>
<td>2</td>
</tr>
<tr>
<td>DANC 4710</td>
<td>MODERN VII (fall)</td>
<td>2</td>
</tr>
<tr>
<td>DANC 4711</td>
<td>MODERN VIII (spring)</td>
<td>2</td>
</tr>
</tbody>
</table>

### Partnering

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 3540</td>
<td>BALLET PARTNERING I</td>
<td>1</td>
</tr>
<tr>
<td>DANC 3541</td>
<td>BALLET PARTNERING II</td>
<td>1</td>
</tr>
<tr>
<td>DANC 3741</td>
<td>MODERN PARTNERING II (spring)</td>
<td>1</td>
</tr>
</tbody>
</table>

### Pointe or Men's Ballet

(4 semesters required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 2530</td>
<td>POINTE I</td>
<td>0</td>
</tr>
<tr>
<td>DANC 2531</td>
<td>POINTE II</td>
<td>0</td>
</tr>
<tr>
<td>DANC 2535</td>
<td>POINTE III</td>
<td>0</td>
</tr>
<tr>
<td>DANC 2536</td>
<td>POINTE IV</td>
<td>0</td>
</tr>
<tr>
<td>DANC 1520</td>
<td>MEN'S BALLET I</td>
<td>0</td>
</tr>
<tr>
<td>DANC 1521</td>
<td>MEN'S BALLET II</td>
<td>0</td>
</tr>
<tr>
<td>DANC 2520</td>
<td>MEN'S BALLET III</td>
<td>0</td>
</tr>
<tr>
<td>DANC 2521</td>
<td>MEN'S BALLET IV</td>
<td>0</td>
</tr>
</tbody>
</table>

### Availability

The major in dance is available at Fordham College at Lincoln Center (FCLC).

**Fordham College at Lincoln Center students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

### Sample Curriculum

#### Sample B.F.A. Student Schedule

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>DANC 1501</td>
<td>BALLET I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>DANC 1601</td>
<td>HORTON I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>DANC 1701</td>
<td>MODERN I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DANC 1520</td>
<td>MEN'S BALLET I</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>DANC 2530</td>
<td>or POINTE I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DANC 1630</td>
<td>BARRE A TERRE I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DANC 1720</td>
<td>ANATOMY AND KINESIOLOGY I</td>
<td>3</td>
</tr>
</tbody>
</table>

#### English Composition and Rhetoric

**Credits**

13

#### Understanding Historical Change

**Credits**

13

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>DANC 2510</td>
<td>BALLET III</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>DANC 2511</td>
<td>BALLET IV</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>DANC 2520</td>
<td>HORTON III</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DANC 2521</td>
<td>MODERN III</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DANC 2525</td>
<td>MEN'S BALLET III</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>DANC 2535</td>
<td>or POINTE III</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DANC 2420</td>
<td>JAZZ I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DANC 1920</td>
<td>DANCE COMPOSITION I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MUSC 1210</td>
<td>MUSIC FOR DANCERS I</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Faith and Critical Reason

**Credits**

14

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DANC 2511</td>
<td>BALLET IV</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>DANC 2512</td>
<td>BALLET V</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>DANC 2520</td>
<td>MODERN IV</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DANC 2521</td>
<td>MEN'S BALLET IV</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>DANC 2425</td>
<td>JAZZ II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DANC 1921</td>
<td>DANCE COMPOSITION II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MUSC 1211</td>
<td>MUSIC FOR DANCERS II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Liberal Arts Elective**

Updated: 10-11-2017
### Philosophy of Human Nature

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Term 1</strong></td>
<td></td>
</tr>
<tr>
<td>DANC 3501</td>
<td>BALLET V</td>
<td>3</td>
</tr>
<tr>
<td>DANC 3601</td>
<td>HORTON V</td>
<td>2</td>
</tr>
<tr>
<td>DANC 3701</td>
<td>MODERN V</td>
<td>2</td>
</tr>
<tr>
<td>DANC 2021</td>
<td>DANCE COMPOSITION III</td>
<td>2</td>
</tr>
<tr>
<td>DANC 3410</td>
<td>REPERTORY WORKSHOPS I</td>
<td>2</td>
</tr>
<tr>
<td>DANC 2001</td>
<td>WORLD DANCE HISTORY</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Foreign Language</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td></td>
<td><strong>Term 2</strong></td>
<td></td>
</tr>
<tr>
<td>DANC 3502</td>
<td>BALLET VI</td>
<td>3</td>
</tr>
<tr>
<td>DANC 3602</td>
<td>HORTON VI</td>
<td>2</td>
</tr>
<tr>
<td>DANC 3702</td>
<td>MODERN VI</td>
<td>2</td>
</tr>
<tr>
<td>DANC 2022</td>
<td>DANCE COMPOSITION IV</td>
<td>2</td>
</tr>
<tr>
<td>DANC 3411</td>
<td>REPERTORY WORKSHOPS II</td>
<td>2</td>
</tr>
<tr>
<td>DANC 3741</td>
<td>MODERN PARTNERING II</td>
<td>1</td>
</tr>
<tr>
<td>DANC 2010</td>
<td>BLACK TRADITION IN AMERICAN DANCE</td>
<td>3</td>
</tr>
<tr>
<td>THEA 4301</td>
<td>PERFORMANCE AND ART</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Advanced Disciplinary Study</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td></td>
<td><strong>Year 4</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Term 1</strong></td>
<td></td>
</tr>
<tr>
<td>DANC 4510</td>
<td>BALLET VII</td>
<td>3</td>
</tr>
<tr>
<td>DANC 4610</td>
<td>HORTON VII</td>
<td>2</td>
</tr>
<tr>
<td>DANC 4710</td>
<td>MODERN VII</td>
<td>2</td>
</tr>
<tr>
<td>DANC 4810</td>
<td>SENIOR PROJECT IN PERFORMANCE</td>
<td>3</td>
</tr>
<tr>
<td>DANC 4010</td>
<td>TAYLOR TECHNIQUE</td>
<td>2</td>
</tr>
<tr>
<td>or DANC 4030</td>
<td>LIMON TECHNIQUE</td>
<td></td>
</tr>
<tr>
<td>DANC 4001</td>
<td>SENIOR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Capstone Ethics Seminar</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Term 2</strong></td>
<td></td>
</tr>
<tr>
<td>DANC 4511</td>
<td>BALLET VIII</td>
<td>3</td>
</tr>
<tr>
<td>DANC 4611</td>
<td>HORTON VIII</td>
<td>2</td>
</tr>
<tr>
<td>DANC 4711</td>
<td>MODERN VIII</td>
<td>2</td>
</tr>
<tr>
<td>DANC 4811</td>
<td>SENIOR PROJECT IN PERFORMANCE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Liberal Arts Elective</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>115</td>
</tr>
</tbody>
</table>
CONCENTRATION IN DIGITAL MEDIA AND TECHNOLOGY

Requirements

The Digital Media and Technology concentration can be pursued as a primary concentration by Gabelli students pursuing the Global Business Administration major at Lincoln Center. Rose Hill students may pursue a secondary concentration in Digital Media and Technology.

Note: Information about the major (p. 209) and minor (p. 210) in Digital Technologies and Emerging Media (p. 209) available to students at Fordham College (FCRH, FCLC, and PCS) is listed separately.

Primary Concentration

To complete a primary concentration in Digital Media and Technology, Lincoln Center students must take the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSY 3432</td>
<td>DATABASE SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>INSY 4431</td>
<td>WEB ANALYTICS</td>
<td>3</td>
</tr>
<tr>
<td>INSY 4505</td>
<td>E-COMMERCE</td>
<td>3</td>
</tr>
<tr>
<td>CMBU 4471</td>
<td>SPECIAL TOPIC: BUSINESS OF NEW MEDIA</td>
<td>3</td>
</tr>
<tr>
<td>CMBU 4453</td>
<td>SOCIAL MEDIA</td>
<td>3</td>
</tr>
</tbody>
</table>

Secondary Concentration

To complete a secondary concentration in Digital Media and Technology, Rose Hill students must take the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSY 4431</td>
<td>WEB ANALYTICS</td>
<td>3</td>
</tr>
</tbody>
</table>

One upper-level Information Systems course

One upper-level Communication and Media Management course

1. Any course from subject code INSY (p. 1155) numbered 3000 or higher may fulfill this requirement.
2. Any course from subject code CMBU (p. 938) numbered 3000 or higher will fulfill this requirement.
DIGITAL MEDIA AND TECHNOLOGY

A technology revolution is taking shape in New York City. Powerful tech giants such as Google and Facebook are joining thousands of tech startups in establishing a base in Manhattan, and existing industries such as media and communications are becoming more digital on a daily basis. This concentration draws together relevant course offerings from business and liberal arts departments to give students an academic and practical grounding in this field.

Upon completing this concentration, students will be well-positioned for careers in digital analytics, new media management and marketing, developing new digital services and mobile apps, project management, finance and operations, among others.

Technology drives our modern culture.

Many of the world’s largest tech companies make their home in New York City. You can, too.

The Gabelli School offers you the chance to study, live, and work within striking distance of Silicon Alley. Our program positions you for internships at companies from Google to New York Times Digital to the Food Network.

We will teach you to:
- Develop mobile apps
- Manage social media
- Advance e-commerce
- Identify people's online shopping patterns

In addition to your business coursework, you can take Fordham College classes in computer science (p. 956), visual arts (p. 1417), communication and media studies (p. 940), and other departments to develop a portfolio of knowledge and skills unlike anyone else’s.

Programs

- Concentration in Digital Media and Technology (p. 291)
# ECONOMICS MAJOR

## Requirements

Students majoring in economics must complete 11 courses in economics, including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1100</td>
<td>BASIC MACROECONOMICS ¹</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1200</td>
<td>BASIC MICROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2140</td>
<td>STATISTICS I</td>
<td>4</td>
</tr>
<tr>
<td>ECON 2142</td>
<td>STATISTICAL DECISION MAKING</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3154</td>
<td>MATH FOR ECONOMISTS I</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3116</td>
<td>MACROECONOMIC ANALYSIS ²</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3118</td>
<td>MICROECONOMIC THEORY ²</td>
<td>4</td>
</tr>
</tbody>
</table>

### Electives

Select four additional courses from the department’s upper-level elective courses ³

---

¹ Either ECON 1150 CB HONORS MACROECONOMICS or ECON 1160 THE WEALTH OF WORDS: ECONOMICS AND LITERATURE may be taken instead of this course.

² ECON 3116 MACROECONOMIC ANALYSIS and ECON 3118 MICROECONOMIC THEORY must be taken at Fordham.

³ Any ECON course numbered 3000 or higher counts for this requirement. Here are the courses with the ECON subject code (p. 1007).

Economics majors in Fordham College at Rose Hill and Fordham College at Lincoln Center must request permission to take a course in the major outside the college. Economics majors may count only one internship seminar course toward the 11-course requirement for the major in their senior year.

## Availability

The major in economics is available at Fordham College at Rose Hill (FCRH), Fordham College at Lincoln Center (FCLC), and Fordham School of Professional and Continuing Studies at Rose Hill, Lincoln Center, and Westchester (PCS).

- **Fordham College at Rose Hill students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

- **Fordham College at Lincoln Center students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

- **Professional and Continuing Studies students:** The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
ECONOMICS

Economics draws upon history, political science, philosophy, and mathematics to analyze topics ranging from how firms, consumers, and governments make sound decisions to societal issues such as unemployment, discrimination, inflation, crime, and environmental decay. It is a challenging discipline which offers students a clear and concise way of thinking about the ordinary business of life and a preparation for a wide array of professional careers. Alumni surveys indicate that over 50 percent of the majors from Fordham College at Rose Hill continue their education at some point in their lives. Of these, 34 percent receive degrees in law and 30 percent complete an M.B.A. Others pursue an M.A. or a Ph.D. in economics, education, or public affairs.

Students majoring in economics can design a program of studies that will prepare them for graduate studies in economics, international affairs, public affairs, business, or law or for directly entering the labor force. Students who plan to work after graduation from Fordham College will find that many job recruiters are favorably impressed by students who have selected this challenging liberal arts discipline. Majors find careers in academics; corporate business, including retailing, financial and consulting services; and the public sector.

Early Admission to Master’s Program

Please read the Early Admission to Graduate School of Arts and Sciences Master’s Programs (p. 22) section of this bulletin for more information. Early admission to the M.A. Economics program is open to undergraduates who are majoring in economics, the Mathematics/Economic program or International Political Economy (IPE), and who have a cumulative GPA of 3.2 or better. Applicants must apply during their junior year of undergraduate study for the Economics M.A. program through the Graduate Admissions Office. The requirement of GRE scores is waived. Students who later wish to enter the Ph.D. program, however, must submit GRE scores at that time. Graduate financial aid is not available without GRE scores. This policy applies to FCRH, FCLC, and PCS, although LC students must take the graduate classes at Rose Hill.

During senior year, students will take two graduate courses that will satisfy two of the four graduate electives necessary for the undergraduate economics major, as well as two core courses for the Economics M.A. Graduate courses taken while still at the College must be approved by the director of graduate studies of the Department. The student will take ECON 5710 MATH FOR ECONOMISTS I in the fall semester and ECON 6910 APPLIED ECONOMETRICS in the spring semester of senior year. Please note that ECON 5710 MATH FOR ECONOMISTS I (a graduate class) does not substitute for ECON 5710 MATH FOR ECONOMISTS I (an undergraduate class) which is required for the undergraduate Economics major. Economics majors interested in this Five Year Program should complete ECON 3154 MATH FOR ECONOMISTS I by the second semester of junior year.

After completing the bachelor’s program, the student will take ECON 6010 MICROECONOMIC THEORY I and three graduate economics elective courses in the fall semester, and ECON 6020 MACROECONOMIC THEORY I and three additional graduate economics elective courses in the spring semester. The comprehensive examination, which is based primarily on ECON 6010 MICROECONOMIC THEORY I and ECON 6020 MACROECONOMIC THEORY I, will be taken in June. Applications are made online through the Graduate School of Arts and Sciences website.

Program Activities

Honors in Economics

An economics major who maintains a cumulative grade point average of 3.2 and an index in economics of 3.3 or better may be invited to participate in the Honors Program in Economics. To receive Honors in Economics, a major must complete a research paper in economics. The research paper will normally be the outgrowth of a topic selected while taking a 3000-level elective in economics. The paper will usually be started during the second semester of junior year, but no later than the fall semester of senior year. It will be due during the tenth week of the student’s final undergraduate semester and must be approved by a committee of three members of the economics faculty. The student will receive a grade of pass when the paper is accepted; this will be noted on the student’s transcript as a one-credit course titled Honors Seminar in Economics. Graduation “with honors in economics” will appear on the student’s transcript.

College Fed Challenge

Students from the Economics Department participate in the annual College Fed Challenge, sponsored by the Federal Reserve Bank of New York and the Eastern Economic Association. During the competition, each team gives a 15 minute presentation, consisting of an analysis of current economic and financial conditions, a forecast of economic and financial conditions for the near-term, a discussion of risks to the economy of special concern to the Fed, and a monetary policy prescription, followed by a 15 minute question-and-answer session from the judges. We are proud to be one of the 25 participating teams.

Omicron Delta Epsilon

The Economics Department houses the Gamma Chapter of Omicron Delta Epsilon, the International Honor Society in Economics. Each spring, the Department honors its outstanding seniors (majors and minors) by induction into this prestigious society.

American Academy of Political and Social Science

The American Academy of Political and Social Science recognizes undergraduates who have an outstanding grasp of theories and methods, an enthusiasm for understanding social issues, and the promise of making contributions to the social sciences in the future. Our nominees for 2005 and 2006 were among 150 undergraduates from leading social science departments across the United States elected as Junior Fellows of the Academy.

Economics Society

The Department is the home of the active Economics Society, a student-organized-and-run club for anyone interested in economics. In the past, the society’s activities have included trips to the New York Stock Exchange and the Federal Reserve Bank; presentations by companies and individuals about internships and career paths; publication of a biweekly newsletter; and résumé-building workshops. Each year, the Society hosts a Career Evening featuring a discussion by an alumni panel and socializing afterwards.

For more information

Visit the Economics department web page.

Contribution to the Core

Economics offers ECON 1100 BASIC MACROECONOMICS and ECON 1200 BASIC MICROECONOMICS which fulfill the introduction to the social
science core requirement. Either one of the two introductory courses will satisfy the social science core requirement. Many of the department’s upper-level courses will satisfy one of the advanced disciplinary course requirement in social science. In addition, the department regularly offers courses that fulfill the American Pluralism, Global Studies and Value Seminar/EP4 core requirements.

**Programs**

- Economics Major (p. 293)
- Economics Minor (p. 303)
- Mathematics/Economics Major (p. 302)

**Courses**

**ECON 1100. BASIC MACROECONOMICS. (3 Credits)**
Investment, GDP, interest rates, the budget deficit, inflation, unemployment, banking, monetary and fiscal policies, and exchange rates appear frequently in the media, but are often little understood. Macroeconomics studies these aggregates and their interconnections, and looks as well at the influence of the Federal Reserve and the federal government.

**Attributes:** ACMI, BUMI, ENST, FRSS, IPE, SSCI.

**ECON 1150. CB HONORS MACROECONOMICS. (4 Credits)**
This course will introduce students to the analytical tools macroeconomists use to address questions about inflation, unemployment, economic growth, business cycles, the trade balance, and fiscal and monetary policy. The tools include basic models of the interaction among goods markets, labor markets, and financial markets and how these interactions determine overall economic performance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**ECON 1160. THE WEALTH OF WORDS: ECONOMICS AND LITERATURE. (3 Credits)**
From the writings of Austen to Zola, literature has a great deal to teach us about economic principles. This course uses poetry, short stories, songs, plays, literary essays, films, and chapters of novels to demonstrate core economic principles and concepts. Some examples of topics and titles include the ideology of capitalism (Foster’s Howard’s End); the anti-capitalist sentiment (Lewis’ Babbitt); the non-market economy (Erdrich’s “Francine’s Room”); poverty and income inequality (Wright’s Native Son); monetary policy (Baum’s The Wizard of Oz); urban industrial development (Sandburg’s “Chicago”); opportunity cost (Yeats’ “The Choice”), and social and economic (in)justice (Brooks’ “The Lovers of the Poor”).

**Attribute:** MANR.

**ECON 1200. BASIC MICROECONOMICS. (3 Credits)**
Microeconomics studies the decisions and interaction of consumers and businesses, resulting in an understanding of the process by which prices and quantities are determined in a market setting. Forms of industrial organization such as competition, monopoly and oligopoly are explored. Also studied are the markets for labor and other factors of production.

**Attributes:** ACMI, BUMI, ENST, FRSS, IPE, SSCI.

**ECON 1250. CB HONORS MICROECONOMICS. (3 Credits)**
The purpose of this course is to give students the principles that are required to understand current microeconomic issues. Economic logic and evidence is used to analyze consumer and business decisions, and the institutional factors shaping those decisions (e.g., the role of the government). We go through economic theories, and then discuss how these theories apply to the real world.

**ECON 1800. INTERNSHIP. (1 Credit)**

**ECON 1998. HONORS THESIS. (1 Credit)**

**ECON 1999. SERVICE LEARNING-1000 LEVEL. (1 Credit)**
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

**ECON 2140. STATISTICS I. (4 Credits)**
This course introduces students to descriptive statistics, probability theory, discrete and continuous probability distributions, sampling methods, sampling distributions, estimation and hypothesis testing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attributes:** BUMI, IPE.

**ECON 2142. STATISTICAL DECISION MAKING. (4 Credits)**
This computer-assisted course develops the student’s ability to collect data, postulate a hypothesis or a model, select the appropriate statistical technique, analyze the data using statistical software, draw correct statistical inference and clearly summarize the findings. Specific topics include chi-square tests, analysis of variance, simple and multiple regression and correlation models, time series analysis, and quality control. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attribute:** IPE.

**Prerequisites:** ECON 2140 or ECRU 2140 or ECEU 2140 or ECLU 2140.

**ECON 2800. INTERNSHIP. (2 Credits)**
Supervised placement for students interested in work experience.

**ECON 2999. TUTORIAL. (2 Credits)**
Independent research and readings with supervision from a faculty member.

**ECON 3100. HISTORY OF ECONOMIC THOUGHT. (4 Credits)**
An examination of the development of economic thought since the age of mercantilism. Economists covered include Adam Smith, Thomas Malthus, David Ricardo, Karl Marx, John Stuart Mill, Alfred Marshall, Thorstein Veblen, John Maynard Keynes and John Kenneth Galbraith. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**ECON 3110. BUSINESS ECONOMICS AND GOD. (4 Credits)**
This course relates themes from the Bible and the Catholic intellectual tradition to various issues in management, accounting, finance, information technology, and business economics. The goal of the course is to have upper level students think critically in business terms about some major religious themes already familiar to them from their courses in theology. Particular attention is given to stewardship and planning as characteristics of both business and religious cultures. Critical reflection will mean, in some instances, finding a way to integrate religious themes into operational aspects of business. In other cases, business reality will force students to acquire a nuanced understanding of religious practice. The general framework for the course is business culture interacting with religious culture, where culture is understood as the accepted way of doing things among particular groups. Instructional format: Seminar, meeting once a week on Mondays or Wednesdays, in the afternoon or evening. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Updated: 10-11-2017**
ECON 3116. MACROECONOMIC ANALYSIS. (4 Credits)
An examination of the causes of fluctuations in the level of economic activity. Impact of changes in consumption, investment, and government spending on employment, the price level, and economic growth are analyzed in detail. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ECON 1100 or ECON 1150.

ECON 3118. MICROECONOMIC THEORY. (4 Credits)
Theory of demand, price-output, equilibrium of firms under different market conditions, theory of production and determination of factor prices. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ECON 1200 or ECON 1250.

ECON 3125. MANAGERIAL ECONOMICS. (4 Credits)
The application of microeconomics to management decision making in both the private and public sectors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ECON 1200 or ECON 1250.

ECON 3135. INCOME DISTRIBUTION. (4 Credits)
Government income and expenditure survey, income density functions, estimating distribution models, Lorenz curves, Gini coefficients and Quantiles. Poverty definitions and estimation. Absolute and relative income inequality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ECON 1200 or ECON 1250.

ECON 3154. MATH FOR ECONOMISTS I. (4 Credits)
Introduction to differential calculus and linear algebra, as used in economics. Topics include optimization of single variable and multivariable functions, optimization subject to constraints, determinants, matrix inversion, and use of exponential and logarithmic functions in economics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ECON 1200 or ECON 1250.

ECON 3162. ECONOMICS AND BUSINESS FORECASTING. (4 Credits)
This course surveys the basic principles of forecasting and the most widely used forecasting models. This computer-assisted course uses the Main-frame or PC version of statistical packages like SPSSX. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 3165. COMPUTER APPLICATIONS IN ECONOMICS. (4 Credits)
Learn good spreadsheet design, efficient formula entry, and valuable auditing techniques in the context of simple economic questions. Learn how to create relational database management systems from scratch and how to turn all that data into useful information in a professional report. If you have never used Excel, Access and PowerPoint, or if you need to refresh your computer skills as you begin job searching, this course will develop you into a proficient MS Office user. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 3210. ECONOMICS OF DEVELOPMENT. (4 Credits)
Surveys of the rapid economic changes occurring in Eastern Europe, the former Soviet Union, as well as various emerging economies in Asia, Latin America and Africa. This course is designed to introduce students to the problems which confront today's less developed countries. Students will examine the differences between contemporary and early development, theories of development, the impact of population growth on development, globalization and the role of the state among other issues. Poverty Reduction will be given prominence throughout the course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE, LALS, PJST.

ECON 3211. ECONOMICS OF DEVELOPMENT. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: INST.
Prerequisites: ECON 1200 or ECON 1250 and ECON 1100 or ECON 1150.

ECON 3215. Bronx Urban Economic Development. (4 Credits)
The course will use economics, urban studies, and social service policy to examine economic, political and social issues that impact the local Bronx community. Topics covered will include budgetary policy, education policy, community development and investment and university/neighborhood relations, among others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AFAM, ICC, PJST, SL, SSCI, URST.

ECON 3228. MIDDLE EAST ECONOMICS. (4 Credits)
A survey of the economic systems of Middle Eastern nations combined with an examination of some of the differing approaches to development. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, IPE, MEST.

ECON 3229. POLITICAL ECONOMY OF THE MIDDLE EAST. (4 Credits)
A review of the most recent Economics/Political developments in the Middle East following war in Afghanistan and discovery of vast oil reserves in Central Asia. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, IPE, MEST.

ECON 3235. ECONOMY OF LATIN AMERICA. (4 Credits)
The Latin American experience from an economic perspective. The political and social dimensions of this experience. Among the most controversial subjects to be considered are: Latin America's economic relations with the developed nations (trade, investment, foreign aid); the problems of internal stabilization in Latin American economies; the "distributive" issues (land tenure, income distribution, employment). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE, LALS, PJST.
ECON 3240. WORLD POVERTY. (4 Credits)
An investigation into the causes and consequences of poverty, both in the United States and in developing countries. The available statistics and the economic explanations of poverty are surveyed. Contemporary debates over policies to reduce poverty are discussed, including issues of welfare, food and housing subsidies, foreign aid, famine relief and agricultural development. The link between income distribution and economic growth is also discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE, LALS, PJUST, URST, WGSS.
Prerequisites: ECON 1100 or ECON 1150.

ECON 3242. GLOBAL ECONOMIC ISSUES. (4 Credits)
Students debate the economic and environmental consequences of globalization, including trade agreements, labor standards and immigration, capital flows, climate change and the HIV-AIDs/Malaria pandemics. The perspective of non-western countries is emphasized, including their participation in international agreements such as the Kyoto and Montreal Protocols and within institutions such as the WTO, the World Bank, the United Nations and the IMF. We study a little game theory as applied to international negotiations and some key principles of environmental economics, but there are no formal prerequisites for this course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, IPE, LALS.

ECON 3243. MICROFINANCE IN EMERGING MARKETS. (4 Credits)
This class will present the basic concepts related to microfinance, its origins and evolution. The class will analyze the main Latin American microfinance models. It will review how Microfinance institutions (MFIs) are organized and how they differ from the banking sector providing loans to micro-entrepreneurs. The class will present a detailed analysis of MFIs in Peru, its results in terms of micro-business development and its impact on development and social inclusion. It will present the products and instruments used and how MFIs make them attractive and accessible for their clients and at the same time, profitable creating a self sustainable business model. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: INST.

ECON 3244. INTERNATIONAL ECONOMIC POLICY. (4 Credits)
This course explores the theoretical foundations of international trade flows and international monetary economics. The theoretical background is then used as a basis for discussion of international economic policy issues. The course emphasizes patterns of international trade and production; gains from trade; tariffs and other impediments to trade; welfare implications of international trade and trade policies; balance of payments; foreign exchange markets; coordination of monetary and fiscal policy in a global economy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSE, INST, IPE, LALS, URST.
Prerequisites: ECON 1100 or ECON 1150 and ECON 1200 or ECON 1250.

ECON 3245. INTERNATIONAL POLITICAL ECONOMY. (4 Credits)
This course uses economic methodology to study the fundamental relationships between wealth and political power in the context of various international economic policies. Contemporary issues covered can include globalization, protectionism, trade wars, foreign assistance and macroeconomic coordination. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 3248. MIGRATION AND DEVELOPMENT: A SOCIAL JUSTICE PERSPECTIVE. (4 Credits)
Migrations continue to reshape global economy, especially large cities. The human rights of conflict and climate refugees is a major challenge for UN countries. Global inequality is now determined mainly by where you are born. This course reviews theory and evidence on the impact of immigration on sending and receiving countries. Why do some regions welcome immigrants (e.g., NYC and California) while others spend large sums to stop migration. Who gains and who loses from immigration? Is there a fair and humanitarian approach that to immigration that promotes development in sending and receiving countries while minimizing the social and political cost of human mobility. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.
Prerequisites: ECON 1100 or ECON 1200.

ECON 3256. COMPARATIVE ECONOMIC SYSTEMS. (4 Credits)
Survey of the salient features of alternative economic systems; the mixed economies of the western world and Japan, the reforms in the former Soviet, Eastern European, and Chinese economies; problems of measuring economic performance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE.

ECON 3340. ECONOMICS OF INTERNATIONAL BUSINESS. (4 Credits)
This course describes the close connection between economic development and growth of the global economy via international business enterprise. Topics include an analysis of modern international business practices as one of the principal instruments of economic development; the emergence of the global, multinational enterprises out of post-WWII institutions and policies incorporated in GATT and IMF; international business strategies applied to diverse cultures and traditions; the tensions between national identity and the requirements of the global economy; profit vs. social welfare; technology transfer (with special emphasis on communications tech); MSBE entre to global markets; access to funding via international and indigenous financial markets; and the role of foreign direct investment. The course will also feature guest speakers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: INST.
Prerequisites: ECON 1100 or ECON 1150 and ECON 1200 or ECON 1250.
ECON 3346. INTERNATIONAL TRADE. (4 Credits)
A foundation course in international economics. Covers both international trade theory and policy. Issues examined include protectionism, trade and growth, custom unions, and multinational corporations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, INST, IPE, LALS, URST.
Prerequisites: ECON 1100 or ECON 1150 or ECON 1200 or ECON 1250.

ECON 3347. INTERNATIONAL FINANCE. (4 Credits)
A foundation course in international economics. Covers foreign exchange markets and the balance of payments. Also examines macroeconomic policies affecting employment and inflation in an open economy.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, IPE.
Prerequisites: ECON 1100 or ECON 1150 or ECON 1200 or ECON 1250.

ECON 3345. LAW AND ECONOMICS. (4 Credits)
This course applies microeconomic analysis to traditional areas of legal study, such as contract, property, tort and criminal law. The approach applies the 'rational choice' framework used in economics to analyze the purpose, effect and genesis of laws. Attention is paid to the effect of legal structures on economic efficiency. Economic analysis of law is one of the fastest growing and most influential areas of both economic and legal scholarship. This course is of value to both the general economist and students planning to attend law school. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC.
Prerequisites: ECON 1200 or ECON 1250.

ECON 3454. ECONOMICS OF CORPORATE LAW. (4 Credits)
This course uses economic analysis to study the interaction of the corporation and the law. Topics include the theory of the firm, mergers, and ownership concentration. The 'agency problem' between owners and managers, in which the interests of these groups diverge, is examined. Pertinent issues include structure of corporate boards, executive turnover, and executive compensation plans. The rationale for, and effects of, regulation of the firm are also examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 3455. ECONOMICS AND REGULATION. (4 Credits)
This course provides students with the tools to understand the institutional aspect of regulatory and antitrust policies. It examines the economic issues at stake, what particular market failures provide a rationale for government intervention, the appropriate form of government actions and the effects of government intervention. Topics such as government merger policies, cable television regulation, transportation regulation, crude oil and natural gas regulation, environmental regulation, and regulation of workplace health and safety will be covered. Prerequisite: ECON 1200. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: ECON 1200.

ECON 3340. ST: SUSTAINABLE BUSINESS. (4 Credits)
This foundation course for the GSB-FCRH Sustainable Business minor covers the ethical, economic, and scientific principles needed to manage and promote enterprises that are both profitable but also socially and environmentally responsible. Using case studies, guest speakers and their own research students acquire the comprehensive perspective necessary to manage and promote social entrepreneurship within large and small companies and to work with NGOs, fair trade groups, private-public sector partnerships and micro-enterprises, etc. Sustainable means profitable, environmentally sound and enabling for small scale entrepreneurs. Case studies range from Google’s East Coast Wind Power grid to carbon offset programs in the Amazon to mobile phone remittance sources of energy, such as oil, coal, natural gas, and nuclear. Analysis of economic and non-economic impact of these sources of energy on the US and global economy is a major objective of this course. It also examines a variety of social, political, legal, regulatory, environmental, and technological issues from regional, national, and global perspectives.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ENVS, INST.

ECON 3330. ST: SUSTAINABLE BUSINESS. (4 Credits)
This foundation course for the GSB-FCRH Sustainable Business minor covers the ethical, economic, and scientific principles needed to manage and promote enterprises that are both profitable but also socially and environmentally responsible. Using case studies, guest speakers and their own research students acquire the comprehensive perspective necessary to manage and promote social entrepreneurship within large and small companies and to work with NGOs, fair trade groups, private-public sector partnerships and micro-enterprises, etc. Sustainable means profitable, environmentally sound and enabling for small scale entrepreneurs. Case studies range from Google’s East Coast Wind Power grid to carbon offset programs in the Amazon to mobile phone remittance sources of energy, such as oil, coal, natural gas, and nuclear. Analysis of economic and non-economic impact of these sources of energy on the US and global economy is a major objective of this course. It also examines a variety of social, political, legal, regulatory, environmental, and technological issues from regional, national, and global perspectives.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ENVS, INST.

ECON 3453. LAW AND ECONOMICS. (4 Credits)
This course applies microeconomic analysis to traditional areas of legal study, such as contract, property, tort and criminal law. The approach applies the 'rational choice' framework used in economics to analyze the purpose, effect and genesis of laws. Attention is paid to the effect of legal structures on economic efficiency. Economic analysis of law is one of the fastest growing and most influential areas of both economic and legal scholarship. This course is of value to both the general economist and students planning to attend law school. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC.
Prerequisites: ECON 1200 or ECON 1250.

ECON 3455. ECONOMICS AND REGULATION. (4 Credits)
This course provides students with the tools to understand the institutional aspect of regulatory and antitrust policies. It examines the economic issues at stake, what particular market failures provide a rationale for government intervention, the appropriate form of government actions and the effects of government intervention. Topics such as government merger policies, cable television regulation, transportation regulation, crude oil and natural gas regulation, environmental regulation, and regulation of workplace health and safety will be covered. Prerequisite: ECON 1200. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: ECON 1200.

ECON 3457. INTERNATIONAL REGULATION. (4 Credits)
This course will study the structure, function, and economic impact of the EU, NAFTA, GATT, and US trade, immigration, and national security statutes (such as US Customs regulations, the Patriot Act, and the ITAR). Where applicable, students will use contemporary case studies to illuminate the concepts at issue. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, IPE.

ECON 3563. LABOR ECONOMICS. (4 Credits)
This course examines labor institutions and their historical development in addition to the economics and peculiarities of labor markets. The role that institutional pressures (e.g., trade unions, government legislation, labor-management relations), industry organization, and market forces play in determining the terms and conditions of employment are discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: LALS.
ECON 3570. LABOR MARKET AND DIVERSITY. (4 Credits)
The goal of this course is to enable students to think independently about labor market and diversity issues. This course will (a) provide an introduction to the economic analysis of behaviors and institutions in the labor market; and (b) give students the tools to deal with diversity questions within the labor market such as educational attainment, employment discrimination, and income inequality across gender and racial groups. Economic logic and evidence will be used to analyze employer and employee decisions and the institutional factors shaping those decisions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, PJST, PLUR, URST, WCSS.
Prerequisites: ECON 1100 or ECON 1150 and ECON 1200 or ECON 1250.

ECON 3577. KENYA: HEALTH, MICROFINANCE, AND POVERTY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 3580. ECONOMICS OF DIVERSITY. (4 Credits)
Many of the social interaction of an individual in American society are shaped by the ethnic, racial, and gender groups to which the individual belongs. In this course we will investigate several of the economic effects of social interactions in a diverse society including: residential segregation, peer effects on neighborhood crime rates, inter-racial marriage patterns, diverse, social norms and cultural beliefs, the spread of diseases, income inequality, and affirmative action. While the specific topics covered are broad, many share properties that can be understood through the concepts of basic network theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: LALS, PLUR, URST.

ECON 3636. MONEY AND BANKING. (4 Credits)
The role of commercial banks and financial institutions in the creation and allocation of money and credit; the central bank as regulator of the money supply; monetary theory and policy; the international monetary system. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.
Prerequisites: ECON 1100 or ECON 1150.

ECON 3637. MONETARY POLICY. (4 Credits)
An introduction to the economic analysis of behaviors and institutions in the labor market; and (b) give students the tools to deal with diversity questions within the labor market such as educational attainment, employment discrimination, and income inequality across gender and racial groups. Economic logic and evidence will be used to analyze employer and employee decisions and the institutional factors shaping those decisions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 3666. ECONOMICS AT THE MOVIES. (4 Credits)
Films spirit us away. Whether we journey somewhere in time, or far, far away, we do it in the name of entertainment. One does not, simply, walk away from a well-made film, unchanged. Regardless of subject, genre or direction, film draws from the human experience. This course will utilize film to illustrate the concepts that students have and will encounter in their study of Economics. Through the lens of Economic Analysis, students will experience film and enrich the film-going experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ECON 1100 or ECON 1150 and ECON 1200 or ECON 1250.

ECON 3739. FINANCIAL MARKETS. (4 Credits)
An introduction to flow of funds analysis and interest rate determination in the money and capital markets; the risk and term structure of interest rates. An introduction to financial futures, options, and swaps. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ECON 1200 or ECON 1250.

ECON 3740. ISSUES IN FINANCIAL MARKETS. (4 Credits)
This course provides an in-depth examination and discussion of selected topics in financial markets. Topics of current interest will be drawn from both academic and non-academic sources Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ECON 1200 or ECON 1250.

ECON 3743. STOCKS, BONDS, OPTIONS, AND FUTURES. (4 Credits)
This course examines the working of the primary and secondary markets, investment banking, brokers and dealers, the New York and the American Stock Exchanges, the NASDAQ, the options and futures markets. Fundamental and technical analysis is also covered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 3778. CORPORATE FINANCE. (4 Credits)
The decision-making processes of a firm across time and in the presence of uncertainty. Financial assets and markets. Valuation of financial assets. Working capital and long-term financial management. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 3800. INTERNSHIP. (3 Credits)
Supervised placement for students interested in work experience.

ECON 3840. ENVIRONMENTAL-ECONOMIC POLICY. (4 Credits)
This course will introduce students to the basic supply-and-demand framework used to evaluate market outcomes in basic microeconomics courses. Within the context of this framework, the course will explore several policy-relevant environmental issues, including: agricultural production, climate change, electricity generation, and ecosystem services. Exploration of the contemporary environmental issues will be led by student groups, which will engage in oxford-style debates regarding potential resolution of each issue. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENST.
Prerequisites: ECON 1200 or ECON 1250.
ECON 3850. ENVIRONMENTAL ECONOMICS. (4 Credits)
Good economic analysis underlies many successful environmental policies, from reducing air and water pollution to the Montreal Accord limiting ozone depleting gases. However, the environmental challenges of global warming, biodiversity and sustainable development are increasing global as well as politically and economically complex. This course reviews the key economic ideas underlying past successes and explores potential solutions for sustaining economic growth with environmental preservation in rich and poor countries alike. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, ENST, ENVS, PJST, URST.
Prerequisites: ECON 1200 or ECON 1250.

ECON 3870. PUBLIC FINANCE. (4 Credits)
The role of public expenditure in a market economy. Equity and efficiency in a tax system. Description and analysis of the major taxes. Intergovernmental fiscal relations. Programs for redistributing income. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ECON 1100 or ECON 1150 or ECON 1200 or ECON 1250.

ECON 3872. PRINCIPLES OF COST-BENEFIT ANALYSIS (CBA). (4 Credits)
An introduction to the theory and practice behind environment policy decisions in developed and developing countries. Featured are applications in health, education, transport, preserving the environment and HIV/AIDS. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ECON 3118 or ECON 3870.

ECON 3876. HEALTH COSTS AND BENEFITS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 3884. CONTEMPORARY ECONOMIC PROBLEMS. (4 Credits)
A survey of outstanding micro and macroeconomic problems facing the United States. Topics covered include changes in the global economy, unemployment and inflation, poverty, environmental protection, health care reform, the productivity issue, the deficit. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 3885. INTRODUCTORY ECONOMETRICS. (4 Credits)
This course introduces students to econometrics. It reviews the classical regression model before studying in detail deviations from the classical assumptions, which are often encountered in practice. The course covers several estimation techniques (such as maximum likelihood), as well as topics in time series analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ECON 1100 or ECON 1150 and ECON 1200 or ECON 1250.

ECON 3971. URBAN ECONOMICS. (4 Credits)
Urban Economics is the study of location choices by firms and households. The technological changes and economic factors driving the process of urbanization, and the shifts from a “downtown”-centered city to the suburbanized metropolises prevalent in the U.S. today is the central focus of the course. Throughout the course, New York City’s history and current situation is used as an example of the economic forces operating on cities. Students will participate in a group project to analyze a major urban problem such as housing affordability, poverty, crime or education. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

ECON 3999. SERVICE LEARNING-3000 LEVEL. (1 Credit)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

ECON 4005. FAIR TRADE ENTREPRENEURSHIP. (4 Credits)
Fair trade is a global response to social injustice and poverty. Whether it is capital for “startups” or markets for fair trade coffee, the fair trade movement promotes socially and environmental responsibility business practices here and abroad. This course reviews the fair trade movement’s successes and failures to find alternatives to business as usual that reduce poverty and build a sustainable global economy. Students focus on country specific examples of fair trade and microfinance social innovation that reduce poverty by creating viable livelihoods. Marketing, insurance, finance and management can all be applied to build a socially justice and sustainable global economy. “We urgently need a humanism capable of bringing together the different fields of knowledge, including economics, in the service of a more integral and integrating vision” Pope Francis argues in his recent Encyclical Letter, this course explores this vision. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PJST.

ECON 4020. DISABILITY: ECONOMIC AND OTHER APPROACHES. (4 Credits)
This course is a critical survey of the research and analysis of disability definitions, measures and economic issues with a focus on the interaction between disability and the public policy arena in the United States. It uses economic models, but also covers in-depth approaches and methodologies in other disciplines. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, PLUR.
Prerequisites: ECON 1100 or ECON 1200.

ECON 4110. ETHICS AND ECONOMICS. (4 Credits)
This course examines how ethical considerations enter into economic decisions. Readings include writings by moral philosophers and the founders of economic thought as well as recent research on ethical issues. Topics for discussion may include childcare, trade liberalization, welfare reform, healthcare, poverty, pollution and economic sanctions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP4, SRVL, VAL.
Prerequisites: ECON 1200 or ECON 1250.
ECON 4200. SEMINAR: MANAGERIAL ECONOMICS IN A GLOBAL ECONOMY. (4 Credits)
The application of economic theory (microeconomics and macroeconomics) and decision science tools (mathematics and econometrics) by firms and non-profit organizations to find optimal solutions to managerial decision problems in the face of constraints. The topics covered are new managerial theories of organizations in the globalized world of today; the theory and estimation of demand, production and costs, and their relationship to output and prices under various market structures. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Prerequisites: (ECON 1100 and ECON 1200) or (ECON 1150 and ECON 1250).

ECON 4800. INTERNSHIP. (4 Credits)
Supervised placement for students interested in work experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 4870. ECONOMIC FOUNDATIONS OF CATHOLIC SOCIAL TEACHING. (4 Credits)
This course explores the economic thought that has served as the basis of the Church’s teaching on issues like capitalism, socialism, poverty, wages, unions, the environment, and economic responsibility from Leo XIII’s encyclical Rerum Novarum to the present and current economic research that may guide future Church teaching. This will be done through lectures, readings from primarily 19th and 20th-century economic works, and discussion of how these works’ ideas are evident in papal encyclicals and other Church documents. The course will include case studies of how Catholic social teaching has influenced national social and economic policies in Europe and the U.S. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Attributes: AMCS, ICC, REST, THEO. 
Prerequisites: ECON 1100 or ECON 1200 or ECON 1150 or ECON 1250.

ECON 4900. INTERNSHIP SEMINAR. (4 Credits)
Students are placed in a work setting of their choice for 8 to 10 hours per week to enrich their understanding of the economic process. Readings and a written report related to the student’s internship are assigned. There is a pass/fail grade for the course. The course is restricted to seniors majoring in economics Urban and Public Sector Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Attribute: IPE.

ECON 4998. HONORS SEMINAR IN ECONOMICS. (1 Credit)
Supervised individual study project.

ECON 4999. TUTORIAL. (4 Credits)
Supervised individual study projects.
MATHEMATICS/ECONOMICS MAJOR

This major, offered jointly by the departments of economics and mathematics, is designed to give the student an excellent background in modern economic analysis and a solid grounding in those mathematical disciplines necessary for a full understanding of economic analysis. Because it both demands and fosters careful reasoning as well as a facility with abstract formulations of problem situations, it is an apt prelaw program. Its high degree of difficulty makes it attractive to business recruiters and it is particularly appropriate for graduate studies in economics, business, and other applied quantitative fields.

Program Activities

Majors in this program are eligible for honors at graduation in mathematics/economics. Some majors in this program have done internships at banks or investment firms. Such internships are not required and do not count among the four electives in the major.

For more information

Visit the Math and Economics Program page.

Requirements

Students enrolled in this program are required to take the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1100</td>
<td>BASIC MACROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1200</td>
<td>BASIC MICROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 3116</td>
<td>MACROECONOMIC ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3118</td>
<td>MICROECONOMIC THEORY</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1207</td>
<td>CALCULUS II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1700</td>
<td>MATHEMATICAL MODELLING</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2004</td>
<td>MULTIVARIABLE CALCULUS I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2001</td>
<td>DISCRETE MATHEMATICS</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2006</td>
<td>LINEAR ALGEBRA I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>MATH 3006</td>
<td>PROBABILITY &amp; MATH 3007</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and STATISTICS</td>
<td></td>
</tr>
<tr>
<td>ECON 2140</td>
<td>STATISTICS I &amp; ECON 2142</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and STATISTICAL DECISION MAKING</td>
<td></td>
</tr>
</tbody>
</table>

Select four electives in mathematics or economics 1

1 Any course with the MATH subject code (p. 1243) (numbered 2000 or higher) or the ECON subject code (p. 1007) may fulfill this requirement. Of these four courses, at least one course must be in mathematics and one must be in economics.

Required courses and sufficient electives to fulfill the major are available on both campuses.

Availability

The major in mathematics/economics is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in mathematics/economics only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
ECONOMICS MINOR

Requirements

The minor in economics consists of the following six courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1100</td>
<td>BASIC MACROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1200</td>
<td>BASIC MICROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>ECON 2140</td>
<td>STATISTICS I $^1$</td>
<td></td>
</tr>
<tr>
<td>ECON 3116</td>
<td>MACROECONOMIC ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>ECON 3118</td>
<td>MICROECONOMIC THEORY</td>
<td></td>
</tr>
<tr>
<td>Select three additional courses $^2$</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$^1$ Gabelli students minoring in Economics take ECON 2140 STATISTICS I as part of their core curriculum.

$^2$ Any course with the ECON subject code (p. 1007) numbered 3000 or higher may fulfill this requirement.

Availability

The minor in economics is available at Fordham College at Rose Hill (FCRH), Fordham College at Lincoln Center (FCLC), and Fordham School of Professional and Continuing Studies at Rose Hill, Lincoln Center, and Westchester (PCS). Gabelli School of Business students may also minor in Economics.
ENGLISH MAJOR WITH A CREATIVE WRITING CONCENTRATION

Premised on the belief that the study of literature and the practice of writing are mutually reinforcing, the English major with a Creative Writing concentration emphasizes the interrelations among creative writing, digital media, criticism, and scholarship. As an integrated concentration in the English department with a dual focus on literature and creative work, the Creative Writing concentration combines literature courses, small writing workshops, and practical industry training to prepare students for advanced study or careers in writing, media, and publishing. In addition, our concentrators benefit from the resources provided by New York City, a worldwide center for literary publishing.

Admissions

Students can apply for admission to this major in the fall semester of their sophomore year or junior year. Applicants will submit a cover letter and a 10-page writing sample of poetry or prose, to be reviewed by a panel of creative writing faculty. To access the online application go to http://bit.ly/fordhamcwmajor.

Requirements

The English major with a Creative Writing concentration consists of a total of 11 required courses. Courses in which a student receives a grade of D or F will not count toward the major.

The English major and the Core Curriculum: All English majors concentrating in Creative Writing are required to fulfill the first level core English requirements (ENGL 1102 and ENGL 2000) before beginning the major, but neither ENGL 1102 nor ENGL 2000 counts toward the major. However, English electives taken toward the core requirement in Advanced Disciplinary Courses (p. 40) in literature, history, and social science do count as one of the 11 courses in the major.

### Course Title Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 3045</td>
<td>THEORY FOR ENGLISH MAJORS 1</td>
<td>4</td>
</tr>
<tr>
<td>or COLI 3000</td>
<td>THEORY OF COMPARATIVE LITERATURE</td>
<td></td>
</tr>
</tbody>
</table>

**Historical Distribution Requirement**

Select two courses designated in a historical period before 1800.

**Literature Elective Requirement**

Select three courses (3000 or above) in any period of English literature.

**Creative Writing Requirement**

Select four courses that have been designated by the English department as Creative Writing courses.

**Capstone Project Requirement**

Two semesters of a zero-credit course, to be taken in the senior year, during which time majors in the concentration will complete a capstone creative writing project.

**Junior Theory Requirement**

All majors concentrating in Creative Writing are required to take ENGL 3045 THEORY FOR ENGLISH MAJORS or COLI 3000 THEORY OF COMPARATIVE LITERATURE. Usually taken during the junior year, these courses introduce the English major to debates in literary and critical theory. The goal of these courses is to reflect on reading strategies, textual practices, and language itself. Students will engage with a range of critical, theoretical, and social issues shaping the field of literary studies today.

**Historical Distribution Requirement**

At least two courses must be designated in a historical period before 1800. These courses are listed under the requirements for the English Major (p. 336). While the English curriculum grants students considerable freedom to pursue their individual interests, the department urges majors to consult regularly with their advisors in selecting their electives in order to ensure historical diversity in their course of study.

**Literature Elective Requirement**

Three courses (3000 or above) in any period of English literature are required.

**Capstone Requirement**

The Capstone will introduce our graduating students to the realities of the writer’s life, which necessarily involves not just individual work but also affiliation, cooperation, and community.

**Creative Writing Requirement**

Four courses that have been designated by the English department as Creative Writing courses are required in addition to the creative writing Capstone course offered each Spring. In the Capstone course, students will create and revise portfolios that comprise their creative, scholarly and extracurricular work during their four years at Fordham. In addition, students will work collaboratively to put together a public exhibition of a creative writing project.

The following courses (either in English or outside the department) have the CVW attribute and count toward the creative writing minor and the concentration within the English major:
Availability

The major in English with a Creative Writing concentration is available at Fordham College at Rose Hill; Fordham College at Lincoln Center; and Fordham School of Professional Studies at Rose Hill and Lincoln Center.

*Fordham College at Rose Hill students:* The requirements above are in addition to those of the Core Curriculum (p. 36).

*Fordham College at Lincoln Center students:* The requirements above are in addition to those of the Core Curriculum (p. 36).

*Professional and Continuing Studies students:* The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
CREATIVE WRITING MINOR

Creative Writing Minor for Non-English Majors

The minor in creative writing, available to students in majors other than English, requires the following six courses:

1. Four four-credit courses that must be drawn from 3000 level and above, English writing courses, or communication writing courses crosslisted with English. These courses have the CVW attribute code (p. 304); a list of such courses appears on the page for the English major with Creative Writing concentration (p. 304). JOUR 3741 JOURNALISM WORKSHOP: REPORTING may only apply to the major if JOUR 3742 JOURNALISM WORKSHOP: FNN is also taken, in which case they will be considered as the equivalent of one four-credit course. Writing tutorials with a mentor are also accepted.

2. Two advanced courses (3000 level and above) in literature offered through the English department, or other relevant departments and programs (e.g., modern languages and literatures, literary studies, African and African American studies; generally those with the ENGL attribute code (p. 336)), to be chosen by the student in consultation with the minor adviser. Generally, these will be courses in a single genre in which the student is taking workshops, but substitutions may be considered with the approval of the minor adviser (who will be a member of the English department).

Creative Writing Minor for English Majors

Students majoring in English may count two creative writing courses (see 1 above) toward both the English major and the creative writing minor. In other words, completion of the creative writing minor requires two additional writing courses (courses with the CVW attribute (p. 304)) and two additional literature courses offered by any relevant department or program (see 2 above).
ENGLISH

The discipline of English is shaped historically by the study of literature and conceptually by the understanding of written texts in all their many forms. Its foundations are the theory and practice of critical reading, literary analysis, and effective writing. The major is designed to build an inclusive knowledge of literature, to develop skills required for the critical interpretation of texts, and to teach the principles of critical and creative writing.

The major emphasizes the historical reach of literary study through its historical distribution requirement. The theory requirement introduces influential concepts and debates underlying the study of language, literature, and their cultural impact. The range of electives and seminars that make up the bulk of the curriculum allows for flexibility in designing individual majors while ensuring a comprehensive grasp of the varieties of literary study.

Premised on the belief that the study of literature and the practice of writing are mutually reinforcing the major with a Creative Writing concentration, emphasizes the interrelations among creative writing, digital media, criticism, and scholarship. As an integrated concentration in the English department with a dual focus on literature and creative work, the Creative Writing concentration combines literature courses, small writing workshops, and practical industry training to prepare students for advanced study or careers in writing, media, and publishing. In addition, our concentrators benefit from the resources provided by New York City, a worldwide center for literary publishing.

Honors Thesis

The department offers an honors thesis option in English for senior English majors with a 3.6 GPA or higher in English who wish to complete an ambitious project under the direction of a faculty member.

If you are interested, you should discuss this option with the associate chair and then choose a member of the faculty as an advisor for the thesis prior to the semester in which the thesis will be completed. The associate chair will then authorize you to register for ENGL 4998, a four-credit Honors Tutorial. This course does not count for credit toward the English major or the English major with a creative writing concentration, though it does count as an elective toward graduation. The professor sponsoring the project will set up parameters and deadlines at his or her discretion. You will write your thesis over the course of one semester, at the end of which there will be an honors defense with the advisor and one departmental reader. That committee then evaluates whether the thesis defense qualifies you to graduate with departmental honors.

The English Major and the Rose Hill Honors Program:

Students in the Rose Hill Honors Program (p. 71) fulfill the first-level core English requirements (ENGL 1102 and ENGL 2000) by taking HPRH 1001. Rose Hill Honors Program students who major in English may count two Honors Program courses toward the major. HPRH 1051 will count as one of the required Historical Distribution courses. HPRH 2051 will count as a regular elective in the major. The Honors Program thesis project does not count as course credit toward the English major.

The English Major and the Lincoln Center Honors Program:

Students in the Lincoln Center Honors Program (p. 61) fulfill the first-level Core English requirements (ENGL 1102 and ENGL 2000) by taking HPLC 1201 and HPLC 1811. HPLC 4500 THESIS WORKSHOP can, with the approval of the associate chair, count for elective credit in the major. HPLC 4050 HONORS: SENIOR VALUES SEMINAR can also count for the major when it is taught by English or Comparative Literature faculty.

Early Admission to Master’s Program

Please read the Early Admission to Graduate School of Arts and Sciences Master’s Programs section, which is located under the heading of Special Academic Programs in the chapter on Academic Programs, Policies, and Procedures of this bulletin. The English director of graduate studies, in consultation with the undergraduate program heads, selects second semester juniors who are invited to apply for early admission to the M.A. program. Students must formally indicate their desire to opt for early admission into the M.A. program and submit a two-page statement of purpose by March 15. Applications do not need to include GRE scores unless the student is planning to apply for financial aid after completing their bachelor’s. In order to qualify for invitation, students must have a minimum 3.2 overall grade point average, at least a 3.5 average in their English courses, and the recommendation of two English faculty.

This policy applies to FCRH, FCLC, and PCS. Three courses count toward the student’s undergraduate and graduate degrees, fulfilling both English major and master’s-level requirements. Graduate courses taken while still at the College must be approved by the director of graduate studies of the department. Seniors take a total of three 5000-level graduate courses during their final two undergraduate semesters. After the B.A., students take three 5000-level or 6000-level graduate courses in the fall and three in the spring. Students also must complete a capstone project and demonstrate reading knowledge of one foreign language to graduate. Applications are made online through the Graduate School of Arts and Sciences website.

For more information

Visit the English department web page.

Contribution to the Core

The English department offers ENGL 1102 COMPOSITION II, which fulfills the core curriculum requirement in composition and rhetoric. Students who do not place in ENGL 1102 upon admission are required to take ENGL 1101 COMPOSITION I, in which they must receive a grade of C or better before they are allowed to advance to ENGL 1102. The department also offers ENGL 2000 TEXTS AND CONTEXTS, which fulfills the core requirement in English literature and counts toward the distributive requirement in Eloquentia Perfecta 2. Unless otherwise specified, nonmajors may take the department’s elective (major) offerings toward the core requirement in Advanced Disciplinary Courses in Literature. In addition, English offers courses that fulfill the following Core requirements: American Pluralism; Global Studies; Eloquentia Perfecta (EP) 3 & 4; Interdisciplinary Capstone (ICC) and Values.

English courses and Advanced Placement Credits: AP Credits in English Literature and in English Language count toward a student’s total number of credits in the college but not within the major. A score of 4 or 5 in AP English Literature will count towards college elective credits. All students are required to take Composition II and Texts and Contexts/Eloquentia Perfecta 2.
Programs

Majors

- English Major (p. 336)
- English Major with a Creative Writing Concentration (p. 304)

Minors

- Creative Writing Minor (p. 306)
- English Minor (p. 338)

Courses

ENGL 1004. TEXTS AND CONTEXTS: UPWARD MOBILITY AND THE COMMON GOOD. (3 Credits)
This course will explore Anglo-American literary representations of socio-economic self-transformation by focusing on its inherent tension between mobility and community. Has the fabled path from rags to riches threatened or sustained neighborhoods and nations? What happens to virtue, charity, and social cohesion when the desire for wealth acquisition becomes normative? We will address these and other questions through discussions of a wide range of literary texts, from Benjamin Franklin’s Autobiography to Patricia Highsmith’s The Talented Mr., Ripley. But we will also consider how the pervasive contemporary rhetoric of the “American Dream” in newspapers, magazines, film, and new media negotiates the ideal of upward mobility in relation to such collective ideals, such as mentoring, cooperation, and self-sacrifice.
Attributes: EP1, EP2, MANR.

ENGL 1101. COMPOSITION I. (3 Credits)
Instruction in sentence and paragraph construction, reading comprehension skills and analysis, the basic principles of grammar with an emphasis on diagnosing and solving persistent problems, and principles of argumentation and evidence. Weekly assignments and regular grammar exercises to build confidences and competence in college writing.

ENGL 1102. COMPOSITION II. (3 Credits)
Intensive training in the principles of effective expository writing, with an emphasis on sound logic, correct grammar, and persuasive rhetoric. Introduces research techniques, including use of the library, conventions and principles of documentation, analysis of sources, and ethics of scholarly research. Weekly papers will be written and discussed.
Attribute: FRTE.

ENGL 1200. CHAUCER, SHAKESPEARE, MILTON. (3 Credits)
The goal of this course is to extend the students’ reading experience by demonstrating the interconnection between literature and culture in it widest sense. Students will learn that literature is a way of knowing society and a way of exploring the social, political, economic and religious pressures and aspirations that shape social practice. Students will choose from: Chaucer, Shakespeare, Milton; Literature and Society; Poetry and Poetics; History and the Novel; Tragedy and Comedy; Traditions of Storytelling.
Attributes: MVST, SLIT.

ENGL 1220. POETRY AND POETICS. (3 Credits)
The goal of this course is to extend the students’ reading experience by demonstrating the interconnection between literature and culture in its widest sense. Students will learn that literature is a way of knowing society and a way of exploring the social, political, economic and religious pressures and aspirations that shape social practice.
Attribute: SLIT.

ENGL 1501. IMAGINING NEW YORK CITY IN LITERATURE. (3 Credits)
New York City has been the home of some of the most significant U.S. writers and artists. The literature of the city explores and tests the very notion of an American identity, and what it means to be an American. This introductory EP1 course examines literary representations of New York City, exploring topics that include the environment, economic inequality, capitalism, and the changing roles of women, blacks, and workers.
Attributes: AMST, EP1.

ENGL 1800. INTERNSHIP. (1 Credit)
ENGL 1999. TUTORIAL. (1 Credit)
Independent research and readings with supervision from a faculty member.

ENGL 2000. TEXTS AND CONTEXTS. (3 Credits)
An introduction to the literary analysis of texts and the cultural and historical contexts within which they are produced and read. Significant class time will be devoted to critical writing and to speaking about literature. Each section of Texts and Contexts will have a focus developed by the individual instructor and expressed in its subtitle. This course fulfills the Core requirements for the second Eloquenta Perfecta seminar.
Attributes: EP2, TC.
Prerequisite: ENGL 1102.

ENGL 2800. INTERNSHIP. (2 Credits)
Supervised placement for students interested in work experience.

ENGL 2999. INDEPENDENT STUDY. (2 Credits)

ENGL 3000. THEORIES OF COMPARATIVE LITERATURE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3001. QUEER THEORIES. (4 Credits)
An introduction to the academic discipline of queer theory, focusing on foundational thinkers (e.g., Butler, Foucault, Sedgwick, and others) as well as their philosophical and psychoanalytic precursors and interlocutors. The course will also address selected issues currently under discussion in the discipline. These may include the role of activism, the relationship between queer theory and feminism theory, attention to race, and intersections with postcolonial theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, COLI, PLUR.

ENGL 3004. CRITICAL EDGE: WRITING-ARTS. (4 Credits)
CRITICAL EDGE: WRITING ABOUT THE ARTS is for people with passion for and strong opinions about movies, books, music and the theater. We will explore low and high culture, writing features, news, stories, interviews, reviews, and opinion pieces. Students will attend performances, gather facts and materials, conduct interviews, and write about everything from live performances to independent film to visual art and contemporary writing. Students will develop interview and research techniques, and we will discuss subjects germane to the creation and viewing of art, including impartiality, originality, intuition, and the difference between being a fan and a critic. Sharing writing in a workshop format, we will focus on structure, coherence, style and voice. Guest speakers will include professional writers, visual artists, performing artists, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
ENGL 3008. THE 19TH CENTURY NOVEL OF MANNERS. (4 Credits)  
Courtship, marriage, extramarital affairs, and conflict between social groups are staple ingredients of the “novel of manners”—the term that, for some, designates a distinct sub-genre and, for others, serves as a synonym for the realist novel. As we examine the generic traits and thematic concerns of the novel of manners in the long nineteenth century, we will focus most particularly on “manners,” the elusive concept that lends the sub-genre its name. Possible writers include: Frances Burney, Maria Edgeworth, Jane Austen, Anthony Trollope, Edith Wharton, and E. M. Forster. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3010. ENGLISH LITERATURE: BEOWULF TO 1660. (4 Credits)  
This course will stress how selected works from a range of literary traditions (including epic, romance, narrative poetry, drama, allegory and lyric poetry) shape social values as well as conceptions of authorship, textuality, reading and gender. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attribute: MVST.

ENGL 3011. CHILDREN'S LITERATURE WORKSHOP. (4 Credits)  
A creative writing workshop where students will engage in writing for younger readers. Special attention will be given to theme, structure, character, location and voice. Starting with a story idea grounded in the writer’s own experience or observations or in a theme that is socially relevant, each participant will develop a portfolio of text consisting of first draft, revised and polished pages of fiction. Illustrative readings that identify with the issues of contemporary children will support this process. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3012. NOVEL, SHE WROTE. (4 Credits)  
"If there’s a book you want to read, but it hasn’t been written yet, then, “Toni Morrison declares, “you must write it.” The impulse for black female authors to write novels and the diverse manifestations of that impulse will be of primary concern in this course. What compelled black female authors in the second half of the twentieth century to write their first novels? How are themes of sexuality, motherhood, beauty, respectability, and intra-and interracial conflict represented in their texts? In what ways do their novels complement, build upon, and refer back to each other and other works? These are few of the questions we will tackle as we read through the literature. Some of the selected texts will include Paule Marshall’s Brown Girl, Brownstones (1959); Alice Walker’s The Third Life of Grange Copeland (1970); Toni Morrison’s The Bluest Eye (1970); Gloria Naylor’s The Women of Brewster Place (1982); and Ayana Mathis’s The Twelve Tribes of Hattie. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3013. FICTION WRITING. (4 Credits)  
The workshop in the craft of writing fiction, with relevant readings in the game Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attribute: CVW.

ENGL 3014. CREATIVE NONFICTION WRITING. (4 Credits)  
A workshop in the craft of creative non-fiction, with relevant readings in the genre. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attribute: CVW.  
Prerequisites: ENGL 1102 and ENGL 2000 or HPRH 1001 or ENGL 1002 or ENGL 1004 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 3015. POETRY WRITING. (4 Credits)  
A workshop in the craft of writing poetry, with relevant readings in the game. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attribute: CVW.  
Prerequisites: ENGL 1102 and ENGL 2000 or ENGL 1002 or ENGL 1004 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 3016. SCREENWRITING WORKSHOP. (4 Credits)  
A workshop in the craft of screenwriting, with relevant readings in the genre. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attribute: CVW.

ENGL 3017. DIGITAL CREATIVE WRITING. (4 Credits)  
Directed as a workshop, this course will focus on students’ writing from the perspective of a producer. We will pay special attention to a variety of media – digital, social, print – and the ways they translate to an individual’s writing practice. Guest lectures, off-site/online events, and weekly reading will be determined by the instructor and student interests. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attributes: AMCS, CVW.  
Prerequisites: ENGL 1102 and ENGL 2000 or ENGL 1002 or ENGL 1004 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 3019. WRITER'S WORKSHOP. (4 Credits)  
In this course we will engage in the process of writing and determining what makes for studious creative process. As we embark on a series of exercises involving journals, objects, language, dream, memory, body, and the world, we will explore the means by which language is generated and shaped. Although you will never be required to write in any particular genre, you will be exposed to poetry, fiction, and drama and you will begin to see how these distinctions are often less helpful than they seem. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attribute: CVW.

ENGL 3020. CREATIVE WRITING CAPSTONE. (0 Credits)  
This Capstone course is the exit requirement for English Majors concentrating in Creative Writing. Students will work collaboratively to put together a public exhibition of a creative writing project. The principal aim of the Capstone is to introduce our graduating students to the realities of the writer’s life, which necessarily involves not just individual work but also affiliation, cooperation, and community.  
Attribute: CVW.
ENGL 3023. STORYTELLING ACROSS MEDIA. (4 Credits)
What possibilities exist for storytelling in a world of expanded and hybrid technologies? In this course, students will have the opportunity to become creative writers in new media, as well as in more traditional formats. Experimenting with a range of platforms, digital and otherwise (including websites, blogs and social media), students will generate work in exciting new forms, while also developing traditional techniques essential to any writer. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3028. THE POET'S CRAFT. (4 Credits)
An introduction to the craft of writing poetry. Student manuscripts are the subject of assignments and class discussions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3031. MEDIEVAL MONSTERS AND MARVELS. (4 Credits)
Like the vampires and aliens of today's popular culture, the giants, monsters and fantastic beings that populate the pages of medieval texts stretched the boundaries of the known world and challenged categories of identity. Reading a variety of sources, from travel narratives to devotional texts, this course will examine the place of the marvelous in the medieval imagination. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3032. PUBLISHING: THEORY AND PRACTICE. (4 Credits)
The aim of the course is to develop a clear understanding of the publishing industry. Genres addressed will include young adult, literary fiction, science fiction, romance, mystery, and graphic novels. Speakers will include authors, publishers, agents, magazine and book editors. Final projects may range from a formal analysis of a novel or group of novels, an investigation of a segment of the publishing industry, or thirty pages of a novel (of any type). Weekly reading of novels ranging throughout the genres is required; there will also be quizzes, a midterm, and a final. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3033. WRITING FOR THE BIG SCREEN. (4 Credits)
This course offers an introduction to the fundamentals of screenwriting: scenes, acts, narrative structure, character development, genres, and dialogue, through intensive study of major, award-winning Hollywood films, classics in their genre. Students will read and analyze five outstanding screenplays, and watch films made from them. The final requirement for this course is a completed first act (20-30 pages) of a feature film, as well as weekly assignments. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3034. MODERN SELVES. (4 Credits)
The beginning of the twentieth century was marked by developments in science, technology, philosophy and political theory that violently destabilized the ways many understood themselves. We will examine how experiments in narrative and poetic voice along with biography and memoir reflected these ongoing tensions and offered compelling ways to imagine subjectivity. Authors include Christopher Isherwood, T.S. Eliot, Gertrude Stein, Virginia Woolf, John Dos Passos, James Joyce and Americo Paredes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3036. LATIN AMERICAN SHORT STORY. (4 Credits)
Writings by Gabriel Garcia Marquez, Julio Cortazar, Carlos Fuentes and Mario Vargas Llosa (to name just a few) are some of the treasures of world literature. This course will focus on the short story and novella forms in order to explore as fully as possible the full range of Latin American and Latino literature. Literary geographies will include Mexico, the Caribbean, Central and South America, with special sections on Cuba, Argentina, Chile and Brazil. All readings will be in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3043. ARC OF THE NOVEL. (4 Credits)
Robert Olen Butler says that what is essential to any work of narrative art is a "character who yearns." If this is the impulse that sets most novels in motion—for instance, we could describe Fitzgerald's Gatsby as a poor young man who tries to win the love of a rich girl—it is the threat to this desire and the protagonist's attempts to overcome it that generates a sense of urgency and drama. In this class we will pay particular attention to the composition of the novel from a writer's point of view. We will consider development of protagonists and minor characters; voice, perspective and form; beginnings, endings and formal wholeness; sustaining narrative arcs; compelling a reader's interest for the duration of the text, and various aspects necessary to create a compelling work. Students will have the opportunity to make significant progress on a novel already begun in workshops and in conferences with the instructor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3045. THEORY FOR ENGLISH MAJORS. (4 Credits)
This course introduces the English major to debates in literary and critical theory. The goal of the course is to reflect on reading strategies, textual practices, and language itself. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 1102 and ENGL 2000 or ENGL 1002 or ENGL 1004 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

Updated: 10-11-2017
ENGL 3058. WRITING AUTOBIOGRAPHY. (4 Credits)
An advanced writing course that develops students' skills in first-person narrative. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3062. PROSE POETRY/FLASH FICTION. (4 Credits)
A workshop of prose poetry and flash fiction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3066. NEW YORK IS MY CAMPUS. (4 Credits)
New York is one of the most vibrant, culturally diverse, and historically significant cities in the world. From SoHo to Harlem, from Chinatown to the Upper East Side, New York is a treasure trove for the curious. In this creative-writing workshop, New York will be your muse and your material. In this non-fiction master class in creative writing, you will write about the people you meet and the places you go, from the museums and galleries to music and theater to parks and playgrounds. You'll explore street fairs and markets, restaurants and historical sites. You will read personal essays, cultural criticism, journalism, and reviews in New York-based periodicals including The New Yorker, The New York Times, The Wall Street Journal, Time Out New York, and the New York Post, among others. We will go on field trips and walking tours to some of the most interesting places in the city. By the end of the month you will have created a blog about your experiences, filled with personal essays, literary journalism, and reviews. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3067. CONTEMPORARY WOMEN POETS. (4 Credits)
In this course, students will read poetry written by women poets in the 20th and 21st centuries with a focus on the imaginative representation of women's lived experience. We will read the work of poets who address the themes of feminine embodiment and sexuality, women's roles as mothers and daughters, women's work (both professional and domestic), and the role poetry plays in enabling women to discover a language to contain their experience. Among the (possible) poets we will read are Sylvia Plath, Ann Sexton, Elizabeth Bishop, Lucille Clifton, Anna Swir, Adrienne Rich, Marie Ponsot, Eavan Boland, Louise Erdrich, Kate Daniels, Mary Karr and A.E. Stallings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3068. WRITING LONDON: OUTSIDERS. (4 Credits)
From the London of Charles Dickens, teeming with "Countrymen, butchers, drovers, hawkers, boys, thieves, idlers and vagabonds of every low grade," to Monica Ali's Bangladeshi's living desperate lives behind the "net curtains" of Brick Lane, London has always inspired fiction about outsiders finding their feet in this vast metropolis. This course invites you to discover writers who have used London as a setting or as a controlling metaphor to create stories about immigrants and other outsiders; and to use field trips as an inspiration to write your own stories. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3070. SPORT WRITING. (4 Credits)
Students will develop their own voice as sportswriters in genres including gamestories, profiles, columns and service pieces, placing current work in the context of sportswriting as practiced by writers such as Mailer, Hemingway and Joyce Carol Oates. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3071. FAMILY MATTERS: MEMOIR. (4 Credits)
We all have stories about family, but how do you shape this charged material into good narrative? Mary Karr, the celebrated author of three memoirs, writes that "The emotional stakes a memoirist bets with could not be higher." In this course, students will have the chance to try their hands at some of the most potent history anyone can tackle – their own. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3079. HUMOR: PUNCH UP YOUR PROSE. (4 Credits)
Did you hear the one about the creative writing student who blended strong prose with a sense of humor? Probably not, since so many don't. Or maybe they just don't think they're allowed. In this workshop setting, you'll learn to inject humor into your prose by connecting with your comic voice. We'll begin by reading and discussing the work of legendary wits including James Thurber and Dorothy Parker, as well as contemporary humorists such as David Sedaris, Nora Ephron, Dave Barry, and Sloane Crosley. Writing assignments will help strengthen your voice across four basic forms: the comic essay, the comic novel or short story, the topical news column, and the parody piece. We'll also do some in-class exercises designed to shake off preconceived notions of "serious" prose, and help you find the funny in the characters, dialogue, and situations you create. Whether your goal is to write a Shouts and Mursures piece for The New Yorker, a post for Funnyordie.com, or begin a book-length humor collection, the first step is the same: take your sense of humor seriously. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3100. MEDIEVAL LITERATURE. (4 Credits)
A survey of medieval literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: MVST.

ENGL 3101. APOCALYPTIC REPRESENTATION BEFORE 1800. (4 Credits)
Today we often think of the end of the world in scientific contexts: climate change, nuclear and other types of environmental catastrophes, alien or machine annihilation. But for most of human history, the end times were thought of in exclusively theological terms. When and how and why did these sometimes competitive, sometime overlapping frameworks for imagining our end develop? This course will look for answers in early modern and 18th-century apocalyptic representations. Among the authors we will consider are, Francis Bacon, John Milton, Margaret Cavendish, Jonathan Swift, Isaac Newton, and Mary Shelley. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

Prerequisites: ENGL 1002 or ENGL 1004 or ENGL 2000 or COLI 2000 or CLAS 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.
**ENGL 3102. MEDIEVAL DRAMA. (4 Credits)**

Medieval Drama offers a study into one of the most vibrant forms of the pre-modern period, offering us a vantage point from which to view medieval ideas about war, sex, religion, life and death. As expected, some sources were closely controlled and curated, such as the Christian liturgy itself and the short dramatic tropes, like the Quem quaeritis, which would expand on the scriptural narrative. Yet other, less formal and popularly organized pieces such as the amazing cycle plays of the late medieval period show a remarkable involvement of everyday people, as the trade guilds work to translate the story of creation to the Apocalypse into a relatable experience. Studying this span of history allows us to consider drama’s origins and changing cultural meanings. Using selected highlights, this course will include the medieval morality plays, such as “Mankind” and “Every-man,” along with biblical plays represented in selections from the York, Towneley, and Chester cycles. Having looked at these snapshots of early and late medieval drama, we will complete the course with a glimpse of the Early Modern, where plays such as “The Tragical History of Dr. Faustus” will show us how the plays produced in the age of Shakespeare both reflected and rejected the medievalisms which formed their very origins.

**Attributes:** ALC, MVST.

**Prerequisites:** ENGL 1102 and ENGL 2000 or CLAS 2000 or COLI 2000 or MLAL 2000 or ENGL 1002 or ENGL 1004 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051.

**ENGL 3103. EARLY ENGLISH DRAMA. (4 Credits)**

English drama from its origin in the Middle Ages to the beginning of Renaissance drama in the early Tudor period. Mystery plays. Morals. Playlets (including Everyman) and interludes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attribute:** MVST.

**ENGL 3107. CHAUCER. (4 Credits)**

Reading and analysis of The Canterbury Tales and other major poems. This course will examine Chaucer’s major work, The Canterbury Tales, as well as his earlier love poems. We will be spending most of the semester on the Canterbury Tales so that we can explore the range of Chaucer’s writings--his romances, bawdy stories, moral tales, and saints’ lives. There will be two main goals: to pay close attention to Chaucer’s poetry (and, therefore, to become familiar with Middle English) and to discuss the larger concerns to which Chaucer returned again and again—the position of women, social disruption, religious beliefs, the politics of the court, and the challenges of writing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attributes:** ALC, MVST.

**Prerequisites:** ENGL 1102 and ENGL 1002 or ENGL 1004 or ENGL 2000 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

**ENGL 3109. ARTHURIAN LITERATURE. (4 Credits)**

Readings will include excerpts from Geoffrey of Monmouth, Wace and Layamon on the origins of the idea of Arthur. Later we will read Chrétien De Troyes*Le Chevalier Astrolabe*, part of the *Chevalier Astrolabe*, and the conclusion to Thomas Malory's *Le Morte Arthur*. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attributes:** ALC, MVST.

**ENGL 3111. MEDIEVAL ROMANCE. (4 Credits)**

A study of romance’s durable popular appeal, this course examines texts from the 12th to 15th centuries and compares them with later romance traditions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attributes:** ALC, COLI, EP3, MVST.

**ENGL 3113. INTRODUCTION TO OLD ENGLISH. (4 Credits)**

An introduction to the language of Old English and some of the early literary works composed in that language. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attribute:** MVST.

**ENGL 3115. MEDIEVAL WOMEN WRITERS. (4 Credits)**

We will begin with the autobiographical account of Perpetua, Roman martyr, then we will look at the plays of Hroswitha, a Saxon nun, the biography of Christina of Markyate, an Englishwoman who rejected marriage for life as a solitary, and the romantic lyrics of the female troubadours, short excerpts from the English mystics Julian of Norwich and Margery Kempe, Christine de Pizan’s Treasure of the City of Ladies, and finally the daily letters of the women of the Paston family (xvth century). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attributes:** COLI, MVST, WGSS.

**ENGL 3120. DREAMERS AND VISIONARIES IN MEDIEVAL LITERATURE. (4 Credits)**

In this course we will read a wide selection of Middle English dream visions and visionary texts. In addition to familiarizing ourselves with medieval language and conventions, we will consider how the imaginative and supernatural encounters depicted in these texts may have helped question and/or challenge contemporary sociopolitical realities. Authors studied will include Geoffrey Chaucer, the Pearl-poet, Margery Kempe, and Thomas Malory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attributes:** ALC, MVST.

**Prerequisites:** ENGL 2000 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2051 or ENGL 1002 or CLAS 2000 or COLI 2000 or MLAL 2000 or HPRH 2001 or HPLC 1201.

**ENGL 3121. THE PEARL POET AND HIS BOOK. (4 Credits)**

In this course, we will study intensively some of the greatest poems written in Middle English, all by the anonymous 14th century poet known as the Pearl or Gawain Poet, all contained in a single manuscript, Cotton Neo A.x. We will learn about the art of medieval bookmarking and illustration through hands-on work with the manuscript’s digital facsimile, weigh in on intense scholarly debates surrounding the book’s four poems (Pearl, Sir Gawain and the Green Knight, Patience, and Cleanness, the crown jewels of the Alliterative Revival), and read other works possibly attributed to this author (St. Erkenwald) to ask critical questions about the formation, and expansion, of literary canons. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attribute:** MVST.
**ENGL 3125. BEOWULF IN OLD ENGLISH. (4 Credits)**
This course will involve close reading of Beowulf and related texts in the original, as well as discussion of critical approaches to the poem from romanticism to the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
*Attributes: ALC, MVST.*

**ENGL 3127. DREAMS IN MIDDLE AGES. (4 Credits)**
"Dreams in the Middle Ages": Much medieval literature presents itself as dream-vision, and this course examines the imaginative possibilities the vision-form presents, and which medieval authors exploit for profit and delight. In making sense of medieval dream worlds. We shall look at both medieval and modern theories of dreams and dreaming. We shall begin by reading, in translation, the Romance of Rose, one of the most influential dream visions of the Middle Ages, and as we read it, and works by Chaucer, Langland, the Pearl-poet, and Julian of Norwich, texts that investigate secular and spiritual love and loss, allegory, psychology, and the human struggle for existence, we shall come to appreciate the diversity, literary and philosophical complexity, and beauty of the medieval dream vision. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
*Attribute: MVST.*

**ENGL 3131. MEDIEVAL TOLERANCE AND INTOLERANCE. (4 Credits)**
Studies medieval literary texts for their representations of various peoples, ethnicities, beliefs, relationships, models of justice etc. Taught in the original (for some medieval English texts) and in translation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
*Attribute: MVST.*

**ENGL 3132. MEDIEVAL CHIVALRY. (4 Credits)**
Studies selected literary and other texts in England from the 12th century to the 15th century to look at chivalry and militarism, war and crusade, gender, social class, ethics, performance, romance, etc. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
*Attribute: MVST.*

**ENGL 3133. LOVE IN THE MIDDLE AGES. (4 Credits)**
This course will treat the rules for love written by the 12th century author Andreas Capellanus, together with the work of his Roman predecessor Ovid. Then we will examine the way love was experienced in Marie de France's short stories (lais), will read the real life letters of Abelard and his beloved Heloise, and will discuss same-sex friendship/love. The course will conclude with Arthurian narratives by Chretien de Troyes, Sir Thomas Malory and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
*Attributes: ALC, EP3, MVST, WGSS.*

**ENGL 3135. MEDIEVAL LITERATURE: 1000-1330. (4 Credits)**
This course covers the literature of the period 1000-1330 in England, Wales, Ireland and Northern France in the context of religious reform, artistic innovation, politica consolidation, and cultural exchange. Readings will include selections from all the major genres of high medieval literature: Arthurian romance and other courtly fictions, history and saga, the outrageous lives and afterlives of the saints, and lyric poetry in english and translated from Latin, Welsh, Irish, and French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
*Attribute: MVST.*

**ENGL 3136. MEDIEVAL MYSTICS. (4 Credits)**
During a Middle Ages where Catholic Christianity informed virtually all aspects of public and private life, the claim to genuine mystical experience—that is, the claim to direct, unmediated experience of God —could not have carried higher stakes. Starting with foundational texts, we will read the synaesthetic ecstasies of maverick hermit Richard Rolle, the regimented monastic instruction of Walter Hilton, and the complex language games of The Cloud of Unknowing; we will unravel one of the great, gem-like masterpieces of the Alliterative Revival, the anonymous Pearl, probe the intersections of gender, text, and faith in the writings of Julian of Norwich (the first female writer in English) and Margery Kempe (the first autobiographer in English), and examine mysticism's secular dimension in Malory's telling of the Quest for the Holy Grail. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
*Attribute: MVST.*

**ENGL 3137. WORLD CINEMA MASTERPIECES. (4 Credits)**
World Cinema Masterpieces provides a close analysis of style, narrative structure and visual texture in selected masterworks of major European, Asian and American directors. Directors under consideration include: Renoir, Carne, Lang, Welles, Ophuls, Hitchcock, Bresson, Kurosawa, Ray, Bergman, Rossellini, Fellini, Truffaut, Tarkovsky, Kieslowski, Fassbinder and Altman. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
*Attributes: ALC, INST.*

**Prerequisites:** ENGL 1102 and ENGL 1002 or ENGL 1004 or ENGL 2000 or CLAS 2000 or COBI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.
ENGL 3138. LATE MODERNISM. (4 Credits)
Sandwiched between high modernism of the 1910’s and 20’s and the postmodern turn, texts produced between the 1930’s and 60’s often fall out of accounts of twentieth century literature. In this class, we will interrogate critical assumptions surrounding ideas about “late modernism,” and how re-invention and disenchantment can complicate and enrich our understanding of literary modernism. Our readings will include late works by writers who contributed to the first wave of modernist writing, as well as those by individuals whose careers began in its aftermath. Possible authors include: Jean Rhys, H.D., Samuel Beckett, Carson McCullers, Djuna Barnes, Paul Celan, W.H. Auden, Gertrude Stein, James Joyce David Jones, T.S. Eliot, Gabriel Garcia Marquez and George Oppen. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.
Prerequisites: ENGL 1102 and HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or COLI 2000 or CLAS 2000 or ENGL 1002 or MLAL 2000 or ENGL 2000 or ENGL 1004.

ENGL 3140. MYTH OF THE HERO: MEDIEVAL MEMORY. (4 Credits)
Scholar Umberto Eco once compared the Greek gods to the superheroes of our present day. Yet our own cultural understanding of what a hero is varies, ranging from Zeus to Catwoman and everything in between. This course will explore the development of the concept of the hero, beginning in the pre-modern era with Beowulf. We focus on the works of the eleventh through sixteenth centuries as time periods wherein the concept of the hero changed most dramatically, and the resulting ideas continue to drive what many twenty-first-century societies still consider “heroic” today. In the spirit of the Eloquencia Perfecta seminar, of which this course is a part, our studies will involve many speaking and writing opportunities. To help you create this content and generate ideas, we will study the cultural contexts of the hero, as well as those shared characteristics that seem to set the hero apart: otherworldly backgrounds, bodies & minds. This will be an interactive class, arrive prepared to discuss/debate issues of interest. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, EP3, MVT.
Prerequisites: ENGL 2000 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or ENGL 1002 or ENGL 1004 or COLI 2000 or CLAS 2000 or MLAL 2000 and ENGL 1102.

ENGL 3141. LOVE, FATE, AND DEATH IN THE ANCIENT NOVEL. (4 Credits)
This course will provide an intensive introduction to the Ancient Novel. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.


ENGL 3142. VISIONS AND MEDIEVAL LITERATURE. (4 Credits)
This course examines literary expressions of the Middle Ages, especially the visions and dreams which offered humans potential for re-envisioning the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3143. WORLD CINEMA MASTERPIECES 1960-1980. (4 Credits)
World Cinema Masterpieces, 1960-1980 explores major works of the French New Wave, expressionism, surrealism, epic, and New German cinema—all produced during a twenty year period of extraordinary diversity and experiment. Among the European, North American and Asian directors we will consider are: Truffaut, Rohmer, Trakovsky, Bunuel, Antonioni, Teshigahara, Bergman, Kurbrick, Fassbinder and Malik.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.
Prerequisites: ENGL 1002 or ENGL 1004 or ENGL 2000 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 3144. OTHER WORLDS: FANTASY MEDIEVALISM IN THE 20TH AND 21ST CENTURIES (POST-1800). (4 Credits)
Inspired by the popularity of works like George R. R. Martin’s A Song of Fire and Ice, this course will explore how the medieval is re-imagined in the present through fantasy literature of the 20th and 21st centuries. As much as these works of literature draw on historical knowledge about the Middle Ages, they are also products of their own time. We will therefore examine what these narratives are telling us about our contemporary moment, as well as our ideas and assumptions about the past. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.
Prerequisites: ENGL 1102 and ENGL 2000.

ENGL 3151. METAPHYSICAL POETS: RADICALS AND THE POETIC TRADITION. (4 Credits)
This course deals with Donne and his followers and their radical divergence from the standard use of metaphor in the Renaissance and early 17th Century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.
Prerequisites: ENGL 2000 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or ENGL 1002 or ENGL 1004 or MLAL 2000.

ENGL 3206. SHAKESPEARE. (4 Credits)
Poetry and plays studied in relation to Renaissance and 21st-century concerns and ideologies. Emphasis on Shakespeare and his works read and constructed in regard to power, class, gender, and literary aesthetics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI.

ENGL 3207. MILTON. (4 Credits)
A survey of the major poetry and prose of John Milton with strong emphasis on Paradise Lost. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, REST.
ENGL 3219. SHAKESPEARE AND THE ANCIENTS. (4 Credits)
In order to explore ideological links among Elizabethan and Jacobean England, ancient Greek politics, and the Roman Empire, this course will examine Shakespeare’s representations of Greek and Roman history, cultures, and historical figures in plays such as The Comedy of Errors, Titus Andronicus, Julius Caesar, Coriolanus, and Cymbeline. We will read these plays in conjunction with Shakespeare’s Graeco-Roman “sources” including Plutarch’s Lives and histories by Suetonius, Tacitus, Dio, and Appian, as well as Renaissance treatises on the questions of ‘nationhood’ and empire. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, CLAS, FCLC.

ENGL 3221. SHAKESPEARE’S HISTORY PLAYS. (4 Credits)
Shakespeare’s first great hit was a series of history plays about the kings who ruled, and the wars they waged, a century and more before his birth. The eight plays produced (Harry Potter-style) over the course of eight years, gave London audiences then-and will give us now-a chance to watch Shakespeare becoming Shakespeare: to see him learn how to pack plays with a pleasure, impact, and amazement, a scene by scene and line by line, with a density and intensity no playwright before or since has ever managed to match. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3222. SHAKESPEARE AND POPULAR CULTURE. (4 Credits)
This course focuses on theories of popular culture in tandem with items of popular culture related in some way to Shakespeare’s work. We will be reading cultural theory every week. Please keep this double focus in mind: we want to figure out why and how Shakespeare’s work is employed, not merely in what manifold ways he appears. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: COLI.

ENGL 3224. STAGING THE MEDITERRANEAN. (4 Credits)
What did the English read and write about Papists, Turks, Jews, Moors, and “Others” who embodied the exoticism of the Mediterranean in the late sixteenth and seventeenth century? How did they represent the cultures of the Ottoman Empire, Malta, Illyria, and Venice in their fiction and non-fiction? This course is centered on six English plays set in the Southeast Europe and/or Northern Africa that raise questions about nation building, ethnicity, religion, and cultural hybridity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

ENGL 3226. STAGE VENGEANCE. (4 Credits)
For reasons intriguing to think about, playwrights and playgoers have been obsessed with acts of vengeance from Ancient Greece through New York yesterday. We’ll mull the reasons as we track the acts through three epochs: Ancient Greece, Elizabethan London, and present-day New York. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, FCLC.

ENGL 3230. EARLY RENAISSANCE POETRY. (4 Credits)
Renaissance poetry is marked by an extraordinary generic versatility, topical daring, and rhetorical dexterity; it raises many fascinating questions regarding language, aesthetics, nationalism, gender relations, sexual and romantic desire, status and rank, and religious and political turmoil. This course will trace such questions by focusing on genres such as the sonnet, the epyllion, the eclogue, and others. Although we will engage the historical and cultural context of Renaissance England where appropriate, this is not a history course; our primary energies will be devoted to close, careful readings of the language, form, and style of the poems themselves. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3233. FOPS AND COQUETTES IN 18TH CENTURY LITERATURE. (4 Credits)
This class will look at two highly charged figures of eighteenth-century culture, the fop and coquette, who emerge quite well dressed from the decadence of the period. We will inquire into why these types appear at this historical moment: the histories of those labeled (or libeled) as fops and flirts: and the anxieties about gender roles and sexual identities that surround them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, WCSS.
Prerequisites: ENGL 2000 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or ENGL 1002 or MLAL 2000.

ENGL 3234. A MIDSUMMER NIGHT’S DREAM. (4 Credits)
This course gives students the opportunity to spend an entire semester focusing intensively on one of Shakespeare’s most enduring, and endearing plays: A Midsummer Night’s Dream. We will begin with a slow reading of the play itself, then move both backward (to sources in Ovid and Chaucer) and forward (to important critical studies as well as various musical, theatrical cinematic, and novelistic adaptations, including Shakespeare’s own revisiting of the material, late in his career, in The Two Noble Kinsmen). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: ENGL 2000 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or ENGL 1002 or MLAL 2000 and ENGL 1102.

ENGL 3239. THE RISE OF THE NOVEL. (4 Credits)
Following a century of civil wars, something very curious happens in England: Novels appear. People write them, publish them, read them and, most of all debate furiously about what novels are. In this course we will look at the rise of the novel in England, asking: Where did novels come from? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: ENGL 2000 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or ENGL 1002 or MLAL 2000.
ENGL 3250. FACING RACE IN THE BRONX. (4 Credits)
This course is an exploration into the Bronx landscape through its communities, its history and its topography. Students will examine the forces that shaped the economics and systems of racial prejudice in the Bronx today. In addition to traditional classroom learning the course will involve students in various regions of the Bronx to become familiar with the dynamic and diverse cultures of the borough. The course will also offer students the opportunity to work with community development programs and local agencies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: MLAL 2000 or ENGL 1004 or ENGL 2000 or COLI 2000 or CLAS 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or ENGL 1002.

ENGL 3261. DEVILS, FOOLS, MADMEN. (4 Credits)
In this course, we will study the nature of madness, the concept of folly and the reality of devils in Elizabethan Drama. We will discuss major plays of Marlowe, Beaumont, Shakespeare, and Jonson to show how these bizarre deviants came to dominate the Shakespearean era and why society had such a fascination with them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3306. JONATHAN SWIFT AND THE ART OF SATIRE. (4 Credits)
This course is an introduction to the art and nature of satire using the works of Jonathan Swift as the prime material for study. In addition to Swift's A Tale of a Tub, Gulliver's Travels, and A Modest Proposal, we will consider select works from the long satiric tradition as well as works by his contemporaries, including Alexander Pope, Mary Wortley Montagu, John Gay, and Jane Collier. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3311. OPENING HEADS: WRITING ABOUT MINDS AND BRAINS BEFORE 1800. (4 Credits)
This course reads literary representations of minds and brains within the context of early-modern neurology and some major concepts in current cognitive theory. The literary authors considered may include Milton, Marvell, Swift, Finch, Addison, Pope, Sterne, Austen, and the Scriblerians.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC, IRST.

ENGL 3318. EARLY WOMEN NOVELISTS. (4 Credits)
A study of the rise of female authors in the early modern period. We will address problems of gender and rigorously analyze the basic literary and historical dimensions of each text. Authors will include Behn, Burney, Wollstonecraft, Radcliffe, Austen, Emily and Charlotte Bronte. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ENGL 3319. PLAYS AND PLAYERS: 1600-1700. (4 Credits)
Beginning in the 1660's, the stage mirrored the world in ways unprecedented: new performers (actresses trod the boards for the first time ever); new protagonists (middle-class as well as aristocratic); new shapes of comedy and lighting; new styles of acting; and new audiences keen to absorb, assess, and gossip about whatever transpired on stage, in the stalls, and behind the scenes. We'll investigate all this innovation, through play texts, performances (live and recorded), and all the modes of writing (diaries, letters, autobiographies, reviews) by which spectators sought to preserve the evanescent but often spellbinding experience of going to a play. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ENGL 3325. SLAVERY AND 18TH CENTURY LITERATURE. (4 Credits)
This course will examine the anti-slavery movement through literature and philosophy of the late 1700's. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

ENGL 3329. PLAYS AND PLAYERS, 1700-1800. (4 Credits)
During the 1700s, the London world of entertainment changed in directions that now look, from our vantage, both long familiar and rather strange. The century ushered in the first feel-good comedies, calculated to make their audience cry and laugh by turn; the first exaltation of Shakespeare as more divinity than mere playwright; the first docudramas; the first attempts to record performances for posterity; the first theatrical superstars; and all the elaborate apparatus that sustained the stars' centrality in the public eye: gossip columns, celebrity magazines, souveniers, and tell-all memoirs. We'll track all the change and strangeness by reading some of the century's greatest theatrical hits alongside all the many modes of documentation in which they came swathed for their first audiences. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ENGL 3319. PLAYS AND PLAYERS, 1700-1800. (4 Credits)
Beginning in the 1660's, the stage mirrored the world in ways unprecedented: new performers (actresses trod the boards for the first time ever); new protagonists (middle-class as well as aristocratic); new shapes of comedy and lighting; new styles of acting; and new audiences keen to absorb, assess, and gossip about whatever transpired on stage, in the stalls, and behind the scenes. We'll investigate all this innovation, through play texts, performances (live and recorded), and all the modes of writing (diaries, letters, autobiographies, reviews) by which spectators sought to preserve the evanescent but often spellbinding experience of going to a play. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ENGL 3318. EARLY WOMEN NOVELISTS. (4 Credits)
A study of the rise of female authors in the early modern period. We will address problems of gender and rigorously analyze the basic literary and historical dimensions of each text. Authors will include Behn, Burney, Wollstonecraft, Radcliffe, Austen, Emily and Charlotte Bronte. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ENGL 3325. SLAVERY AND 18TH CENTURY LITERATURE. (4 Credits)
This course will examine the anti-slavery movement through literature and philosophy of the late 1700's. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.
ENGL 3333. CAPTIVES, CANNIBALS AND REBELS: (ADVANCED LITERATURE CORE). (4 Credits)
Captives, cannibals, and rebels are everywhere in early English writing about the Americas and the British Empire. In this course, we will think about why these figures fascinated authors and readers so much and what they can tell us about anxieties regarding colonization. We will read travel and captivity narratives, novels, plays, and poetry from the 17th and 18th centuries; authors may include Mary Rowlandson, Aphra Behn, Daniel Defoe, Unca Eliza Winkfield, George Colman, John Stedman, Samuel Taylor Coleridge, and William Earle. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, AMST, COLI, EP3.

ENGL 3334. EARLY MODERN POETRY AND DRAMA 1579-1625. (4 Credits)
A survey of major writers during the reigns of Elizabeth and James I. Poetry and drama by Shakespeare, Donne, Spenser, Sidney, Johnson and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3336. EARLY AMERICAN NOVEL. (4 Credits)
The American novel was a late arrival. No novels were published in American during the colonial period, and the first native entries in the genre appeared in the late eighteenth century, shortly after the formation of the United States and generations after the first English novels were published. This course will sketch the tradition of the American novel from its beginnings through the Civil War. To that end, we read a selection of representative early American novels—representative, that is, of the way that we view the history of the American novel today. We will consider the way that the American novel comes into being: what literary categories it draws upon, and how. We will also trace the ways that American novels came to be valued (some more than others), in their own time and ours. And we will consider different ways of reading early American novels, employing approaches old and new. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3338. KEATS AND THE ROMANTIC CITY. (4 Credits)
This course takes Keats as our guide to London in the Romantic period. We will focus on a range of poets and prose writers who take the city as their subject and define their art by it. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3339. ROMANTICISM AND CONFESSION. (4 Credits)
"I have freely told both the good and the bad, have hid nothing wicked, added nothing good." So writes Jean-Jacques Rousseau in his famous confessions, a ground breaking autobiography that presented the author to the world in all of his glories and frailties. The Romantic period witnessed a breathtaking range of autobiographical writing, and at the heart of this literature we find the language of confession. Not only a willful decision to make the private public, confession also includes legal testimony and other modes of coerced or enforced revelation, prophesies, and even the wild raving of flashing-eyed poets. What becomes of one's self-identify through the process of confession? Can a confession come without remorse or contrition? How do we understand the delicate balance between what is revealed and what is concealed, what is confessed and what is harbored from view? Our readings will include Romantic-era autobiographical works such as Thomas DeQuincey's Confessions of an English Opium Eater, James Hogg's The Private Memoirs and Confessions of a Justified Sinner, Mary Wollstonecraft's Letters Written in Sweden, Norway and Denmark, poetic and fictional works, such as William Wordsworth's Prelude and Mary Shelley's Frankenstein, and key texts in the long history of confession, from St. Augustine to Michel Foucault. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, EP3.
Prerequisites: ENGL 1102 and ENGL 2000 or ENGL 1002 or ENGL 1004 or CLAS 2000 or COLI 2000 or HPRH 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 3340. MODERN GEOGRAPHIES. (4 Credits)
This course will explore the ways shifting conceptions of space impacted modernist writing. Developments in technologies of communication and transportation enabled both people and ideas to move across space in new ways, challenging national identities and the relationship between self and other. Much of the innovation we associated with literary modernism emerges in response to this increasingly globalized landscape. Our analysis of modernism's globalized spaces will include: discussions of urbanism, public space, colonialism and post-colonialism, expatriate and travel writing, and representations of inner states of being. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: ENGL 2000 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or ENGL 1002 or MLAL 2000.
ENGL 3349. MODERNISM AND CINEMA. (4 Credits)
Virginia Woolf, T.S. Eliot, James Joyce, Gertrude Stein, F. Scott Fitzgerald and many more: nearly all modernist writers had in common a fascination with film. In the first half of this course we focus on the cinema as an art form that challenged and inspired modernist writers to think in new ways about the purposes and techniques of their craft. We will read works such as Virginia Woolf’s 1926 essay “The Cinema,” which she composed while writing To the Lighthouse, and T.S. Eliot’s The Waste Land, which borrowed many cinematic techniques. We will also look at modernist writers who were directly involved in film making or writing for the screen, such as H.D. and Graham Greene. In the second half of the course, we look at how classic works of high modernism have been adapted for the screen. We will analyze paired readings of novels with their film adaptations including Ken Russell’s version of D.H. Lawrence’s Women in Love (1969), John Huston’s film of James Joyce’s The Dead (1987) Marleen Gorris’s Mrs. Dalloway (1997) and Stephen Daldry’s The Hours (2002). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.
Prerequisites: ENGL 2000 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or ENGL 1002 or MLAL 2000.

ENGL 3357. ASIAN-AMERICAN LITERATURE 1. (4 Credits)
This course constitutes part one of a two-part survey examining Asian American literature. Part one covers works from the late 1800s, when the earliest known Asian American literary texts were created, to the 1970s, when Asian America attained literary self-consciousness with a series of landmark publications. Reading works by Chinese Americans, Japanese Americans, Korean Americans, and Filipinos, we may consider some of the following topics: the global context of Asian immigration to the United States, the politics and poetics of detention, the formation of minority subjectivities, the internment of Japanese Americans during World War II, and the complex intersections of race and gender. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, PLUR.

ENGL 3359. ASIAN DIASPORIC LITERATURE. (4 Credits)
This course will introduce students to some key works of Asian diasporic literature, as well as to some crucial debates in Asian American studies. Some matters we may consider include the origins of the Asian American movement; the transnationalism debates; the intersections of race, gender, sexuality; and the emergence of an Asian American avant-garde. Authors may include Maxine Hong Kingston, Chang-rae Lee, Li-Young Lee, Ha Jin, Young-Jean Lee, Jon Hau, Tan Lin, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, AMST, COLI.
Prerequisites: ENGL 1102 and ENGL 1002 or ENGL 1004 or ENGL 2000 or CLAS 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 3363. CRIME AND PUNISHMENT (Advanced Literature Core). (4 Credits)
What makes crime a crime, and what constitutes just punishment? This course will explore ideas about criminality and correction as reflected in literary texts. We will also read crime narratives as taking up other concerns—such as social conformity, religious redemption and political unrest. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3364. NOVELS OF IDEAS: 19TH CENTURY. (4 Credits)
An intensive study of four major novels from the second half of the 19th-century: Melville’s Moby Dick, Tolstoy’s Anna Karenina, Dostoyevski’s The Brothers Karamazov, and Hardy’s Jude the Obscure. In exploring the ideological texture of these works, the course will consider the influences of such seminal thinkers as Schopenhauer, Marx, Darwin, Nietzsche, Zola and Frazer. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.
Prerequisites: ENGL 2000 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201.

Mutually Exclusive: COLI 3364.

ENGL 3365. NOVELS OF IDEAS: HIGH MODERNISM. (4 Credits)
Drawing on works of philosophy, psychology, aesthetics and literary theory, the course will develop close, contextualized readings of five Modernist masterpieces, all published with a twenty year span: Proust’s Swann’s Way (1913), Lawrence’s Women in Love (1920), Svevo’s Confessions of Zeno (1923), Mann’s The Magic Mountain (1924), and Faulkner’s Light In August (1932). The class will require approximately 2,700 pages of reading—about 200 pages per week. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI.
Prerequisites: ENGL 1102 and ENGL 2000 or ENGL 1002 or ENGL 1004 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 3379. CUTTING EDGE: ART OF LITERARY MAGAZINE. (4 Credits)
The aim of this class is to give students the experience and skills necessary to create a literary magazine in alignment with the most recent and rapid changes in literary consumption. Students will curate, edit and write for CURA, the print and online literary magazine of the Creative Writing program. Instruction will also focus on the marketing, publicity and event production protocols and practices crucial for successful literary publishing. Working collaboratively, students will endeavor to expand the boundaries of the literary magazine by examining the best powers of print and online venues in order to achieve the maximum impact of both. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3400. AGE OF ROMANTICISM. (4 Credits)
This course covers the broad sweep of British Romanticism, from the 1780s through the 1830s. In any given semester, specific themes may organize the readings, but they are designed to encompass a wide range of poetry, prose, and drama. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI.
ENGL 3401. FEELING VICTORIAN. (4 Credits)
This course explores the rich array of feelings—ranging from happiness and sympathy to anger and shame—that shape Victorian novels. As we trace the shifting cultural status of both feelings and the novel form over the Victorian period, we will analyze the techniques used by novelists such as Eliot, Dickens, and the Brontës to incite and to contain various emotions. We will also ask how literary representations of different feelings can help us to better understand our own complex emotional attachments to others, to the historical past, and to literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3402. VICTORIAN LITERATURE. (4 Credits)
English literature from 1832 to the latter part of the 19th century. Poets and prose writers. The reflection of contemporary ideas in the literature of the period. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3405. CHARLES DICKENS. (4 Credits)
A study of major novels from different periods in the writer's career in light of contemporary theory of narrative structure and point of view. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3410. JANE AUSTEN IN CONTEXT. (4 Credits)
An intensive study of Jane Austen's novels and times. An intensive study of Jane Austen's novels and time. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3417. EARLY VICTORIAN NOVELS. (4 Credits)
A study of the novels of the early Victorian period. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3420. POEMS OF SHAKESPEARE AND OTHERS. (4 Credits)
Although Shakespeare is best known as a playwright, he also composed many extraordinary poems, especially love sonnets. We will read them together with poetry by about five of his contemporaries. According to an old joke, sex, religion, and politics are the three subjects one should not discuss at dinner parties--and these are precisely the subjects that recur most intriguingly and intensively in the poetry we'll be exploring together. A sampling of the issues we'll discuss: how does the poetry of the period reflect--or conceal--the political tensions that culminated in the British Revolution? why do so many poets of this era write sonnets? how do these texts treat desire and gender? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3424. ROMANTICS AND THEIR WORLD. (4 Credits)
British Romantic literary culture flourished in a period of dramatic global change that included the American and French revolutions; war and peace with France; campaigns for abolishing slavery and reforming parliament; and urbanization, industrialization, and an early environmentalism. We will read a wide range of writers who participate in these dynamic events in poems, plays, essays and novels. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3425. NATHANIEL HAWTHORNE. (4 Credits)
This course will explore the writing, life, and social world of Nathaniel Hawthorne. Paying particular attention to questions of literary form, history, national, trans-national, racial, and gender politics, we will read The Scarlet Letter, The House of the Seven Gables, The Blithedale Romance, The Marble Faun, and a selection of his tales. We will also consider Hawthorne's shifting role in the history of American literary criticism.

ENGL 3430. REGENCY ROMANTICISM. (4 Credits)
This course takes the Regency (1811-20) as an historical frame to focus our attention on the latter part of the Romantic period. Officially, this era begins with George III's declared lapse into madness and ends with his son's ascent to the throne upon the king's death. But the Regency has come to be defined more generally as an era characterized by two extremes: the decadence exemplified by the Prince Regent's court and the popular protest movements that would lead to the first Reform Act. We will read a wide swath of the period's poetry and prose within this context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3434. 19TH CENTURY BRITISH WOMEN'S TALES (ADVANCED LITERATURE CORE). (4 Credits)
This course will explore the development of the national tale, a feminist genre of the first two decades of the 19thC whose symbolic cross-regional marriages celebrate the British union. We will examine how women writers used the national tale's defining tropes for their own political, national, and feminist purposes throughout the century. Writers we will read include Sydney Owenson, Maria Edgeworth, Jane Austen, Charlotte Bronte, Elizabeth Gaskell, and George Eliot. Reading will include some literary criticism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3436. AMERICAN DREAM IN LITERATURE. (4 Credits)
In this course we will explore the changing conceptions of success and business in American literature in genres including sermon, autobiography, short story novel, drama and through literary periods including Puritanism, Transcendentalism, Realism, and Naturalism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
ENGL 3437. VICTORIAN NOVEL. (4 Credits)
This course introduces students to major authors of the Victorian novel, including such figures as Charles Dickens, Thomas Hardy, George Eliot, Henry James, Emily Bronte and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ENGL 3438. AMERICAN MODERNISM. (4 Credits)
This course introduces forms of literary experimentation associated with the modernist movement, including authors such as F. Scott Fitzgerald, Ernest Hemingway, William Faulkner, Gertrude Stein, Nella Larsen, Jean Toomer and others. We'll examine such contexts as Harlem Renaissance, American writers in Paris, southern agrarianism, and others, as a way of grasping modernism's fascination with difficulty. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, AMST.

ENGL 3439. ODDITY AND CREATIVITY. (4 Credits)
This course focuses on rule-breaking and rule-making literary genres, from the 19th century's innovative dramatic monologue and limerick to the 21st century's abecedarian, erasure poem, prose poem and flash fiction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ENGL 2000 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or ENGL 1002 or MLAL 2000.

ENGL 3440. VICTORIAN COSMOPOLITANISMS. (4 Credits)
We will examine how literature of the Victorian period conceptualized the figure of the cosmopolitan. How did citizens of the world's largest empire imagine "a citizen of the world"? How national or cosmopolitan-- or both-- was that empire itself? To answer these questions we will look at the works of Alfred Tennyson, Charlotte Bronte, Charles Dickens, Elizabeth Barrett Browning, George Eliot, and Bram Stoker. We will also read some critical theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, URST.

ENGL 3441. AMERICAN MODERNISM. (4 Credits)
A study of the responses by American poets and novelists to the radical social, cultural, and technological changes of the first half of the twentieth century. Authors include William Carlos Williams, Wallace Stevens, Elizabeth Bishop, Hart Crane, Willa Cather, William Faulkner, and Jean Toomer. Some attention will also go to film, music, and literary criticism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3443. AMERICAN MODERNISM. (4 Credits)
This course introduces forms of literary experimentation associated with the modernist movement, including authors such as F. Scott Fitzgerald, Ernest Hemingway, William Faulkner, Gertrude Stein, Nella Larsen, Jean Toomer and others. We'll examine such contexts as Harlem Renaissance, American writers in Paris, southern agrarianism, and others, as a way of grasping modernism's fascination with difficulty. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC.

ENGL 3445. OSCAR WILDE. (4 Credits)
In this course we will concentrate on the writings of Oscar Wilde. We will discuss, then attempt to get past, the notoriety of his life, the scandal of his trial, and the opinion of many of his contemporaries that he was essentially a flaneur, who might have been a brilliant conversationalist, but was a merely talented writer. The very diversity of his work encouraged this opinion (as did Wilde himself), and we will explore his mastery of many genres, both comedic and tragic: his fiction, including The Picture of Dorian Gray, the fairy tales he wrote for his children, his literary criticism, his poetry, and his plays. And please remember: "A really well-made buttonhole is the only link between Art and Nature." Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3446. DISOBEDIENCE IN LITERATURE. (4 Credits)
"Of man's first disobedience" -- so begins John Milton's epic poem, PARADISE LOST. Milton was not alone in his having interest sparked: the concept of disobedience, in its various permutations (literary, social, political, psychological, religious) has energized a wide variety of literary works. One might say that without some form of disobedience there could be no storytelling. Some of the questions that will shape our explorations in this course include: when is disobedience heroic, and when is it destructive or regrettable? What is the difference between disobeying your family and disobeying the law? Can an obedient character be interesting? How are the different modes of authority (religious, juridical, familial) played off against one another in order to license behavior? Using disobedience as our master rubric, we will follow important continuities and innovative changes in literary history across the past three centuries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, AMST, EP3.

ENGL 3448. TRANSATLANTIC MODERN WOMEN. (4 Credits)
A literature course focused on gender and modernism from both sides of the Atlantic. As many women writers from 1900-1960 were immigrants and travelers, we have a cosmopolitan focus. Writers include: Zora Neale Hurston, Virginia Woolf, Gertrude Stein and Jean Rhys. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: WGS.

ENGL 3471. PIRANDELLO IN CONTEXT. (4 Credits)
A study of the narrative, theatre and theoretical essays of Luigi Pirandello (1867-1936; Nobel Prize 1934) in the context of the literary, cultural, and social developments in early 20th-century Italy and Europe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
ENGL 3500. ADVANCED LITERARY THEORY. (4 Credits)
This course is designed to give students an in-depth study of multiple topics in literary theory not generally covered in the introductory-level course. Emphasis will be placed on reading theoretical texts in relation to the historical and political conditions under which they were produced. Topics will vary by semester but may include: Franz Fanon and the Algerian war; Herbert Marcuse and the Black Panther Party; Giles Deleuze and May '68; Eve Sedgwick and the AIDS epidemic. ENGL 3045 or COLI 3000 should be taken as a prerequisite. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ENGL 3045 or COLI 3000.

ENGL 3502. MODERN BRITISH WRITING. (4 Credits)
This course will deal with the major British novelists of the beginning of the Twentieth century to the early 50's-from Conrad, Forster, Lawrence, Joyce, Beerbohm and Woolf to Graham Greene, Evelyn Waugh, Aldous Huxley, George Orwell, Iris Murdoch, Malcom Lowry, Joyce Cary and Kingsley Amis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3504. VIRGINIA WOOLF. (4 Credits)
Virginia Woolf (1882-1941) was one of the great writers of the 20th century. In this course, we will read three of her novels and "A Room of One's Own", her influential feminist essay. Never formally educated, she was also one of the great readers and critics of her time. Brilliant, funny, and hugely curious about her world, she wrote about virtually everything that might interest a person in her time: war, sex, friendship, reading, food, money, art, inspiration, jealousy, fashion, walking, and marriage to name some. As we read her work, we will look at how she transformed the tradition she read into revolutionary art. Then, after spring break, we will read four novels by writers who claim Woolf as an influence, major or minor, direct or indirect. Each of these writers, from England, Colombia, the United States, and Egypt, finds a different Virginia Woolf. With your final project, you will have the opportunity to write about the Woolf you discover through reading her words and discussing them in class. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3508. LITERATURE OF WORLD WAR I. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, FCLC.

ENGL 3529. THEATER AND THE AVANT-GARDE. (4 Credits)
"Avant-garde" was originally a French military term for the first line of battle, but in the late nineteenth century, it came to signify the radical new art movements cropping up with abundance throughout Europe and, later, the United States. Rejecting social and aesthetic norms, these movements called for artistic (and often political) revolution, and many seized on theater as the perfect place to make a scandal of their ideas. After the Second World War, the center of gravity for the avant-garde shifted from Europe to New York, where a new generation built on earlier innovations and sought to reflect new realities. But throughout the long twentieth century, avant-garde artists put forth wildly different views of theater and its role in society, and some rejected live performance altogether. In this course, we will consider the twentieth-century avant-garde's complicated relationship to theater and its potential configurations of politics, text and spectacle, and analyze theatrical experiments in the context of other art forms. We will read manifestos, plays and performance and anti-performance texts of all stripes, and attend several live art events. Assignments will include one practical theatrical project. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3532. JAMES JOYCE. (4 Credits)
This course will cover the characterization of major women figures in British fiction: Moll Flanders, Clarissa Harlow, Miss Havisham, Dorothea Brooke and Tess of the D'Urbervilles (list will vary) from a psychological and feminist perspective. A survey of Joyce's fiction, beginning with Dubliners and Portrait, culminating in a careful reading of Ulysses and a handful of episodes from Finnegans Wake. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: IRST.

ENGL 3535. MODERN POETRY. (4 Credits)
Modernist Poetry offers an intensive survey of major thematic currents and formal experiments in British, Irish and American verse from the late 19th century through World War II. Beginning with Gerard Manley Hopkins and Thomas Hardy, the course will devote central attention to the poetic development of W.B. Yeats, T.S. Eliot, and Wallace Stevens, while also exploring works by such major figures as Ezra Pound, H.D., Robert Frost, Wilfred Owen, William Carlos Williams, Marianne Moore, W.H. Auden and Langston Hughes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, AMST, COLI.
ENGL 3537. SATIRE, SEX, STYLE: THE AGE OF THOMAS NASHE. (4 Credits)
Considered for a long time to be a "minor" Elizabethan writer with "nothing to say," Thomas Nashe managed to produce a varied and astonishing, if ultimately costly and futile, body of work during the last decade of the sixteenth century, spanning erotica, picaresque fiction, and fierce invective, satire, and polemic. This course will offer a close look at Nashe's unique rhetorical style in relation to the vivid literary culture of his times, focusing on how Nashe's work pushes to the extreme various impulses in Elizabethan literature that tend to get overlooked in conventional accounts of the period. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: ENGL 2000 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or ENGL 1002 or MLAL 2000.

ENGL 3542. MODERN IRISH LITERATURE. (4 Credits)
This course examines major modern Irish authors such as Yeats, Joyce, Synge, O'Casey and Beckett in terms of contemporary development in Irish culture. The Irish revival and the move to modernism and post modernism will be shown through the poets, playwrights and prose writers of the era. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: IRST.

ENGL 3584. EARLY CARIBBEAN LITERATURE. (4 Credits)
Since 1492 Europeans have alternated between imagining the Caribbean as a tropical paradise or as a land of dangerous savagery. This course will examine British writing about the Caribbean from the sixteenth through early nineteenth century in order to understand the ways in which authors thought about and represented cultural and ethnic difference, colonialism, slavery, and other issues related to imperial expansion. It will also look at some of the earliest works produced by authors who lived in the Caribbean and participated in the emergence of new Caribbean literary forms. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, AMST.

ENGL 3599. LITERATURE AND POLITICS IN THE EARLY US. (4 Credits)
This course surveys both popular and elite documents of the late eighteenth century, in order to consider the continuities between fictional and more properly political texts during this period. These continuities allow us to contemplate the relationship between fiction and political theory, both of which are imaginative genres, despite being generally understood as having distinct formal properties and appealing to different readerships. Looking at both fiction and political theory, we will contemplate the meaning of liberty, the best forms of government, natural and unnatural affiliations, political and social identities (national, colonial, creole, and indigenous), as well as other matters for debate in the period, including custom, slavery, landscape, gender, and genre. Authors include Charles Brockden Brown, William Wells Brown, Hannah Webster Foster, Benjamin Franklin, Alexander Hamilton, Thomas Paine, Susanna Rowson, and Phillis Wheatley. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3601. AMERICAN NOVEL I. (4 Credits)
A consideration of major American fiction of the 20th century with special attention to thematic and formal innovation as they bear on evolving American culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3602. AMERICAN DREAMS. (4 Credits)
What lies behind the relentless drive for the new and improved self? We'll approach this question historically, working from early American voices like Ben Franklin, Horation Alger, and Frederick Douglass to modern ones like Edith Wharton, Nella Larsen, and David Mamet. Along the way, we'll see that the vaunted American dream is hardly a one-size-fits-all category; one's race, class, and gender play a role in shaping one's experience of success or failure. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ENGL 3603. AMERICAN RENAISSANCE. (4 Credits)
Examination of US literature 1830-1860, with emphasis on individualism and social relations, national expansion, popular print culture, slavery, and the emergence of women's writing in relation to changing ideas of public and private. Authors may include: Emerson, Thoreau, Melville, Hawthorne, Whitman, Poe, Fuller, Stowe, Child, Douglass, Longfellow, Fern, Jacobs, Wells Brown. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ENGL 3604. AMERICAN LITERATURE TO 1870. (4 Credits)
We will look at the lively and surprisingly varied body of texts from the 17th century to 1870 as art, as social record and as representations of a mode of aspiration and experience that may well be uniquely American. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ENGL 3605. CIVIL WAR AND AMERICAN MEMORY. (4 Credits)
A study of narrative theory and narrative forms across three different media: music, both with and without words, to which narrative theory has brought a revolution in understanding; literature, the original home of written narrative and the primary focus of narrative theory; and film, where narrative works in cooperation and antagonism with both music and images. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, FCLC.

ENGL 3607. BLACK AND WHITE IN AMERICAN FICTION. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
ENGL 3609. FEMINISM AND AMERICAN POETRY. (4 Credits)
This course addresses contemporary American women's poetry and its relationship to recent feminist thought, specifically during and since "second-wave" feminism (roughly 1968 to the present). What role has poetry played in the arena of feminist politics? How do women writers construct varying identities through poetic language, exploring differences of race, ethnicity, physical disability, and sexual orientation? How might we apply recent feminist theories of language and identity to recent women poets? In response to such questions, we will read feminist theory in relation to poetry, and poetry in dialogue with feminist theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: COLI.

ENGL 3610. MODERN AMERICAN NOVELS. (4 Credits)
Readings of novels ranging throughout the genres is required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3611. MODERN AMERICAN AUTOBIOGRAPHY. (4 Credits)
After an acknowledgment of earlier memoirists such as Twain, Fitzgerald, Orwell and Baldwin, this course focuses on contemporary practitioners such as Joan Didion, Annie Dillard, Gerald Early, Kathryn Harrison, Mary Karr, Kate Simon, Alice Walker, Geoffrey Wolff, Tobias Wolff. Considerations include shifting notions of public and private, the construction of persona, and the impact of TV and radio on print, especially in regard to "voice", self-disclosure, and pathology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3612. ACTING AMERICAN. (4 Credits)
What does it mean to act American? This course proposes that theatrical acting is a privileged site for the formulation and expression of cultural values. We will examine the construction of American identity from the revolution to the present in and through performance in several different ways: by studying the history of American drama and theater, by analyzing representations of actors and acting in American novels and films, and by reading and thinking about acting techniques and performance styles throughout American history. Issues of racial and sexual difference in the construction of national identity will take center stage in our discussions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3613. MODERN AMERICAN NOVELS. (4 Credits)
Modern American Novels will deal with the works of some of the major writers who rose to prominence in the period between 1920 and 1970. Novelists to be considered may include Hemingway, Faulkner, Fitzgerald, Nathanael West, Henry Miller, Steinbeck, Hurston, Bellow, Nabokov, Ishmael Reed, Kerouac, Joan Didion, Philip Roth, and Thomas Pynchon. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, AMST.

ENGL 3614. AMERICAN NOIR. (4 Credits)
In this intensive summer elective, we read American noir fiction from the 1920's through the 1960's to examine the genre's representation of gender, deviance, justice, sexuality, aesthetic taste, race, class, and other contended cultural concepts. Meanwhile, examining a variety of kinds of revelant documents (critical, legal, cultural, and journalistic; historical and theoretical; print, film, and radio) we situate the attitudes, language, and ideas in these fictions within various forms of context. This upper division elective means to refine our practical and theoretical expertise as scholarly researchers and writers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3615. GENRE FICTION: THEORY AND PRACTICE. (4 Credits)
This course will take a close look at the phenomenon of "genre" fiction - novels labeled young adult, science fiction, romance, or mystery. The aim of the course is to develop a clear understanding of genre fiction's history, as well as its role in the publishing industry. Speakers will include publishers, agents, and editors. Final projects may range from a formal analysis of a novel or group of novels, an investigation of a segment of the publishing industry, or four to five chapters of a genre novel. Weekly readings of novels ranging throughout the genres is required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3616. AMERICAN SHORT STORY. (4 Credits)
This course addresses contemporary American woman's poetry and its relationship to recent feminist thought, specifically during and since "second-wave" feminism (roughly 1968 to the present). What role has poetry played in the arena of feminist politics? How do women writers construct varying identities through poetic language, exploring differences of race, ethnicity, physical disability, and sexual orientation? How might we apply recent feminist theories of language and identity to recent women poets? In response to such questions, we will read feminist theory in relation to poetry, and poetry in dialogue with feminist theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3617. AMERICAN SHORT STORY. (4 Credits)
Covers the development of the short story in America as it evolved through classicism, romanticism, realism, naturalism, and existentialism; with emphasis on recurring cultural issues: images of women, the Puritan heritage, the American Dream, American materialism, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3618. ORDINARINESS. (4 Credits)
The "ordinary": what is usual, customary, habitual, indistinct. In life, the ordinary blends into the background, unseen or unnoticed until something brings it to crisis. In fiction, however, where there is no background other than what description conjures, the ordinary is a carefully manufactured aspect or narration. The purpose of this course is to pay attention to some of the ways that realism, as a particular narrative subgenre conjures ordinariness. We'll consider the ways that realist fictions construct ordinary details (commodities, objects, settings, weather), ordinary actions (laboring, walking, falling in love), ordinary time (work days, boring dinners, long afternoons), and ordinary feelings (frustration, ennui, affection, resentment). Novelists will include Henry James, Theodore Dreiser, Frank Norris, and Stephen Crane; and we'll also read some theoretical work by Roland Barthes, Frederic Jameson, Lauren Berlant, and Kathleen Stewart. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
ENGL 3624. MELVILLE. (4 Credits)
A seminar devoted to Herman Melville’s writings, from the early travel narratives to the late poetry, including a careful reading of Moby-Dick. We will discuss Melville’s views on race, sexuality, war, politics and art. This course is an excellent opportunity for students to refine their close reading skills. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ENGL 3625. EARLY AMERICAN LITERATURE. (4 Credits)
This course will examine Anglophone texts written in and about early America—from the speculative narrative of exploration in the early 17th century to the racy Gothic novel of the late 18th century. Special attention will be given to the diversity and conflict inherent in colonial culture, the transatlantic circulation of ideas and literary forms, relations between Europeans and Indians, tensions between religion and commerce, the influence of Enlightenment theory and science, controversies over class, gender, sexuality, race, and slavery, and the implications of the American Revolution. As we read such authors as John Smith, William Bradford, Anne Bradstreet, Jonathan Edwards, Benjamin Franklin, Olaudah Equiano, Phillis Wheatley, Thomas Jefferson, and Charles Brockden Brown, we will investigate how the discovery, settling, and development of America shaped and was shaped by literary language. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3628. BLACK AUTOBIOGRAPHIES. (4 Credits)
This course explores how Black writers use their lived experiences to shape political discourses and to interrogate the intersections of race, gender, class, sexuality, and disability. Considering slave narratives, memoirs, personal essays, and lyrics alongside autobiographies, this class examines how and why Black writers have chosen to write their own stories as well as what is at stake in their autobiographical writings. Some writers may include William and Ellen Craft, W. E. B. Du Bois, James Baldwin, Maya Angelou, Claudia Rankine, Janet Mock, and Ta-Nehisi Coates.
Attributes: AFAM, ALC, AMST.

ENGL 3629. 20TH CENTURY AFRO-AMERICAN LITERATURE. (4 Credits)
A study of central African American writers in their cultural and historical contexts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, COLI, PLUR, URST.

ENGL 3630. BLACK AMERICAN ICONS. (4 Credits)
This course provides a focused exploration on the formation of Black American icons from the nineteenth century to the contemporary period, and it examines how race, gender, sexuality, and religion inform their work. Authors may include Frederick Douglass, W. E. B. Du Bois, Malcolm X, Angela Davis, Toni Morrison, and Barack Obama, among others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, FCLC.

ENGL 3631. CONTEMPORARY AMERICAN FICTION. (4 Credits)
Novelists of our own time: Roth, Pynchon, Vonnegut, DeLillo, Morrison, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ENGL 3632. POSTMODERN FICTION AND ENVIRONMENTAL JUSTICE. (4 Credits)
Postmodernism marks the time and space after World War II; the world has become the global market, producing wide ranging cultural and political effects. These effects are explored in various experimental and dangerous works by US writers, artists, and filmmakers including Philip K. Dick, Pynchon, David Lynch, Any Warhol, William S. Burroughs, and David Foster Wallace. The course will attempt to make sense of a world dominated by commodities, false images, and endless war. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3633. BLACK AMERICAN ICONS. (4 Credits)
This course will examine Anglophone texts written in and about early America—from the speculative narrative of exploration in the early 17th century to the racy Gothic novel of the late 18th century. Special attention will be given to the diversity and conflict inherent in colonial culture, the transatlantic circulation of ideas and literary forms, relations between Europeans and Indians, tensions between religion and commerce, the influence of Enlightenment theory and science, controversies over class, gender, sexuality, race, and slavery, and the implications of the American Revolution. As we read such authors as John Smith, William Bradford, Anne Bradstreet, Jonathan Edwards, Benjamin Franklin, Olaudah Equiano, Phillis Wheatley, Thomas Jefferson, and Charles Brockden Brown, we will investigate how the discovery, settling, and development of America shaped and was shaped by literary language. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, ENST, PJST.

ENGL 3636. INTRODUCTION TO AFRICAN AMERICAN LITERATURE. (4 Credits)
This course will survey African American Literature from the 18th century to the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AFAM, ALC.
Prerequisites: ENGL 2000 or COLI 2000 or CLAS 2000 or MLAL 2000 or MVST 2000.

ENGL 3640. JAMES BALDWIN. (4 Credits)
An overview of Baldwin’s three-and-a-half-decade literary career (1953-1987), considering novels, essays, short, stories, and television appearances. Themes will include race, politics, activism, sexuality, national identity, violence, love, and truth. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AFAM, ALC.
Prerequisites: ENGL 2000 or COLI 2000 or CLAS 2000 or MLAL 2000 or MVST 2000.

ENGL 3649. WOMEN’S LITERATURE, AMERICAN TRAGEDY. (4 Credits)
This course explores the diversity of female experience in American literature through readings of poetry and prose by women writers. Interdisciplinary and feminist approaches will be used to engage constructions of race, ethnicity, class and sexuality as they intersect with the category of gender. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, COLI.

ENGL 3650. STAYIN’ ALIVE: PRESENTATIONS OF RACE AND ETHNICITY IN 1970S US LITERATURE AND FILM. (4 Credits)
Using film—Hollywood and independent—as the primary texts, this course will introduce students to many of the debates surrounding the political and social climate of the US in the 1970s marked by the increasing influence of identity politics, the Ethnic Revival, and black power. Using texts ranging from Sounder (1972) to Saturday Night Fever (1977), this interdisciplinary class will use film, media and performance studies to consider the ways in which intersecting modes of identity develop and change across US historical eras, particularly through the dissemination of media images. Ancillary reading will draw from autobiographies, journalism, history and the popular criticism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: ENGL 2000 or COLI 2000 or MLAL 2000 or HPLC 1201 or HPRH 1001.

ENGL 4282. THE CONTEMPORARY PROSE NOVEL. (4 Credits)
This course explores the diversity of female experience in American literature through readings of poetry and prose by women writers. Interdisciplinary and feminist approaches will be used to engage constructions of race, ethnicity, class and sexuality as they intersect with the category of gender. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 4649. WOMEN’S LITERATURE, AMERICAN TRAGEDY. (4 Credits)
This course explores the diversity of female experience in American literature through readings of poetry and prose by women writers. Interdisciplinary and feminist approaches will be used to engage constructions of race, ethnicity, class and sexuality as they intersect with the category of gender. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, COLI.

ENGL 4650. STAYIN’ ALIVE: PRESENTATIONS OF RACE AND ETHNICITY IN 1970S US LITERATURE AND FILM. (4 Credits)
Using film—Hollywood and independent—as the primary texts, this course will introduce students to many of the debates surrounding the political and social climate of the US in the 1970s marked by the increasing influence of identity politics, the Ethnic Revival, and black power. Using texts ranging from Sounder (1972) to Saturday Night Fever (1977), this interdisciplinary class will use film, media and performance studies to consider the ways in which intersecting modes of identity develop and change across US historical eras, particularly through the dissemination of media images. Ancillary reading will draw from autobiographies, journalism, history and the popular criticism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: ENGL 2000 or COLI 2000 or MLAL 2000 or HPLC 1201 or HPRH 1001.

Updated: 10-11-2017
ENGL 3652. NEW WAVE IMMIGRANT LITERATURE. (4 Credits)
If the immigrant of the late 1800s and early 1900s valued assimilation, the post-1965 newcomer to America has forged a new cultural identity. This course will look at the attempts to situate oneself in America while maintaining a tie to one’s family’s country of origin in works by authors such as Amy Tan, Bharati Mukherjee, Gish Jen, Jamaica Kincaid, Edwidge Danticat, Cristina Garcia and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, PLUR, UST.

ENGL 3653. MAJOR AMERICAN AUTHORS: (Advanced Literature Core). (4 Credits)
This course provides an introduction to major American authors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, AMST.

ENGL 3655. THE ART OF CAPTIVITY. (4 Credits)
This new interdisciplinary course focuses on the literature and art of captivity as the term is broadly conceived. We will read about literal forms of captivity such as slavery, and figurative, social versions of captivity that arise from relationships, economics, sexuality, disability, and other situations. Authors will include Frederick Douglas, Art Spiegelman, Sylvia Plath, and others.) This course combines literature with visual art, spotlighting the fall 2010 exhibit in the Lincoln Center art gallery—curated by Professor Cassuto—also called "The Art of Captivity." The exhibit will feature the work of Kara Walker, Alyssa Phoebus, Paul Karasik, and others. We will sometimes meet in the gallery in order to create interdisciplinary dialogue between paintings and readings. The course will also feature a number of guest appearance by artists whose work will be represented in the exhibit. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, COLI.

ENGL 3657. AMERICAN WRITERS IN ITALY. (4 Credits)
"American Writers in Italy" is a course that’s also an adventure. As American's in Italy, our goal will be to read and understand the work of other Americans who visited (and in some cases resided) where we temporarily do. That is, we will be reading some interesting books not only in order to understand what they have to say to us and how, but we will also be making a varied and special effort to understand the role that their Italian settings play in creating their meaning and interest—and we will be visiting some of those settings. This is a course in the literature of place, and we will be making a collaborate effort to understand both literature and place. Writers include Hawthorne, Hemingway, James, Highsmith and Whanon Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ENGL 2000 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or COLI 2000 or CLAS 2000 or ENGL 1002 or MLAL 2000.

ENGL 3665. COMING OF AGE: ASIAN AMERICANS. (4 Credits)
In this course we will examine a variety of ways in which contemporary Asian-American authors have responded to the difficulty of growing up as outsiders. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, PLUR.

ENGL 3673. POSTMODERN LITERATURE AND CULTURE. (4 Credits)
Postmodernism marks the time and space after WW II, the globe has become the global market, producing wide ranging cultural and political effects. These effects are explored in various experimental novels by American writers including Philip K Dick, Pynchon, De Lillo, William S. Burroughs, and David Foster Wallace. The course will concentrate on a selection of novels that attempt to make sense of a world dominated by commodities and images in a time of endless war. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, AMST, COLI.
Prerequisites: ENGL 1102 and ENGL 2000.

ENGL 3680. ONE BIG BOOK. (4 Credits)
When Samuel Richardson’s novel "Clarissa" was first published in 1747-8 it revolutionized the world of English fiction. At the time, the novel genre was still in its infancy-so much so that few books we now call novels were identified as such. "Clarissa" gave the nascent genre unprecedented respectability and weight. Indeed, it is literally and figuratively a weighty book—a 1,500 paged document of the titled character's sexual victimization and redemption. Written in epistolary form (there are 537 letters), the novel was sensationally popular in its time and has left a lasting imprint on both novel genre and English literary criticism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ENGL 3691. BLACK ATLANTIC LITERATURE: IMAGINING FREEDOM. (4 Credits)
The focus of this course is contemporary black literature across the African Diaspora. We will read literature written in the 21st century, and we will investigate the manner in which authors in various locales around the world creatively explore the meaning of black identity and freedom. Authors include: M. NourbeSe Philip, Zadie Smith, Chimamanda Adichie, Mat Johnson, and Helen Oyeyemi. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, AMST.
Prerequisites: ENGL 2000 or ENGL 2000 or CLAS 2000 or MLAL 2000 or MVST 2000.

ENGL 3701. AMERICAN WRITERS IN PARIS (Advanced Literature Core). (4 Credits)
As a capital of modern Western culture, Paris has long been attractive to experimental artists from other countries, a home in exile to find supportive audiences, publishers, and collaborators. For American writers in the 20th century, this activity took place in roughly two movements: after WWI, the "Lost Generation" of Hemingway, Fitzgerald, Stein, and others, and after WWII a circle of African American authors including Wright, Baldwin, and Himes. Through a selection of their works, as well as the art and music of the period, this course will explore the creative aims and cultural contexts of these two innovative groups. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, AMST, COLI.
ENGL 3702. AMERICAN NATURALISM. (4 Credits)
American Naturalism surveys some of the most uncompromising literature that U.S. writers have ever produced. Naturalism, an offshoot from the post 1865 turn toward realism in U.S. literature and art, has a generally harsher outlook characterized by deterministic surroundings and influenced by new developments in science, especially Darwinian evolution. Many naturalist writers were denounced in their own time as sordid and immoral, charges that we will explore and assess. Though mainly associated with the 1890-1910 period during which it flourished, American naturalism is not restricted to work produced between those dates. Naturalism continued to thrive after that era. This course ends with Wright's Native Son, a book that was published in 1940. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ENGL 2000 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or ENGL 1002 or MLAL 2000.

ENGL 3750. PLAYS AND SCREENPLAYS. (3 Credits)
The purpose of this five-week project is to write a one-act play and a short screenplay and to explore the relationship between the two forms. Elements of craft will be introduced to provide a vocabulary and a scaffolding. Contemporary plays and screenplays will be used as models.

Prerequisites: ENGL 2000 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or ENGL 1002 or ENGL 1004 or MLAL 2000.

ENGL 3802. LITERATURE AND IMPERIALISM. (4 Credits)
This course explores key debates in the study of literature and in the history of imperialism. Attention will be paid to the importance of literary form and historical representation as well as the relation between the two. A major concern of the course will be to examine the problems posed for any study of culture by legacies of imperialism. Readings will likely include Joseph Conrad, Mahasweta Devi, Naruddin Farah, Rudyard Kipling, Salman Rushdie, Tayeb Salih, Olive Schreiner, and Pramoedya Ananta Toer. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, EP3, GLBL, INST, PJST.

ENGL 3820. SATIRE BEFORE 1800. (4 Credits)
The course explores satire as a form, focusing on its literary prominence in the English 18th Century. Among the writers considered will be, Horace and Juvenal. Aphra Behn and the Earl of Rochester, Jonathan Swift and Alexander Pope, Lady Montagu, John Gay, and Jane Collier. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3834. HISTORY OF THE ENGLISH LANGUAGE. (4 Credits)
The subject of this course will be the history of English from the Old English period to the present day, and the range of varieties that are found throughout the world. We will study the visual forms English has taken from early runic engravings through medieval manuscripts to recent texts; the radical changes that have taken place in the structure of English over the centuries; the position of English as an "international" language; variation in English grammar and pronunciation; how individual speakers vary their use of the language; and how far it is possible to speak of "good" and "bad" English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: MVST.

ENGL 3836. FICTION INTO FILM. (4 Credits)
Cinematic adaptation of novels and short stories. Problems of narrative, genre, film language, imitation, etc., will be studied in the works of film makers such as Bresson, Merchant/Ivory, Antonioni, Wyler, Renoir, Lean, Bunuel, etc. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI.

ENGL 3840. THE CLASSIC MYSTERY. (4 Credits)
Literary and social evolution of the mystery genre from its 19th century origin in Poe, Collins and Doyle, to the 20th century development of "locked room" and "hard-boiled" forms, and more recently, the rise of the woman detective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3841. CONTEMPORARY FICTION. (4 Credits)
What makes contemporary fiction "contemporary"? How does it differ from pre-World War II fiction or so-called "modernist" writing? This course explores the fundamental transformation of the way contemporaries see the world, dealing with writers as diverse as Kundera, Nabokov, Philip Roth, Pynchon, Ishmael Reed, Joan Didion, Marquez, Mishima, Robbe-Grillet, Patrick Suskind, Calvino and Vonnegut. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3842. THE SHORT STORY. (4 Credits)
A fun and rigorous romp through great short stories, such as those by Poe, Hemingway, Atwood, and O'Connor. We will read and discuss a range of fabulous short fiction to find out how such narratives work and how they challenge our expectations about ourselves and the world around us. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3851. Horror and Madness in Fiction and Film. (4 Credits)
How and why do we respond to horror, madness and rage in film and literature? What are our reactions and responsibilities? Starting with the Alien series, the course moves to works by Stanley Kubrick, Steven Spielberg, Toni Morrison, Virginia Woolf, Sigmund Freud and Emmanuel Levinas, among others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI.
ENGL 3857. 17TH CENTURY TEXTS: SKEPTICISM AND AFFIRMATION. (4 Credits)
What can I know? What do I believe? To whom do I own allegiance? These questions, fundamental in any age, emerge with special urgency in the seventeenth century, as traditional structures of learning, religion, and governance undergo radical change. In the context of the scientific, political and religious revolutions of the seventeenth century, this course will consider writers of the period who wrestle more or less explicitly with these difficult questions. Readings will include works by Bacon, Browne, Donne, Herbert, Milton and Cavendish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, EP3.

ENGL 3915. LONDON MODERNISM: 1915-1925, PARALLELS AND PROSPECTS. (4 Credits)
British literary modernism is associated with London and the post-war period of 1915-1925, and particularly with the "annus mirabilis" of 1922, when many new literary works appeared in what was perceived as a new, "modern" literary style. This course will focus on the nature of literary modernism in London in the early 20th century and connect it to modernism in the early 21st century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ENGL 1102 and ENGL 1002 or ENGL 1004 or ENGL 2000 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 3916. ANIMALS IN LITERATURE. (4 Credits)
An investigation of 19th-century writings on the "animal mind" as a context for understanding such literary endeavors as Melville's "Moby Dick" and Jack London's "Call of the Wild". Topics to be addressed include animal rights, animal/human relations, domestication, and animal language. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3919. WRITING WHITENESS. (4 Credits)
"As long as you think you are white, there’s no hope for you" (James Baldwin). What could Baldwin have meant by such a provocative statement? This course will address the question by tracing the process by which some Americans have come to think of themselves as "white," a category defined both against their own ethnic and national origins and against racial "others." Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, COLI.

ENGL 3921. MAJOR VICTORIAN POETS. (4 Credits)
Major Victorian Poets examines the works of Alfred Tennyson, Robert Browning, and Christina Rossetti. The focus will be on their dramatic monologues, wild narratives, and bi-lingual love poems with some attention to the mutations of these genres in the 20th and 21st century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3922. INTERNSHIP SEMINAR: CAREERS IN ENGLISH. (4 Credits)
Fordham's English majors in New York City enjoy numerous opportunities for Internships in fields like publishing, magazines, and TV and on-line media. Internships provide students with the chance to explore different avenues of potential professional development through hands on experience. Previous English majors have pursued internships ranging from daily newspapers and television networks, to theater and arts organizations and public service and non-profits. The internship seminar allows students to gain a full elective's worth of credit for their internship work. The internship seminar meets once a week to discuss readings relating to on-site work in the field. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3930. INTRODUCTION TO GAY AND LESBIAN LITERATURE. (4 Credits)
This course will read texts by a diverse range of Anglophone authors, emphasizing the cultural history of same-sex indentity and desire, heteronormativity and oppression, and queer civil protest. It will also consider the problems of defining a queer literary canon, introduce the principles of queer theory, and interrogate the discursive boundaries between the political and personal. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, COLI.

ENGL 3943. SOCIOLINGUISTICS. (4 Credits)
The course will introduce students to sociolinguistics, the study of languages as they are used by ordinary human beings to communicate with one another and to develop and maintain social relationships. Topics will include language variation and change, codes, speech communities, ethnography and gender. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ENGL 1102 and ENGL 1002 or ENGL 1004 or ENGL 2000 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 3963. COLONIZAION AND COSMOPOLITANISM. (4 Credits)
In this course, we will read, think, discuss and write about the ways in which colonization has shaped the different articulations of cosmopolitanism in both the history of European thought and twentieth-century Asian representational arts. The first section of the course focuses mainly on the philosophical and literary articulations of this notion in European thought (Cicero, Seneca, Las Casas, Equiano, E.M. Forster). In the second section of the course, students will examine literary and filmic representations of the development of cosmopolitan values in Asia, where global cities have been emerging in the post-colonial era (Macaulay’s Minute on Education 1835, Amitav Ghosh, Shusaku Endo, Wong Kai Wai’s films). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
ENGL 3964. HOMELINESS. (4 Credits)
This service learning course explores the literary representation--and lived experience--of homelessness. For the academic portion of the course, we will read a variety of books, including some (but not necessarily all) of the following: King Lear, The Interesting Narrative of the Life of Olaudah Equiano, The Wrongs of Woman, The Adventures of Huckleberry Finn, The Grapes of Wrath, When the Emperor Was Divine, and Voyage of the Sable Venus, as well as various essays and memoirs by and about homeless people. The service portion of the course will include meetings and discussions with homeless and formerly homeless people and at least 30 hours of volunteer work with a relevant service organization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, PJST, PLUR.

ENGL 3965. WRITER'S WORKSHOP 2. (4 Credits)
An intermediate workshop class for creative writing. Prereq: ENGL 3013 or ENGL 3014 or ENGL 3015 or ENGL 3016 or ENGL 3017 or ENGL 3018 or ENGL 3019 or by writing sample submission. For more information, go to the Fordham Intermediate/Advanced Creative Writing Workshops webpage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CWV.
Prerequisites: ENGL 3013 or ENGL 3014 or ENGL 3015 or ENGL 3016 or ENGL 3017 or ENGL 3018 or ENGL 3019.

ENGL 3966. FICTION WRITING 2. (4 Credits)
An intermediate workshop class for fiction writing. Prereq: ENGL 3013. For more information, go to the Fordham Intermediate/Advanced Creative Writing Workshops webpage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CWV.
Prerequisite: ENGL 3013.

ENGL 3967. CREATIVE NONFICITION WRITING 2. (4 Credits)
An intermediate workshop class for creative nonfiction writing. Prereq: ENGL 3014 or by writing sample submission. For more information, go to the Fordham Intermediate/Advanced Creative Writing Workshops webpage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CWV.
Prerequisite: ENGL 3014.

ENGL 3968. POETRY WRITING 2. (4 Credits)
An intermediate workshop class for poetry writing. Prereq: ENGL 3015 or by writing sample submission. For more information, go to the Fordham Intermediate/Advanced Creative Writing Workshops webpage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CWV.
Prerequisite: ENGL 3015.

ENGL 3999. TUTORIAL. (3 Credits)
Independent research and readings with supervision from a faculty member.

ENGL 4005. THE MEDIEVAL TRAVELER. (4 Credits)
This course follows the routes of pilgrims, crusaders, merchants, nobles and peasants as they charted a course for lands of promise and hoped-for prosperity. In Medieval Traveler, we will read selections from the diaries, chronicles, and historical literature written by and about travelers in the Middle Ages. We will begin and end with travelers who sought miracles, marvls, and new trading routes on the cusp of the known world. We will focus in particular on the practicalities of medieval travel, and the reasons for traveling: the sacred, the profane, and everyting in between. This will be an interactive class, be prepared to discuss and debate issues of interest. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, HIST, ICC, MVST, OEST, REST.

ENGL 4010. AMERICAN CRIME STORIES. (4 Credits)
Crime narrative has long been a staple of American literature and culture, traversing both high, so-called literary, fiction and lowbrow popular efforts which were sometimes named for how much they cost (dime novels) or for the cheap, course paper they were printed on (pulp fiction). We'll be reading a selection of crime stories ranging from the antebellum era to contemporary times, but the main focus will fall on the 1930s, 1940s and 1950s, the period when the distinctively American hard-boiled style evolved in print and the film noir became an identifiable American movie idiom. Authors include Dashiell Hammett, James Cain, Raymond Chandler and Patricia Highsmith. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ENGL 4018. THE POET’S CHOICE. (4 Credits)
"The Poet's Choice" offers a broad and occasionally irreverent survey of English poetry from canonical greats such as Shakespeare and Whitman to well-known contemporaries such as Seamus Heaney, Robert Hayden, Adrienne Rich and emerging young talents, such as Monica Youn, Terrance Hayes, and Brenda Shaughnessy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ENGL 1102 and ENGL 1002 or ENGL 1004 or ENGL 2000 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 4032. SEMINAR: JOYCE’S ULYSSES. (4 Credits)
This seminar undertakes an intensive, chapter by chapter reading of Joyce's serio-comic epic, Ulysses, in the context of literary modernism and in relation to several theoretical frameworks: psychoanalytic, reader-response, gender studies, deconstructive, and post-colonial. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
ENGL 4033. SOUND IN U.S. CULTURE, HISTORY, AND LITERATURE. (4 Credits)
While people have long been interested in studying the sensory experiences of everyday life, music popular and otherwise, and the technologies that produce and reproduce sound, only recently has "sound studies" become a self-defined interdisciplinary field that has drawn in scholars from art history, film studies, history, literary studies, music history, and other fields. Over the course of the semester we will explore different ways in which such scholars have approached the study of sound, assess the value of various keywords they have used to interpret sound in the United States, and assemble an archive of primary sources—texts, sites, events, figures, and objects—that help us ask new questions about U.S. culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ENGL 2000 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or ENGL 1002 or MLAL 2000.

ENGL 4036. PSYCHOLOGICAL HORROR LITERATURE AND FILM. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

ENGL 4096. HOBBITS/HEROES/HUBRIS. (4 Credits)
Culminating with Tolkien's The Hobbit, this course will examine the male hero, with all his cultural, philosophical, and individual limitations. We will take a close look at the epic journeys of Gilgamesh, Jeremiah, Ahab, Beowulf, and the Hobbit. Pride and Prejudice will provide a domestic counterpoint and alternative view of male heroism. The course emphasizes writing and oral presentation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, SRVL, VAL.

ENGL 4100. SEMINAR: LANGLAND'S PIERS PLOWMAN & THE POETRY OF SOCIAL JUSTICE IN LATE MEDIEVAL ENGLAND (Pre-1800). (4 Credits)
Chaucer's great contemporary, Langland, writes a different, equally brilliant and fascinating kind of verse, but is not harder to read than Chaucer. His dream vision poem, Piers Plowman, composed, like Chaucer's works, in late fourteenth-century London, offers ample treatment of many of the things Chaucer is often supposed to skirt or omit (social unrest, some forms of religious argument and conflict, overt politics of social justice, contemporary policy and practices regarding poverty). This course aims to put reading the poem at its center while paying due attention to its context in other texts and the poem's surrounding world. We will regularly practice reading in the original from the beginning: only with one's ears and eyes right in Langland's wonderfully supple verse and amazing metaphors can one begin really to experience one of the most fascinating and challenging of all English poems. Whether or not you have already read some Chaucer, our persistent practice of Langland's English should get you quite quickly into the poem. This will not be an easy course, but it should offer some challenging early visions of social justice that can often interrogate our own society's priorities and practices.

ENGL 4113. SEMINAR: WRITING WHITENESS. (4 Credits)
"As long as you think you are white, there's no hope for you" (James Baldwin). What could Baldwin have meant by such a provocative statement? This course will address the question by tracing the process by which some Americans have come to think of themselves as "white," a category defined both against their own ethnic and national origins and against racial "others." Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AMST.

Prerequisites: ENGL 1102 and ENGL 1004 or ENGL 2000 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 4118. DICKINSON, WHITMAN, AND COMPANY. (4 Credits)
This course examines the poetry of Walt Whitman, Emily Dickinson, and their contemporaries. As we study the writings of Dickinson and Whitman across a variety of areas—love poems, poems about loss, poems about nature and art, historical and comic poems and religious poems—we will also link them to less familiar non-canonical poems from a variety of traditions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AMST.

ENGL 4119. SEMINAR: GOD AND MONEY IN EARLY AMERICA. (4 Credits)
In Matthew, Jesus said "Ye cannot serve God and mammon," that is, religion and wealth, at the same time. So how did American colonist reconcile their desires for salvation and prosperity? Did piety and profits always "jump together"? Reading both British and American literary text and recent scholarship in early American studies, this seminar will explore the language of spiritual and material wealth in colonial New England, the South, the West Indies, and the Mid-Atlantic. We will examine writing concerned with theology, morality, ethics, social class, economics, and economic self-making over the course of nearly two centuries—both on their own terms and in terms of how religion and economics shaped one another. Authors will include William Bradford, Anne Bradstreet, Mary Rowlandson, Jonathan Edwards, Benjamin Franklin, Philips Wheatley, and Olaudah Equiano. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AMST.

ENGL 4120. SEMINAR: MILTON. (4 Credits)
"Knowledge of good and evil, as two twins cleaving together, leaped forth into the world."

John Milton claims in Areopagitica, an essay advocating against censorship. How do we tell one from the other? This course follows Milton's attempt to do the sorting through his major poetry and his political, social, and theological advocacy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ENGL 2000 or CLAS 2000 or COLI 2000 or MLAL 2000 or HPLC 1201 or HPRH 1001.
ENGL 4121. NEW YORK CITY IN FICTION. (4 Credits)
This course will explore both short stories and novels written in and about New York City during the 20th century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, URST.

ENGL 4124. SEMINAR: KIESLOWSKI’S DECALOGUE. (4 Credits)
The seminar is an intensive study of Krzysztof Kieslowski’s extraordinary cinematique meditations on the ten commandments. The course will explore the visual texture and complex ethical perspectives of the ten Decalogue films made in Communist Poland in the late 1980’s, along with two related works. There will be ancillary readings in philosophy, literature, and film theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: ENGL 2000 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or ENGL 1002 or MLAL 2000.

ENGL 4126. TEN SHORT FILMS ABOUT MORALITY. (4 Credits)
This seminar will focus on a close analysis of acclaimed Polish director Krzysztof Kieslowski’s cinematic masterpiece, The Decalogue (1988-89). The ten one-hour films of the series each examine the ambiguities of the Ten Commandments in the modern setting of late twentieth-century Poland. The films will be paired with substantial essays examining the “ten words” of the commandments from various religious, philosophical, and theoretical perspectives, as well as some key texts in critical and film theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, EP4, VAL.

ENGL 4127. SEMINAR: NOVELS BY WOMEN: JANE AUSTEN TO TONI MORRISON. (4 Credits)
An intensive study of novels by Jane Austen, George Elliot, Virginia Woolf, Zora Neale Hurston, and Toni Morrison. Our reading will be supplemented by literary criticism and historical contextual material. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, WGST.
Prerequisites: ENGL 1102 and ENGL 2000.

ENGL 4128. LOVE AND SEX IN EARLY MODERN LITERATURE. (4 Credits)
An exploration of ideas about love, the erotic and human sexuality from 1500 to 1700. Writers to be studied include Petrarch, Aretino, Shakespeare, Sidney, Wroth and Wilmot. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, WGST.

ENGL 4129. 4 MODERN CATHOLIC WRITERS. (4 Credits)
This seminar will consider the writings of Dorothy Day (1897-1980), Thomas Merton (1915-1968), Flannery O’Connor (1925-1964), and Walker Percy (1916-1990). These four authors, who arguably can be termed reformers as well as artists in their own right, are the principal critics of the modern Catholic predicament before and after World War II. Each in her or his way saw a church in drastic need of rebuilding and sought to restore what had collapsed and had been left unheeded by what was essentially an immigrant institution. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMCS, EP4, FCRH, REST, SRVL, VAL.

ENGL 4135. BIBLE IN ENGLISH POETRY. (4 Credits)
This course studies some of the books of the Bible which have been most influential on English literature, together with English poetry and critical texts, from the Middle Ages to the present, which have been influenced by these biblical books. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMCS, EP4, SRVL, VAL.

ENGL 4137. HYSTERIA/SEXUALITY/UNCONSCIOUS. (4 Credits)
This interdisciplinary seminar is sponsored by the Department of English and the Department of History. The seminar explores issues raised by hysteria, sexuality and the unconscious in turn of the twentieth-century western culture-topics that cross disciplinary boundaries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: BIOE, COLI, EP3, ICC.

ENGL 4139. SEMINAR: MODERN AMERICAN FICTION. (4 Credits)
This course considers modern american fiction of the twentieth century from a variety of critical perspectives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 4140. THE JESUIT RELATIONS. (4 Credits)
In the seventeenth century, Jesuit missionaries traveled to North America to convert the Native American populations to Christianity. This course will examine the Jesuit Relations, the collected letters and narratives that these missionaries authored. It will also consider scholarship on cross-cultural encounter, colonization and religion, and Native American resistance to understand the experience of evangelization from multiple perspectives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 4141. DEATH IN THE MIDDLE AGES. (4 Credits)
This course will examine death culture, including rituals of death, the instructions for a good death, visual depictions of death, and the great theme of the afterlife. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, MVST, VAL.
ENGL 4143. SHAKESPEARE: TEXT AND PERFORMANCE. (4 Credits)
This course will study Shakespeare's plays first as texts and then as performance, focusing on the literary/historical aspect of a play, and then the same play as a theatrical script for realization in a performance setting. Through close readings from these widely disparate points of view, we will try to grasp how the theater acts to engage audiences and create meanings, and how time and culture are expressed in both text and performance. We'll investigate questions about adaptation, authorship, the status of "classic" texts and their variant forms, the transition from manuscript, book and stage to film and digitally inflected forms of media. Assignments will include readings, memorization, essays, and presentations. The final project can be an essay, the student's short video of a Shakespeare excerpt, or a brief performance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

ENGL 4145. DRAMATURGY. (4 Credits)
The word dramaturgy, "the art or technique of dramatic composition or theatrical representation," according to the Encyclopedia Britannica definition describes a series of practice that include aspects of playwriting, directing, and theatrical scholarship, This interdisciplinary seminar takes a capacious view of the practice of dramaturgy, approaching it as both a creative and a scholarly practice. As dramaturge, we will be literary and performance scholars, researching theater history, dramatic theory, and the broader cultural and historical contexts of our theatrical projects; we will also work as practitioners, collaborating with our peers to translate diverse texts into theatrical events. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

ENGL 4146. THE BODY IN COMP WOMEN LITERATURE AND ART. (4 Credits)
How do we understand relationships among identity, gender, race, and the human body? How do recent women writers and artists explore this question? This course will examine visual art and writing since the 1980s that depicts--and seeks to understand--human embodiment, challenging the idea of a physical norm in order to expand how bodies (especially women's) are represented and known. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 4147. FOOD AND GLOBALIZATION. (4 Credits)
THIS COURSE WILL EXAMINE SCHOLARSHIP ON FOOD AND GLOBALIZATION FROM A RANGE OF DISCIPLINARY PERSPECTIVES, INCLUDING ANTHROPOLOGICAL, SOCIOCULTURAL, HISTORICAL, AND LITERARY. IT WILL ALSO EXAMINE THE INTERDISCIPLINARY FIELDS OF FOOD STUDIES AND GLOBALIZATION STUDIES TO DISCUSS THE DEVELOPMENT OF GLOBAL EXCHANGE NETWORKS AND THEIR IMPACT ON CONSUMER CULTURES AND NOTIONS OF IDENTITY IN THE UNITED STATES AND BEYOND. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ICC, INST.

ENGL 4148. MEDIEVAL DRAMA IN PERFORMANCE. (4 Credits)
Divine mysteries and scurrilous scatology, Everyman's workaday struggles and a king's political quandaries, lavish one-night courtly entertainments and massive Biblical plays performed by an entire community: the drama of the English late Middle Ages (roughly 1350-1500) was resourceful, local, non-professional, and endlessly inventive. In this course, we study medieval English drama along three axes: as literary texts full of humor, pathos, and meaning; as evidence for historical performance practice and theater history; and as scripts brimming with possibility for performance. Combining intensive reading of medieval play texts with key works by important theater practitioners, we examine medieval drama on its own terms and ask what it means to read and perform these works in the 21st century. To help answer this question, students collaboratively design, direct, and stage a medieval dramatic work of their choosing as a final project. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, MVST.

Prerequisites: ENGL 1102 and ENGL 1004 or ENGL 2000 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 4149. MODERN DRAMA AS MORAL CRUCIBLE. (4 Credits)
The creators of modern drama made theater an arena for moral struggle and personal commitment. Plays by Buchner, Ibsen, Chekov and Shaw; relevant reading in history and philosophy. Senior values seminar. Literary Studies elective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, EP4, IRST, SRVL, VAL.

ENGL 4150. RACE AND HOLLYWOOD FILM. (4 Credits)
This interdisciplinary capstone course examines how contemporary US culture represents its racial others. Drawing on theories and methods from sociology, political science, philosophy, and literary theory, we will develop a provisional model of interdisciplinary cultural analysis that will enable us to examine how racial representations work, why they matter, and how they can be most fruitfully interpreted. We will then conduct a series of case studies in racial representation. Each case will be organized around a recent Hollywood film, and each film will be examined from a variety of disciplinary perspectives, with particular emphasis on how the various disciplines both illuminate and obscure various aspects of the racial representation at hand. The course will culminate in a series of group presentations, with each group presenting an interdisciplinary analysis of a recent racial representation of its own choosing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, ICC, PUST, PLUR.

Prerequisites: ENGL 2000 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPLC 1201 or HPRH 2051 or CLAS 2000 or COLI 2000 or ENGL 1002 or ENGL 1004 or MLAL 2000.
ENGL 4184. POSTWAR AMERICAN LITERATURE AND CULTURE. (4 Credits)
This interdisciplinary seminar analyzes cultural trends and counter-cultural movements of the post-World War II era as represented in American literature and history. Topics include the Cold War and containment culture, the racial politics of suburbanization, the Beats and the counterculture, student radicalism, the civil rights struggle and Black Power, the anti-war movement, environmentalism, the sexual revolution, cultural conservatism, and questions of history, identity, and responsibility. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC.

ENGL 4185. CARIBBEAN ISLANDS AND OCEANS. (4 Credits)
Islands and oceans: these geographic features have defined both the history of the Caribbean and imaginative writing about it. Drawing on work by cultural geographers, historians, anthropologists, literary scholars, and others, this course will examine novels, poetry, travel narratives, essays and films about the Caribbean from 1492 to the present. As we read, we will think about how authors have used themetaphors of island and ocean not only to portray the Caribbean as a paradise but also to critique the devastation of its peoples and ecologies by the forces of empire and colonialism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.
Prerequisites: ENGL 2000 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or MLAL 2000.

ENGL 4204. JOSEPH CONRAD AND THE FUTURE OF ENGLISH. (4 Credits)
A study of works by Joseph Conrad and their relevance for the changing landscape of English literature within the comparative linguistic, literary, and cultural context of the twentieth and twenty-first centuries. Besides select works of Conrad (including Almayer’s Folly, Heart of Darkness,” Lord Jim, Nostromo, The Secret Agent, and Under western Eyes), other works to be studies may include: Ngugi wa Thiong’o, A Grain of Wheat, V.S. Naipaul, A Bend in the River, Tayeb Salih, Season of Migration to the North, Nuruddin Farah, Maps, Jessica Hagedorn, Dream Jungle, Pramoedya Ananta Toer, This Earth of Mankind. CAPSTONE SEMINARE FOR COMPARATIVE LITERATURE MAJORS. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 4205. SHAKESPEARE’S CONTEMPORARIES. (4 Credits)
In this survey of early modern english drama exclusive of Shakespeare, we will read a range of plays within their generic and social contexts. We will study dramas that both define, and defy, common convention about tragedy and comedy and the differences between these genres. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 4206. COMPARATIVE STUDIES IN REVOLUTION. (4 Credits)
This interdisciplinary capstone seminar engages students in a series of literary and historical studies of revolutionary (and counter – revolutionary) movements (e.g. the Haitian revolution of 1791, the Indian Rebellion of 1857, and the events of 1965 in Indonesia). Examining historical documents, works of fiction, literary theory and historiography, the seminar will investigate how the disciplines of history, literary criticism, and cultural studies more generally, seek to explain revolutionary historical change. Particular attention will be paid to the authority of textual evidence placed within interdisciplinary, cross-cultural, and multi-media contexts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, GLBL, ICC.

ENGL 4207. COMPARATIVE STUDIES IN EMPIRE. (4 Credits)
This interdisciplinary capstone seminar will study the interrelation between different imperial formations (e.g. Roman, Ottoman, Mongol, British, Chinese, and American) and the various linguistic, literary, and cultural traditions that give them imaginative and historical shape. Attention will be paid to the importance of literary form and historical representation. Juxtaposing historical and fictional texts from different cultural and historical moments, the seminar will explore how these texts foreground problems of historical documentation and textual authority. The seminar will also study how these foundational problems, shared by the disciplines of history and literary criticism, are embodied in other media, notably music and film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, ICC.
Prerequisites: ENGL 1102 and ENGL 1002 or ENGL 2000 or CLAS 2000 or COLI 2000 or EP3, HPRH 1001 or HPRH 1051 or HPLC 1201 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 4208. INTERDISCIPLINARY NARRATIVE. (4 Credits)
A study of narrative theory and narrative forms across three different media: music, both with and without words, to which narrative theory has brought a revolution in understanding; literature, the original home of written narrative and the primary focus of narrative theory; and film, where narrative works in cooperation and antagonism with both music and images. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

ENGL 4209. LITERATURE OF PEACE AND WAR. (4 Credits)
The decision to wage war is one of the most consequential moral choices we make. The struggle to achieve and maintain peace is one of the most challenging and abstract human goals. For all the ways that war and peace are tied up with politics, we can come to a better understanding of human experience of peace and war through art. This senior values seminar explores literary and cinematic representations of peace and war from Classical times to the present day. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
ENGL 4227. BLACK LITERATURE AND FILM. (4 Credits)
From Malcolm X and Alex Haley’s The Autobiography of Malcolm X (1965) to Sapphire’s Push (1996), African American literature has certainly inspired several film adaptations throughout the twentieth and twenty-first centuries (like Spike Lee’s Malcolm X [1992] and Lee Daniels’s Precious [2009]). Indeed, the number of cinematic adaptations of African American literature suggests that there is not only a particular fascination with transforming literary works into films but also an abiding interest in seeing how a text will translate onto the big screen. This class will analyze selected texts (such as Lorraine Hansberry’s A Raisin in the Sun [1959], Alice Walker’s The Color Purple [1982], and Terry McMillan’s Waiting to Exhale [1992]) alongside their cinematic counterparts (such as Daniel Petrie’s A Raisin in the Sun [1961], Steven Spielberg’s The Color Purple [1985], and Forest Whitaker’s Waiting to Exhale [1995]) to discuss how literary and filmic texts measure up on their own worth as well as to examine how these texts mutually inform one another, particularly in the ways that they become remembered in the American cultural imagination. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, AMST, ICC.
Prerequisites: ENGL 2000 or COLI 2000 or MLAL 2000 or HPLC 1201 or HPRH 1001.

ENGL 4370. DISGUST IN LITERATURE AND PSYCHOLOGY. (4 Credits)
This course will analyze disgust in literature (and related disciplines) and in psychology as primary emotion that exists in every culture. We will study fiction, poetry, and film—and also psychological research, as we explore what it means to be disgusted, and why we are motivated to read and view things that provoke disgust. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

ENGL 4401. THE BRONTES IN CONTEXT. (4 Credits)
The study of the novels by the three Bronte sisters—Charlotte, Emily, and Anne—in the context of the social and cultural developments in 19th century England. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 4403. EXTRAORDINARY BODIES. (4 Credits)
From freak shows to the Americans with Disabilities Act, people with non-normative bodies have received special, and not always welcome, attention from their peers. This course will study the experience of people with anomalous bones from a variety of personal and social perspectives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, EP4, SRVL, VAL.
Prerequisites: ENGL 2000 or ENGL 1002 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or MLAL 2000.

ENGL 4407. ROMANTICISM AND REVOLUTION. (4 Credits)
This course will examine the literature of the Romantic period (1789-1832) in light of the explosive social and political upheavals of the time. The central figures of British Romanticism wrote amidst and about this exciting and turbulent climate. William Blake, Mary Wollstonecraft, Samuel Taylor Coleridge, William Wordsworth: these authors witnessed and often participated in the raucous political movements of the day, from regicide to social reintegration. We will study their works, ranging from Blake’s Songs of Innocence and of Experience to Mary Shelley’s Frankenstein, paying attention to a variety of lesser-known authors (such as Mary Hays, John Thelwall, Charlotte Smith, and Olaudah Equiano) who helped shape the literature of the revolutionary period. Students will also be introduced to some of the era’s lively political pamphlets, visual culture, propaganda, and street ballads. Two intertwined questions will guide our work across the semester: What does it mean to imagine entirely new social orders? What does it mean to imagine entirely new modes of writing? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, PJST.

ENGL 4420. ETHICS AND INTELLIGENCE. (4 Credits)
This seminar will engage students in an intensive examination of the history, literature, and ethics of secret intelligence. Tracing the historical emergence of contemporary intelligence agencies from the early modern period up to the present, and with special attention to literary works from contrasting cultural traditions, the seminar will focus on three areas of expertise that have historically shaped he articulation and administration of both clandestine and public intelligence and information: the work of translators, the work of missionaries, and the work of government agencies.

Attributes: EP4, VAL.
Prerequisites: ENGL 1102 and ENGL 2000 or ENGL 1004 or CLAS 2000 or COLI 2000 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 4421. DISABILITY, LITERATURE, CULTURE: NEUROLOGICAL, MENTAL, AND COGNITIVE DIFFERENCE IN CULTURE & CONTEXT. (4 Credits)
Disability studies, the central focus of this course, is an inherently interdisciplinary field. Drawing particularly on two of its constituent disciplines, literature and sociology, this course will explore the questions and problems raised by neurological, mental and cognitive disabilities, as they relate to identity, community, and belonging. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, COLI, ICC.
Prerequisites: ENGL 1102 and ENGL 1002 or ENGL 1004 or ENGL 2000 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.
ENGL 4490. BRITISH LITERATURE, HISTORY, AND CULTURE OF THE GREAT WAR. (4 Credits)
Focusing upon poetry, fiction, drama and memoir written between 1910 and 1925, this interdisciplinary course explores the historical, cultural and aesthetic impact of World War I. Literary works are paired with historical readings, early silent film, popular music and medical discourses. Using London and Great Britain as texts, the course features field trips to several important archives, including the The Imperial War Museum in London and Craiglockhart War Hospital near Edinburgh. Modernist writers treated in the course include Thomas Hardy, G.B. Shaw, W.B. Yeats, Rudyard Kipling, Wilfred Owen, T.S. Eliot, D.H. Lawrence, Virginia Woolf, Robert Graves, Ford Madox Ford and Rebecca West. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, IRST.
Prerequisites: ENGL 2000 or ENGL 1002 or ENGL 1004 or HPRH 1001 or HPRH 1051 or COLI 2000 or CLAS 1201 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 4602. RURAL AMERICA IN LITERATURE. (4 Credits)
This course examines the representation of rurality and agrarian life in American literature from the Revolutionary period to the present. Authors studied include Henry de Crevceux, Thomas Jefferson, George Washington, Walt Whitman, Emily Dickenson, Willa Cather, Robert Frost, William Carlos Williams, Breece D'J Pancake, Carolyn Shute, Jane Smiley, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 4603. ASIANS IN THE AMERICAS. (4 Credits)
This capstone course examines the histories, cultures, and politics of Asians in the Americas. Drawing on theories and methods from history, sociology, psychology, literary studies, and other scholarly disciplines, we will examine some major touchstones in the interdisciplinary field of Asian American Studies. Topics may include the global context of Asian migration to the west, Asians as coolie laborers in the US and the Caribbean, anti-Asian legislation, Japanese American internment during World War II, the geopolitical context of model minority discourse, gender and sexuality in Asian America, media representations of Asians and Asian Americans, and methodological debates in the field of Asian American Studies.
Attributes: AMST, COLI, ICC, PLUR.

ENGL 4604. JAZZ AGE, LITERATURE, AND CULTURE. (4 Credits)
The glamour and glitz of the 1920s era known as "The Jazz Age" are the subject of this course, which examines changes in the literature and culture of the period between World War I and the end of Prohibition in 1933. The class examines popular culture, politics, and economic change in these years, through the lens of writers like Hemingway, Fitzgerald, and Faulkner, as well as the writers of the Harlem Renaissance and the first wave of women's liberation. Sample topics include the Great Migration, World War I, the New Negro, the rise of the Ku Klux Klan, urban transformations, consumerism, homosexuality, and the influence of jazz and blues music. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

ENGL 4701. WRITER'S WORKSHOP 3. (4 Credits)
An advanced workshop class for creative writing. Admission by writing sample submission only. For more information, go to the Fordham Intermediate/Advanced Creative Writing Workshops webpage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CVW.

ENGL 4702. FICTION WRITING 3. (4 Credits)
An advanced workshop class for fiction writing. Admission by writing sample submission only. For more information, go to the Fordham Intermediate/Advanced Creative Writing Workshops webpage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CVW.

ENGL 4703. CREATIVE NONFICTION WRITING 3. (4 Credits)
An advanced workshop class for creative nonfiction writing. Admission by writing sample submission only. For more information, go to the Fordham Intermediate/Advanced Creative Writing Workshops webpage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CVW.

ENGL 4704. POETRY WRITING 3. (4 Credits)
An advanced workshop class for poetry writing. Admission by writing sample submission only. For more information, go to the Fordham Intermediate/Advanced Creative Writing Workshops webpage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CVW.

ENGL 4705. CREATIVE WRITING CAPSTONE. (4 Credits)
This Capstone course is the exit requirement for English Majors concentrating in Creative Writing. Students will work on comprehensive creative and scholarly portfolios and a collaborative creative writing public exhibition project. The principal aim of the Capstone is to introduce our graduating students to the realities of the writer’s life, which necessarily involves not just individual work but also affiliation, cooperation, and community. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CVW.

ENGL 4800. INTERNSHIP. (3,4 Credits)
Supervised placement for students interested in work experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
ENGL 4998. ENGLISH HONORS THESIS TUTORIAL. (4 Credits)
Seniors with a 3.6 GPA or higher in English who wish to complete an ambitious project under the individual direction of a faculty member should register for this course. Discuss this option with the Associate Chair in the term prior to the semester in which the thesis will be completed, and then choose a member of the faculty as an advisor for the thesis. The professor advising the project will set up parameters and deadlines at his/her discretion. At the end of the semester, there will be an honors defense with the advisor and one departmental reader.

ENGL 4999. TUTORIAL. (1-4 Credits)
Supervised individual study projects.
ENGLISH MAJOR

Requirements

The English major consists of a total of ten required courses. Courses in which a student received a grade of D or F will not count toward the major or minor.

Students may alternatively pursue an English Major with a Creative Writing concentration (p. 304), whose requirements are listed separately.

The English major and the Core Curriculum: All English majors are required to fulfill the first-level core English requirements (ENGL 1102 and ENGL 2000) before beginning the major, but neither ENGL 1102 nor ENGL 2000 counts toward the major. However, if an English elective is taken toward the core requirement in Advanced Disciplinary Courses (p. 40) in Literature, History, and Social Science, that elective will count as one of the ten courses in the major.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 3045</td>
<td>THEORY FOR ENGLISH MAJORS</td>
<td></td>
</tr>
<tr>
<td>ENGL 3000</td>
<td>THEORY OF COMPARATIVE LITERATURE</td>
<td></td>
</tr>
<tr>
<td>ENGL 3010</td>
<td>ENGLISH LITERATURE: BEOWULF TO 1660</td>
<td></td>
</tr>
<tr>
<td>ENGL 3020</td>
<td>CREATIVE WRITING CAPSTONE</td>
<td></td>
</tr>
<tr>
<td>ENGL 3031</td>
<td>MEDIEVAL MONSTERS AND MARVELS</td>
<td></td>
</tr>
<tr>
<td>ENGL 3100</td>
<td>MEDIEVAL LITERATURE</td>
<td></td>
</tr>
<tr>
<td>ENGL 3101</td>
<td>APOCALYPTIC REPRESENTATION BEFORE 1800</td>
<td></td>
</tr>
<tr>
<td>ENGL 3103</td>
<td>EARLY ENGLISH DRAMA</td>
<td></td>
</tr>
<tr>
<td>ENGL 3107</td>
<td>CHAUCER</td>
<td></td>
</tr>
<tr>
<td>ENGL 3109</td>
<td>ARTHURIAN LITERATURE</td>
<td></td>
</tr>
<tr>
<td>ENGL 3111</td>
<td>MEDIEVAL ROMANCE</td>
<td></td>
</tr>
<tr>
<td>ENGL 3113</td>
<td>INTRODUCTION TO OLD ENGLISH</td>
<td></td>
</tr>
<tr>
<td>ENGL 3115</td>
<td>MEDIEVAL WOMEN WRITERS</td>
<td></td>
</tr>
<tr>
<td>ENGL 3121</td>
<td>THE PEARL POET AND HIS BOOK</td>
<td></td>
</tr>
<tr>
<td>ENGL 3125</td>
<td>BEOWULF IN OLD ENGLISH</td>
<td></td>
</tr>
<tr>
<td>ENGL 3127</td>
<td>DREAMS IN MIDDLE AGES</td>
<td></td>
</tr>
<tr>
<td>ENGL 3131</td>
<td>MEDIEVAL TOLERANCE AND INTOLERANCE</td>
<td></td>
</tr>
<tr>
<td>ENGL 3132</td>
<td>MEDIEVAL CHIVALRY</td>
<td></td>
</tr>
<tr>
<td>ENGL 3134</td>
<td>LOVE IN THE MIDDLE AGES</td>
<td></td>
</tr>
<tr>
<td>ENGL 3135</td>
<td>MEDIEVAL LITERATURE: 1000-1330</td>
<td></td>
</tr>
<tr>
<td>ENGL 3136</td>
<td>MEDIEVAL MYSTICS</td>
<td></td>
</tr>
<tr>
<td>ENGL 3140</td>
<td>MYTH OF THE HERO: MEDIEVAL MEMORY</td>
<td></td>
</tr>
<tr>
<td>ENGL 3142</td>
<td>VISIONS AND MEDIEVAL LITERATURE</td>
<td></td>
</tr>
<tr>
<td>ENGL 3206</td>
<td>SHAKESPEARE</td>
<td></td>
</tr>
<tr>
<td>ENGL 3207</td>
<td>MILTON</td>
<td></td>
</tr>
<tr>
<td>ENGL 3219</td>
<td>SHAKESPEARE AND THE ANCEINTS</td>
<td></td>
</tr>
<tr>
<td>ENGL 3221</td>
<td>SHAKESPEARE’S HISTORY PLAYS</td>
<td></td>
</tr>
<tr>
<td>ENGL 3222</td>
<td>SHAKESPEARE AND POPULAR CULTURE</td>
<td></td>
</tr>
<tr>
<td>ENGL 3224</td>
<td>STAGING THE MEDITERRANEAN</td>
<td></td>
</tr>
<tr>
<td>ENGL 3226</td>
<td>STAGE VENGEANCE</td>
<td></td>
</tr>
<tr>
<td>ENGL 3230</td>
<td>EARLY RENAISSANCE POETRY</td>
<td></td>
</tr>
<tr>
<td>ENGL 3233</td>
<td>FOPS AND COQUETTES IN 18TH CENTURY LITERATURE</td>
<td></td>
</tr>
<tr>
<td>ENGL 3234</td>
<td>A MIDSUMMER NIGHT’S DREAM</td>
<td></td>
</tr>
<tr>
<td>ENGL 3239</td>
<td>THE RISE OF THE NOVEL</td>
<td></td>
</tr>
<tr>
<td>ENGL 3261</td>
<td>DEVILS, FOOLS, MADMEN</td>
<td></td>
</tr>
<tr>
<td>ENGL 3306</td>
<td>JONATHAN SWIFT AND THE ART OF SATIRE</td>
<td></td>
</tr>
<tr>
<td>ENGL 3311</td>
<td>OPENING HEADS: WRITING ABOUT MINDS AND BRAINS BEFORE 1800</td>
<td></td>
</tr>
<tr>
<td>ENGL 3315</td>
<td>LAUGH. CRV. HUM. QUAKE</td>
<td></td>
</tr>
<tr>
<td>ENGL 3318</td>
<td>EARLY WOMEN NOVELISTS</td>
<td></td>
</tr>
<tr>
<td>ENGL 3319</td>
<td>PLAYS AND PLAYERS: 1600-1700</td>
<td></td>
</tr>
<tr>
<td>ENGL 3325</td>
<td>SLAVERY AND 18TH CENTURY LITERATURE</td>
<td></td>
</tr>
<tr>
<td>ENGL 3329</td>
<td>PLAYS AND PLAYERS, 1700-1800</td>
<td></td>
</tr>
<tr>
<td>ENGL 3333</td>
<td>CAPTIVES, CANNIBALS AND REBELS:</td>
<td></td>
</tr>
<tr>
<td>ENGL 3334</td>
<td>EARLY MODERN POETRY AND DRAMA</td>
<td>1579-1625</td>
</tr>
<tr>
<td>ENGL 3336</td>
<td>EARLY AMERICAN NOVEL</td>
<td></td>
</tr>
<tr>
<td>ENGL 3339</td>
<td>ROMANTICISM AND CONFESSION</td>
<td></td>
</tr>
<tr>
<td>ENGL 3357</td>
<td>ASIAN-AMERICAN LITERATURE 1</td>
<td></td>
</tr>
<tr>
<td>ENGL 3400</td>
<td>AGE OF ROMANTICISM</td>
<td></td>
</tr>
<tr>
<td>ENGL 3410</td>
<td>JANE AUSTEN IN CONTEXT</td>
<td></td>
</tr>
<tr>
<td>ENGL 3420</td>
<td>POEMS OF SHAKESPEARE AND OTHERS</td>
<td></td>
</tr>
<tr>
<td>ENGL 3537</td>
<td>SATIRE, SEX, STYLE: THE AGE OF THOMAS NASHE</td>
<td></td>
</tr>
<tr>
<td>ENGL 3577</td>
<td>AMERICAN LITERATURE TO 1870</td>
<td></td>
</tr>
<tr>
<td>ENGL 3578</td>
<td>EARLY AMERICAN LITERATURE</td>
<td></td>
</tr>
<tr>
<td>ENGL 3680</td>
<td>ONE BIG BOOK</td>
<td></td>
</tr>
<tr>
<td>ENGL 3820</td>
<td>SATIRE BEFORE 1800</td>
<td></td>
</tr>
<tr>
<td>ENGL 3834</td>
<td>HISTORY OF THE ENGLISH LANGUAGE</td>
<td></td>
</tr>
<tr>
<td>ENGL 3857</td>
<td>17TH CENTURY TEXTS: SKEPTICISM AND AFFIRMATION</td>
<td></td>
</tr>
<tr>
<td>ENGL 4005</td>
<td>THE MEDIEVAL TRAVELER</td>
<td></td>
</tr>
<tr>
<td>ENGL 4127</td>
<td>SEMINAR: NOVELS BY WOMEN: JANE AUSTEN TO TONI MORRISON</td>
<td></td>
</tr>
<tr>
<td>ENGL 4128</td>
<td>LOVE AND SEX IN EARLY MODERN LITERATURE</td>
<td></td>
</tr>
<tr>
<td>ENGL 4135</td>
<td>BIBLE IN ENGLISH POETRY</td>
<td></td>
</tr>
<tr>
<td>ENGL 4141</td>
<td>DEATH IN THE MIDDLE AGES</td>
<td></td>
</tr>
<tr>
<td>ENGL 4143</td>
<td>SHAKESPEARE: TEXT AND PERFORMANCE</td>
<td></td>
</tr>
<tr>
<td>ENGL 4147</td>
<td>FOOD AND GLOBALIZATION</td>
<td></td>
</tr>
<tr>
<td>ENGL 4148</td>
<td>MEDIEVAL DRAMA IN PERFORMANCE</td>
<td></td>
</tr>
<tr>
<td>ENGL 4185</td>
<td>CARIBBEAN ISLANDS AND OCEANS</td>
<td></td>
</tr>
<tr>
<td>ENGL 4205</td>
<td>SHAKESPEARE’S CONTEMPORARIES</td>
<td></td>
</tr>
<tr>
<td>ENGL 4407</td>
<td>ROMANTICISM AND REVOLUTION</td>
<td></td>
</tr>
</tbody>
</table>

English Electives

Updated: 10-11-2017
Junior Theory Requirement

All majors are required to take ENGL 3045 THEORY FOR ENGLISH MAJORS or ENGL 3000/COLI 3000 THEORY OF COMPARATIVE LITERATURE. Usually taken during the junior year, these courses introduce the English major to debates in literary and critical theory. The goal of these courses is to reflect on reading strategies, textual practices and language itself. Students will engage with a range of critical, theoretical, and social issues shaping the field of literary studies today.

Historical Distribution Requirement

From the nine remaining elective courses, at least three must be designated in a historical period before 1800. While the English curriculum grants students considerable freedom to pursue their individual interests, the department urges majors to consult regularly with their advisors in selecting their electives in order to ensure historical diversity in their course of study.

Creative Writing Courses

English majors may apply up to two writing courses (either English creative writing courses at the 3000-level or above, or communication courses cross-listed with English) toward their elective requirements. Majors who wish to take more writing courses should consider the creative writing minor (p. 306) or the English major with a creative writing concentration.

Recommendations and additional information

1. ENGL 3045 THEORY FOR ENGLISH MAJORS should ordinarily be taken during the junior year, but sophomores may also enroll.
2. English majors should take a seminar (4000-level course) during their senior year.
3. English majors will receive credit toward the major for certain courses with an interdisciplinary or comparative literature focus if they carry an ENGL attribute or an ENGL course number. Up to two additional “cognate courses” in other department or programs that are deemed relevant to the major may be counted with permission of the associate chair.
4. Up to two courses may be double counted between major and major. That is, each of the two courses may be counted for both an English major and another related major. Only one course may be double counted between major and minor.
5. Up to two courses taken abroad with content clearly related to literary study may be considered for credit toward the major.
6. Credits earned for internship do not count for credit toward the English major, the English major with a Creative Writing Concentration, the English minor, or the Creative Writing minor. Internship credits do count for general credits toward graduation.

Availability

The major in English is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Rose Hill, Lincoln Center, and Westchester.

Courses outside the department

The following courses offered outside the department have the ENGL attribute and count toward the English major and minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 3632</td>
<td>HARLEM RENAISSANCE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3637</td>
<td>BLACK FEMINISM: THEORY AND EXPRESSION</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3667</td>
<td>CARIBBEAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3688</td>
<td>AFRICAN LITERATURE I</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3689</td>
<td>AFRICAN LITERATURE II</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3693</td>
<td>CONTEMPORARY AFRICAN LITERATURES</td>
<td>4</td>
</tr>
<tr>
<td>COLI 2000</td>
<td>TEXTS AND CONTEXTS</td>
<td>3</td>
</tr>
<tr>
<td>COLI 3000</td>
<td>THEORY OF COMPARATIVE LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3500</td>
<td>ADVANCED LITERARY THEORY</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3664</td>
<td>POST COLONIAL LITERATURES</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4020</td>
<td>LITERATURE, FILM AND DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4126</td>
<td>TEN SHORT FILMS ABOUT MORALITY</td>
<td>4</td>
</tr>
<tr>
<td>FITV 2511</td>
<td>SCREENWRITING I</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4137</td>
<td>HYSTERIA, SEXUALITY, AND THE UNCONSCIOUS</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 3723</td>
<td>INTERVIEWS AND PROFILES</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 3727</td>
<td>WRITING FOR MAGAZINES</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 3741</td>
<td>JOURNALISM WORKSHOP: REPORTING</td>
<td>2</td>
</tr>
<tr>
<td>LALS 4005</td>
<td>QUEER THEORY AND THE AMERICAS</td>
<td>4</td>
</tr>
<tr>
<td>LING 1100</td>
<td>INTRODUCTION TO LINGUISTICS</td>
<td>3</td>
</tr>
<tr>
<td>MLAL 1100</td>
<td>INTRODUCTION TO LINGUISTICS</td>
<td>3</td>
</tr>
<tr>
<td>MVST 4005</td>
<td>THE MEDIEVAL TRAVELER</td>
<td>4</td>
</tr>
<tr>
<td>MVST 5077</td>
<td>EDITING MEDIEVAL TEXTS</td>
<td>4</td>
</tr>
<tr>
<td>THEA 3700</td>
<td>PLAYWRITING</td>
<td>4</td>
</tr>
<tr>
<td>THEA 4148</td>
<td>MEDIEVAL DRAMA</td>
<td>4</td>
</tr>
<tr>
<td>THEA 5700</td>
<td>PLAYWRITING WORKSHOP</td>
<td>4</td>
</tr>
<tr>
<td>WGSS 4005</td>
<td>QUEER THEORY AND THE AMERICAS</td>
<td>4</td>
</tr>
<tr>
<td>WGSS 4127</td>
<td>SEMINAR: NOVELS BY WOMEN: JANE AUSTEN TO TONI MORRISON</td>
<td>4</td>
</tr>
</tbody>
</table>

Availability

The major in English is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Rose Hill, Lincoln Center, and Westchester.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
ENGLISH MINOR

Requirements
The minor in English consists of any six English courses, beyond the first-level core English requirements (ENGL 1102 COMPOSITION II and ENGL 2000 TEXTS AND CONTEXTS).

At least four courses must be literature courses (rather than creative writing courses or cross-listed communication courses). A maximum of two creative writing (courses with the attribute code CVW) or communications courses (courses from the communications department) may be apply to the minor.

Availability
The minor in English is available at Fordham College at Rose Hill; Fordham College at Lincoln Center; and Fordham School of Professional Studies at Rose Hill, Lincoln Center, and Westchester.
ENVIRONMENTAL SCIENCE

Environmental science is an interdisciplinary major offered on the Rose Hill and Lincoln Center campuses. Students who complete the requirements of this program will graduate with a B.S. degree in environmental science. A minimum grade of C- is required in all courses taken to fulfill the major.

The environmental science major provides students with a solid foundation in scientific principles and analysis, focusing on applications to the environment. The major emphasizes a rigorous curriculum, using an integrated approach that combines concepts and methods across the fields of biology, chemistry, physics, mathematics, and environmental science. Research and training opportunities exist within each of the contributing departments, the Louis Calder Center, and at major collaborative scientific institutions in the New York City area. Following a solid scientific grounding in the first two years, upper-level students choose science elective courses that allow them to tailor their interests toward an emphasis on a life or chemical sciences approach and complete an independent science research project on an environmental topic or an internship at an environmental firm or government agency.

Students majoring in environmental science may not double major in biology, chemistry, general science, or natural science. Students majoring in environmental science may choose any available minor at Fordham provided that they fulfill the requirements stipulated by the department or program offering the minor and have approval from the dean’s office.

Courses outside the program

The following courses offered outside the program have the ENVS attribute and count toward the Environmental Studies major:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 4373</td>
<td>ENVIRONMENT AND HUMAN SURVIVAL</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4722</td>
<td>PRIMATE ECOLOGY AND CONSERVATION</td>
<td>4</td>
</tr>
<tr>
<td>BISC 1403</td>
<td>INTRODUCTORY BIOLOGY I</td>
<td>3</td>
</tr>
<tr>
<td>BISC 1404</td>
<td>INTRODUCTORY BIOLOGY II</td>
<td>3</td>
</tr>
<tr>
<td>BISC 1413</td>
<td>INTRODUCTORY BIOLOGY LAB I</td>
<td>2</td>
</tr>
<tr>
<td>BISC 1414</td>
<td>INTRODUCTORY BIOLOGY LAB II</td>
<td>2</td>
</tr>
<tr>
<td>BISC 2539</td>
<td>GENERAL GENETICS</td>
<td>3</td>
</tr>
<tr>
<td>BISC 2549</td>
<td>GENERAL GENETICS LAB</td>
<td>2</td>
</tr>
<tr>
<td>BISC 2561</td>
<td>ECOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BISC 2571</td>
<td>ECOLOGY LAB</td>
<td>2</td>
</tr>
<tr>
<td>BISC 3244</td>
<td>EVOLUTIONARY BIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BISC 3643</td>
<td>MICROBIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BISC 3653</td>
<td>MICROBIOLOGY LAB</td>
<td>2</td>
</tr>
<tr>
<td>BISC 4642</td>
<td>ANIMAL BEHAVIOR</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1321</td>
<td>GENERAL CHEMISTRY I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1322</td>
<td>GENERAL CHEMISTRY II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1331</td>
<td>GENERAL CHEMISTRY LAB I</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 1332</td>
<td>GENERAL CHEMISTRY LAB II</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 2521</td>
<td>ORGANIC CHEMISTRY I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 2522</td>
<td>ORGANIC CHEMISTRY II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 2531</td>
<td>ORGANIC CHEMISTRY LAB I FOR CHEM MAJORS</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 2532</td>
<td>ORGANIC CHEMISTRY LAB II FOR CHEM MAJORS</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 3031</td>
<td>SEMINAR AND RESEARCH I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 3622</td>
<td>PHYSICAL CHEMISTRY II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 3632</td>
<td>PHYSICAL CHEMISTRY LAB II</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 3721</td>
<td>QUANTITATIVE ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 3722</td>
<td>INSTRUMENTAL ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 4340</td>
<td>ENVIRONMENTAL CHEMISTRY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3385</td>
<td>ECONOMICS OF ENERGY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3850</td>
<td>ENVIRONMENTAL ECONOMICS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3990</td>
<td>NORTH AMERICAN ENVIRONMENTAL HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1203</td>
<td>APPLIED CALCULUS I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1205</td>
<td>APPLIED STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1206</td>
<td>CALCULUS I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1700</td>
<td>MATHEMATICAL MODELLING</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 1321</td>
<td>GENERAL CHEMISTRY LECTURE I</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 1322</td>
<td>GENERAL CHEMISTRY LECTURE II</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 1331</td>
<td>GENERAL CHEMISTRY LAB I</td>
<td>2</td>
</tr>
<tr>
<td>NSCI 1332</td>
<td>GENERAL CHEMISTRY LAB II</td>
<td>2</td>
</tr>
<tr>
<td>NSCI 1403</td>
<td>GENERAL BIOLOGY LECTURE I</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 1404</td>
<td>GENERAL BIOLOGY LECTURE II</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 1413</td>
<td>GENERAL BIOLOGY LAB I</td>
<td>2</td>
</tr>
<tr>
<td>NSCI 1414</td>
<td>GENERAL BIOLOGY LAB II</td>
<td>2</td>
</tr>
<tr>
<td>NSCI 2010</td>
<td>GLOBAL ECOLOGY LECTURE</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 2060</td>
<td>ENVIRONMENT: SCIENCE, LAW, AND POLICY</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 3121</td>
<td>ORGANIC CHEMISTRY LECTURE I</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 3122</td>
<td>ORGANIC CHEMISTRY LECTURE II</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 3133</td>
<td>GENETICS LECTURE</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 3821</td>
<td>ORGANIC CHEMISTRY LAB I</td>
<td>2</td>
</tr>
<tr>
<td>NSCI 4112</td>
<td>ANIMAL PHYSIOLOGY LECTURE</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 4143</td>
<td>ADVANCED MICROBIOLOGY LECTURE</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 4153</td>
<td>BIOLOGICAL CHEMISTRY LECTURE</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 4222</td>
<td>SCIENCE, TECHNOLOGY, AND SOCIETY VALUES</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3109</td>
<td>ENVIRONMENTAL ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3990</td>
<td>ENVIRONMENTAL WORLDVIEWS AND ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1501</td>
<td>GENERAL PHYSICS I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1511</td>
<td>PHYSICS I LAB</td>
<td>1</td>
</tr>
<tr>
<td>POSC 3307</td>
<td>ENVIRONMENTAL POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>VART 2050</td>
<td>DESIGNING THE CITY</td>
<td>4</td>
</tr>
<tr>
<td>VART 2055</td>
<td>ENVIRONMENTAL DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>VART 2085</td>
<td>SUSTAINABLE NEW YORK</td>
<td>3</td>
</tr>
</tbody>
</table>

For more information

Visit the Environmental Science program web page.

Programs

- Environmental Science Major (p. 341)
Courses

ENVS 3000. ENVIRONMENTAL SCIENCE. (3 Credits)
(Formerly ENVS 1000.) This course covers the biological, chemical, and geological components of world ecosystems. The causes of both air and water pollution will also be covered. The interactions between the atmosphere, lithosphere, hydrosphere and biosphere will be described. The relationship between global change and the effects of human activities will be addressed as well.
Prerequisites: BISC 1404 or NSCI 1404 and CHEM 1322 or NSCI 1322.

ENVS 4401. ENVIRONMENTAL SCIENCE INTERNSHIP I. (4 Credits)
Individually tailored research internship in an environmental institution. Placement will be in an environmental organization, government agency or business, under the supervision of a consenting faculty member, and with permission of the Environmental Science Program Faculty Committee. Grade and credits are given only upon the completion and successful defense of a final report integrating the practical internship experience with previous course work in environmental science is required. A weekly seminar that synthesizes previous environmental science coursework with practical experiences is also required. All students choosing this option must complete two semesters (4 credits each). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENVS 4402. ENVIRONMENTAL SCIENCE INTERNSHIP II. (4 Credits)
Individually tailored research internship in an environmental institution. Placement will be in an environmental organization, government agency or business, under the supervision of a consenting faculty member, and with the approval of the Environmental Science Program Faculty Committee. Grade and credits are given only upon the completion and successful defense of a final report integrating the practical internship experience with previous course work in environmental science required. A weekly seminar that synthesizes previous environmental science coursework with practical experiences is also required. All students choosing this option must complete two semesters (4 credits each). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENVS 4501. ENVIRONMENTAL SCIENCE RESEARCH I. (4 Credits)
Individually tailored laboratory or field research conducted throughout the senior year. The project will be on a specific environmental topic under the supervision of a consenting faculty member and with permission of the Environmental Science Program Faculty Committee. Grade and credits are given only upon the completion and successful defense of a final research paper that integrates the project findings with previously published studies in environmental science. A weekly seminar that synthesizes previous environmental science coursework with research experiences is also required. All students choosing this option must complete two semesters (4 credits each). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENVS 4502. ENVIRONMENTAL SCIENCE RESEARCH II. (4 Credits)
Individually tailored laboratory or field research conducted throughout the senior year. The project will be on a specific environmental topic under the supervision of a consenting faculty member and with permission of the Environmental Science Program Faculty Committee. Grade and credits are given only upon the completion and successful defense of a final research paper that integrates the project findings with previously published studies in environmental science. A weekly seminar that synthesizes previous environmental science coursework with research experiences is also required. All students choosing this option must complete two semesters (4 credits each). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENVS 4999. TUTORIAL. (1-4 Credits)
# ENVIRONMENTAL SCIENCE MAJOR

## Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVS 3000</td>
<td>ENVIRONMENTAL SCIENCE (Formerly ENVS 1000)</td>
<td>3</td>
</tr>
</tbody>
</table>

Select either of the following options:

**Rose Hill**:
- BISC 1403 & BISC 1413: INTRODUCTORY BIOLOGY I and INTRODUCTORY BIOLOGY LAB I
- BISC 1404 & BISC 1414: INTRODUCTORY BIOLOGY II and INTRODUCTORY BIOLOGY LAB II
- BISC 2561 & BISC 2571: ECOLOGY and ECOLOGY LAB
- CHEM 1321 & CHEM 1331: GENERAL CHEMISTRY I and GENERAL CHEMISTRY LAB I
- CHEM 1322 & CHEM 1332: GENERAL CHEMISTRY II and GENERAL CHEMISTRY LAB II
- CHEM 2521 & CHEM 2531: ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LAB I FOR CHEM MAJORS
- PHYS 1501 & PHYS 1511: GENERAL PHYSICS I and PHYSICS I LAB

**Lincoln Center**:
- NSCI 1403 & NSCI 1413: GENERAL BIOLOGY LECTURE I and GENERAL BIOLOGY LAB I
- NSCI 1404 & NSCI 1414: GENERAL BIOLOGY LECTURE II and GENERAL BIOLOGY LAB II
- NSCI 2010 & NSCI 2011: GLOBAL ECOLOGY LECTURE and GLOBAL ECOLOGY LAB
- NSCI 1321 & NSCI 1331: GENERAL CHEMISTRY I and GENERAL CHEMISTRY LAB I
- NSCI 1322 & NSCI 1332: GENERAL CHEMISTRY II and GENERAL CHEMISTRY LAB II
- NSCI 3121 & NSCI 3821: ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LAB I
- NSCI 1501 & NSCI 1511: GENERAL PHYSICS LECTURE I and GENERAL PHYSICS LAB I

Select one of the following: 3-4
- MATH 1203: APPLIED CALCULUS I
- MATH 1206: CALCULUS I
- MATH 1207: CALCULUS II

Select one of the following: 3-4
- MATH 1205: APPLIED STATISTICS
- MATH 1700: MATHEMATICAL MODELLING

**Science Course Electives**

Select at least four courses from the following: 11-17
- BISC 2539 & BISC 2549: GENERAL GENETICS and GENERAL GENETICS LAB
- BISC 3643 & BISC 3653: MICROBIOLOGY and MICROBIOLOGY LAB
- BISC 3244: EVOLUTIONARY BIOLOGY
- BISC 4642: ANIMAL BEHAVIOR
- CHEM 2522 & CHEM 2532: ORGANIC CHEMISTRY LAB II FOR CHEM MAJORS
- CHEM 3622 & CHEM 3632: PHYSICAL CHEMISTRY II and PHYSICAL CHEMISTRY LAB II
- CHEM 3721 & CHEM 3722: QUANTITATIVE ANALYSIS and INSTRUMENTAL ANALYSIS
- CHEM 4340 & NSCI 3122: ENVIRONMENTAL CHEMISTRY and ORGANIC CHEMISTRY LECTURE II
- NSCI 3133: GENETICS LECTURE
- NSCI 4112 & NSCI 4143: ANIMAL PHYSIOLOGY LECTURE and ADVANCED MICROBIOLOGY LECTURE
- NSCI 4153: BIOLOGICAL CHEMISTRY LECTURE

**Environmental Science Research or Internships**

- ENVS 4401: ENVIRONMENTAL SCIENCE INTERNSHIP I
- ENVS 4501: ENVIRONMENTAL SCIENCE RESEARCH I

**Environmental Policy/Law/Economics**

Select two of the following: 6-8
- PHIL 3109: ENVIRONMENTAL ETHICS
- NSCI 2060: ENVIRONMENT: SCIENCE, LAW, AND POLICY
- NSCI 4222: SCIENCE, TECHNOLOGY, AND SOCIETY VALUES
- VART 2050: DESIGNING THE CITY
- VART 2055: ENVIRONMENTAL DESIGN
- VART 2085: SUSTAINABLE NEW YORK
- ANTH 4373: ENVIRONMENT AND HUMAN SURVIVAL
- ECON 3850: ENVIRONMENTAL ECONOMICS
- ECON 3885: ECONOMICS OF ENERGY
- HIST 3990: NORTH AMERICAN ENVIRONMENTAL HISTORY
- THEO 4008: RELIGION AND ECOLOGY
- ENGL 3632: POSTMODERN FICTION AND ENVIRONMENTAL JUSTICE

Students who plan to enroll in a graduate science program are strongly encouraged to additionally complete Organic Chemistry II with lab as one of their science electives.

## Availability

The major in environmental science is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in environmental science only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

**Fordham College at Rose Hill students:** The requirements above are in addition to those of the Core Curriculum (p. 36).
Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
ENVIRONMENTAL STUDIES MAJOR

Requirements
The major requires 12 courses, up to eight of which may also count toward the core curriculum through appropriate course selection.

Summary of requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENST 1000</td>
<td>INTRODUCTION TO ENVIRONMENTAL STUDIES</td>
<td>3</td>
</tr>
</tbody>
</table>

Three natural science courses
- At least one must be a physical science
- At least one must be a life science

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1200</td>
<td>BASIC MICROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 1100</td>
<td>BASIC MACROECONOMICS</td>
<td></td>
</tr>
</tbody>
</table>

One course in environmental history and culture

One course in environmental economics

One course in environmental politics and law

One course in environmental ethics and justice

One course in sustainable design

One course in research and statistical methods

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENST 4000</td>
<td>SENIOR THESIS</td>
<td>4</td>
</tr>
</tbody>
</table>

Freshman Introductory Course
This course provides an overview of environmental problems and their societal causes and effects from natural science, social science, and humanities perspectives, and introduces students to interdisciplinary methods of integrating these disciplines in policy solutions to environmental problems.

1. One course in introductory environmental studies.
ENST 1000 INTRODUCTION TO ENVIRONMENTAL STUDIES

Freshman/Sophomore Natural Science Courses
The following natural science courses provide foundational knowledge of physics, chemistry, and biology. Additional natural science courses can be taken by choosing a concentration in conservation biology and minor in biological sciences (see the major concentrations and career tracks page on the program website). If you have relevant AP courses with a score of at least 4, these courses might count toward the following requirements.

2-4. Three of the following natural science courses, at least one of which should be a physical science and one a life science.

Note that some courses have prerequisites that must be completed. Among science courses, courses with the NSCI (Natural Sciences) and HPLC (Honors Program Lincoln Center) subject codes are offered at the Lincoln Center campus while courses with the PHYS (Physics), CHEM (Chemistry), BISC (Biological Sciences), and HPRH (Honors Program Rose Hill) subject codes are offered at Rose Hill campus.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BISC 1002</td>
<td>ECOLOGY: A HUMAN APPROACH</td>
<td>3</td>
</tr>
<tr>
<td>or NSCI 1040</td>
<td>PEOPLE AND THE LIVING ENVIRONMENT</td>
<td></td>
</tr>
<tr>
<td>CHEM 1109</td>
<td>CHEMISTRY OF THE ENVIRONMENT</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 3000</td>
<td>ENVIRONMENTAL SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 1020</td>
<td>PHYSICAL SCIENCE: TODAY'S WORLD</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 2010</td>
<td>GLOBAL ECOLOGY LECTURE</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 2060</td>
<td>ENVIRONMENT: SCIENCE, LAW, AND POLICY</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1203</td>
<td>ENVIRONMENTAL PHYSICS</td>
<td>3</td>
</tr>
</tbody>
</table>

The following courses can also be used

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BISC 1000</td>
<td>LIFE ON THE PLANET EARTH</td>
<td>3</td>
</tr>
<tr>
<td>BISC 1010</td>
<td>FOUNDATIONS OF BIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BISC 1401</td>
<td>INTRODUCTION TO BIOLOGY I</td>
<td>4</td>
</tr>
<tr>
<td>BISC 1402</td>
<td>INTRODUCTION TO BIOLOGY II</td>
<td>4</td>
</tr>
<tr>
<td>BISC 1403</td>
<td>INTRODUCTORY BIOLOGY I</td>
<td>3</td>
</tr>
<tr>
<td>BISC 1404</td>
<td>INTRODUCTORY BIOLOGY II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1312</td>
<td>GENERAL CHEMISTRY I</td>
<td>4</td>
</tr>
<tr>
<td>HPLC 1603</td>
<td>HONORS: NATURAL SCIENCE I</td>
<td>4</td>
</tr>
<tr>
<td>HPLC 1604</td>
<td>HONORS: NATURAL SCIENCE II</td>
<td>4</td>
</tr>
<tr>
<td>HPRH 2004</td>
<td>HONORS: SCIENCE I</td>
<td>3</td>
</tr>
<tr>
<td>HPRH 2005</td>
<td>HONORS: SCIENCE II</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 1403</td>
<td>GENERAL BIOLOGY LECTURE I</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 1404</td>
<td>GENERAL BIOLOGY LECTURE II</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 1423</td>
<td>CONCEPTS IN BIOLOGY LECTURE I</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 1424</td>
<td>CONCEPTS IN BIOLOGY LECTURE II</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 1321</td>
<td>GENERAL CHEMISTRY LECTURE I</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 1501</td>
<td>GENERAL PHYSICS LECTURE I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1501</td>
<td>GENERAL PHYSICS I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1601</td>
<td>INTRODUCTION TO PHYSICS I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1701</td>
<td>PHYSICS I</td>
<td>3</td>
</tr>
</tbody>
</table>

Freshman/Sophomore Social Science Courses
The following courses provide foundational skills in economics and statistics. If you have relevant AP courses with a score of at least 4, these courses might count toward the following requirements.

5. One course in introductory economics.
ECON 1200 BASIC MICROECONOMICS or, alternatively, ECON 1100 BASIC MACROECONOMICS.

Upper Policy Areas, Electives and Concentrations
The following courses provide advanced knowledge and methods in the policy areas of environmental economics, design, politics and law, history, anthropology, media and communications, and ethics and justice. To develop a concentration in one of these areas, see the major concentrations and career tracks page on the program website.

6. One course in environmental history and culture.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 3990</td>
<td>NORTH AMERICAN ENVIRONMENTAL HISTORY</td>
<td>4</td>
</tr>
</tbody>
</table>

Or any of the following courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 2700</td>
<td>YOU ARE WHAT YOU EAT: THE ANTHROPOLOGY OF FOOD</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3371</td>
<td>PEOPLE AND ENVIRONMENT</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3380</td>
<td>HAZARDS, DISASTERS, AND HUMAN EXPERIENCE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4373</td>
<td>ENVIRONMENT AND HUMAN SURVIVAL</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4722</td>
<td>PRIMATE ECOLOGY AND CONSERVATION</td>
<td>4</td>
</tr>
</tbody>
</table>
**Environmental Studies Major**

**COMC 4222**  
MEDIA AND THE ENVIRONMENT  
4

**ENGL 1102**  
COMPOSITION II  
3

**ENGL 3424**  
ROMANTICS AND THEIR WORLD  
4

**HIST 3538**  
THE GOOD EARTH?  
4

**HIST 3772**  
HUDSON RIVER  
4

**HIST 3992**  
CAPITALISM  
4

**HIST 3993**  
ENVIRONMENTAL HISTORY: NEW YORK CITY  
4

**HIST 3994**  
HISTORY OF CLIMATE CHANGE  
4

**HIST 3998**  
PEOPLE AND OTHER ANIMALS IN HISTORY  
4

**HIST 5730**  
HISTORY OF CAPITALISM  
4

**SOCI 3145**  
ENVIRONMENT TECHNOLOGY SOCIETY  
4

**URST 5070**  
Environmental History of the American City  
3

1 Certain sections of **ENGL 1102 COMPOSITION II** (Imagining Nature) may apply toward this requirement.

**7. One course in environmental economics.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 3850</td>
<td>ENVIRONMENTAL ECONOMICS</td>
<td>4</td>
</tr>
</tbody>
</table>

or one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 3385</td>
<td>ECONOMICS OF ENERGY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3430</td>
<td>ST: SUSTAINABLE BUSINESS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3840</td>
<td>ENVIRONMENTAL-ECONOMIC POLICY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3992</td>
<td>CAPITALISM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 5730</td>
<td>HISTORY OF CAPITALISM</td>
<td>4</td>
</tr>
<tr>
<td>MGBU 3430</td>
<td>SPECIAL TOPIC: SUSTAINABLE BUSINESS</td>
<td>3</td>
</tr>
</tbody>
</table>

**8. One course in environmental politics and law.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 3307</td>
<td>ENVIRONMENTAL POLITICS (formerly 2507)</td>
<td>4</td>
</tr>
</tbody>
</table>

or one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSCI 2060</td>
<td>ENVIRONMENT: SCIENCE, LAW, AND POLICY</td>
<td>3</td>
</tr>
<tr>
<td>POSC 3131</td>
<td>POLITICS, URBAN HEALTH, AND ENVIRONMENT</td>
<td>4</td>
</tr>
<tr>
<td>HUST 2001</td>
<td>INTRODUCTION TO GLOBAL HEALTH</td>
<td>4</td>
</tr>
</tbody>
</table>

**9. One course in environmental ethics and justice.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 4302</td>
<td>ENVIRONMENTAL POLICY &amp; ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3109/4409</td>
<td>ENVIRONMENTAL ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3712</td>
<td>GLOBAL ENVIRONMENT AND JUSTICE</td>
<td>4</td>
</tr>
</tbody>
</table>

or one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 3632</td>
<td>POSTMODERN FICTION AND ENVIRONMENTAL JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3916</td>
<td>ANIMALS IN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3722</td>
<td>NATIVE AMERICAN PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3990</td>
<td>ENVIRONMENTAL WORLVDIEWS AND ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4008</td>
<td>RELIGION AND ECOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4520</td>
<td>ANIMALS, ANGELS, AND ALIENS: BEYOND THE HUMAN IN CHRISTIAN THOUGHT</td>
<td>3</td>
</tr>
</tbody>
</table>

**10. One course in sustainable design.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VART 2055</td>
<td>ENVIRONMENTAL DESIGN</td>
<td>4</td>
</tr>
</tbody>
</table>

Or one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VART 2050</td>
<td>DESIGNING THE CITY</td>
<td>4</td>
</tr>
<tr>
<td>VART 2070</td>
<td>ARCHITECTURAL DESIGN I</td>
<td>4</td>
</tr>
<tr>
<td>VART 2085</td>
<td>SUSTAINABLE NEW YORK</td>
<td>3</td>
</tr>
<tr>
<td>VART 3055</td>
<td>ECOLOGY FOR DESIGNERS</td>
<td>4</td>
</tr>
<tr>
<td>VART 3056</td>
<td>URBAN ENVIRONMENTAL DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 4555</td>
<td>ART AND ECOLOGY</td>
<td>4</td>
</tr>
</tbody>
</table>

**11. One course in research and statistical methods.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENST 3000</td>
<td>ENVIRONMENTAL RESEARCH METHODS (formerly ENST 2000; this course allows students to start work early on the required senior thesis and prepare for Senior Thesis)</td>
<td>4</td>
</tr>
</tbody>
</table>

or one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 2607</td>
<td>SOCIAL SCIENCE RESEARCH AND STATISTICS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI/SSCI 2606</td>
<td>SOCIAL SCIENCE STATISTICS</td>
<td>4</td>
</tr>
</tbody>
</table>

One of the following courses may be substituted:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 2140</td>
<td>STATISTICS I</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2000</td>
<td>STATISTICS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2650</td>
<td>BASIC RESEARCH METHODS</td>
<td>4</td>
</tr>
</tbody>
</table>

**Senior Thesis Capstone**

**12. Senior Thesis**

ENST 4000 SENIOR THESIS

This course allows students to concentrate on a particular area of environmental studies in preparation for employment or graduate school and is offered every spring semester at Rose Hill. It requires a 40-page research thesis with possible inclusion of an internship as a case study. It can be used to fulfill the senior thesis capstone requirement only when taken in the senior year, i.e., in one of the student’s last two semesters. The preparatory course ENST 2000 or 3000 -Environmental Research Methods, or other appropriate research methods course, should be taken prior to the thesis course so that students can begin working on their thesis early.

**Availability**

The major in environmental studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in environmental studies only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

**Fordham College at Rose Hill students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Fordham College at Lincoln Center students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Professional and Continuing Studies students:** The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
ENVIRONMENTAL STUDIES MINOR

Requirements
The major requires 12 courses, up to eight of which may also count toward the core curriculum through appropriate course selection.

Summary of requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENST 1000</td>
<td>INTRODUCTION TO ENVIRONMENTAL STUDIES</td>
<td>3</td>
</tr>
</tbody>
</table>

One course in chemistry, physics, or earth science
One course in ecology

1. One course in introductory environmental studies.
ENST 1000 INTRODUCTION TO ENVIRONMENTAL STUDIES

2. One course in chemistry, physics, or earth science.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1109</td>
<td>CHEMISTRY OF THE ENVIRONMENT</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 4340</td>
<td>ENVIRONMENTAL CHEMISTRY</td>
<td>4</td>
</tr>
<tr>
<td>ENV 3000</td>
<td>ENVIRONMENTAL SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 1020</td>
<td>PHYSICAL SCIENCE: TODAY’S WORLD</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1203</td>
<td>ENVIRONMENTAL PHYSICS</td>
<td>3</td>
</tr>
</tbody>
</table>

The following courses may also be used:
CHEM 1321 GENERAL CHEMISTRY I 4
NSCI 1321 GENERAL CHEMISTRY LECTURE I 4
NSCI 1501 GENERAL PHYSICS LECTURE I 3
PHYS 1501 GENERAL PHYSICS I 3
PHYS 1601 INTRODUCTION TO PHYSICS I 4
PHYS 1701 PHYSICS I 3

Note that some courses have prerequisites that must be completed.
Among science courses, courses with the NSCI (Natural Sciences) and HPLC (Honors Program Lincoln Center) subject codes are offered at the Lincoln Center campus while courses with the PHYS (Physics), CHEM (Chemistry), BISC (Biological Sciences), and HPRH (Honors Program Rose Hill) subject codes are offered at Rose Hill campus.

3. One course in ecology.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BISC 1002</td>
<td>ECOLOGY: A HUMAN APPROACH</td>
<td>3</td>
</tr>
<tr>
<td>BISC 2561</td>
<td>ECOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BISC 4642</td>
<td>ANIMAL BEHAVIOR</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 1040</td>
<td>PEOPLE AND THE LIVING ENVIRONMENT</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 2010</td>
<td>GLOBAL ECOLOGY LECTURE</td>
<td>3</td>
</tr>
</tbody>
</table>

The following courses may also be used:
BISC 1000 LIFE ON THE PLANET EARTH 3
BISC 1010 FOUNDATIONS OF BIOLOGY 3
BISC 1401 INTRODUCTION TO BIOLOGY I 4
BISC 1403 INTRODUCTORY BIOLOGY I 3
NSCI 1403 GENERAL BIOLOGY LECTURE I 3
NSCI 1423 CONCEPTS IN BIOLOGY LECTURE I 3

4. Three elective courses.
Any course below with the ENST attribute code may apply toward this requirement, as well as ENST 3000 ENVIRONMENTAL RESEARCH METHODS and ENST 4000 SENIOR THESIS.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 4147</td>
<td>FOOD AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3380</td>
<td>HAZARDS, DISASTERS, AND HUMAN EXPERIENCE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4373</td>
<td>ENVIRONMENT AND HUMAN SURVIVAL</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4722</td>
<td>PRIMATE ECOLOGY AND CONSERVATION</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 4555</td>
<td>ART AND ECOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BISC 1002</td>
<td>ECOLOGY: A HUMAN APPROACH</td>
<td>3</td>
</tr>
<tr>
<td>BISC 2561</td>
<td>ECOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BISC 5511</td>
<td>CONSERVATION LAW AND POLICY</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1109</td>
<td>CHEMISTRY OF THE ENVIRONMENT</td>
<td>3</td>
</tr>
<tr>
<td>COMC 4222</td>
<td>MEDIA AND THE ENVIRONMENT</td>
<td>4</td>
</tr>
<tr>
<td>ECON 1100</td>
<td>BASIC MACROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1200</td>
<td>BASIC MICROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 3385</td>
<td>ECONOMICS OF ENERGY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3430</td>
<td>ST: SUSTAINABLE BUSINESS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3840</td>
<td>ENVIRONMENTAL-ECONOMIC POLICY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3850</td>
<td>ENVIRONMENTAL ECONOMICS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4147</td>
<td>FOOD AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 5104</td>
<td>NATURAL HISTORY AND ECOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 3772</td>
<td>HUDSON RIVER</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3990</td>
<td>NORTH AMERICAN ENVIRONMENTAL HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3992</td>
<td>CAPITALISM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3993</td>
<td>ENVIRONMENTAL HISTORY: NEW YORK CITY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3994</td>
<td>HISTORY OF CLIMATE CHANGE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3998</td>
<td>PEOPLE AND OTHER ANIMALS IN HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 5730</td>
<td>HISTORY OF CAPITALISM</td>
<td>4</td>
</tr>
<tr>
<td>HUST 2001</td>
<td>INTRODUCTION TO GLOBAL HEALTH</td>
<td>4</td>
</tr>
<tr>
<td>INST 3100</td>
<td>THE GLOBAL ENVIRONMENT</td>
<td>4</td>
</tr>
<tr>
<td>MGBU 3430</td>
<td>SPECIAL TOPIC: SUSTAINABLE BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 1020</td>
<td>PHYSICAL SCIENCE: TODAY’S WORLD</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 1040</td>
<td>PEOPLE AND THE LIVING ENVIRONMENT</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 2010</td>
<td>GLOBAL ECOLOGY LECTURE</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 2011</td>
<td>GLOBAL ECOLOGY LAB</td>
<td>2</td>
</tr>
<tr>
<td>PHIL 3109</td>
<td>ENVIRONMENTAL ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3712</td>
<td>GLOBAL ENVIRONMENT AND JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3722</td>
<td>NATIVE AMERICAN PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3990</td>
<td>ENVIRONMENTAL WORLDVIEWS AND ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4302</td>
<td>ENVIRONMENTAL POLICY &amp; ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4409</td>
<td>ENVIRONMENTAL ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1203</td>
<td>ENVIRONMENTAL PHYSICS</td>
<td>3</td>
</tr>
<tr>
<td>POSC 3131</td>
<td>POLITICS, URBAN HEALTH, AND ENVIRONMENT</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>POSC 3307</td>
<td>ENVIRONMENTAL POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3340</td>
<td>URBAN PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2607</td>
<td>SOCIAL SCIENCE RESEARCH AND STATISTICS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2650</td>
<td>BASIC RESEARCH METHODS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2851</td>
<td>METHODS SOCIAL RESEARCH II</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3145</td>
<td>ENVIRONMENT TECHNOLOGY SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4902</td>
<td>INTERNSHIP SEMINAR: COMMUNITY ORGANIZATIONS</td>
<td>4</td>
</tr>
<tr>
<td>SYMP 1000</td>
<td>NUTRITION ESSENTIALS</td>
<td>1</td>
</tr>
<tr>
<td>Theo 4008</td>
<td>RELIGION AND ECOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>Theo 4520</td>
<td>ANIMALS, ANGELS, AND ALIENS: BEYOND THE HUMAN IN CHRISTIAN THOUGHT</td>
<td>3</td>
</tr>
<tr>
<td>URST 5066</td>
<td>URBAN HEALTH AND ENVIRONMENT</td>
<td>3</td>
</tr>
<tr>
<td>URST 5070</td>
<td>Environmental History of the American City</td>
<td>3</td>
</tr>
<tr>
<td>VART 2050</td>
<td>DESIGNING THE CITY</td>
<td>4</td>
</tr>
<tr>
<td>VART 2055</td>
<td>ENVIRONMENTAL DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>VART 2055</td>
<td>ENVIRONMENTAL DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>VART 2085</td>
<td>SUSTAINABLE NEW YORK</td>
<td>3</td>
</tr>
<tr>
<td>VART 3055</td>
<td>ECOLOGY FOR DESIGNERS</td>
<td>4</td>
</tr>
<tr>
<td>VART 3056</td>
<td>URBAN ENVIRONMENTAL DESIGN</td>
<td>4</td>
</tr>
</tbody>
</table>
Environmental studies is a major at the interface of the natural sciences, social sciences, and humanities which has been designed to address the societal causes and effects of, and policy solutions to, environmental problems such as climate change and prepare students for rewarding environmental careers in the private, public, and nonprofit sectors.

The major offers a rigorous academic degree in environmental studies with specialized Concentration Career Tracks, involving electives, professional internships, study abroad, thesis research, and our Alumni Career Advisory Board. Areas of study include:

- Environmental Law
- Conservation Biology
- Environmental Economics and Sustainable Business
- Environmental Politics and Government
- Green Architecture and Urban Planning
- Environmental Journalism
- Environmental Education K-12
- Public Health and the Environment
- Organic Agriculture and Food Security
- Parks and Recreation
- Environmental Organizations
- Environmental Philosophy, Religion and Ethics
- Environmental History and American Studies
- Environmental Art and Literature

Alumni have been accepted to prestigious graduate programs at Yale, Columbia, and London School of Economics, and environmental law programs at Pace, Fordham, and Vermont. They have successfully found employment in the government, private and nonprofit sectors. The program typically has 80-90 majors enrolled and graduates 20 students per year.

Located in York City—one of the most vibrant centers of environmental education and urban ecology in the world—our program allows students to gain professional internship experience and academic credits in environmental organizations such as Bronx River Alliance (New York City Dept. of Parks), Wildlife Conservation Society (Bronx Zoo), New York Botanical Garden, American Museum of Natural History, and Environmental Consortium of Hudson River Colleges and Universities, as well as in study abroad and summer programs, from the Caribbean to Africa.

Our program reflects Fordham University’s mission of “men and women for others” and “respect for the environment” in that students have the opportunity to serve the greater good in the areas of environmental literacy, stewardship, sustainable development, and environmental justice, effecting positive change as citizens in a world characterized by complex scientific, economic, political and ethical interactions, and processes.

We invite you to join our program and find your educational and career path.

Students should officially declare the major in the freshman year and contact the program director for advising about required freshman and sophomore courses. The major can also be declared in the sophomore or junior year.

Program Activities

The following curricular and extracurricular activities are enjoyed by students.

- Lecture series
- Alumni Career Advisory Board providing professional advice to current students
- Undergraduate Research program
- Sponsorship of the club Students for Environmental Justice and Awareness
- Sponsorship of St. Rose’s Garden, an organic vegetable garden on the Rose Hill Campus
- Membership in the Fordham University Sustainability Program
- Membership in the Environmental Consortium of Hudson Valley Colleges and Universities
- Cooperative internship program with the Bronx River Alliance (New York City Department of Parks), NYC Botanical Garden, and Wildlife Conservation Society (Bronx Zoo)
- Summer internship program in the United States and abroad
- Study Abroad program in Central America, Africa, Australia, Europe, and Southeast Asia
- Scholarship program

Note: This major changed its name from Environmental Policy to Environmental Studies in Fall 2013.

Courses outside the program

The following courses offered in other departments have the ENST attribute and count toward the Environmental Studies major and minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 4147</td>
<td>FOOD AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3380</td>
<td>HAZARDS, DISASTERS, AND HUMAN EXPERIENCE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4373</td>
<td>ENVIRONMENT AND HUMAN SURVIVAL</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4722</td>
<td>PRIMATE ECOLOGY AND CONSERVATION</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 4555</td>
<td>ART AND ECOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>BISC 1002</td>
<td>ECOLOGY: A HUMAN APPROACH</td>
<td>3</td>
</tr>
<tr>
<td>BISC 2561</td>
<td>ECOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BISC 5511</td>
<td>CONSERVATION LAW AND POLICY</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1109</td>
<td>CHEMISTRY OF THE ENVIRONMENT</td>
<td>3</td>
</tr>
<tr>
<td>COMC 4222</td>
<td>MEDIA AND THE ENVIRONMENT</td>
<td>4</td>
</tr>
<tr>
<td>ECON 1100</td>
<td>BASIC MACROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1200</td>
<td>BASIC MICROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 3385</td>
<td>ECONOMICS OF ENERGY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3430</td>
<td>ST: SUSTAINABLE BUSINESS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3840</td>
<td>ENVIRONMENTAL-ECONOMIC POLICY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3850</td>
<td>ENVIRONMENTAL ECONOMICS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3632</td>
<td>POSTMODERN FICTION AND ENVIRONMENTAL JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4147</td>
<td>FOOD AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 5104</td>
<td>NATURAL HISTORY AND ECOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 3772</td>
<td>HUDSON RIVER</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3990</td>
<td>NORTH AMERICAN ENVIRONMENTAL HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3992</td>
<td>CAPITALISM</td>
<td>4</td>
</tr>
</tbody>
</table>
### Courses

**ENST 1000. INTRODUCTION TO ENVIRONMENTAL STUDIES.** (3 Credits)
This course is designed primarily to meet the requirements of environmental studies and environmental science majors. It provides an interdisciplinary overview of environmental problems from the perspective of their societal causes and effects, introducing students to environmental policy methods in the natural sciences, social sciences, humanities, and applied arts and sciences. Requirements include a 40 page essay blog, three class presentations, and a hands-on learning practicum outside of class (minimum 1 hr per week). Fulfills Environmental Studies and Policy Major Requirements.

**ENST 1500. GEOGRAPHICAL INFORMATION SYSTEMS.** (1 Credit)
An introduction to Geographical Information Systems used in environmental, social science, business and other disciplines to generate multi-layered digital mapping of environmental and social data. Students use online GIS and GPS (Global Positioning Satellite) resources to complete a mapping project.

**ENST 2999. TUTORIAL.** (2 Credits)

**ENST 3000. ENVIRONMENTAL RESEARCH METHODS.** (4 Credits)
Study of interdisciplinary and statistical research methods in environmental studies. Students complete a research project. Students have the option of coordinating their research project with an internship, GIS training, funding and publication submissions, and/or preparation for the senior research thesis course (ENST 4000) required for the environmental studies major. This course fulfills the environmental major requirement in Research and Statistical Methods and the environmental studies minor requirement in Electives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**ENST 3070. GREEN ARCHITECTURE.** (4 Credits)
A studio course in sustainable design practices for public spaces, landscapes, furnishings, or buildings. A major design project is prefaced with environmental research, technical strategies and standards, and in-depth case studies. Portfolio layouts. Field trips, workshops, lab fee, and office hours visits are required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**ENST 3900. THESIS RESEARCH TOPICS AND METHODS.** (2 Credits)
Study of environmental research topics and methods. Students can pursue their research project in preparation for the environmental studies senior thesis, as well as pursue a related internship to be used as a case study in the thesis.

**ENST 3999. TUTORIAL.** (3 Credits)

**ENST 4000. SENIOR THESIS.** (4 Credits)
"Environmental Studies and Policy majors only. This capstone course is required for all Environmental Studies and Policy majors in the senior year, i.e., in one of the student’s last two semesters. Using methods in the natural sciences, social sciences, humanities, and applied arts and sciences, students write an interdisciplinary research thesis on an environmental problem. An internship can be used as a case study in the thesis. Environmental Studies & Policy Majors Only.

---

### Programs

- Environmental Studies Major (p. 343)
- Environmental Studies Minor (p. 345)

---

Updated: 10-11-2017
ENST 4800. ENVIRONMENTAL PROJECT. (4 Credits)
A research or design project on a specific environmental topic under the supervision of a consenting faculty member and with the director’s permission. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENST 4900. ENVIRONMENTAL INTERNSHIP. (4 Credits)
Placement in an environmental community service project, organization, government agency, business, or other work project under the supervision of a consenting faculty member and with the director’s permission. A 15-20 page paper consisting of a short bibliography, a report on the internship work, and reflections integrating the internship with previous course work is required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENST 4999. ENVIRONMENTAL TUTORIAL. (1-4 Credits)
Individualized reading and research under the supervision of a consenting faculty member and with the director’s permission.
Fashion Studies

New York City is one of the fashion capitals of the world. New York Fashion Week, every February and September, is hosted next door to Fordham’s Lincoln Center campus. The 2012 Fashion Week generated an estimated $865 million for the city. Fordham Law School also houses the first fashion law institute in the country. Like so many other fields, the fashion industry is in a time of transformation. Growth in emerging markets, the rise of new media and social networks, and increasing pressure to develop merchandise that is produced and marketed sustainably are among the various new challenges impacting the world of fashion.

New York City is home to a variety of schools and programs offering studies in fashion, but none of these fashion programs are situated within a four-year, traditional liberal arts undergraduate college. Placing a program of fashion studies within a liberal arts institution provides the perfect context in which to prepare young people to enter the fashion industry with a broad understanding of the many ways in which the world of style functions in the world today: psychologically, sociologically, historically, politically, economically, thus empowering them to help bring about changes in the industry itself.

Possible careers for fashion minors linked to relevant majors:

- Public Relations: fashion show producer, public relations specialist, fashion editor
- Fashion Media: magazine editors, staff writers, marketing/social media assistant
- Fashion Design: design director, fashion forecaster, designer
- Merchandising and Retail: Merchandise manager, product specialist, trend analyst
- Marketing and Brand Management: marketing executive, international marketing director, e-commerce catalog manager.

Programs

- Fashion Studies Minor (p. 351)
# FASHION STUDIES MINOR

## Requirements

Curriculum: An interdisciplinary minor, weaving together business, creativity, and social theory.

Students must take six courses: three required introductory courses and three electives, depending upon their specific area of interest.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 1500</td>
<td>INTRODUCTION TO FASHION AND CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>THEA 1210</td>
<td>INTRODUCTION TO FASHION DESIGN</td>
<td>3</td>
</tr>
<tr>
<td>MKBU 3436</td>
<td>ST: THE BUSINESS OF FASHION</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td>9-12</td>
</tr>
<tr>
<td>AFAM 3133</td>
<td>PERFORMANCE AFRICAN DIASPORA</td>
<td></td>
</tr>
<tr>
<td>COMC 2221</td>
<td>FASHION AS COMMUNICATION: SYNTAX OF STYLE</td>
<td></td>
</tr>
<tr>
<td>FITV 2533</td>
<td>FASHION COSTUMING IN FILM</td>
<td></td>
</tr>
<tr>
<td>COMC 3237</td>
<td>GENDER IMAGES AND MEDIA</td>
<td></td>
</tr>
<tr>
<td>COMC 3174</td>
<td>PUBLIC RELATIONS</td>
<td></td>
</tr>
<tr>
<td>JOUR 4767</td>
<td>HISTORY OF WOMEN'S MAGAZINES</td>
<td></td>
</tr>
<tr>
<td>PSYC 3320</td>
<td>CONSUMER BEHAVIOR</td>
<td></td>
</tr>
<tr>
<td>SOCI 2200</td>
<td>SOCIOLOGY OF CULTURE</td>
<td></td>
</tr>
<tr>
<td>THEA 1151</td>
<td>DRAWING: ARCHITECTURE AND STAGE</td>
<td></td>
</tr>
<tr>
<td>THEA 1220</td>
<td>FASHION TECHNIQUES</td>
<td></td>
</tr>
<tr>
<td>THEA 2210</td>
<td>STAGE MAKEUP AND HAIR I</td>
<td></td>
</tr>
<tr>
<td>THEA 2211</td>
<td>STAGE MAKEUP AND HAIR</td>
<td></td>
</tr>
<tr>
<td>THEA 2230</td>
<td>COSTUME DESIGN</td>
<td></td>
</tr>
</tbody>
</table>
APPLIED ACCOUNTING AND
FINANCE MAJOR

Requirements

The requirements for the applied accounting and finance major are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACBU 3434</td>
<td>INTERMEDIATE FINANCIAL ACCOUNTING I</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3435</td>
<td>INTERMEDIATE FINANCIAL ACCOUNTING II</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3441</td>
<td>ADVANCED CONCEPTS IN FINANCIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 4646</td>
<td>ETHICS IN FINANCIAL REPORTING AND ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>BLBU 3436</td>
<td>COMMERCIAL TRANSACTIONS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Four upper-level electives in finance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two additional upper-level business electives</td>
<td></td>
</tr>
</tbody>
</table>

1 Any course with subject code FNBU (p. 1088) numbered 3440 or higher may fulfill this requirement.

Students must also complete the Gabelli School business and liberal arts Core Curricula (p. 92). In addition, all students complete between three and seven liberal arts electives depending on their major requirements.
CONCENTRATION IN ALTERNATIVE INVESTMENTS

The alternative investments sub-area of finance covers topics such as private equity, venture capital, hard assets, commodities, real estate investment management, and hedge fund investing. These are growth fields with significant hiring potential.

For more information
Visit the Alternative Investment program web page.

Requirements
Alternative investments can be pursued by Gabelli students as a secondary concentration only.

The secondary concentration in alternative investments can be completed by taking any three courses related to alternative investing. All secondary concentration students are eligible to apply for inclusion in the alternatives investment program resume book and are encouraged to participate in club programs, skill set training and networking events during the semester.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNBU 4455</td>
<td>SPECIAL TOPIC: HEDGE FUNDS (^1)</td>
<td>3</td>
</tr>
<tr>
<td>FNBU 3447</td>
<td>REAL ESTATE FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>FNBU 4456</td>
<td>SPECIAL TOPIC: VENTURE CAPITAL</td>
<td>3</td>
</tr>
<tr>
<td>FNBU 4448</td>
<td>ST: PRIVATE EQUITY</td>
<td>3</td>
</tr>
<tr>
<td>FNBU 4466</td>
<td>SPECIAL TOPIC: ALTERNATIVE INVESTING (^2,3)</td>
<td>3</td>
</tr>
</tbody>
</table>

\(^1\) FNBU 3441 INVESTMENTS & SECURITY ANLYS is a prerequisite for FNBU 4455 SPECIAL TOPIC: HEDGE FUNDS.

\(^2\) FNBU 4466 SPECIAL TOPIC: ALTERNATIVE INVESTING is only available in the fall of senior year. Therefore, students who wish to take this course must complete the two other alternative investing courses by the end of the summer term after their junior year.

\(^3\) The alternative investing seminar course will be limited in size in order to prepare students to apply for CAIA examination scholarships and may require a minimum GPA, active club participation, or advance approval to register.

In fall of their senior year, students must apply for and receive approval to take the research-based course, FNBU 4466 SPECIAL TOPIC: ALTERNATIVE INVESTING. This course focuses on the more esoteric aspects of alternative investing and on additional alternative assets that are not covered in stand-alone courses, such as real assets, collectibles, structured products, managed futures, and commodities.
CONCENTRATION IN FINANCE

Requirements

All Gabelli students except Lincoln Center students concentrating in Global Finance and Business Economics may concentrate in Finance as either a primary concentration or a secondary concentration.

Primary Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNBU 3440</td>
<td>CORPORATE FINANCIAL POLICY</td>
<td>3</td>
</tr>
<tr>
<td>FNBU 3441</td>
<td>INVESTMENTS &amp; SECURITY ANALYSIS</td>
<td>3</td>
</tr>
</tbody>
</table>

Two upper-level finance courses

Note: Students pursuing a primary finance concentration may obtain their class dean’s approval to take one of the following courses offered by the economics department to fulfill one of the requirements for the concentration in finance.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 3125</td>
<td>MANAGERIAL ECONOMICS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3347</td>
<td>INTERNATIONAL FINANCE</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3636</td>
<td>MONEY AND BANKING</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3637</td>
<td>MONETARY POLICY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3739</td>
<td>FINANCIAL MARKETS</td>
<td>4</td>
</tr>
</tbody>
</table>

Secondary Concentration

Students who want to pursue finance as a secondary concentration are required to complete three upper-level finance courses.

Note: Students pursuing a major, primary concentration, or secondary concentration in finance may not receive credit for taking ECON 3743 STOCKS, BONDS, OPTIONS, AND FUTURES or ECON 3778 CORPORATE FINANCE.
CONCENTRATION IN FINTECH

The Gabelli School of Business offers a three-course secondary concentration in fintech, co-designed by the finance and information systems faculty.

The role of technology in the business world in general, and the finance profession in particular, is exploding. The term “fintech” refers to a range of disruptive applications ranging from Bitcoin to high-speed trading to mobile banking. This secondary concentration is ideal for students who have an interest in these areas and who sense the inherent value in the point where finance and information systems meet.

Requirements

Fintech can be pursued by Gabelli Students as a secondary concentration only. FNBU 4454 SPECIAL TOPIC: FINANCIAL MODELING and INSY 3436 ST:PROGRAMMING W/ PYTHON are prerequisites for pursuing the concentration.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNBU 3450 or INSY 3450</td>
<td>ST: FINTECH - AN INTRODUCTION</td>
<td>3</td>
</tr>
<tr>
<td>FNBU 4477</td>
<td>ST: INTRO ALGORITHMIC TRADING</td>
<td>3</td>
</tr>
</tbody>
</table>

One course from Information Systems

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSY 3432</td>
<td>DATABASE SYSTEMS</td>
</tr>
<tr>
<td>INSY 4508</td>
<td>BUSINESS MODELING WITH SPREADSHEETS</td>
</tr>
<tr>
<td>INSY 3441</td>
<td>SYSTEMS ANALYSIS</td>
</tr>
<tr>
<td>INSY 3421</td>
<td>ACCOUNTING INFORMATION SYSTEMS</td>
</tr>
<tr>
<td>INSY 4434</td>
<td>ST: DATA MINING FOR BUSINESS</td>
</tr>
<tr>
<td>INSY 4506</td>
<td>BUSINESS ANALYTICS</td>
</tr>
</tbody>
</table>

1 This is a cross-listed course. Students studying Information Systems should select INSY 3450 ST: FINTECH - AN INTRODUCTION and students studying Finance should select FNBU 3450 ST: FINTECH - AN INTRODUCTION.
CONCENTRATION IN GLOBAL FINANCE AND BUSINESS ECONOMICS

Virtually every large company is now multinational, through exports, imports, foreign offices, employee composition, partnerships, owners, subsidiaries, funding sources, and/or investments. The global finance and business economics concentration is designed to prepare students for a productive and influential role in an increasingly integrated financial community. The first four of its five required courses specifically target the accounting, economics, and finance topics that define the study of global finance and economics. The fifth, a capstone course, emphasizes a wide range of cases and Excel skills to ensure that graduates can succeed in the marketplace.

Graduates of this concentration will be well-trained for positions in the global workforce such as financial analyst, account executive, sales and trading support, investment manager, and risk manager. They will benefit from Fordham’s presence in New York City and close connections with Manhattan-based corporations, many of which supply working executives as adjunct instructors and provide internships for Fordham students.

For more information visit the Global Finance and Business Economics website.

Requirements

The global finance and business economics program may be completed by Gabelli School of Business Lincoln Center students as a primary concentration.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNBU 3443</td>
<td>GLOBAL BUSINESS ECON &amp; TRADE</td>
<td>3</td>
</tr>
<tr>
<td>FNBU 3444</td>
<td>GLOBAL FINANCIAL MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>FNBU 4450</td>
<td>GLOBAL INVESTMENTS</td>
<td>3</td>
</tr>
<tr>
<td>FNBU 4476</td>
<td>FINANCIAL APP &amp; INSTITUTIONS</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3436</td>
<td>Global Financial Statement Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>
CONCENTRATION IN VALUE INVESTING

Value investing is the investment methodology developed by Benjamin Graham and David Dodd, and pursued by investors such as Warren Buffett and the Gabelli School's namesake, Mario Gabelli, GABELLI '65. The secondary concentration in value investing was developed by James R. Kelly, lecturer in finance, and launched in 2013. It is well-suited to qualified students who wish to add specificity to their degree.

For more information
Visit the Value Investing program web page.

Requirements
Value Investing can be pursued by Gabelli students as a secondary concentration only.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNBU 4457</td>
<td>INTRODUCTION TO VALUE INVESTING</td>
<td>3</td>
</tr>
<tr>
<td>FNBU 4458</td>
<td>BEHAVIORAL FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>FNBU 4459</td>
<td>ADVANCED TOPICS IN VALUE INVESTING</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Students who want to pursue this concentration should take INTRODUCTION TO VALUE INVESTING (FNBU 4457), no later than the second semester of junior year. The prerequisite for the introductory course is FNBU 3221 FINANCIAL MANAGEMENT, with a corequisite of ACBU 3436 Global Financial Statement Analysis.

2 FNBU 3441 INVESTMENTS & SECURITY ANLYS is a prerequisite for FNBU 4459 ADVANCED TOPICS IN VALUE INVESTING and must be taken to complete the secondary concentration in value investing.
## FINANCE MAJOR

### Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNBU 3441</td>
<td>INVESTMENTS &amp; SECURITY ANLYS</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3436</td>
<td>Global Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FNBU 4454</td>
<td>SPECIAL TOPIC: FINANCIAL MODELING</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three of the following:

- FNBU 3440 CORPORATE FINANCIAL POLICY
- FNBU 3442 PORTFOLIO MANAGEMENT
- FNBU 3446 FUTURES AND OPTIONS MARKET
- FNBU 4450 GLOBAL INVESTMENTS $^2$
- FNBU 4453 SPECIAL TOPIC: FIXED-INCOME ANALYSIS

Select four electives from the following (at least two must be upper-level finance courses):

From those listed above
- From other upper-level Gabelli School of Business finance or accounting courses $^3$
- From the economics department $^4$

---

1. FNBU 3441 INVESTMENTS & SECURITY ANLYS is a prerequisite for other courses within the major.
2. The Global Investments requirement may also be fulfilled by the second course in the Student Managed Investment Fund’s two-semester sequence. Students who have been accepted into the SMIF program should see their class dean for details.
3. Any course with the subject code FNBU (p. 1088) or subject code ACBU, (p. 854) except for ACBU 3434 INTERMEDIATE FINANCIAL ACCOUNTING I or ACBU 3435 INTERMEDIATE FINANCIAL ACCOUNTING II, may fulfill this requirement.
4. Courses in the ECON department (p. 1007) numbered 3000 or higher count toward this requirement, except for ECON 3743 STOCKS, BONDS, OPTIONS, AND FUTURES and ECON 3778 CORPORATE FINANCE, which do not count.

Students must also complete the Gabelli School business and liberal arts Core Curricula (p. 92). In addition, all students complete between three and seven liberal arts electives depending on their major requirements.
FINANCE

Located in New York City, the world's financial capital, the Gabelli School of Business prepares students for a wide range of careers within the financial services industry. Students may choose from three broad career orientations in the field of finance to focus their academic pursuits: corporate finance, investment management, and financial institutions.

- Corporate finance courses are appropriate for students interested in the investment and financing decisions of business firms and nonprofit organizations. They emphasize the development of analytical techniques and an understanding of how the economic environment influences day-to-day and long-term financial decisions.
- Investment management is intended for students primarily interested in the evaluation of securities and the management of portfolios. Here, the focus is on the relationship between the economic environment and the valuation of securities.
- The financial institutions program is offered in cooperation with the economics department and is intended to serve commercial banks, insurance companies, and other financial institutions not generally covered under corporate finance and investment management.

Students who want to include finance as a component of their degree have multiple options, each of which offers a specific level of depth and structure. Finance may be studied as a major, a primary concentration, or a secondary concentration. The finance area also houses additional areas of concentration that represent growing niche areas within the financial field.

How courses are counted

Students must note the following rules, implemented in fall 2013, for how courses are counted. A student may count a maximum of one class in fulfilling more than one purpose—that is, toward any combination of major, minor, or a secondary concentration. The finance area also houses additional areas of concentration that represent growing niche areas within the financial field.

For more information

Visit the Finance Area web page.

Programs

Majors:
- Applied Accounting and Finance Major (p. 352)
- Finance Major (p. 358)

Primary and/or secondary concentrations:
- Concentration in Alternative Investments (p. 353)
- Concentration in Finance (p. 354)
- Concentration in Fintech (p. 355)
- Concentration in Global Finance and Business Economics (p. 356)
- Concentration in Value Investing (p. 357)

Courses

FNBU 3221. FINANCIAL MANAGEMENT. (3 Credits)
Prerequisite: ACBU 2222.

FNBU 3222. ST:FINANCIAL MANAGEMENT LAB. (1 Credit)
This optional lab is aimed at finance students. It will provide additional training in skills that are likely to be useful when seeking finance internships. It will relate to FNBU 3221 - Financial Management, but will also involve additional concepts. Attendance, homework, and grading are expected.

FNBU 3440. CORPORATE FINANCIAL POLICY. (3 Credits)
From the standpoint of finance theory, the value created by a corporation depends on the profitability of investments and the mode of financing these profitable investments. This course enables students to analyze and understand the interaction between the investment and financing decisions. The course is case-oriented and covers advanced capital budgeting issues, debt-equity choice, dividend decision, investment banking, convertibles and warrants and issues of international corporate finance.
Prerequisites: HPCB 3221 or FNBU 3221.

FNBU 3441. INVESTMENTS & SECURITY ANLYS. (3 Credits)
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 3442. PORTFOLIO MANAGEMENT. (3 Credits)
Focuses on management of large institutional portfolios, such as pension endowment and mutual funds. Diversification concepts and analytical techniques, including Markowitz and simplified capital asset pricing models are considered. Covers strategies for asset allocation decisions, equity management, fixed income security management and options.
Prerequisite: FNBU 3441.

FNBU 3443. GLOBAL BUSINESS ECON & TRADE. (3 Credits)
This course familiarizes students with international trade and finance concepts, and their application to managerial decision making. Opportunities and risks in the global economy will be analyzed across a range of countries and industries. We prepare students to identify global trends by highlighting how comparative advantages evolve and change. Case analyses and a class project play major roles in achieving the objectives of the course.

FNBU 3444. GLOBAL FINANCIAL MANAGEMENT. (3 Credits)
This course addresses the problems faced by an international banker or a financial officer of a multinational firm. It emphasizes financial decisions not usually considered by managers of purely domestic firms including exchange rate fluctuations, tax structures across countries, and political risk. The course focuses on: identification, measurement and management of exchange rate exposure and hedging strategies; taxation of international income and transfer pricing policies; international capital budgeting, determination of the cost of capital; global financing; and designing financial structure. Students will also be introduced to essential aspects of financial derivatives - futures / forwards / swaps / options - especially as they apply to currency and interest rate markets.
Prerequisites: FNBU 3441 and FNBU 3443.
FNBU 3445. INVESTING IN THE EU. (3 Credits)
The EU is the largest market for US exports and foreign direct investment. The objective of the course is to familiarize students with the process of regional integration and monetary unification in Europe, along with the opportunities and challenges for foreign investors. Regulatory differences between the US and EU that impact the financial sector and competition will be analyzed. Despite deep economic and financial integration in the EU, significant country and regional differences exist. Such country-specific differences together with the implications of Brexit will be analyzed drawing on Harvard Business case studies and current issues. 
Prerequisite: FNBU 3221.

FNBU 3446. FUTURES AND OPTIONS MARKET. (3 Credits)
An introduction to futures, options and commodities trading. The course covers all the basic principles of futures, options, and swaps markets and contracts. Key theoretical models and trading methods are examined. 
Prerequisites: (FNBU 3221 or HPCB 3221) and FNBU 3441 (may be taken concurrently).

FNBU 3447. REAL ESTATE FINANCE. (3 Credits)
A course in the valuation and financial structuring of real estate. Discusses the major factors affecting the real estate market, including general tax and depreciation policies. The roles of principal lending institutions, mortgage banks and investment banks in real estate lending, syndications and partnerships are presented. The course also surveys the real estate-related securities and their markets. 
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 3448. ST: ADV REAL ESTATE FINANCE. (3 Credits)
This course will cover advanced topics in applied real estate. 
Prerequisite: FNBU 3447.

FNBU 3450. ST: FINTECH - AN INTRODUCTION. (3 Credits)
FinTech is a new and emerging field of technology that is disrupting the way that many companies are conducting business. FinTech has already “forever” changed many sectors including mobile payments, social media, money transfers, loans, fundraising, travel, trading and asset management. It has completely revolutionized the way companies are developing products, conducting research, establishing directed sales and marketing plans, and utilizing start-up technology. Businesses are using FinTech to expand their products and services at a fraction of its previous cost. Entrepreneurs are utilizing FinTech as a central foundation for research, funding, and product development. Customers are already utilizing FinTech as part of their daily lives - mobile apps, social media, banking, online shopping, entertainment and gaming. This course will introduce students to the breadth of FinTech, and touch upon the technical underpinnings. 
Prerequisite: FNBU 3221.

FNBU 4100. MERGERS AND ACQUISITIONS. (3 Credits)
Mergers and corporate restructurings occupy an important place in corporate finance and corporate strategy. Valuation models and innovative financing techniques find widespread applications in this field. This course will familiarize students with the major concepts and applications in corporate restructuring. Special attention will be given to analyze the spectacular developments of the last decade. Students will be asked to prepare case-notes from Wall Street Journal and Business Week and these will be discussed more fully in class. 
Attribute: GLBB. 
Prerequisites: FNBU 3440 or FNBU 3441.

FNBU 4439. ST: NON CONCENTRATION VALUE INVESTING. (3 Credits)
This course DOES NOT COUNT FOR VALUE INVESTING 2nd CONCENTRATION. NOTE: 2nd Concentration V.I. students will not get credit for this course. This survey course is designed to introduce the fundamentals of the Graham and Dodd value approach to investment analysis. The course will cover the basic structure of the analytical approach to value investing and its relationship to other investing styles. The topic will be described through lectures, exercises, readings, in-class discussions and homework assignments. The last sessions of the course will be devoted to student presentations of their investment recommendations. 
Prerequisite: FNBU 3441.

FNBU 4440. ST: INVESTMENT BANKING. (3 Credits)
This course is intended to give students a practical introduction to investment banking and its role in helping corporations raise capital from the global capital markets. Topics include: venture capital, public offerings, private placements, going public, stock and bond financing, convertibles and other hybrid instruments, design of innovative securities, swaps and other derivative instruments, mergers and acquisitions and leveraged buyouts. 
Prerequisite: FNBU 3221.

FNBU 4441. SPECIAL TOPIC: SUSTAINABILITY AND FINANCE. (3 Credits)
As companies adopt sustainability as a value and a business strategy, finance practitioners are evaluating how their work can advance that mission. How is sustainability changing the way companies conceive of and apply financial tools and techniques? This course examines how financial practice can either support or undermine global sustainability. Using examples of leading and creative financial practitioners, it will explore among other topics, how companies are using data to measure sustainability impacts; how managers are creating financial value by pursuing sustainability; how investment and lending community is learning to assess companies according to new sustainability criteria; and how the existing financial paradigm of shareholder wealth maximization (SWM) might further evolve to more explicitly incorporate the goals of global sustainability. 
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4443. SPECIAL TOPIC: COMMERCIAL CREDIT AND BANKING. (3 Credits)
This course explores credit analysis and the loans approval process, and it prepares students for positions with commercial lenders. Emphasis is placed on accounting and Excel modeling related to default risk. Important topics include ratio, cash flow, and projection analyses, and loan contracts, oversight, and credit deterioration. Deals and case studies will reinforce concepts. Prerequisite: FNBU 3221. 
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4445. TOPICS IN FINANCE. (3 Credits)
Offered from time to time to permit faculty and students to explore a finance topic of particular interest. The specific topic and prerequisites are announced when the course is offered. 
Attribute: GLBB. 
Prerequisite: FNBU 3441.
FNBU 4447. SPECIAL TOPIC: CREDIT AND SPECIAL SITUATION INVESTING. (3 Credits)
High yield/distressed debt investing over lays the complications and intricacies of corporate organizational structures and legal frameworks with fundamental business valuation and securities selection. Through the use of real world case studies, the course will examine the actual step-by-step process undertaken by a hedge fund professional when considering an investment in the fixed income securities of a highly leveraged company.
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4448. ST: PRIVATE EQUITY. (3 Credits)
The objective of this class is to offer students a strong working knowledge of the private equity industry. We will examine the industry from a number of viewpoints including but not limited to, the structure of the industry, the investors, and the analysis of investments. In addition we will discuss how fund managers add value to the companies they purchase as well as how they exit (sell) the companies through IPO’s or other transactions.
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4449. SPECIAL TOPIC: SMALL BUSINESS FINANCE. (3 Credits)
Small Business Finance is the gateway to entrepreneurship and then enterprise management. This course will take the student from Start-Up to the cross-over point of revenue, profitability, structure and management. It will allow the enterprise to grow and succeed or stumble and fail.
Attribute: ENT.

FNBU 4450. GLOBAL INVESTMENTS. (3 Credits)
Course required for concentration. Reviews the case for and against international investing. Provides an understanding of international investment concepts. Topics include: purchasing power and interest rate parity, currency risk and how to hedge it, mean-variance investment concepts in an international context, emerging markets and how professional investors approach international investing.
Attributes: GLBB, INST.
Prerequisite: FNBU 3441.

FNBU 4453. SPECIAL TOPIC: FIXED-INCOME ANALYSIS. (3 Credits)
The U.S. bond market is twice the size of the stock market, and interest rate contracts comprise three-fourths of all derivatives. This course focuses on the risk and return characteristics of individual fixed income securities as well as basic bond portfolio strategies. The term structure of interest rates, implied forward rates, related futures, Z-spreads, and basis-point risk will be studied. We will discuss credit and liquidity risk, embedded options, interest rate swaps, and securitizations. Market data using Bloomberg machines will be used throughout the course.
Prerequisite: FNBU 3441.

FNBU 4454. SPECIAL TOPIC: FINANCIAL MODELING. (3 Credits)
This course will introduce the student to the process of designing and building financial models using Microsoft Excel. Examples will be drawn from Finance/Accounting. The student will learn the steps needed to understand a financial problem, design a solution, then implement the solution in the spreadsheet. Lab time will be used to explore features of Excel frequently used in financial models. The class will also discuss how Excel is used to structure, manipulate, debug, and present financial models and their results. The course will prepare the student to use Excel and financial modeling effectively in a business environment.
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4455. SPECIAL TOPIC: HEDGE FUNDS. (3 Credits)
An introductory course designed to provide students with an overview of the alternative investment business and in particular Hedge Fund Investment Management. The course will survey the rationale for investing in Hedge Funds from an academic and a practitioner's perspective. The course will explore the benefits of including alternative investments and hedge funds in tradional portfolios and asset allocation models from both an individual and institutional investors' perspective. Students will learn about building blocks of alternative investments such as leverage, short selling and derivatives. They will also learn perform detailed rate of return and risk assessment on a wide range of the most popular hedge fund strategies and styles, including long/short equity, global macro, quantitative trading, credit arbitrage, convertible arbitrage, risk arbitrage and distressed investing.
Prerequisites: (FNBU 3221 or HPCB 3221 or HPBU 3221) and FNBU 3441.

FNBU 4456. SPECIAL TOPIC: VENTURE CAPITAL. (3 Credits)
This course introduces the cyclical venture-capital process, and examines it from the view point of entrepreneurs, venture capitalists, and investors. Topics include raising venture capital, structuring venture capital partnerships, and key issues in evaluating stage companies, including exit alternatives, intellectual property, and patent issues.
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4457. INTRODUCTION TO VALUE INVESTING. (3 Credits)
Value Investing, developed by Graham and Dodd, is a time tested and proven investment methodology which is based on a detailed analysis of a company's current and historical balance sheet, income and cash flow statements. Students will learn how to identify and analyze undervalued securities which provide a significant margin of safety to their intrinsic value.
Prerequisites: FNBU 3221 or HPCB 3221 and (ACBU 2222 and ACBU 2223).

FNBU 4458. BEHAVIORAL FINANCE. (3 Credits)
Behavioral Finance suggests that investors can and often do make investment decisions based less upon rational, elaborate modeling techniques and often on heuristics (short cuts) and biases. Behavioral Finance therefore seeks to understand the psychological roots of decision making in order to explain financial and investment anomalies, investor behavior, and asset prices. Prerequisite: FNBU 3221.
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4459. ADVANCED TOPICS IN VALUE INVESTING. (3 Credits)
Students will study a variety of advanced topics which build on the principles outlined in Introduction to Value Investing and Behavioral Finance. The class will study real-world situations in the current market environment, employ multiple valuation frameworks and improve students’ ability to make informed decisions. Among other topics, the class will study business strategy, Mario Gabelli’s Private Market Value with a Catalyst, capital allocation principles, distressed investing and merger arbitrage.
Prerequisite: FNBU 4457.
FNBU 4461. SPECIAL TOPIC: FINANCE AND BUSINESS IN A POST-CRISIS WORLD. (3 Credits)
Objective: Expose students to the transformational economic events of the past few years, while analyzing the shifting contours of global finance and trade. Specifically, the course will review the pros and cons of globalization; the key drivers of a more open and integrated global economy; the "rise of the rest," or the developing nations, led by China and India, the origins of the global financial crisis, the global policy responses to the crisis, and how the events/policies of today will influence the global economy of tomorrow.
Attribute: GLBB.
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4462. ST:STDT MGD INVT FUND - FALL. (3 Credits)
Over 2 consecutive semesters, students will actively manage a global balanced portfolio consisting of securities representing the major uncorrelated asset classes, namely equities, bonds, and alternative investments consisting of commodities, real estate, and FX. Prerequisite: FNBU 3441 Investment and Securities Analysis.
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4463. ST:STDT MGD INVT FUND - SPRING. (3 Credits)
Over 2 consecutive semesters, students will actively manage a global balanced portfolio consisting of securities representing the major uncorrelated asset classes, namely equities, bonds, and alternative investments consisting of commodities, real estate, and FX. Prerequisite: FNBU 3441 Investment and Securities Analysis.
Attribute: GLBB.
Prerequisite: FNBU 4462.

FNBU 4464. SPECIAL TOPIC: COMPLIANCE AND RISK MANAGEMENT. (3 Credits)
This course will review risk management in the financial services industry through compliance and regulatory perspectives. The course will cover the economic basis and goals of financial services regulations from the Great Depression to the recent financial crisis. Emphasis will be placed on identifying, controlling, mitigating, and managing financial services compliance and reputational risks. Topics will include capital adequacy, risk limits, supervision, Value at Risk and Monte Carlo simulation, Industry and self-regulation, insider trading, elements and style of both US and overseas regulation, corporate governance and reputational risk.
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4466. SPECIAL TOPIC: ALTERNATIVE INVESTING. (3 Credits)
The course will cover the evolution and outlook for a range of alternative investments using research, cases and guest speakers as learning tools. Students will learn to allocate among various types of alternative investments and to evaluate and perform analysis on new and emerging categories of alternative investments.
Prerequisite: FNBU 3441.

FNBU 4468. HEALTHCARE FINANCE. (3 Credits)
This course will present a historical development of the American healthcare system and will address the current challenges faced by both health insurers and providers, specific to managed care, reimbursement methods, and contracting. Students will learn to apply the standard tools of financial analysis and financial management in the complex and evolving setting in which the global healthcare system is currently situated. Students will also learn to analyze the key financial indicators specific to hospitals and their direct application towards managed care contracting initiatives, debt restructure and bond rating status.
Prerequisite: FNBU 3221.

FNBU 4469. IMPACT INVESTING. (3 Credits)
This course will discuss investment strategies that have a societal orientation from both financial and socially responsible perspectives. The key questions are: how can we allocate money in a manner that is beneficial to all stakeholders and viable in a business sense, and, what are the appropriate metrics to evaluate such investments. Impact investments to be analyzed include government and ESG (environmental, social, governance) policies, micro finance, philanthropy, and green energy.
Prerequisite: FNBU 3221.

FNBU 4472. ST: STUDY TOUR OF BRAZIL. (3 Credits)
In the Brazil Study Tour, students will learn how to model and evaluate individual Brazilian equity securities in the context of their relevant global sectors and in the context of Brazil’s economic, political, and social framework.
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4473. ST: STUDY TOUR OF TURKEY. (3 Credits)
In the Turkey Study Tour, students will learn how to model and evaluate individual Turkish equity securities in the context of their relevant global sectors and in the context of Turkey’s economic, political, and social framework.
Attribute: INST.
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4474. ST: STUDY TOUR OF VIENNA AND BUDAPEST. (3 Credits)
In the Study Tour, students will learn how to model and evaluate individual European equity securities in the context of their relevant global sectors and in the context of economic, political, and social framework.
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4475. ST: MKTG FINCL SERVICES. (3 Credits)
The objective of this course is to provide an understanding of the successful strategies associated with the marketing of financial services. Recent changes have made it critical for business students who anticipate being active in financial services to expand their skill sets and to explore new approaches for successful marketing of these services. This course discusses different types of financial services, consumers’ decision regarding financial services and how to develop specific marketing strategies and tactics for those financial services. The topics covered include bounded rationality and consumer decision making, pricing decisions for financial services, new product development for financial services, and promotional strategies for financial services. Having completed this course, students should be able to manage consumer marketing activities for a wide array of financial services organizations. This course would be useful for finance students who want to expand their understanding of financial services.
Prerequisite: FNBU 3221.

FNBU 4476. FINANCIAL APP & INSTITUTIONS. (3 Credits)
The capstone course in the GFBE concentration. The course will examine 6 topics using cases, invited speakers, and Excel applications. Two weeks will be devoted to each topic so as to present both conceptual background and applications for each. The content will include currency trading, risk management and regulation of a global enterprise, evaluating and funding foreign projects, impact of the macro economy, direct foreign investment and acquisitions, and analysis of a diversified world portfolio. Upon completion, a student will be comfortable in a wide range of global finance and economic settings.
Prerequisite: FNBU 3221.
FNBU 4477. ST: INTRO ALGORITHMIC TRADING. (3 Credits)
The goal of this course is to provide students with a quantitative foundation for a career in algorithmic trading. Students will learn about different types of algorithms including: execution and implementation strategies, high frequency trading (HFT), and black-box models. Students will gain an understanding of transaction cost analysis (TCA), market impact, timing risk, and portfolio analysis. They will work on projects that utilize actual trading datasets and professional algorithm libraries. Students should have prior training in Python and/or EXCEL+VBA.
Corequisite: FNBU 4450.
Prerequisite: INSY 3436.

FNBU 4706. HONORS PROJECT 2 - FINANCE. (3 Credits)
Honors project in Finance.

FNBU 4999. INDEPENDENT STUDY. (1-4 Credits)
ACADEMIC HONORS, AWARDS, AND SOCIETIES

The Gabelli School of Business offers a variety of ways to achieve academic honors:
GENERAL SCIENCE

The general science major provides a broad scientific background for students who wish to pursue a career in science-related fields, including health professions, education, law, science technology, scientific writing and editing, sales, and marketing. The major is designed to provide a basic knowledge of the contributing disciplines while allowing students to gain more in-depth knowledge in chemistry, biology, or physics through upper-level elective courses. All courses in the major are selected from existing courses in the contributing departments (biological sciences, chemistry, computer and information sciences, mathematics, and physics). These courses are taught by faculty members from the contributing departments and conform to the rigorous standards of those disciplines. Upon successful completion of all major and core requirements students graduate with a B.S. in general science.

Each semester, students enrolled in this major must have their choice of courses approved by the program director or assigned adviser. Students must maintain a minimum GPA of 2.0 in the required courses for this major. Students may register for a double major in general science and all other majors except biological sciences, chemistry, environmental science, integrative neuroscience (cell and molecular neuroscience track), and physics; however, any minors in these disciplines are allowed and encouraged. There is no minor in general science.

Note: The general science major is not intended for students planning to attend graduate school in a specific science discipline since they would need to complete the undergraduate major in that particular discipline in order to meet the prerequisites for graduate studies. If there is a real chance that you might wish to pursue a graduate degree in a specific science discipline, or that you might wish to pursue a career for which a degree in a specific science discipline is either required or strongly recommended, then you should choose a discipline-based undergraduate science major (either biological sciences, chemistry, or physics).

For more information
Visit the General Science program web page.

Programs
• General Science Major (p. 366)
GENERAL SCIENCE MAJOR

Requirements

The general science major consists of a total of 12 courses, plus associated labs and recitations.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chemistry</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 1321</td>
<td>GENERAL CHEMISTRY I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; CHEM 1331</td>
<td>and GENERAL CHEMISTRY LAB I</td>
<td></td>
</tr>
<tr>
<td>CHEM 1322</td>
<td>GENERAL CHEMISTRY II</td>
<td>6</td>
</tr>
<tr>
<td>&amp; CHEM 1332</td>
<td>and GENERAL CHEMISTRY LAB II</td>
<td></td>
</tr>
<tr>
<td>CHEM 1311</td>
<td>GENERAL CHEMISTRY I RECITATION</td>
<td>0</td>
</tr>
<tr>
<td>CHEM 1312</td>
<td>GENERAL CHEMISTRY II RECITATION</td>
<td>0</td>
</tr>
<tr>
<td><strong>Biology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BISC 1403</td>
<td>INTRODUCTORY BIOLOGY I</td>
<td>5</td>
</tr>
<tr>
<td>&amp; BISC 1413</td>
<td>and INTRODUCTORY BIOLOGY LAB 1</td>
<td></td>
</tr>
<tr>
<td>BISC 1404</td>
<td>INTRODUCTORY BIOLOGY II</td>
<td>5</td>
</tr>
<tr>
<td>&amp; BISC 1414</td>
<td>and INTRODUCTORY BIOLOGY LAB II</td>
<td></td>
</tr>
<tr>
<td><strong>Physics</strong></td>
<td></td>
<td>8-10</td>
</tr>
<tr>
<td>Select one of the following options (provided prerequisites are met):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 1701</td>
<td>PHYSICS I</td>
<td></td>
</tr>
<tr>
<td>&amp; PHYS 1511</td>
<td>and PHYSICS I LAB</td>
<td></td>
</tr>
<tr>
<td>PHYS 1702</td>
<td>PHYSICS II</td>
<td></td>
</tr>
<tr>
<td>&amp; PHYS 1512</td>
<td>and PHYSICS II LAB</td>
<td></td>
</tr>
<tr>
<td>Option 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 1601</td>
<td>INTRODUCTION TO PHYSICS I</td>
<td></td>
</tr>
<tr>
<td>&amp; PHYS 1511</td>
<td>and PHYSICS I LAB</td>
<td></td>
</tr>
<tr>
<td>PHYS 1602</td>
<td>INTRODUCTION TO PHYSICS II</td>
<td></td>
</tr>
<tr>
<td>&amp; PHYS 1512</td>
<td>and PHYSICS II LAB</td>
<td></td>
</tr>
<tr>
<td>Option 3:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 1501</td>
<td>GENERAL PHYSICS I</td>
<td></td>
</tr>
<tr>
<td>&amp; PHYS 1511</td>
<td>and PHYSICS I LAB</td>
<td></td>
</tr>
<tr>
<td>PHYS 1502</td>
<td>GENERAL PHYSICS II</td>
<td></td>
</tr>
<tr>
<td>&amp; PHYS 1512</td>
<td>and PHYSICS II LAB</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td>6-10</td>
</tr>
<tr>
<td>Select both courses in one of the following options:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 1206</td>
<td>CALCULUS I</td>
<td></td>
</tr>
<tr>
<td>MATH 1207</td>
<td>CALCULUS II</td>
<td></td>
</tr>
<tr>
<td>Option 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 1203</td>
<td>APPLIED CALCULUS I</td>
<td></td>
</tr>
<tr>
<td>MATH 1204</td>
<td>APPLIED CALCULUS II</td>
<td></td>
</tr>
<tr>
<td><strong>Computer Science</strong></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>CISC 1400</td>
<td>DISCRETE STRUCTURES</td>
<td></td>
</tr>
<tr>
<td>CISC 1600</td>
<td>COMPUTER SCIENCE I</td>
<td></td>
</tr>
<tr>
<td>&amp; CISC 1610</td>
<td>and COMPUTER SCIENCE I LAB</td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two courses in biology, chemistry, or physics, plus required lab corequisites if applicable</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Availability

The major in general science is available at Fordham College at Rose Hill. Students in Fordham School of Professional and Continuing Studies may major in general science only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill campus.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).

1 BISC 1401 INTRODUCTION TO BIOLOGY I and BISC 1402 INTRODUCTION TO BIOLOGY II, which are offered only in the summer, may substitute for this requirement.

2 Students with a demonstrated proficiency in either computer science or information science can inquire with the program director for alternative choices.

3 Each student must take two additional semesters of non-core science courses (biology, chemistry, or physics), including any associated lab courses. These courses must be offered by the biological sciences (p. 890), chemistry (p. 902), or physics (p. 1289) departments and be advanced enough that one of the following courses, respectively, is a prerequisite:
   - CHEM 1322 GENERAL CHEMISTRY II,
   - BISC 1404 INTRODUCTORY BIOLOGY II,
   - PHYS 1702 PHYSICS II/PHYS 1502 GENERAL PHYSICS II

Both of the elective courses must be in the same discipline.
CONCENTRATION IN GLOBAL BUSINESS

Requirements
The Global Business concentration can be pursued by Gaelli students as a secondary concentration for Rose Hill students only.

Students who want to pursue this secondary concentration must complete four requirements:

1. Learn a foreign language
   Complete language courses at least through the Intermediate II level.

2. Take three globally focused courses
   Two global business courses, plus one cultural studies course.

3. Experience the world beyond the United States
   Spend some time abroad: a full semester; two summer session programs; or two global immersion courses.

4. Join the International Business Association
   Demonstrate three years of participation and devotion to increasing knowledge and awareness of global commerce on the Fordham campus and beyond.

For information about the secondary concentration in global business, contact the Gabelli School Dean of International Programs.

This concentration uses some existing coursework. For instance, students complete the language requirement as part of their liberal arts electives. Also, one course from a primary area of business study (major or concentration) and one course from the liberal arts core or a liberal arts minor may also count toward the global business secondary concentration. All double-counting courses must be approved in advance by the Dean of International Programs at the Gabelli School of Business.
GLOBAL BUSINESS

Every year, business school graduates emerge into an economy that is more interconnected and more global than the year before. The secondary concentration in global business prepares students to succeed in that world. To complete it, students must demonstrate language proficiency, take global courses, have an international experience, and participate in the International Business Association (IBA).

For more information
Visit the Global Business program web page.

Programs
• Global Business Major (p. 369)
• Concentration in Global Business (p. 367)
GLOBAL BUSINESS MAJOR

You have a moral compass and a desire to follow a directional compass. You also have big ambitions. In the global business major at Fordham, these qualities are the very bedrock of success. Studying global business administration you’ll become part of the next generation of business leaders through a rigorous and innovative program immersed in the world financial capital of New York City.

The Global Business Administration major allows students to customize their business degrees by picking one primary concentration and combining that with other secondary concentrations or minors. This degree plan also ensures that students have enough room to study abroad at any of our 150+ partner programs worldwide.

This major is available only to Gabelli School students on the Lincoln Center campus.

Students must also complete the Gabelli School business and liberal arts Core Curricula (p. 92). In addition, all students complete between three and seven liberal arts electives depending on their major requirements.

Requirements

Students pursuing a major in Global Business must select a primary concentration. This may be paired with a secondary concentration or a liberal arts minor from Fordham College at Lincoln Center (p. 57) or Fordham College at Rose Hill (p. 66).

Available primary concentrations include:

- Digital Media and Technology (p. 291)
- Global Finance and Business Economics (p. 356)
- Healthcare Management (p. 441)
- Consumer Insights (p. 447)

Available secondary concentrations appear below. Courses for these concentrations are primarily offered on the Rose Hill campus.

- Accounting (p. 102)
- Alternative Investing (p. 353)
- Communication and Media Management (p. 246)
- Entrepreneurship (p. 440)
- Finance (p. 354) (Global Finance and Business Economics concentrations may not concentrate in Finance)
- Fintech (p. 355)
- Information Systems (p. 407)
- Management (p. 442)
- Marketing (p. 449) (Consumer Insights concentrations may not concentrate in Marketing)
- Marketing Analytics (p. 448)
- Services Marketing (p. 450)
- Social Innovation (p. 635)
- Sports Business (p. 664)
- Strategic Branding (p. 451)
- Value Investing (p. 357)
HISTORY
The study of history is an important component of a well-rounded liberal arts education. By understanding the origin and development of peoples and nations, their interrelations and interactions, as well as specific areas and movements that have shaped the modern world, the student is better able to comprehend and evaluate contemporary events. A thorough comprehension of history further enables the student to place the study of other disciplines in their historical context. It is, thereby, a valuable asset in the student’s course of study as well as an excellent preparation for many professional careers that require a broad social vision and global awareness.

Program Activities
Honors in History
To graduate with the distinction of Departmental Honors, majors need to maintain a 3.500 G.P.A. Among the 10 courses required for the major, students seeking to graduate with honors will successfully complete a four-credit honors tutorial and thesis (HIST 4999 TUTORIAL), and a 5000-level graduate course which will be treated as the Department Seminar.

Phi Alpha Theta, the National History Honor Society
The mission of Phi Alpha Theta is to promote the study of history and to create a space for intellectual exchange among students and faculty members. It is one of the few honor and professional historical societies that encourages student participation at all its functions. The Chi Phi Chapter of Phi Alpha Theta at Fordham University sponsors many activities throughout the year, including field trips to museums in the New York area and lectures by notable speakers each semester. Phi Alpha Theta members at Fordham are active in regional and national competitions for scholarly prizes. For information about membership, contact Nicholas Paul, Ph.D., at 718-817-3928.

Early Admission to the Master’s Program
Please read the Early Admission to Graduate School of Arts and Sciences Master’s Programs section, which is located under the heading of Special Academic Programs in the chapter on Academic Programs, Policies, and Procedures of this bulletin. Outstanding history students, with grade point averages of 3.2 or better, may apply for early admission to the M.A. program. Students submit their applications in the spring of their junior year and enter the program in the senior year, when they take two graduate courses. These courses count toward the B.A. and are accepted for the M.A. at Fordham.

With credit for the two courses, students are able to complete a history M.A. in two terms of full-time study after completing their bachelor’s. M.A. students may either complete a thesis, normally as part of a research seminar, or take a comprehensive exam after completion of coursework. Students from the FCRH, FCLC, and PCS campuses are eligible to opt for early admission to the M.A. program, although all graduate courses are given at Rose Hill. The Department of History offers the M.A. in medieval, modern European, American, Latin-American and Latino, gender, and global history. There is also the option of an M.A. without a concentration. Contact Nancy Curtin, Ph.D., the graduate director, at 718-817-0730, for more information. Applications are made online through the Graduate School of Arts and Sciences website.

Courses outside the department
The following courses offered outside the department have the HIST attribute and count toward the history major and minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 3134</td>
<td>FROM ROCK-N-ROLL TO HIP-HOP</td>
<td>4</td>
</tr>
<tr>
<td>ECON 5105</td>
<td>TOPICS IN ECONOMIC HISTORY</td>
<td>3,4</td>
</tr>
<tr>
<td>ENGL 4005</td>
<td>THE MEDIEVAL TRAVELER</td>
<td>4</td>
</tr>
<tr>
<td>MVST 3210</td>
<td>KING, COURT, AND CRUSADE: WRITING KNIGHTLY LIFE IN THE HIGH MIDDLE AGES</td>
<td>4</td>
</tr>
<tr>
<td>MVST 4005</td>
<td>THE MEDIEVAL TRAVELER</td>
<td>4</td>
</tr>
<tr>
<td>MVST 4008</td>
<td>MEDIEVAL AUTOBIOGRAPHIES</td>
<td>4</td>
</tr>
<tr>
<td>MVST 4654</td>
<td>MEDIEVAL LONDON</td>
<td>4</td>
</tr>
<tr>
<td>URST 5030</td>
<td>AMERICAN SUBURB: RISE AND FALL</td>
<td>3</td>
</tr>
</tbody>
</table>

For more information
Visit the History department web page.

Contribution to the Core
Understanding Historical Change
Through the introduction to the discipline of history, students will begin to achieve knowledge of the structure of societies, how they function, and how they change. Each section of the course will consider how to assess evidence, identify and evaluate differing and often contradictory explanations and arguments, and appraise the relative scale and importance of particular changes in the past. Students will be able to choose from different sections of the course each with the title Understanding Historical Change, and a descriptive subtitle such as Ancient Greece, American History, etc. Courses currently offered include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 1000</td>
<td>UNDERSTANDING HISTORICAL CHANGE: MODERN EUROPE</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1075</td>
<td>UNDERSTANDING HISTORICAL CHANGE: RENAISSANCE TO REVOLUTION IN EUROPE</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1100</td>
<td>UNDERSTANDING HISTORICAL CHANGE: AMERICAN HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1103</td>
<td>UNDERSTANDING HISTORICAL CHANGE: FIGHTING FOR EQUAL RIGHTS IN AMERICAN HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1210</td>
<td>UNDERSTANDING HISTORICAL CHANGE: ANCIENT GREECE</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1220</td>
<td>UNDERSTANDING HISTORICAL CHANGE: ANCIENT ROME</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1240</td>
<td>UNDERSTANDING HISTORICAL CHANGE: THE ANCIENT WORLD</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1300</td>
<td>UNDERSTANDING HISTORICAL CHANGE: MEDIEVAL</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1400</td>
<td>UNDERSTANDING HISTORICAL CHANGE: LATIN AMERICA</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1450</td>
<td>UNDERSTANDING HISTORICAL CHANGE: SOUTH ASIAN HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1550</td>
<td>UNDERSTANDING HISTORICAL CHANGE: EAST ASIAN HISTORY</td>
<td>3</td>
</tr>
</tbody>
</table>

Updated: 10-11-2017
**Core Requirements**

In addition, the department regularly offers courses that fulfill the EP1, EP3, Advanced History Core, American Pluralism, and Global Studies core requirements.

**Courses**

**HIST 1000. UNDERSTANDING HISTORICAL CHANGE: MODERN EUROPE. (3 Credits)**

Introduction to the nature and methods of historical study and the examination of specific topics essential for understanding the evolution of modern institutions, ideologies, and political situations.

*Attributes*: HC, INST, IPE.

**HIST 1075. UNDERSTANDING HISTORICAL CHANGE: RENAISSANCE TO REVOLUTION IN EUROPE. (3 Credits)**

Understanding Historical Change in early modern Europe involves a modular and comparative approach to events and issues significant to the history of Europe from approximately 1500 to 1800. The course will examine a range of events stretching from Columbus’s voyages to the rise of Napoleon, and issues including but not limited to religious change, state formation, intellectual development and revolution. Previous title: UHC Early Modern Europe.

*Attributes*: HC.

**HIST 1100. UNDERSTANDING HISTORICAL CHANGE: AMERICAN HISTORY. (3 Credits)**

Introduction to the nature and methods of historical study and examination of specific topics focusing on significant periods in the development of the U.S. and considering them in the light of certain elements shaping that history. Among these elements are the constitutional and political system; and the society’s ideals, structure, economic policy, and world outlook.

*Attributes*: AMST, FRHE, FRHI, HC.

**HIST 1103. UNDERSTANDING HISTORICAL CHANGE: FIGHTING FOR EQUAL RIGHTS IN AMERICAN HISTORY. (3 Credits)**

This course explores American history through the lens of citizenship. We ask how, when, and if Americans have attained equal rights. In the process, we ask hard questions about the meaning of equality in America. Citizenship includes political, civil, and social rights: how well has America done in providing those rights? We study the conflicts that have occurred over both expanding and limiting citizenship since the nation’s founding. As a course fulfilling Fordham’s core pluralism requirement, we examine particularly how race, gender, and ethnicity have shaped these struggles.

*Attributes*: EP1, FRHE, FRHI, HC, MANR, PLUR.

**HIST 1200. UNDERSTANDING HISTORICAL CHANGE: ANCIENT HISTORY. (3 Credits)**

A topical consideration of key issues in the political, social, and cultural history of the classical Greek and Roman world.

*Attributes*: CLAS, FRSM.

**HIST 1210. UNDERSTANDING HISTORICAL CHANGE: ANCIENT GREECE. (3 Credits)**

A political, social, and intellectual history of ancient Greece from its origin to the death of Alexander the Great.

*Attributes*: CLAS, HC.

**HIST 1220. UNDERSTANDING HISTORICAL CHANGE: ANCIENT ROME. (3 Credits)**

Introduction to Roman History focusing on problems and sources.

*Attributes*: CC, CLAS, HC.

**HIST 1240. UNDERSTANDING HISTORICAL CHANGE: THE ANCIENT WORLD. (3 Credits)**

Teaches basic skills of historical analysis and familiarizes students with historical change in ancient history from second millennium BC in Asia Minor and the Aegean to the fall of the Western Roman Empire.

*Attributes*: CLAS, HC.

**HIST 1300. UNDERSTANDING HISTORICAL CHANGE: MEDIEVAL. (3 Credits)**

Introduction to the nature and methods of historical study and the examination of specific topics essential for understanding the emergence and development of Europe from the decline of the Roman Empire to the early Renaissance. A topical study of political, social, economic, religious, and cultural issues, ideas, and institutions.

*Attributes*: FRHI, HC, MVST, OCST.

**HIST 1400. UNDERSTANDING HISTORICAL CHANGE: LATIN AMERICA. (3 Credits)**

Introduction to the nature and methods of historical study and the examination of specific topics essential for understanding the history of Latin America from the ancient civilizations until the present.

*Attributes*: GLBL, HC, INST, IPE, LALS.

**HIST 1450. UNDERSTANDING HISTORICAL CHANGE: SOUTH ASIAN HISTORY. (3 Credits)**

Introduction to the nature and methods of historical study and familiarizes students with major themes in South Asian history, including imperialism, trade and production, nationalism, social hierarchies and conflict, and decolonization. As an EP seminar, the course will help students develop writing and oral presentation skills.

*Attributes*: EP1, FRHI, GLBL, HC, INST.

---

**Updated: 10-11-2017**
HIST 1550. UNDERSTANDING HISTORICAL CHANGE: EAST ASIAN HISTORY. (3 Credits)
Introduction to the basic skills of historic analysis and the examination of change through time in East Asian history, focusing on key political, social and cultural phenomena in China and Japan.
Attributes: FRHE, FRHI, GLBL, HC, IPE.

HIST 1551. UNDERSTANDING HISTORICAL CHANGE: REPRESENT CHINA AND THE WEST. (3 Credits)
By focusing on the representations of China in the West and of "the West" in China, this course examines how people identify and understand others, how people establish themselves as authoritative cultural mediators, and what the representations people produce tell us about history.
Attributes: EP1, FRHI, GLBL, HC, MANR.

HIST 1600. UNDERSTANDING HISTORICAL CHANGE: AFRICA. (3 Credits)
Introduction to the political, social, economic and institutional history of Africa.
Attributes: AFAM, GLBL, HC, INST, IPE, MEST.

HIST 1650. UNDERSTANDING HISTORICAL CHANGE: THE BLACK ATLANTIC. (3 Credits)
Introduction to the history of the African diaspora as formed in the Atlantic world as the result of the slave trade and subsequent process of migration and movement. Course covers the 15th century to the 20th century, and focuses on Africa, the Americas, the Caribbean, and Europe. Nature's method of historical studies is also emphasized.
Attributes: GLBL, HC, INST.

HIST 1700. UNDERSTANDING HISTORICAL CHANGE: MIDEAST. (3 Credits)
Introduction to the nature and methods of historical study and the examination of specific topics essential for understanding the history of the Middle East and North Africa from the rise of Islam in the mid-7th century AD until the end of the 20th. The region is defined to include all of the Arab world from Morocco in the west to Iraq in the east as well as Iran, Turkey, and Israel. The course provides strong background preparation for more advanced courses in Middle East history.
Attributes: GLBL, HC, INST, IPE, MEST, OCST.

HIST 1750. UNDERSTANDING HISTORICAL CHANGE: ISLAMIC HISTORY AND CULTURE. (3 Credits)
This course spans the development of Islamic history and culture from the rise of Islam in the seventh century to the modern times. Through adopting an interdisciplinary approach, the course seeks to familiarize the students with the dynamic and complex historical process in which Islam emerged and developed as a religious and cultural tradition in the Near East, North Africa, Spain, Central Asia, and Southeast Asia. By reading various political, philosophical, theological, legal, mystical and literary writings, the students will not only learn about the major events, facts, concepts, and periods for Islamic history but also gain knowledge of the multifaceted religious, geographic, social, and aesthetic contexts and processes of the pluralistic Islamic world. By developing an informed historical perspective, the course aims to furnish the students with advanced theoretical and analytical skills enabling them to historicize and question modern perceptions of Islam.
Attributes: GLBL, HC, INST, MEST, MVST, OCST.

HIST 1850. UNDERSTANDING HISTORICAL CHANGE: JEWS IN THE ANCIENT AND MEDIEVAL WORLD. (3 Credits)
The course will explore the history and culture of Jews from biblical times to the eve of modernity, the transformations from "biblical Israelites" to "Jews." It will explore the changes in religious and social culture as biblical Israelites became diaspora Jews. The course will present Jewish history in the broader context of the environment in which Jews lived. The readings will consist mostly of historical sources on Jewish culture, politics, economic activities, social and legal status, and the Jews’ relations with non-Jews, Christians, and Muslims.
Attributes: FRHI, HC, INST, JWST, MVST.

HIST 1851. UNDERSTANDING HISTORICAL CHANGE: JEWS IN THE MODERN WORLD. (3 Credits)
This course will provide an introduction to the history of the Jewish people as it encountered the modern world from the 18th century through the twentieth. It will explore the social, cultural, religious, and political aspects of this encounter, primarily in Eastern and Western Europe, the United States, and the middle East. The course will touch on such issues and events as emancipation and the breakdown of traditional identities and communal structures; Jewish religious movements from Hasidism to Reform; the invention of modern secular culture in Yiddish and Hebrew; political movements including Socialism, Zionism and Communism; migrations and the creation of American Jewry; anti-Semitism and the Holocaust; and the rise of the State of Israel.
Attributes: EP1, GLBL, HC, JWST.

HIST 1925. UNDERSTANDING HISTORICAL CHANGE: SCIENCE AND TECHNOLOGY. (3 Credits)
The course covers basic themes, concerns, and methods to understand the critical role of science, technology and medicine in the world history. The course will aim to foster both a set of skills and a body of knowledge about how science technology, and medicine have shaped important social changes, with a concomitant understanding of how social and cultural factors have shaped the nature of scientific, technological and medical knowledge.

HIST 1999. TUTORIAL. (1 Credit)

HIST 2070. HONORS RESEARCH SKILLS REVIEW. (1 Credit)
This course is open to members of the History Department's Mannion Society. It is intended to develop specific disciplinary skills in research, grant-writing, and writing. Students will be expected to undertake significant independent research projects resulting in substantial research papers. Requires permission of Instructor.

HIST 2800. INTERNSHIP. (2 Credits)

HIST 2999. TUTORIAL. (3 Credits)
Independent research and reading with supervision from a faculty member.

HIST 3001. AFRICAN AMERICAN HISTORY I. (4 Credits)
An examination of the black experience in the U.S. from colonial times through Reconstruction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST, PLUR.
HIST 3002. AFRICAN AMERICAN HISTORY II. (4 Credits)
An examination of the black experience in the U.S. from Reconstruction to the present. Subjects covered will be the origins of segregation, the Civil Rights movement, African American nationalism, and African American contributions to American literature, music, sports, and scholarship. Special attention will be given to the role of economic forces in shaping African American life, and the importance of gender issues in the African American experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, PLUR.

HIST 3010. EUROPE IN CRISIS: 1880-1914. (4 Credits)
This course investigates the cultural, political, social and artistic changes and battles surrounding the "new modernity" of late 19th and early 20th century Europe. A period that experienced unprecedented dislocation, accompanied by crisis of tradition and authority together with experiments in cultural practices and political participation. We will look at both national and continental developments. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, MVST.

HIST 3011. BYZANTIUM AND THE WEST. (4 Credits)
In the centuries that followed the establishment of "New Rome," with the foundation of Constantinople in the early fourth century, the fates of the Roman Empire's provinces in the Eastern Mediterranean (known as the "Byzantine Empire") and its heirs in Western Europe followed increasingly divergent paths. Relations between eastern and western Christendom were characterized by long periods of hostility, schism, and even open conflict, but were also marked by attempts at rapprochement. Before the fall of Constantinople to the Ottoman Turks in 1453, pilgrims, traders, artisans, crusaders, and diplomats helped maintain contact between East and West. This course will explore the relations between the heartlands of Latin and Orthodox Christianity through the theological debates, diplomatic embassies, marriage alliances, military confrontations, and other forms of cross-cultural exchange that helped to shape both worlds. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: MVST, OCST.

HIST 3012. MEDIEVAL FRANCE. (4 Credits)
Covers the distinctive characteristics of medieval French society and culture from the ascent of Hugh Capet to the trial of Joan of Arc, including feudalism, kingship, law, chivalry, and courtly love. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, MVST.

HIST 3013. HISTORY OF AMERICAN FOOD. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, MVST.

HIST 3018. MEDIEVAL NOBILITY: LOVE, WAR, AND DEVOTION. (4 Credits)
Europe's warrior aristocracy was responsible for many of the most popular and enduring features of medieval civilization, including the literature of courtly love, great stone castles, and richly endowed monastic foundations. These artifacts point to just a few of the wide variety of roles that these men and women played within medieval society. In this course, we will trace the rise of the princely nobility as judicial arbiters, military commanders, advocates not only of religious institutions but of reform and dissent, and as patrons, consumers, and creators of art and literature. Among the issues that we will discuss are the origins and meaning of nobility, the place of women within noble society, the performance of courtliness, and the relationship between the nobility and the other social "orders". Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3050. CHRISTIANS, MUSLIMS, AND JEWS IN MEDIEVAL SPAIN. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: JWST.

HIST 3051. THE BLACK DEATH, 1348-1450. (4 Credits)
The Black Death had a profound effect on society in the Middle Ages. Wiping out nearly one half of the population in a relatively short period of time, the disease has been identified as the catalyst for a long period of instability and change. This course will examine the conditions preceeding the disease in Europe, and trace the social and economic changes wrought by the plague's arrival and aftermath. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3070. HONORS RESEARCH SEMINAR. (3 Credits)
This course is open to members of the History Department's Mannion Society. It is intended to develop specific disciplinary skills in research,grant-writing, and writing. Students will be expected to undertake significant indepedent research projects resulting in substantial research papers. Requires permission of instructor.

HIST 3100. HISTORY OF THE ARTS AT LINCOLN CENTER: URBAN RENEWAL AND THE ARTS. (4 Credits)
This course considers the history of the arts in NYC with special emphasis on urban renewal and the changing politics and economics surrounding Lincoln Center in midtown Manhattan. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3102. WORKER IN AMERICAN LIFE. (4 Credits)
This course will deal with the lives of American workers after the Industrial Revolution. Focusing on the unions and industrial relations, the course will also explore changes in the family and community life of workers, as well as immigration, religion, and the impact of radical movements. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, COLI, URST.
HIST 3139. BUFFALO SOLDIERS: RACE AND WAR. (4 Credits)
Buffalo Soldiers examines the intersection of race and military service in the United States, from the American Revolution to the Cold War. The focus of the course is on the role African Americans played in the major military conflicts of this country's history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AFAM, ASSC, PLUR.

HIST 3145. MEDIEVAL BARBARIANS. (4 Credits)
This course will discuss the different groups that contemporaries and modern historians have called "barbarians." Topics to be considered include the role of barbarians in the fall of the Roman Empire, barbarian identity and the creation of barbarian states, and later barbarian groups such as the Vikings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: MVST.

HIST 3148. HISTORY OF SOUTH AFRICA. (4 Credits)
This course examines the history of South Africa from the Pre-European encounter to the Post-Apartheid era. Special emphasis will be given to nineteenth and twentieth century racial policies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AFAM, AHC, GLBL, INST, IPE, PJST.

HIST 3149. SOUTH AFRICA STUDY TOUR. (1 Credit)
A three week study tour of South Africa, exploring the pre-Encourage Cape, the Mineral Revolution area, and the Apartheid High Veld.

HIST 3201. AGE OF CATHEDRALS. (4 Credits)
This lecture course will survey the range of intellectual and cultural developments that punctuate the long twelfth century (c. 1075-1225), arguably one of the most formative and creative periods of the Middle Ages. Lectures and readings will cover such themes as the revival in monastic spirituality, the development of school and centers of learning, the development of canon law, the geographic expansion of Europe, and the formalization of courtly ideals in music, poetry, and narrative form. Special consideration will also be given to the absorption of knowledge coming from the Muslim world, and the evolution of Jewish-Christian relations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: MVST.

HIST 3205. MEDIEVAL MEDICINE. (4 Credits)
The course explores the history of disease in the west from 500 to 1500, including sudden epidemics like the Black Death, endemic illnesses such as leprosy, and the rise of uterine university medicine. Particular attention is paid to issues highlighting the close nexus between medical and social practices. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, MVST, REST.

HIST 3207. LATE MEDIEVAL RELIGION AND SOCIETY. (4 Credits)
Topics in the history of later medieval religion and society. From the eleventh century, the growth of trade and urbanization in the West deeply affected religious sensibilities. The institutional Church began to monitor Christian behavior ever more closely, and the faithful responded to the rapid diversification of lifestyles with varied forms of spiritual expression. Cistercians ‘sanctified’ colonization, military orders Western expansion, and mendicants the needs of the urban poor. Some of the new movements did not find a place within the orthodox framework, having to endure heresy charges and- eventually- the Inquisition. The course, based on lectures and original source material, will survey the most important manifestations of piety and their struggle for social recognition. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: MVST.

HIST 3208. THE MEDIEVAL OTHER. (4 Credits)
Western people in the Middle Ages shared many assumptions reinforcing their sense of social identity and unity. The recognition of common views and aspirations simultaneously implied that ‘others’ who challenged accepted lifestyles and beliefs suffered exclusion. Collective rejection varied in degree, from ridicule and physical separation to judicial prosecution, expulsion and indiscriminate slaughter. The course will examine various types of the medieval ‘other’, including Jews, lepers, heretics, prostitutes, and beggars. It will also focus on their respective treatment by the public, which became more rigid, if not outright hostile, as time went on. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, MVST, OCST.

HIST 3210. KING, COURT, CRUSADE: WRITING KNIGHTLY LIFE IN THE HIGH MIDDLE AGES. (4 Credits)
This course will view the medieval world through a lens provided by the life and writings of one man, John of Joinville (d. 1317). John was a knight, a crusader, and a close friend of King Louis IX of France (canonized as Saint Louis). He wrote a Life of Saint Louis that is rich with information about his own life, as well as the saintly king’s. We will use the Life to open an examination of key themes in the knightly experience in the high middle ages, including: power, faith, the crusades, noble culture, family and social relations. It will also consider the usefulness of biography autobiograpy in understanding the past.
Attributes: AHC, MVST.

HIST 3211. MEDIEVAL SIN, SINNERS, AND OUTCASTS. (4 Credits)
During the medieval period, the notions and practice of sin and redemption underwent constant changes. In surveying their development, the course will place particular emphasis on the growing inclination to treat those banned from the community of the faithful simultaneously as outcasts, to be excluded from lay society as well. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, MVST.
HIST 3215. MIDDLE AGES AND WEST. (4 Credits)
At very nearly the same moment, empires at opposite ends of Eurasia imploded. In the centuries that followed, both absorbed nomadic populations, incorporated new religions, expanded into heretofore peripheral areas, revived trade, urban life and classical intellectual traditions. Each exported high civilization (and accompanying technologies) to island archipelagos off their coast. They emerged from this process having restructured themselves politically and socially. This course will explore the parallels even as it seeks to bring forces generating significant contrasts into sharper focus. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC.

HIST 3220. MEDIEVAL HOLLYWOOD. (4 Credits)
This course examines popular depictions of the Middle Ages on screen by using lectures, discussion, and selected films. Topics include the cinematic representations of King Arthur, female mystics, warfare, monks, knighthood, and kings and queens, among others. This course fosters a deeper understanding of the relationship between historical evidence and fiction, as well as how modern sensibilities shape popular representations of the medieval past. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, MVST.

HIST 3260. MEDIEVAL IRELAND TO 1691. (4 Credits)
A history of Ireland from early Middle Ages through the Tudor-Stuart era. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: IRST, MVST.

HIST 3270. THE CRUSADES. (4 Credits)
The idea of a crusade; the European background; conditions in the Moslem world; the Latin Kingdoms of the East; crusades of the late Middle Ages; effects of Crusades on the Mediterranean world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, JWST, MVST, OCAST, REST.

HIST 3305. MEDIEVAL WARFARE. (4 Credits)
This course examines the social, economic, and political history of warfare from the fall of the Roman Empire to the fifteenth century. Several themes are emphasized: 1) the impact of technological developments in weaponry, fortifications, and armor on the conduct of war and society; 2) the influence of the Christian Church on warfare; 3) the relationship between social stratification and the conduct of war; and 4) the social consequences and economic costs of warfare. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, MVST, PJST.

HIST 3330. DIAGNOSING EMPIRE: SCIENCE AND MEDICINE IN THE COLONIAL WORLD (ADVANCED HISTORY CORE). (4 Credits)
This seminar will explore the role of European imperialism in shaping scientific knowledge and practice since the late eighteenth century in Central Asia, South Asia and Africa. We will concentrate on major themes in the history of science, medicine, and Empire, including: science as a measure of civilization and tool of Empire, racism in science and medicine, post-colonial development, and challenges to Western paradigms of scientific knowledge. As an EP seminar, the course will help students develop writing and oral presentation skills. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, EP3, GLBL.

HIST 3353. RENAISSANCE AND RENEWAL. (4 Credits)
The Renaissance and Reformation forced important changes in European religion and culture. Using a range of materials from art, literature, and religious writing, we will explore the renewal of Catholicism in the 16th and 17th centuries, especially in Italy, Germany, France, and Spain. Our goal will be to examine the interplay of religion, culture and life, and the significance of the Catholic Reformation in European and world culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3354. THE SUPPRESSION AND RESTORATION OF THE SOCIETY OF JESUS. (4 Credits)
Old friends became new enemies as Catholic kings expelled or suppressed Jesuits from their kingdoms and empires: Portugal (1759), France (1764), Spain and Naples (1767), and Parma (1768). In order to preserve peace within the Roman Catholic Church, Pope Clement XIV bowed to pressure from the European Catholic monarchs and suppressed the Society of Jesus universally on August 16, 1773 with the brief Dominus ac Redemptor. The largest religious order vanished. Or had it? Old enemies became new friends as Protestant and Orthodox monarchs refused to implement the brief and protected the Jesuits. The course will examine the reasons for the suppression and the methods for survival. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3356. CONFESSIONALIZATION AND CONFLICT IN EARLY MODERN EUROPE, 1453-8885. (4 Credits)
Through lectures and discussions of primary and secondary source material, the course will examine the Ottoman threat, confessional purity, the Peasants’ Revolt, Luther and the German nobility, cuius region eius religio, the French Wars of Religion, English “wars of religion,” the Thirty Years’ War, the way forward: religious tolerance, or King Louis XIV’s absolutism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.
HIST 3357. THE PHOENIX RISES: THE RESTORED SOCIETY OF JESES, 1800-1983. (4 Credits)

Jesuits continued to live and teach in the Russian Empire of Catherine the Great despite Pope Clement XIV's suppression of the Society of Jesus in 1776. In 1814 Pope Pius VII restored the Society as Europe in general sought a return to the old order after the murderous chaos of the French Revolution and the Napoleonic Wars. Subsequently the Jesuits increased numerically, regained their influence within the Roman Church, and became the targeted enemies of liberals and nationalists. The course will examine Jesuit activities and ministries, both real and mythic Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, REST.

HIST 3362. CRIME AND PUNISHMENT IN EUROPE. (4 Credits)
The history of defining, prosecuting, and punishing transgressions, both religious and secular, in Europe, especially from 1500-1800. The course will focus on the development of so-called modern beliefs about crime and law. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, EP3, IPE.

HIST 3411. TUDOR AND STUART ENGLAND. (4 Credits)

Religious and political changes under Henry VIII and Elizabeth; the Stuart regime, civil war and Cromwell, the Restoration and revolution of 1688. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3412. THE TUDORS. (4 Credits)

This course tells the fascinating story of the Tudor dynasty (1485-1603), but it will also explore the history of the Tudor state which in addition to England included Wales, Ireland and parts of France. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: IRST.

HIST 3413. REFORMATION ENGLAND. (4 Credits)

This course studies political and religious change in England in the 16th century, from Henry VIII to Elizabeth I. It will examine Roman Catholicism before the schism, the Divine issue, Thomas Cromwell and Thomas Cranmer’s influence in the English Church; and the development of Puritanism in England. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3414. CABBAGES AND KINGS. (4 Credits)

This class will explore various styles of kingship and monarchy in Europe from the end of the Middle Ages to the First World War. We will compare and contrast monarchical forms of government with the ideal of the republic, and especially with new standards created by the Enlightenment. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3415. EUROPEAN WOMEN: 1500-1800. (4 Credits)

This course will explore the role of women in northern European society from the 16th to the end of the 18th centuries. It will examine issues of gender, and contemporary attitudes concerning women. Among the subjects that this course will address are women's work, education, marriage and childbirth. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, WGSS.

HIST 3416. EUROPEAN WOMEN: 1800-PRESENT. (4 Credits)

This course will be an exciting exploration of the changing status, roles, and achievements of women in western Europe from the French Revolution at the dawn of industrialization to the present day. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: IPE.

HIST 3418. THE STUARTS. (4 Credits)

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3420. THE ENGLISH RENAISSANCE. (4 Credits)

Studies in intellectual life in England from the late 15th through 16th centuries. This course will pay special attention to humanism and its development by examining the works of Bishop John Fisher, Sir Thomas More, Juan Luis Vives, and others. Emphasis will be placed upon the education of women; and also Renaissance art, including Holbein. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3425. HENRY VIII’S ENGLAND. (4 Credits)

Henry VIII is the most famous king England ever had. His brutality, his six marriages, his tyranny, his ego, even his physiognomy, is the stuff of legend. Often lost in all of this, however, is the fact that King Henry presided over a revolution in church-state relations and important changes in English government and society. His reign also witnessed a redefinition of England's relationship with its near neighbors Ireland, Wales, and Scotland, which was part of a broader repositioning of England in Reformation Europe. At the center of all of these developments was Henry VIII; understanding of England in what, in hindsight, was one of the most pivotal periods in the kingdom’s long history is impossible without understanding the king. To do so this course will explore Henry VIII's England by looking at four interrelated themes: politics and society; the Reformation, England's relationship with Europe and with Ireland. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3430. THE WORLD OF QUEEN ELIZABETH I. (4 Credits)

This course explores the world of Queen Elizabeth, the last Tudor sovereign, by looking at four overlapping themes which together shaped the Elizabethan period: state and society in the kingdom of England; overseas discovery; European diplomacy; and the kingdom of Ireland. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, IRST.

Updated: 10-11-2017
HIST 3455. 20TH CENTURY IRELAND. (4 Credits)
This course examines Northern Ireland and the Southern Republic with special attention to their internal development, their relations with each other, and their relationship to Great Britain. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, IPE, IRST.

HIST 3456. BRITAIN: 1688-1867. (4 Credits)
Aristocratic hegemony, popular culture and protest, the industrial revolution and its associated class conflict, radical and reform movements, and the transforming effect of new social forces and ideologies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: IRST.

HIST 3457. BRITAIN: 1867-PRESENT. (4 Credits)
Gradual democratization, imperial expansion, the rise of the Labour Party, economic decline, the impact of the two world wars, and the Thatcher Revolution. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, INST, IPE.

HIST 3458. IRELAND: 1688-1923. (4 Credits)
Revolution, nationalism, and constitutionalism in Ireland, focusing on the United Irishmen, Daniel O'Connell's reform movements, young Ireland, the Fenians, the land war, Home Rule, cultural revival, and the quest for independence in the early 20th century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, IRST.

HIST 3474. THE ARAB ISRAELI CONFLICT: CULTURAL PERSPECTIVES. (4 Credits)
The Arab-Israeli conflict is one of the longest and most controversial conflicts in the world. Through careful analysis of Israeli literature and film, this course provides a nuanced cultural and political history of Arab-Israeli relations. Our texts emphasize the dialectic relationship between art and politics, representation and history, as well as aesthetic and ethics. The course thus explores the effect of art on politics, and the effect of politics on art. Specifically, we examine how art is instrumental in producing 1) "imagined communities" with stable national identities and 2) political resistance that disrupts these hegemonic metanarratives. We also consider the internal dynamics of Israeli society as represented in literature and film, especially tensions between the Jewish-Arab, Ashkenazi-Mizrahi, and religious-secular communities. By analyzing canonical and more contemporary stories, poems, and films (including those by S. Yizhar, Amos Oz, Said Kashua, Mahmoud Darwish, among others) we explore the dialectic between art and politics in Israeli society since 1948.
Attributes: ALC, COLI, JWST, MEST, MLL.

HIST 3480. JUDAISM AND ISLAM. (4 Credits)

HIST 3513. OLD REGIME AND FRENCH REVOLUTION. (4 Credits)
A history of France between 1642 and 1815—from Louis XIV through the French Revolution and Napoleon. The themes we will analyze resonate well beyond French history: the rise of the state and the formation of social classes, Enlightenment thought and the diffusion of new ideas, early globalization and the culture of consumption, the first popular democratic revolution—its shining accomplishments and its descent into Terror and eventually dictatorship. We will read texts from the period ranging from novels to memoirs of Versailles courtiers or diaries of obscure people, and from political treatises and constitutions to newspapers and pamphlets. To get a fuller picture, we will also use music, songs, paintings, prints and cartoons, as well as films, along with the work of historians whose interpretations of this tumultuous, fascinating era have shaped our conceptions of modernity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3514. EARLY PRINT AND THE BOOK. (4 Credits)
This course will explore the culture of the book in early modern Europe, especially England. It will trace the gradual transition from late medieval manuscripts to many sorts of early modern printed works. We will examine printed broadsheets, pamphlets, and books from the dawn of print in western Europe. 1485 to 1700. We will discuss reading and readers; censorship and other forms of control; book ownership and book collecting; and woodcuts and typefaces. If the Internet interests you, so will this class. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3515. MEDIA HISTORY: 1400 TO PRESENT. (4 Credits)
This EP seminar will examine the evolution of media and the revolutions brought by new modes of communication, from the printing press in the 15th century to radio, television and the internet most recently. The book and audiovisual media have been major forces in history; we will examine the profound impact they have on culture, ideas, politics, society, and economy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, COLI, COMC, EP3, JOUR.

HIST 3516. SOCIAL LIFE OF COFFEE 1500-PRESENT. (4 Credits)
This EP seminar will explore the rich and complex history of coffee and coffeehouses across time and place. We will follow coffee as it moved from the hills in Ethiopia to the sixteenth-century coffeehouses of Cairo, from the trading post of Mocha and the colonial plantations of Java or on Caribbean islands to the cafes of Paris and Vienna, and finally from the estates fo Columbia, Brazil, or Africa to our own Starbucks stores. As coffee became a commodity for mass consumption while coffeehouses assumed a central place in urban cultures, their history took place at the crossroads to local and global cultures-where international trade and geopolitics interact with lifestyles and socio-economic trends. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
HIST 3517. THE BELLE EPOCHE. (4 Credits)
The course will explore Europe in the three decades before the first World War. It will explore the development of a global industrial economy, imperialism, modernism, militarism, and racial reform movements in an especially dynamic period. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3533. FIRST WORLD WAR ERA. (4 Credits)
The First World War is acknowledged to be the seminal event that shaped the twentieth century. The widely observed centennial offers an excellent opportunity to revisit the war and assess its importance. The course will investigate, among other topics, the unfinished debate about why war broke out in 1914; the range of human experiences on the war fronts and home fronts; the Armenian genocide; the strategy of victory; and the means of commemorating the millions of dead. We will also study several crucial consequences of the war, including the Russian Revolution and the launching of Mussolini and Hitler. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3534. THE SECOND WORLD WAR. (4 Credits)
The Second World War will introduce and guide the student to an understanding of the WWII period through an examination of major inter-related topics in military, political, and social history within a chronological framework. The course will investigate the causes, events, and outcomes of World War II. The phases of the war will emphasize the roles of the major combatants and worldwide implications. An understanding of this cataclysmic event will also necessitate knowing personalities of the conflict and their goal and motivations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3538. THE GOOD EARTH?. (4 Credits)
An examination of the past experiences and current problems, posed by man’s relations with nature in China and Japan. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3541. MODERN ITALY. (4 Credits)
An introduction to the history of Italy from the late 18th century to the present. Drawing on a variety of sources besides historical analyses (novels, films and music), the course will pay special attention to issues of nation building and national identity and to the specificity of Italian modernity. Topics include the culture and politics of the Risorgimento, the role of the Church, gender relations, the crisis of the liberal state and modern anti-Semitism; fascist racisms; immigration, national identities, and racism in contemporary Europe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3543. THE CONNECTING SEA: THE MEDITERRANEAN SINCE 1800. (4 Credits)
The Mediterranean is a space of exchanges, confrontations, and connections among the peoples of three continents (Europe, Africa, and Asia). By drawing in multidisciplinary fashion on a variety of different sources, the course will focus on the changing relations among the polities and peoples inhabiting this multicultural region in the modern era. Topics will include Barbary corsairs and ethnic clashes, the circulation of political ideas, the relationships forged during the colonial and postcolonial periods, the legacies of anti-colonialism, beach tourism and climate change, contemporary migration and the formation of new relationships and communities in the age of globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3544. ITALY IN THE WIDER WORLD. (4 Credits)
Throughout the ages Italians have had intense exchanges with the world outside the peninsula, both in the Mediterranean and beyond. Italy has had many diasporas and continues to have significant numbers of emigrants, even though in the past couple of decades it has become primarily a migrant-receiving nation. This course will examine the relationship between the inhabitants of the peninsula and the world at large and how they have shaped their identities. Focus will be on political exiles, emigration, foreign policies, and colonialism, and the recent wave of African and Asian migration to the peninsula. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3545. RACE AND NATION IN MODERN EUROPE. (4 Credits)
An exploration of the constructions of race and nation since the Enlightenment. Topics will include the relationship between nationalism and racism; ¿scientific¿ discourses and ideas of race and nation; the institutionalization of racist practices in colonial states; the rise of modern anti-Semitism; fascist racisms; immigration, national identities, and racism in contemporary Europe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3546. HISTORY OF MODERN HUMANITARIANISM. (4 Credits)
This course explores the modern history of international humanitarianism, starting with its intellectual roots in 18th century European sentimentalism and ending with the professionalized global humanitarian industry of today. Examining the tangled relationships between the humanitarian enterprise, imperialism, military intervention, and the rise of an international civil society, this course asks how-- and to what effect -- empathy and the charitable instinct became a global political force. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes:

- HIST 3517: AHC, EP3, IPE, ITAL.
- HIST 3534: AFAM 1600 or AFAM 1601 or CLAS 1210 or CLAS 1220 or HIST 1000 or HIST 1100 or HIST 1200 or HIST 1201 or HIST 1220 or HIST 1230 or HIST 1300 or HIST 1400 or HIST 1550 or HIST 1700 or HIST 1900 or HIST 1950.
- HIST 3538: INST, IPE, ITAL.
- HIST 3541: AHC, EP3, INST.
- HIST 3543: INST, PJST.
- HIST 3544: INST, PJST.
- HIST 3545: AHC, EP3, INST.
- HIST 3546: INST, PJST.

Updated: 10-11-2017
HIST 3547. POSTWAR: EUROPE SINCE 1945. (4 Credits)
The disaster of the Second World War marked the definitive end of European hegemony. This course will explore the economic, political, and cultural changes Europe experienced in the new postwar context starting with the onset of the Cold War and ending with the current transformation of the continent in a multiethnic and multicultural direction. Special attention will be devoted to the process of decolonization and its repercussions, the “economic miracle” and the issue of “Americanization,” the cultural revolution of the 1960s, the fall of the Berlin wall and the rise of the European Union. Using a variety of historical studies, fiction, and film this course will provide the necessary background to understand today’s Europe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3548. PAINTING BOHEMIAN LIVES: ABSINTHE, IDEOLOGY, AND THE POLITICS OF URBAN LIFE. (4 Credits)
This course examines the emergence of bohemian and avant-garde culture through a study of gender, race, class, and nationalism in modernity. With a wide-ranging chronological and geographical scope, the selected Bohemias represent diverse spatial, aesthetic, political, and social histories. This class will also look at the urban spaces where bohemian culture is found, analyzing its intersections with both mainstream and marginal cultures. Students will study primary source documents, secondary texts, and graphic novels. Students will create a class website, including interactive maps and other digital content, and actively use social media to explore bohemian/hipster cultures found in New York City. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3555. HITLER'S GERMANY. (4 Credits)
Study of the problem of how Nazism arose in German society, the ways in which it triumphed, and its significance for Germany and modern world history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, IPE.

HIST 3557. EUROPE IN THE WORLD. (4 Credits)
This course explores the European encounter with the world spanning from the French Revolution to the current day. During the course, students will chart the formative events in European history over the past two centuries and examines how these events impacted and were shaped by events in the broader global setting. The focus here will be on institutions, social movements, and ideologies that emerged in Europe or in response to events in Europe that shaped processes such as “globalization”, “nation-building”, international law, New Imperialism, and de-colonization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3558. EUROPE: 1900-1945: TOTAL WAR. (4 Credits)
The course will focus on the two world wars, the rise of fascism and communism, and the Spanish Civil War, and the impact of these events on Europe and the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3559. EUROPE SINCE 1945. (4 Credits)
In this second half of a two-semester sequence, whose parts may be taken separately, we will explore how Europe constructed a new civilization from the ruins of the second World War. Topics include the treatment of war criminals, the "glorious thirty years" of unprecedented economic growth which produced the consumer society, the loss of empires, the cultural revolution of the 1960’s and the Thatcher years. Special attention will be paid to the construction of the Soviet empire in Europe and to the collapse of Communism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, INST.

HIST 3565. HISTORY OF NEW YORK. (4 Credits)
The development of the City and the region from the Dutch to the deficit. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

HIST 3566. WAR AND IMPERIALISM. (4 Credits)
This course will explore the strains placed on the old Concert of Europe and its eventual collapse into two world wars. Themes of nationalism, and imperialism will be stressed as well as domestic and international sources of conflict. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, INST, IPE, PJST.

HIST 3570. GENOCIDE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: JWST.

HIST 3575. TORTURE, TERROR, AND THE BODY IN THE MODERN WORLD. (4 Credits)
Prohibited in Europe from the 18th century and since the nearly universally condemned throughout the world as ineffective and immoral, the practice of torture nevertheless continues today in authoritarian, democratic, and theocratic states alike. This course will examine the history of torture from its abolition, stubborn endurance, and subsequent return as a pervasive state practice. Though Europe and the United States remain the particular area of study, the course will examine torture worldwide through its intended and actual effect on the human body and on the lives of men and women regardless of nationality or creed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, MEST.
HIST 3580. WAR, GENDER, AND VIOLENCE IN MODERN EUROPE. (4 Credits)
This course will explore themes related to war, gender and violence in modern European history. In particular it will focus on gender and violence during conflicts, its intersections with race and nation identity, and its effects on societies. It will also consider the aftermath and outcomes of wartime violence by looking at post-bellum trials and the politics of reparations. This course will interrogate questions such as: How is violence gendered in warfare and what are its meanings? How do citizens and combatants narrate and remember experiences of warfare and violence? How does wartime violence reverberate in cultural sources such as in films, novels and art? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3614. REVOLUTIONARY AND SOVIET RUSSIA. (4 Credits)
The decline of the monarchs; World War I and the 1917 Revolution; transformation of the state under the Soviet regime; World War II and the Cold War; Marxist theory and such interpreters as Lenin, Stalin and Kruchchev. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, URST.

HIST 3619. WORLD'S FAIR. (4 Credits)
Upper division course examining the world’s fairs as a representation of modern culture. Topics include architecture and urbanism, leisure and amusement, tourism, and the conception of mass culture. Fairs in both Europe and America will be covered from the nineteenth century to the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

HIST 3620. 20TH CENTURY EUROPE. (4 Credits)
World War I and peace settlement; postwar problems; communism, fascism, nazism; totalitarian aggression and World War II; international cooperation and reconstruction; the cold war and the collapse of communism. (Alternate years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, IPE.

HIST 3622. GREAT TRIALS. (4 Credits)
The course investigates a series of famous trials in order to pinpoint the conflicts and issues that characterized the times and places of these trials. Among the cases studied will be: Oscar Wilde, Alfred Dreyfus, The Moscow Show trials, the Nuremberg War Crimes Tribunal and the Scopes Trial. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: JWST.

HIST 3623. SCREENING EUROPE'S PAST. (4 Credits)
This course investigates a series of historical periods and issues through historical readings and documents and their depiction in films. Focus on Europe from medieval era to the modern period. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3624. EUROPEAN CITIES. (4 Credits)
Topical study of the evolution of Europe’s cities with emphasis on urban culture, society and the built environment. Considers the nature of urban transformation in key urban places such as Paris, London, Berlin, Rome and Moscow. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, INST, URST.

HIST 3626. SOCIAL HISTORY OF ARCHITECTURE. (4 Credits)
Studies the historical relationship between architecture, space and urban culture and the ways in which architectural innovations acts as both a reflection of and a catalyst for social and cultural transformation. Considers architecture and cultural theory as well as the evolution of building technologies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

HIST 3634. MODERN SOUTH ASIAN HISTORY. (4 Credits)
This course will survey the recent history of the nations that are part of the Indian subcontinent, including India, Pakistan, Bangladesh, Sri Lanka, Nepal, and Myanmar (Burma). The nations of South Asia are rapidly assuming a central role in global geopolitics and the economics of globalization. In this course, we will survey a period spanning nearly four centuries beginning in 1600, from the fragmented kingdoms within the Indian subcontinent to the rise of discrete nation states by the mid-twentieth century to the geopolitical and cultural prominence of South Asia on the global state in the early twenty-first century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, GLBL.

HIST 3635. SCIENCE IN POPULAR CULTURE. (4 Credits)
This course will be a historical survey of the intersection between science and popular culture. How do ideas about science and technology appear in our everyday lives? What kinds of perceptions do lay people have about science and scientists? What shapes these perceptions? Where do we get our ideas about technology from? How are our expectations of the future shaped by perceptions (and often misperceptions) of scientific knowledge? These are some of the questions we will address during the semester. The course will be firmly grounded in history, tracing the evolution of popular science through important transformations in the modern Era, including the Scientific Revolution, the Enlightenment, the Industrial Revolution, Colonialism, and the traumas of the 20th century. Through the semester, we will study a variety of popular scientific forms, such as science fiction, magazines, comics, graphic novels, sci-fi movies, and TV shows. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST, EP3.
HIST 3638. TECHNOLOGY FROM ANTIQUITY TO MIDDLE AGES. (4 Credits)
This EP course will survey the history of technology from antiquity to the Middle Ages with a particular focus on the ways in which common people experienced technologies in their daily lives. We will pay particular attention to the history, impact, and nature of technological changes in agriculture, architecture, warfare, transportation, clothing, household objects, and medicine. Our goal is to reconsider antiquity and the Middle Ages through the lens of knowledge, technology, and material culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3.

HIST 3653. GENDER IN EARLY AMERICA. (4 Credits)
Consideration of the roles of women and men from the 17th century into the 1840s, and the attitudes that shaped those roles in American society. The course will explore transatlantic influences and the interchange of European, Native American, and African American values. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, WGSS.

HIST 3655. WITCHCRAFT IN COLONIAL AMERICA. (4 Credits)
Students will study the outbreak of Witchcraft in Salem Massachusetts in 1691-92 using trial manuscripts, diaries, religious tracts, contemporary accounts, maps, and town and village records. We will connect the witchcraft episode to the "Puritan errand into the wilderness," the Indian wars, the relationship between magic and religion, and the history of witchcraft practices in Europe. The course will evaluate the conflicting interpretations of modern historians, fiction writers, playwrights and film makers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST, REST.

HIST 3656. THE AMERICAN REVOLUTION. (4 Credits)
History of the Revolution and formation of the Constitution. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.

HIST 3657. AMERICAN CONSTITUTION. (4 Credits)
The U.S. Constitution is one of the extraordinary codes of law in history, the culmination of the development of liberty within a self-governing republic, and the model for modern democratic government. Yet the history of it's development in relation to legal, political and social changes in the late 18th century and the introduction of Western ideas/technology into the Ottoman Empire. The course will be both a survey of Middle Eastern/Islamic history and an attempt to understand and re-evaluate our own perceptions of a non-Western civilization in the 20th century. (Alternate years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, COLI, GLBL, INST, IPE, MEST.

HIST 3670. THE MODERN MIDDLE EAST. (4 Credits)
The chief concern of this course will be to develop a sensitivity to and awareness of the issues and problems of the modern Middle East since the late 18th century and the introduction of Western ideas/technology into the Ottoman Empire. The course will be both a survey of Middle Eastern/Islamic history and an attempt to understand and re-evaluate our own perceptions of a non-Western civilization in the 20th century. (Alternate years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, COLI, GLBL, INST, IPE, MEST.

HIST 3671. US CRIME AND PUNISHMENT. (4 Credits)
This course will examine violence, crime and punishment in the U.S. History from colonial times to present. The type of crime committed and the reaction to it shed light on how Americans viewed aspects of their society, gender, ethnicity, race, religion, and political issues will be focused on. Cases will include the Salem Witch Trials, Mary Phagan, Emmet Till, Bonnie and Clyde, Socco and Vanzetti and Lizzie Borden. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, INST, IPE, JWST, MEST.

HIST 3675. HISTORY OF MODERN ISRAEL. (4 Credits)
The history of Israel from the rise of Zionism in 19th Century Europe to the present. Topics include: the Zionist experiment, the history of the Israeli-Arab conflict, the U.S. and Israel’s “special relationship,” and socio-cultural trends. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, INST, IPE, JWST, MEST.

HIST 3700. SICKNESS AND HEALTH IN EARLY MA. (4 Credits)
This course provides an introduction to the systems of learned medicine of western Europe from Late Antiquity to the High Middle Ages. Using a wide range of sources, including medical texts, hagiography, liturgy, and modern scientific studies, we will explore the distinctions between medical theory and practice, the relationship of secular and ecclesiastical authorities to the compilation of medical knowledge and the fundamental question of what constitutes medicine and what does not. In addition, we will consider the changing definition of illness and health through an investigation of medieval responses to the cataclysm of the Black Death. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, MVST.

HIST 3745. COLONIAL AMERICA 1492-1765. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3752. COMING OF THE CIVIL WAR. (4 Credits)
A history of the sectional crisis in America, focusing on the questions: Why did the South secede? Why did the North decide to fight rather than allow it? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.
HIST 3753. CIVIL WAR ERA: 1861-1877. (4 Credits)
A history of the war years and America's racial and sectional readjustment after the war. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.

HIST 3757. THE AMERICAN SOUTH. (4 Credits)
An examination of sectionalism and regionalism in American history through the study of social, cultural, economic, and political aspects of life in the southern United States. Myth and reality, honor and violence, race and poverty, Evangelists and politicians, from the origins of the Cotton Kingdom to the election of Jimmy Carter. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.

HIST 3758. AMERICA AT WAR. (4 Credits)
Exploration of the interaction of American society and war throughout U.S. history, focusing especially on how American society influences how the country fights war and how war influences the development of American society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3772. HUDSON RIVER. (4 Credits)
Rivers are the central geographical markers for the growth of civilization. Examination of the formative role of the Hudson in American economic development and the shaping of cultural identity. The ways in which the history of Hudson mirrors our relationship with nature and is central to the emergence of the modern environmental movement will also be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENST.

HIST 3773. AMERICAN CAPITALISM. (4 Credits)
Focusing primarily on modern United States, this course explores the history and everyday workings of ideas and institutions that often seem to us to be timeless: property, markets, profits, and developments. Throughout the course, we emphasize how ideas about race, class, and gender have affected the workings of our economic world. Our examination draws on and analyzes the history of ideas about economic life, from the works of Karl Marx to Milton Friedman. Topics range from the rise of plantation slavery to the growth of our fossil fuel economy to the feminization of labor in the 1970s. The course assumes no knowledge of economics, but only an interest in American social and economic history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3774. HISTORY OF CAPITALISM IN THE U.S.. (4 Credits)
Focusing primarily on the modern United States, this course explores the history and everyday workings of ideas and institutions that often seem to us to be timeless: property, markets, profits, and development. Throughout the course, we emphasize the connections between political and economic life in the U.S. and elsewhere in the world. Topics range from the rise of plantation slavery to the growth of our fossil fuel economy to the 2008 financial crisis. Students should emerge from the course with greater insights onto how the U.S. transformed from a peripheral country that drew wealth from slave-based agriculture into the world's political and economic superpower. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.

HIST 3775. THE EARLY REPUBLIC. (4 Credits)
The course studies the birth of American democracy and capitalism from the course studies to the birth of American democracy and capitalism from the revolution to the age of Jackson. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.

HIST 3780. THE ERA OF THE CIVIL WAR. (4 Credits)
Slavery and other contributory factors leading to the war for southern independence; the war; reconstruction of the southern states; 1865-1877. (Alternate years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3789. MODERN SOUTH AFRICA STORIES. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3795. U.S. BETWEEN WARS: 1919-1941. (4 Credits)
America between the wars was a nation in transition, and in contradiction. In a continuing quest for identity, American society faced the tensions between internationalism and isolationism, prosperity and economic collapse, progressivism and conservatism. From the anvil of the Progressive Movement, the Jazz Age, the Depression and the New Deal were forged the foundations of the "American Century." Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3797. THE HISTORY OF US POPULAR CULTURE. (4 Credits)
This course will survey the major themes, genres and trends in U.S. popular culture with a particular emphasis upon the industrialization of popular culture as a space to challenge conventional identities for race, gender and sexuality.

Attributes: AHC, AMST.

Updated: 10-11-2017
HIST 3800. INTERNSHIP. (3 Credits)

HIST 3804. CITY IN AMERICAN HISTORY. (4 Credits)
This course will trace the development of American cities from their beginnings to the present day. Topics will include the origins of different sorts of cities; the place of cities in various regions; the history of urban problems; changes in the urban population and the physical layout of cities; ideas about cities, and the role they have played in American culture and life. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST, PLUR, URST.

HIST 3806. U.S. IMMIGRATION/ETHNICITY. (4 Credits)
A survey of immigration and ethnicity in American life. Themes include the motives for migration; America's reception of immigrants; the formation of immigrant communities; the intersection of ethnicity with race, gender, religion, politics, and class; the personal meanings of ethnic identity; and the relationship of ethnicity to American national identity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, URST.

HIST 3807. JAZZ AGE TO HARD TIMES. (4 Credits)
The U.S. in the 1920s and 1930s. Topics include Prohibition; the New Morality fundamentalism; the KKK and immigration restriction; African American migration and culture; causes and social effects of the Depression; FDR and the New Deal; popular culture; radical challenges; the coming of World War II. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PJST.

HIST 3808. NEW YORK CITY POLITICS. (4 Credits)
An exploration of New York City since consolidation in 1898. Topics include consolidation, the role of Tammany Hall and municipal corruption, reform and radical politics, important mayoral campaigns and administrations (including Walker, LaGuardia, Lindsay, Koch, Dinkins, Giuliani), the civil rights movement in the city, the role of ethnic groups, the 1970s fiscal crisis, and September 11th. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, URST.

HIST 3809. JEWS IN THE MODERN WORLD. (4 Credits)
This course will provide an introduction to the history of the Jewish people as it encountered the modern world from the 18th century through the twentieth. It will explore the social, cultural, religious, and political aspects of this encounter, primarily in Eastern and Western Europe, the United States, and the Middle East. The course will touch on such issues and events as emancipation and the breakdown of traditional identities and communal structures: Jewish religious movements from Hasidism to Reform; the invention of modern secular culture in Yiddish and Hebrew; political movements including Socialism, Zionism and Communism; migrations and the creation of American Jewry; anti-Semitism and the Holocaust; and the rise of the State of Israel. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, JWST.

HIST 3810. JEWS IN AMERICA. (4 Credits)
Jews have been present in North America since the 17th century, but it was in the course of the 19th and early 20th centuries that the Jewish community in the United States rose to significance both within the Jewish world and as a visible presence in American life. Never more than 4% of the population, this small minority has had a prominent role in defining American pluralism. This course traces the history of the Jews in the United States from the colonial period to the 21st century. Among the topics it will cover are the waves of immigration that formed the community: American Jewish religious movements; secular approaches to Jewish identity; class conflict and mobility; Jewish participation in politics; American Jewish relations with communities abroad; and America and the Holocaust. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, JWST.

HIST 3815. EAST EUROPEAN JEWISH HISTORY. (4 Credits)
Some 80% of Jews in the world trace their roots to eastern Europe, which was home to the largest Jewish population until WWII. From the 16th century, the impact of east European Jews on Jewish culture and society has been tremendous, in shaping the interpretation of Jewish law, the ideology of the Zionist movement at the turn of the 20th, or modern Hebrew, and American literature and popular culture. Yet, the history of this important Jewish community has been vastly misunderstood, largely due to the devastating legacy of the Holocaust and the persistence of imagery of the impoverished "shtetl" in Yiddish fiction, and later popularized through plays and films such as "Fiddler on the Roof." This course takes us beyond legends and stereotypes, and into a complex, more textured world of Jews living among Christians from the beginnings of Jewish settlement in the 13th century to contemporary Poland's small Jewish community, trying to reinvent Jewish life in the aftermath of the Holocaust and the 1968 forced migrations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, JWST.

HIST 3820. SOCIAL MOVEMENTS AND SOCIAL REFORM IN AMERICA SINCE 1877. (4 Credits)
This course explores the history of social movements and social reforms in the United States since 1877. Movements covered include Progressivism, the New Deal, Civil Rights, Feminism, and AIDS, among others. The course places special emphasis on the role of the arts in social activism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

HIST 3822. U.S. CULTURAL HISTORY. (4 Credits)
The focus of this course is on ideas, assumptions, and values in American life from colonial times to the present, from ministers' sermons to blues performances, from philosophical essays to Hollywood films. It examines the symbolic forms and social context of conflicting as well as shared beliefs and considers the character of American cultural expression on various levels, in ways in which different groups have influenced American cultural life, and the meaning of recent mass culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.
HIST 3826. MODERN US WOMEN’S HISTORY. (4 Credits)
The history of American women from the first women’s rights convention in 1848 to the present. We will study women’s everyday lives (including at home and work), major events like the campaign for suffrage, World War II, and the women’s liberation movement, and representations of women in popular culture (magazines, movies, and T.V.). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST, PLUR, WGSS.

HIST 3830. HISTORY OF AMERICAN WOMEN AND GENDER. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3833. SCREENING AMERICA’S PAST. (4 Credits)
An examination of American history as depicted in 20th century American films. We will assess their relative accuracy, cultural context, and contributions to the (mis)shaping of the nation’s collective memory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3838. HISTORY OF U.S. SEXUALITY. (4 Credits)
History of social, political, scientific and cultural battles over sexuality and reproduction in the United States from the Colonial Era to the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3842. THE VIETNAM WARS. (4 Credits)
The United States became involved in French-Indo-China in 1950 and left Vietnam in 1975. This course asks basic questions about the Vietnam Wars. Why did the United States make such a vast commitment in an area of so little importance? What did it attempt to do during the quarter century of its involvement there? Why, despite the expenditure of more than $150 billion dollars and the loss of more than 58,000 lives did the world’s most powerful nation fail to achieve it objectives? What have been the consequences for Americans, Vietnamese, and others of the long and divisive war? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.

HIST 3843. AMERICAN DRUG WAR. (4 Credits)
Drugs have played a significant role in American political and legal discourses of the 20th century. Increased focus on drug abuse resulted in an increase in the regulation of drugs, criminal prosecution and incarceration of drug users and sellers. This course will examine history of drug use, abuse and regulation in the U.S. beginning with the mid-19th century. This course will also explore in impact of drugs on American culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.

HIST 3845. THE HISTORY OF U.S. FOREIGN RELATIONS, 1898 TO THE PRESENT. (4 Credits)
This course examines the foreign relations of the United States from 1898 to the present, tracking the nation’s trajectory from minor international power to sole superpower. Through that history, it addresses traditional diplomatic questions of international wealth and power, the link between domestic politics and foreign policy, and programs of military intervention, cultural expansion, and economic development. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3846. THE HISTORY OF U.S. FOREIGN RELATIONS, 1974 TO PRESENT. (4 Credits)
This course examines the foreign relations of the United States from the end of the Vietnam War to the present. It charts the course of recent U.S. history through the lens of its foreign relations, including major events like the energy crisis, the Iraq Hostage crisis, the Soviet invasion of Afghanistan, the Iran-Contra crisis, the end of the Cold War, and others. It addresses traditional diplomatic questions of international wealth and power, this history of contemporary globalization, the link between domestic politics and foreign policy, and programs of military intervention, cultural interchange and economic development. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST, PJST.

HIST 3852. 20TH CENTURY U.S. RADICALISM. (4 Credits)
Explores the radical Left and Right of American politics and culture. Lectures, discussions and assignments critically assess topics including the history of populism, socialism, the Klan, communism, Black Power, radical feminism and the religious Right. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PJST.

HIST 3855. AMERICAN FOREIGN POLICY SINCE 1898. (4 Credits)
This course seeks to provide an understanding of the most significant events and issues of the past century of American foreign relations. Readings, discussions and assignments will cover such topics as: the legacy of continental expansion, American imperialism, The Open Door Policy and World War I, the informal influence of the 1920’s, the impact of global Depression, the Second World War, the start of the nuclear era, Containment and the Cold War, America and Vietnam, continuing crises and calls for a ‘New World Order’. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, IPE.

HIST 3857. AMERICA SINCE 1945. (4 Credits)
Integrating economic, political and social history, this course will explore the development of the American economy, paying particular attention to transformations in the nature of work and labor relations. (Alternate years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.
HIST 3858. THE GLOBAL COLD WAR. (4 Credits)
An analysis of the global Cold War. Particular attention to the international forces of decolonization, revolution, and development in Asia, Africa, Latin America, and the Middle East. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE.

HIST 3862. HISTORY OF NEW YORK CITY. (4 Credits)
The political, social and cultural development of the city from trading post to metropolis. The emphasis is on leading personalities and the relationship between New York's growth and major American trends over the last century. (Alternate years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST, URST.

HIST 3864. NEW FRONTIERS? 1960'S AMERICA. (4 Credits)
Americans remember the 1960s as a decade of great social change, an era of "new frontiers," as the young presidential contender John F. Kennedy proclaimed during the election of 1960: "The world is changing." Kennedy asserted, "the old era is ending, the old ways will not do." In its most excessive phases, the period became linked with overwhelming changes, as music, hippies, drugs, and protest marches filled the scenery of American social and cultural spaces. But to what extent did the 1960s truly expand the nation's frontiers? This course will investigate how 1960s America adopted and resisted social change, examining the period from cultural, political, economic, and diplomatic perspectives. Course themes will include, among others: social activism, including the civil rights, women's, antiwar, and student movements; politics, like changes in presidential politics and the American party system; and pivotal moments in the Cold War. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.

HIST 3870. ASSASSINATIONS AND THE MAKING OF POST-INDEPENDENCE AFRICAN HISTORY. (4 Credits)
This 3000 level elective course will examine the assassinations of a range of different political, cultural, and activist figures in Africa's recent history. We will explore the social, political, economic, and cultural implications and legacies of the assassinations of figures, like Patrice Lumumba, Eduardo Mondlane, Amilcar Cabral, Steve Biko, Thomas Sankara, Chris Hani, Ken Saro-Wiwa, Herbert Chliepo, David Kato, and Carlos Cardoso. Each case study will provide us with an opportunity to learn about the local, national, and regional histories within which these assassinations occurred, and where applicable we will examine the involvement and motives of Western powers in carrying out or otherwise supporting a number of these assassinations. Charting Africa's post-independence history through these assassinations will provide students with a critical introduction to the continent's most recent history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AFAM, AHC, GLBL, INST.

HIST 3880. HISTORY OF THE COLD WAR. (4 Credits)
The course will examine the Cold War as a political, economic, ideological, and military contest on a global scale. It will give special attention to the American role and experience in the origins of the conflict and its historical significance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

HIST 3910. FROM TRUMAN TO CLINTON. (4 Credits)
Liberalism in the Truman era; victory of conservatism, 1952-1960; a new liberal agenda and social revolution in the 60's; Nixon, pragmatism and betrayal; America adrift, 1975-1980; return of conservatives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3911. U.S. AND EAST ASIA. (4 Credits)
From its earliest days, the United States has been involved with East Asia. In this course we will examine key moments in the interaction of these radically different cultures: the opening of Japan; Asian immigration (and exclusion); the United States as a colonial power in the Philippines; the Open Door Policy; the road to Pearl Harbor; the Pacific War: Hiroshima and Nagasaki; the American occupation of Japan; the"loss" of China; Korea and containment; Vietnam; the opening to the PRC; the growth of Asian America; and the emergence of the Pacific Rim. We conclude by placing current issues (economic tension, strategic concerns, human rights) in their historical content. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, INST.

HIST 3912. FROM WILSON TO FDR. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3915. CONTEMPORARY CHINA. (4 Credits)
Chinese history since 1895, focusing on the scramble for concessions, the Hundred Days, the Boxer Movement, the 1911 Revolution, the emergence and rise to power of the Communist Party, the Great Leap Forward, the Cultural Revolution, Deng's four modernizations and the rising demand for a fifth democracy. (Alternate years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE, PJST.

HIST 3920. MODERN JAPAN. (4 Credits)
Japanese history since 1868. Equal attention will be given to the political, economic and cultural achievements of the Meiji era (1868-1912); to the unresolved strains that led to World War II; and to Japan's spectacular postwar recovery. The course will end with an examination of today's internal strains and external tensions. (Alternate years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, GLBL, INST, IPE.
HIST 3921. JEWS, CHRISTIANS, AND MUSLIMS IN CHINESE HISTORY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, JWST, MEST.

HIST 3922. EAST ASIAN CITIES. (4 Credits)
To 1800, half of mankind's urban history was East Asian history. Cities played central—if rather different—roles in the social, cultural, and political histories of China and Japan. After their incorporation at gun-point into a system of industrializing nation-states, pre-existing urban hierarchies were restructured, their functions transformed. In this course, we explore both the indigenous experience and its modern transformation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, GLBL, INST, IPE, URST.

HIST 3924. EAST ASIAN CAPITALISMS. (4 Credits)
An exploration of the changing roles money and markets have played in Chinese, Japanese and Korean development from pre-modern times to the first decades of the twenty-first century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3925. THE HOLOCAUST. (4 Credits)
As a quintessential genocide, the Holocaust is intensively studied by scholars. As the emblem for the most radical evil in the human experience, it has also widely captured the imagination of millions. Why is this so? Our course will explore the contemporary interest in the Holocaust by investigating its representation in film and the arts. We will also focus on the most significant historical issues: What is the connection between historical antisemitism and the Holocaust? How do we explain the behavior of the many thousands of perpetrators? The response of the victims? The heroism of rescuers? The failure of Pope Pius XII to do more for the victims? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, IPE, JWST, REST.

HIST 3930. SEX AND GENDER IN SOUTH ASIA. (4 Credits)
In this course, we will explore histories of women, gender, and sexuality in South Asia from the 18th century to the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, EP3, GLBL, INST.

HIST 3931. COLONIALISM AND SOUTH ASIA. (4 Credits)

HIST 3939. HISTORY OF GLOBAL POPULAR MUSIC: FROM AFRICA TO THE AMERICAS AND BACK. (4 Credits)
Who brought the banjo to the United States? How did jazz get to Paris? Why is reggae so popular in Ghana? In this course, students will learn the history of African and African Diasporic popular music as it has crossed the Atlantic with enslaved Africans, African American soldiers, Caribbean migrants, and students from West Africa. Through primary sources, songs, films, and academic texts, students will examine issues of globalization, consumerism, migration, pan Africanism, race, and gender in the history of Africa and the Black Atlantic. The final project will involve original research in local and online archives, and will be accompanied by a post on the course blog. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3940. THE AFRICAN CITY. (4 Credits)
This Service-Learning Initiative course examines the histories of urban centers in Africa and her Black Atlantic diaspora. Representative cities are St. Louis (Senegal), Timbuktu (Mali), Accra (Ghana), Alexandria (Egypt), Khartoum (Sudan), Cape Town (South Africa), Dar es Salaam (Tanzania), Zanzibar City (Zanzibar), Harare (Zimbabwe), Salvador-Bahia (Brazil), New York City (USA), and Liverpool (England). The cities represent the spatial, aesthetic, and demographic, economic, political, and social histories that have produced "The African City" both in Africa and the wider Black Atlantic world. Through Service-Learning Initiative's "living and learning," students will experience, first hand, the historical processes through which New York City became and continues to be an "African city." Interaction with New York's historic African-American community, as well as its growing African immigrant community, will help students understand the links between forced migration of enslaved Africans to the city and more recent waves of African immigration which have renewed the city's linkages with the continent. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AFAM, AHC, COLI, GLBL, INST, URST.

HIST 3942. RACE, SEX, AND COLONIALISM. (4 Credits)
In this course we will learn about the similarities and differences that characterize histories of interracial sexual relations in different political, social, economic, and legal contexts. We will focus on histories of interracial sexual relations in areas as diverse as colonial Zimbabwe, Haiti, Indonesia, and the U.S.A. Close attention will be paid to the position of women in these relationships, as well as their mixed race children. Case studies will be accompanied by foundational theoretical readings on race, colonialism, and sexuality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.
HIST 3943. COLONIAL AFRICA. (4 Credits)  
This course explores the encounter between Africans, particularly in west and sub-Saharan Africa, and Europeans in the early modern and modern eras. This course will survey the history of European colonial incursions into Africa with a particular focus on how different cultures and systems of knowledge clashed, sometimes with great violence, as Europeans tried to integrate Africa into a global system of industrial capitalism. Among the topics covered will be the economic, social, and cultural histories of a wide swath of cultures and peoples living in west, central, and southern Africa. Key aspects of focus will include religious identity, limits of state power, various major wars, and migration. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attribute: AHC.

HIST 3944. AFRICA IN THE AGE OF DECOLONIZATION. (4 Credits)  
Almost all of the nation-states in sub-Saharan Africa achieved independence from the European colonial powers in the mid-20th century. This course explores the diversity of experiences of decolonization in Africa through this period, with a focus on social, cultural, and economic dimensions of this change. We will look at how African cultures resisted and adapted to European colonial rule, the emergence of nationalist movements, broad social and cultural changes in class and gender, racial and ethnic conflict, mass urbanization, and the frequently destructive repercussions of Cold War high politics on African nation-states. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attribute: AHC.

HIST 3950. LATINO HISTORY. (4 Credits)  
This course explores the development of the Latina/o population in the U.S. by focusing on the questions of migration, race, ethnicity, labor, family, sexuality, and citizenship. Specific topics include: United States colonial expansion and its effects on the population of Latin America; Mexican-Americans, and the making of the West; colonialism and the Puerto Rican Diaspora; Caribbean revolutions and the Cuban-American community; and globalization and recent Latina/o migrations (Dominicans, Colombians). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attributes: AHC, EP3, INST, LALS, PLUR.

HIST 3955. SLAVERY FREEDOM/ATLANTIC WORLD. (4 Credits)  
The course will cover multiple regions of the Atlantic World – Latin America and the Caribbean, the U.S., Africa, and Europe – to understand slavery and freedom as intersecting global themes across space and time. Starting with indigenous and African slavery in the Spanish and Portuguese empires, we will understand how political and economic institutions, racial ideas, and even Enlightenment concepts about liberty informed a global history of human bondage. The course will look at a variety of materials, from slave narratives to court cases, databases, film, and literature to understand the experience of slavery and the fight for freedom through the perspectives of slaves as well as slave owners, slave traders, and abolitionists. We will also consider the development of African diasporic cultures in the Americas and the legacy of slavery in current debates about memory, reparations, and human trafficking. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attribute: AHC.

HIST 3960. RELIGION AND POLITICS LATIN AMERICA. (4 Credits)  
This course will analyze the different ways in which religion and politics have interacted in Latin America from the 16th century to the present. It will cover messianic movements, church-state clashes, liberation theology and dictatorships in the 20th century, Catholic conservatives, and Protestants in politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attributes: AHC, LALS, REST.

HIST 3961. REBELLION AND REVOLUTION IN LATIN AMERICA AND THE ATLANTIC WORLD. (4 Credits)  
The course will examine principal rebellions and revolutions in Latin America and the Atlantic World from the late colonial period to the twentieth century, including: the Haitian Revolution; Brazilian slave rebellions; the Cuban War of Independence; the Mexican and Cuban Revolutions; Central American revolutions; and Pinochet’s coup against Salvador Allende in Chile. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attributes: AHC, LALS.

HIST 3965. COLONIAL LATIN AMERICA. (4 Credits)  
Latin America under Spanish rule. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attributes: AHC, EP3, GLBL, LALS.

HIST 3968. MEXICO. (4 Credits)  
The course covers the history of Mexico from pre-Columbian times to the present. It underscores major events (such as the Spanish conquest, independence, and the revolution) and long historical periods like the colonial era, the turbulent 1800s, nation-building in the 1900s, and U.S.-Mexico relations. It further seeks to explain how the colonial legacy, race, the state, and migrations have shaped Mexican culture and identity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attributes: AHC, GLBL, LALS.

HIST 3969. LATIN AMERICA AND THE U.S.. (4 Credits)  
This course will be a survey of the history of the Latin America policy of the United States and the impact of such policy on the Latin American countries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attributes: AHC, AMST, GLBL, INST, LALS, PJST.

HIST 3972. REVOLUTION IN CENTRAL AMERICA. (4 Credits)  
This course covers the history of Central America from the 1930s to the present. It provides the background necessary for students to understand the revolutionary movements in Central America in the 1980s. Among the topics covered will be the situation of political and social exclusion of large sectors of the population, the impact of the rapid expansion of export agriculture, insurgency and counterinsurgency strategies, U.S. strategic interests in the region and the role of liberation theology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attributes: AHC, INST, IPE, LALS.
HIST 3973. EDU AND STATE IN LATIN AMERICA. (4 Credits)
This course explores the relation between state formation and the evolution of public education systems in Latin America. Although the course will cover the educational systems under succeeding regimes, from Spanish colonial authorities to oligarchic and revolutionary governments up to the neoliberalism of the 1990’s, more than half of the semester will be devoted to the 20th century. The study of the evolution of public education systems will provide a window to understand social and political change. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: IPE, LALS.

HIST 3974. SPANIARDS AND INCAS. (4 Credits)
This course traces Andean history from the growth of the Inca Empire in the 15th century through its conquest by the Spanish in the 16th century. The creation of a colonial Andean society forms the balance of the course which concludes with the Great Rebellion of the late 18th century. Specific attention will be given to the impact of Christian missionizing on indigenous populations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, GLBL, LALS.

HIST 3975. THE CARIBBEAN. (4 Credits)
This course will study the history of colonialism, slavery, emancipation and nationalism in the Caribbean, using both primary sources and scholarly studies. The African and European backgrounds to Caribbean history will receive particular attention. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, LALS.

HIST 3977. LATIN AMERICAN HISTORY THROUGH FILM. (4 Credits)
We will screen Latin American and U.S. films to examine what we learn about events or ideas from Latin American history through film. We also will seek to understand how countries interpret their own particular histories in films. Readings will put the films into historical context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, GLBL, LALS.

HIST 3983. APOCALYPTICISM AND MESSIANISM IN ISLAMIC THOUGHT AND HISTORY. (4 Credits)
Apocalypticism, the belief that God has revealed the imminent end of the struggle between good and evil, has been a major element in Islamic tradition. Messianism, or belief that a savior will usher in a golden age, is intimately connected. This is a general introduction to the central themes in Islamic apocalypticism and messianism from early Islamic period to present time. It will analyze the history of beliefs related to the imminence of the Last Days in Islam in various contexts and explore the ways in which apocalyptic expectations shaped Muslim and Christian encounters. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, MEST.

HIST 3985. OTTOMAN EMPIRE/ 1300-1800. (4 Credits)
The course proposes to trace the history of the Ottoman Empire from its emergence in the early fourteenth century (ca. 1300) as a small frontier principality, to its growth into a world empire in the sixteenth century, and then down to its final dissolution in 1923. Bringing the political, cultural, and social aspects of the six-century-long imperial history together, the course seeks to understand the ways in which the Ottoman past shaped the modern middle east. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, MEST, OCST.

HIST 3986. RELIGION AND POLITICS IN ISLAMIC HISTORY. (4 Credits)
An introduction to the Islamic Political Thought from the rise of Islam to present, with a strong emphasis on the historical context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, IPE, OCST, PJST, REST.

HIST 3990. NORTH AMERICAN ENVIRONMENTAL HISTORY. (4 Credits)
The course will explore various aspects of North American Environmental History. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST, ENST, ENV5, URST.

HIST 3991. THE AMERICAN INDIAN. (4 Credits)
Not long ago, 15 million people lived in what is now the continental US, organized into roughly 500 broad groups, speaking thousands of languages, and living in hundreds of thousands of villages. They cultivated plants that became among the most important in the world by the 20th century, especially maize: now the most widely cultivated grain on earth. They confounded the medieval conception of the Creation and course of history, forcing Europeans to reexamine everything they thought they knew. And they helped to shape the US, by maintaining powerful military and political confederacies in the interior. They did not merely serve as guides; they did not walk in moccasins through time, leaving not a mark on the landscape; they did not go quietly to their reservations. This course examines American Indians from their own points of view, from those of Whites, and from the ways that Indians changed American culture and environment. It is broadly chronological but mostly topical, covering the period from 13,000 years ago to after World War II through a series of issues and events. The course assumes no previous knowledge of American Indians and is offered as part of Fordham’s Eloquentia Perfecta initiative. Accordingly, students will learn to write and speak. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.
HIST 3992. CAPITALISM. (4 Credits)
Political economy is the social science that treats the sources and methods of production for subsistence and wealth. It is the study of how political systems conceive of and organize economic life and of the ideas people hold as they set out to derive wealth from nature. Its founding authors are still read today, so convincingly did they establish the questions and the borders of the discipline. Yet these authors had a troubled relationship with the environments where commodities originate. They tended to deny that ecology and economy could possibly come into conflict. Instead, they proposed mechanistic models in which the market resolved all contradictions. This seminar considers the various ways that capitalist societies have appointed resources and conceived of nature, progress, and wealth. It is a Topical Historical Survey Intended to Teach the Origins, Qualities, and Historical Manifestations of This Powerful Social System. The course assumes no knowledge of economics and only a basic knowledge of American and European history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, INST, IPE.

HIST 3993. ENVIRONMENTAL HISTORY: NEW YORK CITY. (4 Credits)
Explores the ecological implications of New York City's commercial expansion and global influence. Subjects will include physical infrastructure, parks, urban redevelopment, and trade. Students will choose part of the city to examine its environmental history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENST.

HIST 3994. HISTORY OF CLIMATE CHANGE. (4 Credits)
This is a course about climate change, understood geologically, anthropologically, and historically. It considers three broad kinds of climate change. First, we will consider the causes of ice ages, including the last glacial maximum. Second, we will look at the sudden cooling in global temperatures that took place between 1350 and 1850 known as the Little Ice Age. And third we will study how the end of the last event coincided with a period of warming that has not ended. We will cover the causes and discovery of carbon-induced global warming. The course combines science, history, politics, and popular culture. Students will evaluate arguments and weigh evidence in order to become historians of these complicated events. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, ENST.

HIST 3998. PEOPLE AND OTHER ANIMALS IN HISTORY. (4 Credits)
This upper level seminar explores the history of humans’ relationships with animals, especially in scientific or medical settings. Animals, while pre-eminently natural objects, are always understood in cultural contexts and cultures mark the boundaries between humans and non-human animals very differently. This course examines the number of ways that relationships between humans and non-human animals have been imagined and conducted over the past centuries. Contexts explored include hunting, domestication of livestock, commodity-exchange, specimen collecting, zoos, museums, pet-keeping, scientific laboratories, and children’s fiction. Themes include shifting ideas about animal intelligence and agency, humans’ moral and ethical obligations to animals, and limits on humans’ use of animals. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, ENST.

HIST 3999. TUTORIAL. (3-4 Credits)
Independent research and readings with supervision from a faculty member.

HIST 4000. HISTORY, PHILOSOPHY, AND LAW: PROBLEMS IN INTERPRETATION. (4 Credits)
This seminar explores constitutional interpretation from the different perspectives of history, philosophy, and law. The course will survey a variety of different scholarly approaches and examine a range of landmark Supreme Court decisions. The class will examine the different modalities of constitutional interpretation used by judges: text, history, structure, prudential arguments, and philosophical/ethical arguments. The readings will be drawn from leading historians, philosophers, legal theorists. The course will probe a variety of interpretive problems and issues at the intersection of these three disciplines. Should we treat the Constitution’s text as fixed or should we embrace the idea of a living Constitution? How do historians deal with the issue of Constitutional meaning? How have philosophers grappled with the same issues? How should we interpret the Constitution? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, ICC.

HIST 4004. AMERICAN ECONOMIC HISTORY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ECON, ICC.

HIST 4005. AMERICAN PHOTOGRAPHY: HISTORY AND ART. (4 Credits)
An interdisciplinary study of the history, art, and practice of photography. This course explores the place of photography in American history and culture. Students will study the renowned photographers and important types of photography, such as documentary and landscape. We will also practice photography - making pinhole cameras and learning the technical elements of picture taking. The class will include field trips and meeting with photographers and curators. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC.
HIST 4007. MEDIEVAL AUTOBIOGRAPHIES. (4 Credits)
Although writing about oneself is often considered classical or modern, and autobiography was not classified as a genre until the eighteenth century, a handful of medieval clerics, monks, mystics, nobles and merchants wrote about their own lives. These autobiographical accounts, and the conventions and societies that shaped them are the topic of the course. By asking both the questions of genre, narrative voice, subjectivity and authorship usually posed by literary analysis, and the historical questions of what such sources about past authors, audiences and the societies that read and copied the lives, the goal is to understand autobiography and the sources themselves from an interdisciplinary perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, MVST.

HIST 4008. RACE AND GENDER IN THE OLD WEST. (4 Credits)
This course uses fiction and history in an interdisciplinary approach to explore the nineteenth-century American West. It incorporates race and gender as categories of analysis to examine how concepts of racial ideology and gender roles affect social, cultural, and economic spheres. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC, PJST, WGSS.

HIST 4009. FILM, FICTION, AND POWER IN THE AMERICAN CENTURY. (4 Credits)
Visual and written representations of American power have influenced, challenged and even transformed U.S. relations in the world. With their capacity to reach millions, films and fiction do more than tell stories or entertain audiences. They also have the unparalleled means to shape values and beliefs, and to convey attitudes toward the nature and practice of American power. What sort of themes of international power did authors, screen-writers, and directors address in the twentieth century? What do these reflections on power reveal about American society, its politics, and its place in the world? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

HIST 4031. RISE OF THE AMERICAN SUBURB. (4 Credits)
An examination of the nineteenth century origins of the suburb as a counterpart to the city and the role of nature in shaping the design of this new form of country living. The twentieth century transformation of the suburb into the American dream will be evaluated in light of the resultant sprawl and the policy critiques of this pattern of growth. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, ICC.

HIST 4057. SEMINAR: HISTORY AND FILM. (4 Credits)
This senior seminar will examine the practical and theoretical issues of using film as historical evidence and presenting the past on screen. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

HIST 4104. LIQUID HISTORY: BEVERAGES AND DRINK IN SOCIETY. (4 Credits)
Eating and drinking are not only basic human needs, they can also be immensely pleasurable activities and over the centuries they have been central to how we define ourselves and interact with each other. During this interdisciplinary capstone seminar, we will use both historical and literary analysis to explore the very rich history, social practices and cultural meanings of food and drink in the modern world, between the 15th-century Renaissance and the present day. During our class discussions, we will study the evolution of specific foods and beverages, and we will examine how they have been consumed, not only in the home but also in public places, from the traditional banquets and taverns to the newer cafes and restaurants. Our sources will cover the full spectrum of texts and genres that literary scholars and historians use in their work. We will apply concepts, theories and techniques developed in both history and literary studies to contextualize and interpret texts, documents and images. By combining a variety of angles and disciplinary perspectives (including anthropology, sociology and art history, as well), students will get a fuller understanding of the place food and drink have occupied in our societies and how it has changed over time. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

HIST 4105. THE EARLY MODERN WORLD: ART AND SCIENCE. (4 Credits)
European exploration and interaction in the 16th and 17th centuries expanded the horizons not only of the Europeans but of the entire world. It was also the beginning of a truly global system of exchange involving peoples, products, money, and microbes that in turned transformed European art, philosophy, religion, and science. This interdisciplinary capstone will analyze the dizzying world of early modernity through consideration of the way its scientists, artists and religious thinkers understood their society and treated the materials of their disciplines. We will trace first the economic and human consequences of this newly global system, for Europeans and non-Europeans alike, and we will then explore questions proper to each discipline at the time, the changes they underwent, as the ways that new interactions and discoveries shocked and exploded ancient traditions and authority, and how the approaches of the period compare to contemporary methods in each area. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4110. NARRATING THE GREAT WAR. (4 Credits)
The First World War was the "seminal disaster of the twentieth century." It also played a crucial role in the transformation of western culture and continues to play a large role as a symbol of abused idealism and a certain understanding of war. This course draws on history memoirs and film to explore the significance of the First World War. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: THEO 1000 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1010.

Updated: 10-11-2017
HIST 4120. IMAGINING EMPIRE. (4 Credits)
This course focuses on how the modern British Empire has been represented in literature, film and historical writing. We will confine our examination to western views or empire, both critical and enthusiastic. Many of our observers get the history of empire wrong, but they nevertheless engage in British attitudes to global domination, racial and cultural assumptions of superiority, law and authority, and the use of force. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST.

HIST 4137. HYSTERIA, SEXUALITY, AND THE UNCONSCIOUS. (4 Credits)
This interdisciplinary seminar is sponsored by the Department of English and the Department of History. The seminar explores issues raised by hysteria, sexuality and the unconscious in turn of the twentieth-century western culture-topics that cross disciplinary boundaries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: BIOE, COLI, ENGL, EP3, ICC.

HIST 4152. THE ITALIAN RENAISSANCE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, ICC.

HIST 4295. CONFUCIANISM IN THREE KEYS: THE HISTORY, PHILOSOPHY, AND POLITICS OF CONFUCIANISM. (4 Credits)
Confucianism has taken many forms over the millennia, but its core ideas of self-cultivation, the proper ordering of society, the role of the individual in the social order, and the relationship between humanity and the cosmos have not only shaped the underlying fabric of Chinese civilization, they have deeply influenced several neighboring East Asian societies as well. Now, after decades in disfavor, Confucianism is once again entering dialogues in modern global culture, but this time with lingering anxiety about what Confucianism actually is. With this in mind, this course will examine Confucianism from three main perspectives, the historical, the philosophical, and the political. It will also make broad use of interdisciplinary (and comparative) approaches from literature, religious studies, anthropology, and art history, so that Confucianism will not speak with a single voice, and our understanding will reflect the complexity of this evolving tradition. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

HIST 4308. ANTISEMITISM. (4 Credits)
The history of anti-Jewish hostilities and their various manifestations from antiquity to the present. An examination of the theological, social, political, economic, and mythical elements of the hatred. Close readings of antisemitic texts to acquaint students with the full repertoire of antisemitic tropes: Jews as agents of cosmic evil and murderers of God, children of the Devil and followers of the Antichrist, money manipulators and usurers of other peoples’ possessions, political connivers and conspirators, sexual predators, social corrupters. A study of the encoding and transmission of these ideas and an exploration of their continued contemporary appeal. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, INST, JWST, MEST, PJST, VAL.

HIST 4347. LATINOS: FACT AND FICTION. (4 Credits)
This course uses an interdisciplinary approach to examine the experiences of Latin Americans and Latinos. It employs literature and history to introduce students to the benefits of using multiple ways of acquiring knowledge. It then relies on other academic areas such as art and sociology to reinforce its interdisciplinary. As a capstone course, it allows students to incorporate disciplines from their own academic foundation. It covers topics such as politics, social justice, race, gender, and identity.
Attributes: ICC, LALS.

HIST 4510. CONQUEST, CONVERSION, CONSCIENCE. (4 Credits)
The Spanish conquest of the New World and the forced conversion of its indigenous peoples were justified as rescuing indigenous peoples from the tyranny of their own sinfulness of cannibalism and bestiality. However, those same policies of conquest and conversion were also subject to intense scrutiny on moral and ethical grounds by Spaniards. In this course we will closely examine a series of case studies and the philosophical and ethical debates they gave rise to. To understand the echoes of such debates and moral claims in the contemporary world we will look at recent debates over the doctrine of just war and cultural/religious practices of indigenous people today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, GLBL, VAL.

HIST 4516. SEMINAR: SLUMS, GHETTOS, CAMPS. (4 Credits)
This course will survey the history and meaning of informal cities and urban settlements from the 19th century to the present day. Using primary and secondary source readings as well as photography and film, students will examine the vocabulary and visual imagery of slum areas, slum dwellers and their social lives, and the role in of slums in socio-political narratives. The course takes a global perspective on informal cities and will use examples from Europe, the Americas, Asia and Africa; considers their relationship to economic and political migration, the displaced, and the causes of poverty. Analyzes the role of the informal built environment 19th C. to the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, ITAL.
HIST 4610. SEMINAR: JEWISH SOCIETY AND CULTURE IN EASTERN EUROPE. (4 Credits)
Our understanding of the life of east European Jews has been dominated by the Hollywood and Broadway blockbuster "Fiddler on the Roof."

The "shtetl," a small insular town where Jews were said to have lived, has been the paradigm of east European Jewish experiences. But the powerful imagery of the "shtetl" is largely a creation of 19th-century writers. This is a course that will take us beyond the popular stereotypes, and will look at the history the Jews in eastern Europe from the initial settlement of the Jews there until the eve of modernity. We will examine how - beyond popular culture - historians and writers have shaped our understanding of Jewish history in that region, and how the persisting imagery of eastern European Jews was created.

Why were certain stories told? What can different historical sources show us about Jewish life in Eastern Europe? We will discuss how Jewish history in eastern Europe was studied by historians, and couple the narratives created by scholars with historical sources: privilege charters, crime records, rabbinic responsa, anti-Jewish literature, and others. We will try to probe the relation between history, historical sources, and historical writings.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, JWST.

HIST 4631. SEMINAR: US IN THE MID EAST:1945 - PRES. (4 Credits)
The seminar will examine how the United States replaced Great Britain as the preeminent power in the Middle East in the post-World War II era. We will study the conduct of the cold war in the Middle East, analyze American involvement in the Israeli-Arab conflict, examine the tensions arising from American dependence on foreign oil, and consider the conflict between American culture and the rise of Moslem fundamentalism.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, JWST, MEST.

HIST 4650. SEMINAR: HISTORY AND FICTION. (4 Credits)
An examination of American history through America's leading novels from Hawthorne on Puritanism to Faulkner on the American South, and including such authors as Melville, Cooper, James, Wharton, Dreiser, Steinbeck and Wright. Focus will be on the problems inherent in presenting an accurate depiction of history through literary form.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4652. SEMINAR: AMERICA AT WAR. (4 Credits)
An exploration of the interaction of war and society from the colonial era through Vietnam, presented in a seminar format. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AMST.

HIST 4654. MEDIEVAL LONDON. (4 Credits)
This course draws on material and documentary sources to explore the townscape of medieval London-its wards, streets, and buildings- and the social life of its people, including their daily routines, work, and rituals. We will examine such documentary sources as chronicles, charters, and wills, along with material evidence from human skeletons, excavation houses and churches, coins, pottery and clothing. This also contains a digital humanities component; students will be responsible for an online project to create illustrated reports and medieval objects and sites in London.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, MVST.

HIST 4657. SEMINAR: NEW YORK CITY HISTORY. (4 Credits)
Advanced readings and research in the history of New York City, 1621-2016. Topics for common reading and discussion might include the politics and culture of the city, the rise of the urban infrastructure and distinct neighborhoods, the city’s changing population, etc. Students will produce and present a research paper on a topic of their own choosing.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHC.

HIST 4658. SEMINAR: HOME SWEET HOME: THE MATERIAL CULTURE OF EARLY AMERICA. (4 Credits)
"Home Sweet Home" examines the material culture of early America through objects at the New York Historical Society. This unique and extraordinary collection of artifacts allows us to recreate daily life in the seventeenth and eighteenth centuries room by room, spoon by spoon, fabric by fabric, chair by chair, and potty by potty. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4701. SEMINAR: 12TH CENTURY RENAISSANCE. (4 Credits)
This seminar considers the rise and fall of Britain’s “first empire” and the transition to its second, roughly covering the period from 1485 to 1830. Special attention will be paid to the political, economic, and cultural impact of empire on Britain itself as well as effects of and resistance to British dominion in India, Ireland, and America. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: MVST.

HIST 4710. SEMINAR: EARLY MODERN BRITISH EMPIRE. (4 Credits)
This seminar considers the rise and fall of Britain’s “first empire” and the transition to its second, roughly covering the period from 1485 to 1830. Special attention will be paid to the political, economic, and cultural impact of empire on Britain itself as well as effects of and resistance to British dominion in India, Ireland, and America. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, IRST.
HIST 4715. OIL AND POWER IN THE AMERICAN CENTURY. (4 Credits)
This Senior Seminar will examine the historical evolution of the crucial link between oil, diplomacy, and national security in the twentieth century. Students will discuss the role of oil consumption in modern life, the guiding principles of the foreign oil policies of the United States in Latin America and the Middle East, and the social, political, and economic structures related to the production and consumption of oil. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AMST.

HIST 4725. SEMINAR: GLOBAL HISTORIES AND STORIES. (4 Credits)
How do we know about the lives of people who left no records of their own? Can a work of fiction or a person’s memory be a source of history? How do history, travel, and narrative connect the lives of an 11th century merchant and a modern-day traveler? These are some of the questions this senior seminar will explore through examples from around the world, from the streets of Cairo to the trans-Atlantic slave trade, biographies, film, novels, oral histories from perpetrators and survivors of state terror, and students’ own family histories, among others. Every week we will explore different world regions and methodologies, and students will simultaneously create original projects over the course of the semester. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHC.

HIST 4742. SEMINAR: ITALY THROUGH FOREIGN EYES. (4 Credits)
Research in Italian culture and politics as perceived through foreign observers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4748. SEMINAR: THE WORLDS OF THE ENLIGHTENMENT. (4 Credits)
This senior seminar focuses on the developments that transformed Europe during the Age of Enlightenment in the eighteenth century and ushered in the modern era. We will approach the period from a variety of angles to uncover how transformations in the realm of ideas, culture, politics, society, commerce, and communications shaped new worlds, not only in Europe but also globally. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4758. SEMINAR: EUROPE: PROSPERITY TO CRISIS. (4 Credits)
This seminar concerns the important themes in European history since 1945: the social-democratic consensus and the glorious thirty years of economic growth; the cold war; the loss of empire and the emergence of multiculturalism; the social and cultural revolution of the 1960’s; the communist empire, its collapse and the aftermath. We will also focus on the historical roots of the multiple crisis which faces contemporary Europe, involving the challenge of massive emergency immigration, the development of radical-right parties, the appearance of anti-democratic governments in some post-communist states, economic stagnation, and the instability of the Euro. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AMST.

HIST 4760. SEMINAR: IMMIGRATION TO THE U.S.. (4 Credits)
This course examines important development in American immigration. It focuses on major migratory waves and on the reception immigrants have received. Coverage includes Chinese, Irish, Italian, Jewish and Mexican immigrants, among other possibilities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, LALS.

HIST 4766. SEMINAR: RENAISSANCE COSMOS. (4 Credits)
Renaissance Europeans had a sophisticated though pre-modern understanding of the world and universe around them, from the canyons to the stars. This semester examines the cosmos as seen from the perspective of Renaissance peoples, moving from the heavens to the depths of inner earth and exploring the creatures that dwelt there, from angels to demons, as well as the connections that bound them and the universe together. A central topic will be the decay of this cosmos and its replacement by a universe more familiar to modern peoples. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4767. SEMINAR: TORTURE AND THE WESTERN EXPERIENCE. (4 Credits)
Torture and physical coercion have been elements of European judicial and disciplinary systems since the time of ancient Greece. This research and writing seminar will trace the history of torture in western societies until the present, the controversies surrounding its use, its significance for western understanding of the self and the body, and its implications for modern European and American culture and life. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHC, LALS.

HIST 4770. SEMINAR: IMMIGRATION TO THE U.S.. (4 Credits)
This course examines important development in American immigration. It focuses on major migratory waves and on the reception immigrants have received. Coverage includes Chinese, Irish, Italian, Jewish and Mexican immigrants, among other possibilities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, LALS.

HIST 4780. SEMINAR: THE WORLD OF THE ENLIGHTENMENT. (4 Credits)
This senior seminar focuses on the developments that transformed Europe during the Age of Enlightenment in the eighteenth century and ushered in the modern era. We will approach the period from a variety of angles to uncover how transformations in the realm of ideas, culture, politics, society, commerce, and communications shaped new worlds, not only in Europe but also globally. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, LALS.

HIST 4800. SEMINAR: EUROPE: PROSPERITY TO CRISIS. (4 Credits)
This seminar concerns the important themes in European history since 1945: the social-democratic consensus and the glorious thirty years of economic growth; the cold war; the loss of empire and the emergence of multiculturalism; the social and cultural revolution of the 1960’s; the communist empire, its collapse and the aftermath. We will also focus on the historical roots of the multiple crisis which faces contemporary Europe, involving the challenge of massive emergency immigration, the development of radical-right parties, the appearance of anti-democratic governments in some post-communist states, economic stagnation, and the instability of the Euro. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST.
HIST 4820. SEMINAR: AFRICAN ICONS. (4 Credits)
This seminar introduces students to a broad range of iconic figures in Africa's recent history, while at the same time providing students with the kinds of investigative and analytical skills associated with the practice of sound historical research and writing. We will encounter well-known historical figures, like Nelson and Winnie Mandela, while others, such as Yaa Asantewaa and Thomas Sankara, may be unfamiliar, or notorious like Idr Amin and Mobutu Sese Seko. Seminar participants will read and critically engage a vast array of sources, including speeches, government documents, autobiographical pieces and press reports, in addition to scholarly studies. As a result of the often times overtly politicized, conflicting and contested nature of these sources students will be called upon to develop their capacities for independent and critical thought, which will in turn prepare them to write effectively and persuasively. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, IPE.

HIST 4845. U.S.-LATIN AMERICAN RELATIONS. (4 Credits)
This seminar focuses on the relationship between the United States and Latin America. It examines important historical events and emphasizes the role of economic interests, politics, culture, and intellectual reflections. The instructor will guide students in the use of primary and secondary sources. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.

HIST 4853. SEMINAR: US CIVILIZING EFFORTS IN LATIN AMERICA. (4 Credits)
Students in this undergraduate seminar will do research in primary sources to analyze different aspects of the US "civilizing mission" in Latin America. The course will concentrate in the period from 1898 to the eve of the Great Depression. We will discuss the efforts of U.S. diplomats, missionaries, business people, educators and the like to "civilize" Latin Americans, and the reaction of Latin Americans to such efforts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: LALS.

HIST 4860. SEMINAR: 1970'S: REVOLUTIONARY DECADE. (4 Credits)
While the 1960s have been viewed as a decade of change in the U.S., the 1970s may well have been more revolutionary. Often dismissed as the inward-turning "Me Decade," the 1970s witnessed dramatic social, economic, and political changes. This seminar examines closely the decade’s swirling currents: Watergate’s effects, Vietnam’s end, the extended Civil Rights Movements (feminism, Chicano, Asian-American, & Native American rights), the white ethnic revival, environmentalism’s surge, the oil crisis and the end of America's era of affluence, and the rise of conservatism. We will study a wide range of materials from the decade—such as the Pentagon Papers, the environmental novel Ecotopia, films like The Godfather and StarWars, Jimmy Carter’s epic "Crisis of Confidence" speech, and the Eagles’ 1976 hit "Hotel California." Students will be required to complete a research paper, employing primary sources, on some aspect of the decade. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4872. SEMINAR: MAKING OF MODERN SOUTH ASIA. (4 Credits)
This course will survey the recent history of the nations that are part of the Indian subcontinent, including India, Pakistan, Bangladesh, Sri Lanka, Nepal, and Myanmar (Burma). The nations of South Asia are rapidly assuming a central role in global geopolitics and the economics of globalization. In this course, we will survey a period spanning nearly four centuries beginning in 1600, from the fragmented kingdoms within the Indian subcontinent to the rise of discrete nation states by the mid-twentieth century to the geopolitical and cultural prominence of South Asia on the global state in the early twenty-first century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4900. SEMINAR: TRANSNATIONAL LIVES. (4 Credits)
This course explores creative history writing on the diverse lives and experiences of people during the colonial encounter. We will read a range of non-fiction sources, including biographies, autobiographies, and creative writings that offer a new way of understanding the past. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4901. Marx's Capital and the History of Capitalism. (4 Credits)
This course considers the economic and social history of capitalism through ideas and events extending from seventeenth-century England to twentieth-century China. Our guide will be Karl Marx and the first volume of Capital. We will follow Marx's arguments and subjects to investigate political economy in Adam Smith's Wealth of Nations, the labor movement in the United States, the circuit of capital in the Caribbean sugar plantation, and the contradictions between capitalism and the environment illustrated by climate change. Students will write three essays and participate in vigorous discussion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PJST.

HIST 4913. SOCIAL DARWINISM: THEME AND VARIATIONS IN GLOBAL CONTEXT. (4 Credits)
Ever since Charles Darwin published his theory of biological evolution through natural selection, people have tried to borrow the scientific cache of his ideas and apply them to the development and administration of human societies. This course will look at the adaption and cultural impact of what later critics would call "Social Darwinism" in global context, with a particular emphasis on England, the U.S., and Asia. Topics will include pre-Darwinian concepts of social development, popularization of scientific thinking, competing interpretations of evolutionary thought and social welfare, global circulations of ideas in the 19th and 20th c. political implications of "fitness", and resistance to Social Darwinism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
HIST 4933. SEMINAR: COLD WAR SCIENCE AND TECHNOLOGY. (4 Credits)
Science and technology played a crucial role in shaping the Cold War across the globe. In this course, we will begin with the development of the atomic bomb and discuss the nuclear arms race and the popular culture of nuclear anxiety as embodied in film and literature. Other topics include the space race, the development of the internet, the origins of modern environmentalism, the rise of the military-industrial complex, and "everyday technologies" such as the birth control pill and mass media. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4954. SEMINAR: LAW AND EMPIRE IBERIAN ATLANTIC. (4 Credits)
This course explores the centrality of legal practices in Spain and its American Empire from 15th to 19th centuries. Topics may include: legal cultures in early modern Spain and the Americas; debates over legality of the conquest; how indigenous people used law to their advantage; and legal questions of ethnicity and honor as related to marriage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, LALS.

HIST 4998. STUDY TOUR: MEDIEVAL SPAIN. (4 Credits)
One of the great medieval pilgrimage routes, the Camino de Santiago crosses northern Spain from the passes of the Pyrenees to Santiago de Compostela. This study-tour will consider the legends of the Camino, some of its many surviving monuments, and the modern revival of the pilgrimage by walking for two weeks with the peregrinos/-as from Leon to Santiago de Compostela. This class will meet periodically at Fordham before the walk to discuss reading assignments and prepare. A journal is required at the end of the course. Fees and travel costs not included. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, ICC, LALS, MVST.

HIST 4999. TUTORIAL. (1-5 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
HISTORY MAJOR

Requirements

Students who major in history must complete ten courses in history:

Course | Title | Credits
--- | --- | ---
**Required Courses**
1. One Understanding Historical Change course
2. One Medieval History course
3. One American History course
4. One Global History course (African, Asian, Latin American, Middle East, or other approved course)
5. Four history electives

Seminar

1. Students may substitute a second Understanding Historical Change for one of the required eight upper-level courses.

2. An AP History score of 4 or 5 can replace two of the student’s upper-level electives in history. In addition, up to two History courses from study abroad can count for upper-level electives.

3. The core interdisciplinary seminar can count as a history elective, not a history seminar, if it has a History attribute (p. 370).

### Medieval History courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 3011</td>
<td>BYZANTIUM AND THE WEST</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3012</td>
<td>MEDIEVAL FRANCE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3018</td>
<td>MEDIEVAL NOBILITY: LOVE, WAR, AND DEVOTION</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3050</td>
<td>CHRISTIANS, MUSLIMS, AND JEWS IN MEDIEVAL SPAIN</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3051</td>
<td>THE BLACK DEATH, 1348-1450</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3145</td>
<td>MEDIEVAL BARBARIANS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3201</td>
<td>AGE OF CATHEDRALS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3205</td>
<td>MEDIEVAL MEDICINE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3207</td>
<td>LATE MEDIEVAL RELIGION AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3208</td>
<td>THE MEDIEVAL OTHER</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3211</td>
<td>MEDIEVAL SIN, SINNERS, AND OUTCASTS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3260</td>
<td>MEDIEVAL IRELAND TO 1691</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3270</td>
<td>THE CRUSADES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3305</td>
<td>MEDIEVAL WARFARE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3638</td>
<td>TECHNOLOGY FROM ANTIQUITY TO MIDDLE AGES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3994</td>
<td>HISTORY OF CLIMATE CHANGE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4007</td>
<td>MEDIEVAL AUTOBIOGRAPHIES</td>
<td>4</td>
</tr>
<tr>
<td>MVST 4005</td>
<td>THE MEDIEVAL TRAVELER</td>
<td>4</td>
</tr>
<tr>
<td>MVST 4654</td>
<td>MEDIEVAL LONDON</td>
<td>4</td>
</tr>
<tr>
<td>MVST 4998</td>
<td>STUDY TOUR: MEDIEVAL SPAIN</td>
<td>4</td>
</tr>
</tbody>
</table>

### American History courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 3013</td>
<td>HISTORY OF AMERICAN FOOD</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3012</td>
<td>WORKER IN AMERICAN LIFE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3565</td>
<td>HISTORY OF NEW YORK</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3619</td>
<td>WORLD’S FAIR</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3626</td>
<td>SOCIAL HISTORY OF ARCHITECTURE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3653</td>
<td>GENDER IN EARLY AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3655</td>
<td>WITCHCRAFT IN COLONIAL AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3656</td>
<td>THE AMERICAN REVOLUTION</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3657</td>
<td>AMERICAN CONSTITUTION</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3745</td>
<td>COLONIAL AMERICA 1492-1765</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3752</td>
<td>COMING OF THE CIVIL WAR</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3753</td>
<td>CIVIL WAR ERA: 1861-1877</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3757</td>
<td>THE AMERICAN SOUTH</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3758</td>
<td>AMERICA AT WAR</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3772</td>
<td>HUDSON RIVER</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3775</td>
<td>THE EARLY REPUBLIC</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3780</td>
<td>THE ERA OF THE CIVIL WAR</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3795</td>
<td>U.S. BETWEEN WARS: 1919-1941</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3804</td>
<td>CITY IN AMERICAN HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3806</td>
<td>U.S. IMMIGRATION/ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3807</td>
<td>JAZZ AGE TO HARD TIMES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3808</td>
<td>NEW YORK CITY POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HIST 3822</td>
<td>U.S. CULTURAL HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3826</td>
<td>MODERN US WOMEN'S HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3833</td>
<td>SCREENING AMERICA'S PAST</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3838</td>
<td>HISTORY OF U.S. SEXUALITY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3842</td>
<td>THE VIETNAM WARS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3852</td>
<td>20TH CENTURY U.S. RADICALISM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3855</td>
<td>AMERICAN FOREIGN POLICY SINCE 1898</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3857</td>
<td>AMERICA SINCE 1945</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3862</td>
<td>HISTORY OF NEW YORK CITY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3864</td>
<td>NEW FRONTIERS? 1960'S AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3910</td>
<td>FROM TRUMAN TO CLINTON</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3912</td>
<td>FROM WILSON TO FDR</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3950</td>
<td>LATINO HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3969</td>
<td>LATIN AMERICA AND THE U.S.</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3990</td>
<td>NORTH AMERICAN ENVIRONMENTAL HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3991</td>
<td>THE AMERICAN INDIAN</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 2005</td>
<td>AMERICAN PLURALISM</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3002</td>
<td>AFRICAN AMERICAN HISTORY II</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3030</td>
<td>AFRICAN AMERICAN WOMEN</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3112</td>
<td>THE SIXTIES</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3134</td>
<td>FROM ROCK-N-ROLL TO HIP-HOP</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4000</td>
<td>AFFIRMATIVE ACTION AND THE AMERICAN DREAM</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4650</td>
<td>SOCIAL WELFARE AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>LALS 2005</td>
<td>AMERICAN PLURALISM</td>
<td>4</td>
</tr>
</tbody>
</table>

**Global History courses**

**Course**  
**Title**  
**Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 3516</td>
<td>SOCIAL LIFE OF COFFEE 1500-PRESENT</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3634</td>
<td>MODERN SOUTH ASIAN HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3635</td>
<td>SCIENCE IN POPULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3638</td>
<td>TECHNOLOGY FROM ANTIQUITY TO MIDDLE AGES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3670</td>
<td>THE MODERN MIDDLE EAST</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3675</td>
<td>HISTORY OF MODERN ISRAEL</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3858</td>
<td>THE GLOBAL COLD WAR</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3915</td>
<td>CONTEMPORARY CHINA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3920</td>
<td>MODERN JAPAN</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3922</td>
<td>EAST ASIAN CITIES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3940</td>
<td>THE AFRICAN CITY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3942</td>
<td>RACE, SEX, AND COLONIALISM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3950</td>
<td>LATINO HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3961</td>
<td>REBELLION AND REVOLUTION IN LATIN AMERICA AND THE ATLANTIC WORLD</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3965</td>
<td>COLONIAL LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3968</td>
<td>MEXICO</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3969</td>
<td>LATIN AMERICA AND THE U.S.</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3972</td>
<td>REVOLUTION IN CENTRAL AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3973</td>
<td>EDU AND STATE IN LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3974</td>
<td>SPANIARDS AND INCAS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3975</td>
<td>THE CARIBBEAN</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3977</td>
<td>LATIN AMERICAN HISTORY THROUGH FILM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3985</td>
<td>OTTOMAN EMPIRE/ 1300-1800</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3986</td>
<td>RELIGION AND POLITICS IN ISLAMIC HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3992</td>
<td>CAPITALISM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4295</td>
<td>CONFUCIANISM IN THREE KEYS: THE HISTORY, PHILOSOPHY, AND POLITICS OF CONFUCIANISM</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3037</td>
<td>BEING AND BECOMING BLACK IN THE ATLANTIC WORLD</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3140</td>
<td>CONTEMPORARY AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3148</td>
<td>HISTORY OF SOUTH AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3150</td>
<td>CARIBBEAN PEOPLES AND CULTURE</td>
<td>4</td>
</tr>
</tbody>
</table>

**Availability**

The major in history is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Rose Hill, Lincoln Center, and Westchester.

**Fordham College at Rose Hill students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Fordham College at Lincoln Center students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Professional and Continuing Studies students:** The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
# HISTORY MINOR

## Requirements

Students who minor in history are required to complete six courses in history:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select one Understanding Historical Change course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any course numbered between HIST 1000-1950</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one upper-level course (2000 level or above) in the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>history of Europe or America (Medieval, Early Modern/Modern</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Europe, or U.S.)</td>
<td></td>
</tr>
<tr>
<td><strong>Medieval History</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 3011</td>
<td>BYZANTIUM AND THE WEST</td>
<td></td>
</tr>
<tr>
<td>HIST 3012</td>
<td>MEDIEVAL FRANCE</td>
<td></td>
</tr>
<tr>
<td>HIST 3018</td>
<td>MEDIEVAL NOBILITY: LOVE, WAR, AND DEVOTION</td>
<td></td>
</tr>
<tr>
<td>HIST 3050</td>
<td>THE BLACK DEATH, 1348-1450</td>
<td></td>
</tr>
<tr>
<td>HIST 3145</td>
<td>MEDIEVAL BARBARIANS</td>
<td></td>
</tr>
<tr>
<td>HIST 3201</td>
<td>AGE OF CATHEDRALS</td>
<td></td>
</tr>
<tr>
<td>HIST 3205</td>
<td>MEDIEVAL MEDICINE</td>
<td></td>
</tr>
<tr>
<td>HIST 3207</td>
<td>LATE MEDIEVAL RELIGION AND SOCIETY</td>
<td></td>
</tr>
<tr>
<td>HIST 3208</td>
<td>THE MEDIEVAL OTHER</td>
<td></td>
</tr>
<tr>
<td>HIST 3211</td>
<td>MEDIEVAL SIN, SINNERS, AND OUTCASTS</td>
<td></td>
</tr>
<tr>
<td>HIST 3260</td>
<td>MEDIEVAL IRELAND TO 1691</td>
<td></td>
</tr>
<tr>
<td>HIST 3270</td>
<td>THE CRUSADES</td>
<td></td>
</tr>
<tr>
<td>HIST 3305</td>
<td>MEDIEVAL WARFARE</td>
<td></td>
</tr>
<tr>
<td>HIST 3638</td>
<td>TECHNOLOGY FROM ANTIQUITY TO MIDDLE AGES</td>
<td></td>
</tr>
<tr>
<td>HIST 3994</td>
<td>HISTORY OF CLIMATE CHANGE</td>
<td></td>
</tr>
<tr>
<td>HIST 4007</td>
<td>MEDIEVAL AUTOBIOGRAPHIES</td>
<td></td>
</tr>
<tr>
<td>MVST 4005</td>
<td>THE MEDIEVAL TRAVELER</td>
<td></td>
</tr>
<tr>
<td>MVST 4654</td>
<td>MEDIEVAL LONDON</td>
<td></td>
</tr>
<tr>
<td>MVST 4998</td>
<td>STUDY TOUR: MEDIEVAL SPAIN</td>
<td></td>
</tr>
<tr>
<td><strong>European History</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 3010</td>
<td>EUROPE IN CRISIS: 1880-1914</td>
<td></td>
</tr>
<tr>
<td>HIST 3353</td>
<td>RENAISSANCE AND RENEWAL</td>
<td></td>
</tr>
<tr>
<td>HIST 3362</td>
<td>CRIME AND PUNISHMENT IN EUROPE</td>
<td></td>
</tr>
<tr>
<td>HIST 3411</td>
<td>TUDOR AND STUART ENGLAND</td>
<td></td>
</tr>
<tr>
<td>HIST 3412</td>
<td>THE TUDORS</td>
<td></td>
</tr>
<tr>
<td>HIST 3413</td>
<td>REFORMATION ENGLAND</td>
<td></td>
</tr>
<tr>
<td>HIST 3414</td>
<td>CABBAGES AND KINGS</td>
<td></td>
</tr>
<tr>
<td>HIST 3415</td>
<td>EUROPEAN WOMEN: 1500-1800</td>
<td></td>
</tr>
<tr>
<td>HIST 3455</td>
<td>20TH CENTURY IRELAND</td>
<td></td>
</tr>
<tr>
<td>HIST 3456</td>
<td>BRITAIN: 1688-1867</td>
<td></td>
</tr>
<tr>
<td>HIST 3457</td>
<td>BRITAIN: 1867-PRESENT</td>
<td></td>
</tr>
<tr>
<td>HIST 3458</td>
<td>IRELAND: 1688-1923</td>
<td></td>
</tr>
<tr>
<td>HIST 3513</td>
<td>OLD REGIME AND FRENCH REVOLUTION</td>
<td></td>
</tr>
<tr>
<td>HIST 3516</td>
<td>SOCIAL LIFE OF COFFEE 1500-PRESENT</td>
<td></td>
</tr>
<tr>
<td>HIST 3517</td>
<td>THE BELLE EPOCHE</td>
<td></td>
</tr>
<tr>
<td>HIST 3533</td>
<td>FIRST WORLD WAR ERA</td>
<td></td>
</tr>
<tr>
<td>HIST 3534</td>
<td>THE SECOND WORLD WAR</td>
<td></td>
</tr>
<tr>
<td>HIST 3541</td>
<td>MODERN ITALY</td>
<td></td>
</tr>
<tr>
<td>HIST 3544</td>
<td>ITALY IN THE WIDER WORLD</td>
<td></td>
</tr>
<tr>
<td>HIST 3555</td>
<td>HITLER’S GERMANY</td>
<td></td>
</tr>
<tr>
<td>HIST 3557</td>
<td>EUROPE IN THE WORLD</td>
<td></td>
</tr>
<tr>
<td>HIST 3559</td>
<td>EUROPE SINCE 1945</td>
<td></td>
</tr>
<tr>
<td>HIST 3566</td>
<td>WAR AND IMPERIALISM</td>
<td></td>
</tr>
<tr>
<td>HIST 3614</td>
<td>REVOLUTIONARY AND SOVIET RUSSIA</td>
<td></td>
</tr>
<tr>
<td>HIST 3619</td>
<td>WORLD’S FAIR</td>
<td></td>
</tr>
<tr>
<td>HIST 3620</td>
<td>20TH CENTURY EUROPE</td>
<td></td>
</tr>
<tr>
<td>HIST 3622</td>
<td>GREAT TRIALS</td>
<td></td>
</tr>
<tr>
<td>HIST 3624</td>
<td>EUROPEAN CITIES</td>
<td></td>
</tr>
<tr>
<td>HIST 3626</td>
<td>SOCIAL HISTORY OF ARCHITECTURE</td>
<td></td>
</tr>
<tr>
<td>HIST 3925</td>
<td>THE HOLOCAUST</td>
<td></td>
</tr>
<tr>
<td>HIST 3950</td>
<td>LATIN AMERICA AND THE U.S.</td>
<td></td>
</tr>
<tr>
<td>HIST 3969</td>
<td>LATINO HISTORY</td>
<td></td>
</tr>
</tbody>
</table>

Updated: 10-11-2017
Select one upper-level course in global history (Asia, Africa, Middle East, Latin America, or other approved course)

Any course numbered HIST 3000 to HIST 4999 with the Attribute GLBL

Select three upper-level electives in history

Any course numbered HIST 3000 to HIST 4599, or any of the following:

AFAM 2005 AMERICAN PLURALISM
AFAM 3030 AFRICAN AMERICAN WOMEN
AFAM 3037 BEING AND BECOMING BLACK IN THE ATLANTIC WORLD
AFAM 3112 THE SIXTIES
AFAM 3134 FROM ROCK-N-ROLL TO HIP-HOP
AFAM 3140 CONTEMPORARY AFRICA
AFAM 3150 CARIBBEAN PEOPLES AND CULTURE
AFAM 4000 AFFIRMATIVE ACTION AND THE AMERICAN DREAM
AFAM 4650 SOCIAL WELFARE AND SOCIETY
LALS 2005 AMERICAN PLURALISM

1 Students may substitute a second Understanding Historical Change for one of the required upper-level courses.

2 The core interdisciplinary seminar can count as a history elective, if it has a HIST attribute (p. 370). An AP History score of 4 or 5 can replace one of the student’s upper-level electives in history and up to two History courses from study abroad can count for upper-level electives.

Availability

The minor in history is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Rose Hill, Lincoln Center, and Westchester.
HUMANITARIAN STUDIES

Humanitarian action, those international endeavors that attempt to relieve the suffering of populations in crisis, and its ideological counterpart, humanitarianism, are powerful notions that cut across many aspects of contemporary life. Even as humanitarianism makes compelling moral claims, its actions are often shaped by political interests, expediency, and a technocratic approach to addressing suffering, all of which have potential to harm the world’s most vulnerable populations. The academy has a vital role to play in both understanding humanitarianism and improving contemporary humanitarian practice. The major in international humanitarian studies allows students to examine technical innovation and undertake theoretical critique of humanitarian activities across a range of crises and actors.

In considering international responses to suffering, undergraduates in this major will draw upon a wide array of intellectual tools and academic frameworks. Ethical, moral, cultural, and spiritual considerations confront logistic, economic, scientific, and geo-political modes of thought in circumstances of vast complexity: violent conflict (including gender-based violence), famine, and natural disaster. The major will also contribute to central aims of Fordham’s mission: research and education that assist in the alleviation of poverty, the promotion of justice, and the protection of human rights as part of a cosmopolitan education that prepares students for leadership in a global society.

An interdisciplinary undergraduate minor that offers students a comprehensive understanding of issues central to contemporary humanitarian affairs, especially as seen through the academic lenses of history, sociology, philosophy, theology, political science, and international studies. Students will examine the global impact of natural and man-made disasters, disease, poverty, conflict, human rights violations, and government and intergovernmental policies on international human communities. The international humanitarian affairs minor offers an in-depth analysis of the humanitarian field that will enable students to acquire theoretical and practical knowledge.

For more information
Visit the Humanitarian Studies institute web page.

Programs

- Humanitarian Studies Major (p. 402)
- Humanitarian Studies Minor (p. 404)

Courses

HUST 2001. INTRODUCTION TO GLOBAL HEALTH. (4 Credits)
Multi-disciplinary examination of the modes of thought and forms of knowledge that inform contemporary global health practice including: colonial medicine, tropical medicine, international health and the emergence of global health as a discipline, the emergence of public health, epidemiology and demography in the west; the therapeutic revolution and the modern pharmaceutical industry: derivation and uses of the main international health metrics (QUALYS, DALYS AND others). The course will take a bio-social approach to the study of health, and will draw on the biological and statistical methods as well as anthropology, political science, history, moral philosophy, theology and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, ENST.

HUST 3001. HUMANITARIAN ACTION WORKSHOP. (1 Credit)
Fordham University, in coordination with the Institute of International Humanitarian Affairs (IIHA), conducted the First National Workshop of the Jesuit Universities Humanitarian Action Network (JUHAN) this summer. Approximately 160 Undergraduate students from 20 member Institutions of the Association of Jesuit Colleges and Universities (AJCU) attended this Workshop to broaden their knowledge and understanding on global humanitarian initiatives and the challenges it faces. The three-day Workshop consisted of a main plenary session each day focusing on contemporary topics followed by breakout sessions- where students were given an opportunity to attend lectures on cross-cutting and sectorial issues as well as participate in sessions to develop their skills required to be effective in this field. On the final day of the conference, the students met in teams to utilize the knowledge they gained from the workshop and draw an action plan on what initiatives/projects they would implement on their home campuses. The Academic Director of the Institute will meet with the Fordham delegation periodically in the Fall semester to help implement the proposed action plans.

HUST 3500. FAMINE, FOOD SECURITY, AND NUTRITION. (4 Credits)
Increasing global inequality, the effects of climate change, violent conflict and many other factors mean that currently almost forty million people worldwide are in need of food assistance. Starvation and hunger are vast and complex global issues with medical, political and moral importance. This course will examine the wide range of humanitarian attempts to help people suffering from food and nutrition crises, from individual clinical interventions to treat childhood starvation, through to regional attempts to predict the timing and severity of famines and respond to them, and innovative approaches like cash transfer schemes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: HUST 4001.

HUST 4001. HUMANITARIAN ACTION. (4 Credits)
This course will consider both theoretical and applied approaches to Humanitarian Action and will be centered on ways of thinking and actions that bridge these two responses. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, MEST, PJST.

Updated: 10-11-2017
HUST 4002. International Humanitarian Action and New York City. (4 Credits)
Fordham has long been a world leader in the academic study of humanitarianism and in professionalizing aid work. This course examines international responses to humanitarian crises. We explore the range of actors in emergencies, including faith based organizations, secular international NGOs, United Nations agencies and more. We will examine their motives, capabilities and histories using case studies of the various problems to which they respond: violence, genocide, famine, and displacement and human rights abuses. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HUST 4200. FORCED MIGRATION AND HUMANITARIAN ACTION. (4 Credits)
Forced migration is a central issue in the provision of humanitarian and assistance. This course will examine the causes of forced migration, including violent conflict, natural disasters, development projects, human trafficking and others, and will use a variety of case studies to examine international responses to forced migration, the migrant experience, legal and human rights around migration, and the role of human agencies and NGOs in responding to forced migration. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: INST.

HUST 4500. IHA FOREIGN SERVICE PROG. (5 Credits)

HUST 4501. HUMANITARIANISM AND GLOBAL HEALTH. (4 Credits)
This course examines the way in which international actors (including humanitarian actors, development institutions, states, private companies and major foundations) respond to health crises through case studies of major issues in global health including epidemic disease, food security and human rights. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: INST.

HUST 4800. INTERNATIONAL HUMANITARIAN INTERNSHIP. (4 Credits)
The Undergraduate course on Humanitarian Action: Theory and Application offers an introduction to humanitarian aid work and provides an understanding of the complexities and challenges the key actors face in an applied context. The course focuses on teaching the common principles of the world of humanitarian affairs, with a cross-cutting, interdisciplinary perspective that also analyzes gender, age differences, human rights frameworks, and indigenous cultural approaches to conflict and post-conflict phenomena. In addition to these teach topics, students would have an opportunity to intern at prominent international humanitarian organizations in New York. These would help them gain the necessary exposure and understanding of the dynamics of such organizations and their mission. Students would be required to meet with, and relate their experiences with the professor periodically and be mentored on how best to utilize the skills they gain to further advance their interests in humanitarian aid work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: INST.

HUST 4801. SUMMER HUMANITARIAN INTERNSHIP. (1 Credit)
This course offers students the opportunity to reflect on internship with an international humanitarian on intergovernmental organization in New York City.

HUST 4888. SENIOR THESIS SEMINAR. (4 Credits)
The seminar is designed to assist Humanitarian Studies Major students through the main stages of their thesis: formulating appropriate questions; undertaking effective research to answer those questions; organizing, analyzing and communicating findings and arguments. The seminar is a single-semester course, taken in students’ senior year. The students will meet weekly to discuss problems of common interest under the guidance of faculty members from a variety of disciplines drawn from the major committee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HUST 4999. TUTORIAL. (1-4 Credits)
HUMANITARIAN STUDIES MAJOR

Requirements
The following ten courses are required for the major in Humanitarian Studies.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUST 4001</td>
<td>HUMANITARIAN ACTION</td>
<td>4</td>
</tr>
<tr>
<td>HUST 4500</td>
<td>IHA FOREIGN SERVICE PROGRAM</td>
<td>5</td>
</tr>
<tr>
<td>HUST 4800</td>
<td>INTERNATIONAL HUMANITARIAN INTERNSHIP</td>
<td>4</td>
</tr>
<tr>
<td>HUST 4888</td>
<td>SENIOR THESIS SEMINAR</td>
<td>4</td>
</tr>
</tbody>
</table>

Elective Courses
Select six electives, two from each of the following subject areas:

- History, Philosophy, and Anthropology Area Studies (see below)
- Humanitarian Affairs, Political Science, Sociology, and Economics (see below)
- Communications, Women’s Studies and Literary Studies (see below)

Humanitarian Affairs, Political Science, Sociology, and Economics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 3210</td>
<td>ECONOMICS OF DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3229</td>
<td>POLITICAL ECONOMY OF THE MIDDLE EAST</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3235</td>
<td>ECONOMY OF LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3240</td>
<td>WORLD POVERTY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3244</td>
<td>INTERNATIONAL ECONOMIC POLICY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3346</td>
<td>INTERNATIONAL TRADE</td>
<td>4</td>
</tr>
<tr>
<td>ECON 5015</td>
<td>ECO DEVELOPMENT POLICY</td>
<td>3-4</td>
</tr>
<tr>
<td>ECON 5450</td>
<td>CRISES, ADJUSTMENT AND POVERTY</td>
<td>3-4</td>
</tr>
<tr>
<td>POSC 3418</td>
<td>ISLAMIC POLITICAL THOUGHT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3507</td>
<td>INTERNATIONAL HUMAN RIGHTS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3508</td>
<td>THE POLITICS OF HUMANITARIISM IN AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3516</td>
<td>CONFLICT ANALYSIS/RESOLUTION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3521</td>
<td>GLOBAL GOVERNANCE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3522</td>
<td>UNITED NATIONS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3616</td>
<td>POLITICAL ECONOMY OF POVERTY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3611</td>
<td>THIRD WORLD POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3610</td>
<td>POLITICAL ECONOMY OF DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3645</td>
<td>POLITICS OF IMMIGRATION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3651</td>
<td>COMPARATIVE POLITICS OF THE MIDDLE EAST</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3527</td>
<td>UNITED NATIONS PEACE OPERATIONS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4400</td>
<td>SEMINAR: GLOBAL JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4515</td>
<td>SEMINAR: INTERNATIONAL POLITICS OF PEACE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2200</td>
<td>SOCIOLOGY OF CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3030</td>
<td>HIV/AIDS IN AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3046</td>
<td>INTERNATIONAL SOCIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3110</td>
<td>GLOBAL CONFLICT: WARS/RELIGION</td>
<td>4</td>
</tr>
</tbody>
</table>

Elective Courses
Students must complete a total of six electives, two from each of the following subject areas.

Note: Because of the diverse range of relevant disciplines and knowledge, the list of electives may not be inclusive of all possible courses. If you are interested in courses that seem relevant but are not listed below, then please contact the academic director, Dr. Alexander van Tullegen (avanhogenhoucktulle@fordham.edu) to seek approval for your course.

History, Philosophy, and Anthropology Area Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 1600</td>
<td>UNDERSTANDING HISTORICAL CHANGE: AFRICA</td>
<td>3</td>
</tr>
<tr>
<td>AFAM 3070</td>
<td>AFRICAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3072</td>
<td>CIVIL WARS IN AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3380</td>
<td>HAZARDS, DISASTERS, AND HUMAN EXPERIENCE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3725</td>
<td>CULTURE AND CULTURE CHANGE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4373</td>
<td>ENVIRONMENT AND HUMAN SURVIVAL</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4490</td>
<td>ANTHROPOLOGY OF POLITICAL VIOLENCE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 1400</td>
<td>UNDERSTANDING HISTORICAL CHANGE: LATIN AMERICA</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1700</td>
<td>UNDERSTANDING HISTORICAL CHANGE: MIDEAST</td>
<td>3</td>
</tr>
<tr>
<td>HIST 3670</td>
<td>THE MODERN MIDDLE EAST</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3675</td>
<td>HISTORY OF MODERN ISRAEL</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3855</td>
<td>AMERICAN FOREIGN POLICY SINCE 1898</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3911</td>
<td>U.S. AND EAST ASIA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3969</td>
<td>LATIN AMERICA AND THE U.S.</td>
<td>4</td>
</tr>
</tbody>
</table>

HIST 3983 APOCALYPTICISM AND MESSIANISM IN ISLAMIC THOUGHT AND HISTORY 4
HIST 4631 SEMINAR: US IN THE MID EAST: 1945 - PRESENT 4
PHIL 3712 GLOBAL ENVIRONMENT AND JUSTICE 4
PHIL 3713 HUMAN RIGHTS AND GLOBAL JUSTICE 4
PHIL 4205 SEMINAR: JUSTICE AND SOCIAL IDENTITY 4
PHIL 4418 ISSUES OF LIFE AND DEATH 4
THEO 3542 CATHOLIC SOCIAL TEACHING 3
THEO 3610 CHRIST IN WORLD CULTURES 3
THEO 3700 SCRIPTURES OF THE WORLD 3
THEO 3711 SACRED TEXTS OF THE MIDEAST 3
THEO 3715 CLASSIC ISLAMIC TEXTS 3
THEO 3720 HINDU LITERATURE AND ETHICS 3
THEO 3724 CLASSIC BUDDHIST TEXTS 3
THEO 3861 WORKS OF MERCY/WORK FOR JUSTICE 4
THEO 4020 FAITH THAT IMAGINES JUSTICE 4
THEO 5400 TOPICS IN ISLAM: TEXTS & TRADITIONS 3,4

Updated: 10-11-2017
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 3148</td>
<td>POPULATION AND ECONOMIC DEVELOPMENT ISSUES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3401</td>
<td>GENDER, CRIME, AND JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3714</td>
<td>TERRORISM AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>HUST 2001</td>
<td>INTRODUCTION TO GLOBAL HEALTH</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 6319</td>
<td>SOCIAL JUSTICE: ORG &amp; COMM</td>
<td>3</td>
</tr>
</tbody>
</table>

**Communications, Women's Studies and Literary Studies**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMC 3330</td>
<td>PEACE, JUSTICE, AND THE MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3380</td>
<td>INTERNATIONAL COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3333</td>
<td>CAPTIVES, CANNIBALS AND REBELS: (ADVANCED LITERATURE CORE)</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3440</td>
<td>VICTORIAN COSMOPOLITANISMS</td>
<td>4</td>
</tr>
</tbody>
</table>

**Availability**

The major in humanitarian studies is primarily housed at Fordham College at Lincoln Center, and is available to both Lincoln Center and Rose Hill students. Students in Fordham School of Professional and Continuing Studies may major in humanitarian studies only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

**Fordham College at Rose Hill students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Fordham College at Lincoln Center students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Professional and Continuing Studies students:** The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
HUMANITARIAN STUDIES
MINOR

Requirements
The following six courses are required for the minor in Humanitarian Studies.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUST 4001</td>
<td>HUMANITARIAN ACTION</td>
<td>4</td>
</tr>
<tr>
<td>HUST 4500</td>
<td>IHA FOREIGN SERVICE PROG</td>
<td>5</td>
</tr>
<tr>
<td>HUST 4800</td>
<td>INTERNATIONAL HUMANITARIAN INTERNSHIP</td>
<td>4</td>
</tr>
</tbody>
</table>

One course in History, Philosophy, and Anthropology Area Studies ³ 3-4
One course in Humanitarian Affairs, Political Science, Sociology, and Economics ³ 3-4
One course in Communications, Women’s Studies and Literary Studies ³ 3-4

¹ Courses that fulfill these requirements are listed under the Humanitarian Studies major (p. 402).

Availability
The minor in international humanitarian affairs is housed at Fordham College at Lincoln Center, and is available to both Lincoln Center and Rose Hill students.
INDIVIDUALIZED MAJOR

Students are permitted to submit a plan of studies in a concentration that involves courses in two or more departments. A committee of faculty members from those departments will consider the proposal and, if they decide that it is both academically sound and practically workable, will notify the class dean of the proposal. If the class dean approves the proposal, the student may undertake the intended major. The faculty committee will supervise these studies, make necessary changes and, along with the class dean, recommend graduation. Interested students should consult their class dean.

Availability

To permit students to design programs of study that fit their own needs and interests, Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies provide the option of a personalized interdisciplinary major.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
ACCOUNTING/INFORMATION SYSTEMS MAJOR

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACBU 3434</td>
<td>INTERMEDIATE FINANCIAL ACCOUNTING I</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3435</td>
<td>INTERMEDIATE FINANCIAL ACCOUNTING II</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3441</td>
<td>ADVANCED CONCEPTS IN FINANCIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 3421</td>
<td>SPECIAL TOPIC: ACCOUNTING INFORMATION SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>BLBU 3436</td>
<td>COMMERCIAL TRANSACTIONS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Four upper-level Information Systems courses 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two additional upper-level business courses</td>
<td></td>
</tr>
</tbody>
</table>

1 Any course with the INSY subject code (p. 1155) numbered 3421 or higher counts toward this requirement.

Students must also complete the Gabelli School business and liberal arts Core Curricula (p. 92). In addition, all students complete between three and seven liberal arts electives depending on their major requirements.
CONCENTRATION IN INFORMATION SYSTEMS

Requirements
Gabelli Students may pursue Information systems as either a primary or a secondary concentration.

Primary Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSY 3432</td>
<td>DATABASE SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>INSY 3441</td>
<td>SYSTEMS ANALYSIS</td>
<td>3</td>
</tr>
</tbody>
</table>

Two upper-level information systems courses

1 Any course from subject code INSY (p. 1155) numbered 3421 or higher will satisfy this requirement. If students want to specialize their concentrations they may pick electives from the three tracks for the information systems major (p. 412).

Secondary Concentration

The secondary concentration in Information Systems requires any three upper-level courses in subject code INSY (p. 1155) numbered 3421 or higher.
INFORMATION SYSTEMS

Rapid technological advances have radically reshaped business and the economy. Digital technology, combined with globalization, has spawned new markets, new ways of organizing business processes, new work environments, disruptive business models, and new strategic and competitive opportunities for today’s business leaders. Electronic commerce, social networking, mobile computing, digital goods and services, cloud computing, and big data are a few of the many digital tech trends that are transforming business and shaping a new economy.

Fordham’s information systems (IS) curriculum teaches students how to become business leaders who can harness the power of technology and business analytics to create business value and gain competitive advantage. Students gain a deep understanding of both business and technology and emerge with a skill set that is highly sought-after by employers.

The IS faculty recently redesigned the curriculum to position students effectively for the careers and roles that are most called-for in today’s business world. Students can select courses from three cutting-edge career-oriented tracks, as follows:

Business Analytics Track
Students prepare for careers in business analytics, a fast-growing area in firms of all types and sizes. Students will be able to collect, clean, structure, integrate, and analyze data to drive management insight, informed decision-making, and superior business performance. The business analytics program provides familiarity with concepts, frameworks, software tools and techniques, and trends.

Digital Business Innovation Track
This track readies students to drive business transformation through digital technologies. Students will acquire an in-depth understanding of digital business trends such as e-commerce, mobile commerce, cloud computing, social technologies, and tech startups. Students will be able to understand and exploit disruptive digital innovation.

Enterprise Architecture Track
Prepares students to design and build business systems, as well as to implement, manage, and leverage enterprise systems within organizations. Students will be able to design and manage sophisticated systems that solve business problems and provide the foundations for redesigned business processes, enterprise-wide integration and information sharing, novel services, and innovative business models. This track includes also a number of industry-specific courses that provide a sophisticated understanding of IT applications within a specific industry, such as healthcare IT.

Overall, students will:

• Learn to recognize new business opportunities created by digital technologies
• Learn to address the strategic, tactical, and operational issues associated with using information systems successfully in business
• Acquire hands-on tech skills that will enable them to solve business problems and gain an edge in the job market

Gabelli School students may integrate IS into their academic program in several ways:

• As a major

How courses are counted
Students must note the following rules, implemented in fall 2013, for how courses are counted. A student may count a maximum of one class in fulfilling more than one purpose—that is, toward any combination of major, minor, and primary or secondary concentration. For example, only one economics class could count toward both a finance major and an economics minor; any additional economics class would count toward the finance major OR the economics minor, but not both. Similarly, one management class could count toward both a primary concentration in management and a minor in sustainable business, but any subsequent management class would not count toward both.

For more information
View the Information Systems Area web page.

Programs

Majors:

• Accounting/Information Systems Major (p. 406)
• Information Systems Major (p. 412)

Concentration:

• Concentration in Information Systems (p. 407)

Related concentrations:

• Concentration in Digital Media and Technology (p. 291)
• Concentration in Fintech (p. 355)

Courses

INSY 2299. INFORMATION SYSTEMS : GSB INTEGRATED CORE ONLY. (1.5 Credits)
This course introduces students to the subject of computer-based information systems in business. Upon completion of this course students should be familiar with the basic concepts and current developments in the field of information technology and information systems; appreciate the role of information systems in business organizations; and understand the issues that employing information technology raises. Students also learn to use effectively key software tools (spreadsheets and databases) that improve personal productivity and can contribute to business value.

INSY 2300. INFORMATION SYSTEMS. (3 Credits)
This course introduces students to the subject of computer-based information systems in business. Upon completion of this course students should be familiar with the basic concepts and current developments in the field of information technology and information systems; appreciate the role of information systems in business organizations; and understand the issues that employing information technology raises. Students also learn to use effectively key software tools (spreadsheets and databases) that improve personal productivity and can contribute to business value.

Attribute: BUMI.
INSY 2301. INFORMATION SYSTEMS : GSB INTEGRATED CORE ONLY. (1.5 Credits)
This course introduces students to the subject of computer-based information systems in business. Upon completion of this course students should be familiar with the basic concepts and current developments in the field of information technology and information systems; appreciate the role of information systems in business organizations; and understand the issues that employing information technology raises. Students also learn to use effectively key software tools (spreadsheets and databases) that improve personal productivity and can contribute to business value.

INSY 3421. ACCOUNTING INFORMATION SYSTEMS. (3 Credits)
This course introduces students to computer-based accounting information systems (AIS). Students master the understanding of business processes, transaction cycles and internal controls, as well as their respective current day systems components.
Prerequisites: INSY 2300 or HPCB 2300 or INSY 2299 and ACBU 2222.

INSY 3432. DATABASE SYSTEMS. (3 Credits)
This course focuses on database design principles and techniques, including entity relationship model, relational model and normalization. Students will become familiar with SQL (structured query language) and database management system capabilities. The concepts and techniques are applied to practical business data processing environments. The course includes a series of exercises on design and implementation of database applications using commonly available database management systems. It is recommended that MICS majors and ICS primary concentrators take this course concurrent with, or prior to, Systems Analysis (INSY 3441). Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.
Prerequisites: INSY 2300 or HPCB 2300 or INSY 2299.

INSY 3433. PROGRAMMING WITH JAVA. (3 Credits)
(Formerly “Business Applications Development”) This course provides an introduction to business applications programming concepts, techniques and tools. Students will acquire practical skills and experience with object-oriented development using the Java language. Topics include the elements of the language, common Java classes, object-oriented programming including inheritance and interfaces, and object-oriented design. Examples will be drawn from various business areas.
Prerequisites: HPCB 2300 or INSY 2299 or INSY 2300.

INSY 3434. NETWORK APP AND TELECOM POLICY. (3 Credits)
(Formerly Telecommunications) An intensive examination of network and Internet technologies and standards, network design, network management and business value. Topics include local area networks (LAN), public and corporate networks, Internet backbone, broadband and wireless networks, client/server computing, and telecommunication services. In addition, the course explores strategic and policy issues and trends related to networking and telecommunications, such as network neutrality. Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.
Prerequisites: INSY 2300 or INSY 2299 or HPCB 2300.

INSY 3436. ST: PROGRAMMING W/PYTHON. (3 Credits)
Do you want to be able to solve business problems through programming/coding? This course introduces key programming concepts, techniques, and tools. Students will learn programming using the widely used Python programming language.
Prerequisites: INSY 2299 or INSY 2300.

INSY 3437. ST: SPORTS ANALYTICS. (3 Credits)
Sports businesses achieve superior performance and gain competitive advantage by leveraging data and analytics. The course explores technologies, tools, and analytics projects in sports business.
Prerequisites: INSY 2299 or INSY 2300.

INSY 3438. ST: CYBERSECURITY IN BUS. (3 Credits)
This class will explore the concepts of cyber risk management within an enterprise. The course will help a manager develop a solid understanding of cyber risk and successful mitigation strategies to reduce an organization’s risk profile. The course will include topics such as IT control assessments, static and dynamic application security, network security, information security policies and standards, threat modeling and analysis, risk/benefits of BYOD (“bring your own device”), IOT (the Internet of Things), and many other real-time cyber topics.
Prerequisites: INSY 2299 or INSY 2300.

INSY 3441. SYSTEMS ANALYSIS. (3 Credits)
An introduction to the process of developing information systems. Emphasizes soliciting business, user, and functional requirements, and building conceptual models that help to analyze these requirements. Major topics include project identification, selection, and planning; requirements solicitation, development, and management; business process modeling; and traditional and object-oriented system analysis techniques. It is recommended that MICS majors and ICS primary concentrators take Database Systems (INSY 3432) concurrent with, or prior to, this course. Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.
Prerequisites: INSY 2300 or HPCB 2300 or INSY 2299.

INSY 3442. WEB APPS DESIGN AND DEVELOPMENT. (3 Credits)
(Formerly System Design) A well-designed web presence and useful web applications are essential for all companies today. This course focuses on hands-on development of web applications that create business value. Major topics include a review of project planning, system analysis, and project management; architecture design; detailed component, database, network, and (user and system) interface design; Web applications programming and testing; Web applications implementation (deployment and transition to use and support organization). It is recommended that students take Systems Analysis (INSY 3431) prior to this course.
Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.
Attribute: NMDD.
Prerequisites: INSY 2300 or INSY 2299 or HPCB 2300.

INSY 3450. ST: FINTECH - AN INTRODUCTION. (3 Credits)
FinTech is a new and emerging field of technology that is disrupting the way that many companies are conducting business. FinTech has already "forever" changed many sectors including mobile payments, social media, money transfers, loans, fundraising, travel, trading and asset management. It has completely revolutionized the way many companies are conducting business. FinTech is being used to expand their products and services at a fraction of its previous cost. Entrepreneurs are utilizing FinTech as a central foundation for research, funding, and product development. Customers are already utilizing FinTech as part of their daily lives - mobile apps, social media, banking, online shopping, entertainment and gaming. This course will introduce students to the breadth of FinTech, and touch upon the technical underpinnings.
Prerequisites: INSY 2299 or INSY 2300.

Updated: 10-11-2017
INSY 4410. IT-DRIVEN GLOBAL SUPPLY CHAIN. (3 Credits)
(Formerly Info Sys in Global Context) This course provides an understanding of the information needs of global business organizations and how information technology can be leveraged for business success on a global scale focusing on global supply chain management systems and business issues. The course examines the role of IT in global firms through a combination of discussions and projects. Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.

Attribute: GLBB.
Prerequisites: INSY 2300 or INSY 2299 or HPCB 2300.

INSY 4411. ST: HEALTHCARE INFO TECH. (3 Credits)
Introduces students to the subject of health information technology (HIT) and describes the organizational context surrounding the implementation, use and management of HIT. Examines the concepts, applications, and strategies of HIT. Key concepts include the role of HIT in enabling quality, safety and efficiency of health care delivery. The course surveys the various types of HIT including electronic health records, clinical decision support systems, master patient indexes, analytics, telemedicine, etc.
Prerequisites: INSY 2299 or INSY 2300.

INSY 4412. ST: IT & SUSTAINABILITY. (3 Credits)
This course discusses the transformative role of information and communication technologies (ICTs) in enabling sustainability. ICT’s effect on sustainability dimensions are felt at both the macro, societal level, as well as at the business level. These include ICT’s positive impact on development, education, environment, health care, power, transportation, and others. Simultaneously, ICT’s themselves are subject to sustainability practices, for example, green computing. Additional topics include the design of smart cities, digital divide, the knowledge society, rebound effects, governance, and world development indicators. Students working in groups will analyze several contemporary cases form a global perspective and also develop and IT-based sustainability plan.
Prerequisites: INSY 2299 or INSY 2300.

INSY 4430. THE LAW OF INNOVATION. (3 Credits)
The course examines the legal issues that technology entrepreneurs will face as they launch their for-profit, not-for-profit, or both for-profit and not-for-profit businesses. Topics will include business formation; corporate social responsibility; copyright, trademark, patent, trade secret, and privacy contract law (traditional, on the internet, nondisclosure/ noncompete agreements, and tech licensing); good practices for using open source software. We will present both for-profit and not-for-profit practical examples for each topic. The course requires reading the assigned text, which will include judicial opinions and scholarly articles. You will be encouraged to thoroughly read and discuss these sources. Industry experts will provide insights throughout the course as guest speakers. Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.
Prerequisites: INSY 2300 or HPCB 2300 or INSY 2299.

INSY 4431. WEB ANALYTICS. (3 Credits)
In a global market where Internet usage has increased dramatically, it’s becoming increasingly critical for businesses to be more aware of how their potential customers can find them via online search, understand the value of social media and understand website performance measures. Web analytics course aims to discover useful knowledge from Web hyperlinks, page content and usage log. The course covers the following topics: mining and integration of useful web content information, web structure analysis, social network analysis, web traffic and visitor analysis, Search Engine Optimization (SEO) and Pay-Per-Check (PPC) model in Search Engine Marketing (SEM). The course is a combination of lecture, case studies, hands-on exercises and a real world project. Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.
Attribute: NMDD.
Prerequisites: INSY 2300 or INSY 2299 or HPCB 2300.

INSY 4432. MOBILE COMMERCE & APPS. (3 Credits)
Roughly two-thirds of the world’s population participates in the new mobile economy. Leveraging the mobile marketplace requires a conceptual understanding of mobile-commerce as well as the practical skills needed to create the next generation of wireless enabled goods and services. This course will provide both, using a combination of global case studies and hands-on experience in building mobile applications for handheld devices. Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.
Attribute: NMDD.
Prerequisites: INSY 2299 or INSY 2300 or HPCB 2300.

INSY 4434. ST: DATA MINING FOR BUSINESS. (3 Credits)
This course discusses data-mining techniques and their use in strategic business decision-making. It is a hands-on course that provides an understanding of the key methods of data visualization, exploration, association, classification, prediction, time-series forecasting, clustering, induction techniques, neural networks, and other methods. Students work in teams on solving a business problem of their choice, applying data-mining tools to real data. Prerequisite: INSY 2299 or 2300 .
Prerequisites: INSY 2299 or INSY 2300.

INSY 4435. ST: AIS CONSULTING PROJECT. (3 Credits)
Students define and implement controls to accurately capture and process data and to protect information assets against internal and external risks. Working in teams and under the guidance of a faculty mentor, students develop client solutions that are rooted in rigorous analysis. At the end of the term, students present their project findings to the client and receive client feedback. Students acquire consulting and project-management skills, and they network with industry professionals in the accounting and information system areas. Prerequisite: INSY 2299 or 2300, ACGB 2222 and 2223.
Prerequisites: INSY 2299 or INSY 2300 and (ACBU 2222 and ACBU 2223).

INSY 4449. ENTERPRISE SYSTEMS. (3 Credits)
(Formerly Enterprise Integration) This course provides an overview of issues related to implementing and managing information systems that enable enterprise-wide integration in organizations. This course focuses on ERP systems. Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.
Prerequisites: INSY 2300 or INSY 2299 or HPCB 2300.

Updated: 10-11-2017
INSY 4460. DATA WAREHOUSING. (3 Credits)
In this course students will explore issues related to implementing a data warehouse for business intelligence applications. Topics discussed include the use of decision support systems; business intelligence and business analytics; the separation between operational and decision support databases; designing and implementing data warehouses; loading and refreshing data warehouses; the use of tools to retrieve data from a warehouse; and the use of online analytical processing (OLAP) and related tools to analyze data. Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.
Prerequisites: INSY 2300 or INSY 2299 or HPCB 2300.

INSY 4505. E-COMMERCE. (3 Credits)
Internet technologies have become an important platform for business and commerce. This course introduces students to technologies, concepts, and business issues related to e-business and e-commerce. Topics include novel digital business models, applications and strategies; business-to-business and business-to-consumer e-commerce, digital marketing and advertising, social networks and technologies, security and privacy and intellectual property protection. A web authoring package will be used as a tool to assist us in gaining hands-on skills. Cross-listed with MKBU 4504. Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.
Attribute: NMDD.
Prerequisites: INSY 2300 or INSY 2299 or HPCB 2300.

INSY 4506. BUSINESS ANALYTICS. (3 Credits)
This course introduces Business Analytics and such related concepts and techniques as Business Intelligence (BI), data analytics, data warehousing, and data mining. It explores how business analytics can help in improving management decision-support effectiveness in such functional areas as marketing, finance, and manufacturing. The course is intended for business students in general and not just IS/IT specialists. In addition to conceptual material, students will gain substantial hands-on experience with a set of BI tools. Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.
Prerequisites: INSY 2300 or HPCB 2300 or INSY 2299.

INSY 4507. PROJECT MANAGEMENT. (3 Credits)
This course provides the project management skills needed to develop information and communications systems on time and within budget. It concentrates on methods and issues of organizing, planning and controlling of projects and the use of computer-based project management tools. Cross-listed with MGBU 4507. Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.
Prerequisites: INSY 2300 or INSY 2299 or HPCB 2300.

INSY 4508. BUSINESS MODELING WITH SPREADSHEETS. (3 Credits)
(Formerly "Advanced Spreadsheet Methods") Spreadsheets have become the near-exclusive tool used by millions of managers in analyzing business problems. Nowadays, spreadsheets contain many powerful tools that can be used to analyze more sophisticated models and make better decisions. This course introduces students to many advanced features in Microsoft excel and the key ideas of modeling and management decision making that will be important throughout their careers. Students will learn to build and analyze decision-making models in Excel. The emphasis is “hands-on” use of Microsoft Excel and its add-ins. Students will have opportunities to model and solve various representative practical problems in class and in homework using Excel. Students are expected to have basic understanding of Microsoft Excel prior to enrolling in this class.
Prerequisites: INSY 2300 or HPCB 2300 or INSY 2299.

INSY 4706. HONORS PROJECT 2 - INFO SYS. (3 Credits)
Honors project in Info Systems.

INSY 4800. GLOBAL INFORMATION TECHNOLOGY STRATEGY AND MANAGEMENT. (3 Credits)
(Formerly Information Resources Management) Information technology is playing an increasingly significant role in businesses’ global strategies. To be effective, one needs to understand how to use information technology to counter competitive forces and exploit opportunities created by globalization and electronic commerce. This capstone course addresses the issues involved in managing information systems resources in a global environment, including long-term planning for information systems, acquiring and implementing information systems resources, data center management, capacity planning and introduction of new technologies. The students will examine political and organizational issues in information systems implementation through case studies of global firms and class discussions. Prerequisite: Completion of at least two ICS upper-level courses; senior standing.
Attribute: GLBB.
Prerequisites: (INSY 2300 or HPCB 2300 or INSY 2299).

INSY 4999. INDEPENDENT STUDY. (1.5-3 Credits)
INFORMATION SYSTEMS MAJOR

Requirements

Major and Track Requirements

The information systems major includes six required courses and four information systems electives. All required courses are drawn from the information systems area. While most students choose all four electives from the information systems area, up to two electives can be taken in the computer science department or in other business areas, with the approval of the faculty adviser.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSY 3432</td>
<td>DATABASE SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>INSY 3433</td>
<td>PROGRAMMING WITH JAVA</td>
<td>3</td>
</tr>
<tr>
<td>INSY 3441</td>
<td>SYSTEMS ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>INSY 3442</td>
<td>WEB APPS DESIGN AND DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>INSY 4507</td>
<td>PROJECT MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>INSY 4800</td>
<td>GLOBAL INFORMATION TECHNOLOGY STRATEGY AND MANAGEMENT (capstone course)</td>
<td>3</td>
</tr>
</tbody>
</table>

Four electives from one of the following tracks:

- Business Analytics Track
- Digital Business Innovation Track
- Enterprise Architecture Track

Information Systems Major Electives/Tracks

Information systems major electives (4 courses, 12 credits): Students must take four advanced information systems electives. They are encouraged to use at least three advanced elective courses to specialize in their chosen track. Students also can, after consulting with an information systems faculty adviser, create an optimal mix of electives across tracks to fit their prior expertise and career goals. While most students choose all four electives from the information systems area, up to two electives can be taken in the computer science department or in other business areas, with the approval of the faculty adviser.

Information systems electives sync with the three tracks as follows:

Business Analytics Track Suggested Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSY 4506</td>
<td>BUSINESS ANALYTICS</td>
<td>3</td>
</tr>
<tr>
<td>INSY 4508</td>
<td>BUSINESS MODELING WITH SPREADSHEETS</td>
<td>3</td>
</tr>
<tr>
<td>INSY 4431</td>
<td>WEB ANALYTICS</td>
<td>3</td>
</tr>
<tr>
<td>INSY 4460</td>
<td>DATA WAREHOUSING</td>
<td>3</td>
</tr>
<tr>
<td>INSY 3437</td>
<td>ST: SPORTS ANALYTICS</td>
<td>3</td>
</tr>
<tr>
<td>INSY 4434</td>
<td>ST: DATA MINING FOR BUSINESS</td>
<td>3</td>
</tr>
</tbody>
</table>

Digital Business Innovation Track Suggested Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSY 4505</td>
<td>E-COMMERCE</td>
<td>3</td>
</tr>
<tr>
<td>INSY 4432</td>
<td>MOBILE COMMERCE &amp; APPS</td>
<td>3</td>
</tr>
<tr>
<td>INSY 3438</td>
<td>ST: CYBERSECURITY IN BUS</td>
<td>3</td>
</tr>
<tr>
<td>INSY 3434</td>
<td>NETWORK APP AND TELECOM POLICY</td>
<td>3</td>
</tr>
</tbody>
</table>

Updated: 10-11-2017
INTEGRATIVE NEUROSCIENCE

Neuroscience is one of the most exciting, interesting, and integrative fields in science today. Technological advances of the last 20 years have led to a dramatic rise in neuroscience research across multiple domains, including biology, chemistry, psychology, computer science, and physics, as well as seemingly unrelated fields such as economics.

A primary aim of the integrative neuroscience major is to engage Fordham students in this exciting and rapidly advancing field so that they become competitive candidates for post graduate education in the neuroscience field. A unique aspect of the integrative neuroscience major is the presence of three tracks (cell and molecular, cognitive, and systems and computational), each focusing on a specific aspect of neuroscience. The design of the major also insures that students have exposure to each of the disciplines so that their work can be informed by multiple perspectives.

Students majoring in integrative neuroscience may not double major in biology, natural science, computer science, environmental science, or psychology. Students majoring in integrative neuroscience may choose any available minor provided that they fulfill the requirements stipulated by the department or program offering the minor and have approval of the Dean’s Office, but may not use course credits of the major to fulfill requirements for the minor.

Each student interested in the integrative neuroscience major will be evaluated at the end of their third semester. Students are required to have a science GPA of 3.0 or above with the lowest grade acceptable being a C- for admission to the program. At the time of declaring their major, the student should have taken a minimum of three Foundation courses.

For more information
Visit the Integrative Neuroscience program web page.

Programs
• Integrative Neuroscience Major (p. 414)

Courses
NEUR 3999. TUTORIAL. (3 Credits)
NEUR 4900. NEUROSCIENCE CAPSTONE SEMINAR. (1 Credit)
Senior-level integrative Neuroscience majors from all three tracks meet weekly in the spring semester to share and discuss the results of their independent research. Students will be required to give a minimum of two presentations of their research, once in first half of the semester and again in the second half. The content of this course will build upon what students learned in NEUR 4999 the previous semester.

NEUR 4999. NEUROSCIENCE RESEARCH. (4 Credits)
Independent laboratory research or meta analysis of published work beginning no later than the summer/fall of the senior year. The project will be on a specific neuroscience topic and mentored under the supervision of a faculty member. Grade and credits are given only upon completion of a final research paper or poster that integrates the project findings with previously published studies in neuroscience.
INTEGRATIVE NEUROSCIENCE MAJOR

Requirements
The course requirements for the Integrative Neuroscience major consist of four components: nine foundation courses required of all integrative neuroscience majors; three required, track-connected neuroscience courses that emphasize the different tracks within the major; three specialization courses that allow the student to enhance their study within their chosen track; and a required two-semester minimum, research experience, beginning as early as is reasonable for the student and project, but no later than the summer/fall after the junior year. All majors must also enroll in a capstone research seminar course for students in all tracks to share and discuss the results of their research with other integrative neuroscience majors.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following options:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BISC 1403</td>
<td>INTRODUCTORY BIOLOGY I</td>
<td></td>
</tr>
<tr>
<td>&amp; BISC 1413</td>
<td>and INTRODUCTORY BIOLOGY LAB I</td>
<td></td>
</tr>
<tr>
<td>BISC 1404</td>
<td>INTRODUCTORY BIOLOGY II</td>
<td></td>
</tr>
<tr>
<td>&amp; BISC 1414</td>
<td>and INTRODUCTORY BIOLOGY LAB II</td>
<td></td>
</tr>
<tr>
<td>Option 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSCI 1403</td>
<td>GENERAL BIOLOGY LECTURE I</td>
<td></td>
</tr>
<tr>
<td>&amp; NSCI 1413</td>
<td>and GENERAL BIOLOGY LAB I</td>
<td></td>
</tr>
<tr>
<td>NSCI 1404</td>
<td>GENERAL BIOLOGY LECTURE II</td>
<td></td>
</tr>
<tr>
<td>&amp; NSCI 1414</td>
<td>and GENERAL BIOLOGY LAB II</td>
<td></td>
</tr>
<tr>
<td>Option 3:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSCI 1423</td>
<td>CONCEPTS IN BIOLOGY LECTURE I</td>
<td></td>
</tr>
<tr>
<td>&amp; NSCI 1433</td>
<td>and CONCEPTS IN BIOLOGY LAB I</td>
<td></td>
</tr>
<tr>
<td>NSCI 1424</td>
<td>CONCEPTS IN BIOLOGY LECTURE II</td>
<td></td>
</tr>
<tr>
<td>&amp; NSCI 1434</td>
<td>and CONCEPTS IN BIOLOGY LAB II</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>MATH 1203</td>
<td>APPLIED CALCULUS I</td>
<td></td>
</tr>
<tr>
<td>MATH 1206</td>
<td>CALCULUS I</td>
<td></td>
</tr>
<tr>
<td>MATH 1700</td>
<td>MATHEMATICAL MODELLING</td>
<td></td>
</tr>
<tr>
<td>PSYC 1100</td>
<td>BIOPSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>CISC 2500</td>
<td>INFORMATION AND DATA MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4020</td>
<td>BIOINFORMATICS</td>
<td>4</td>
</tr>
<tr>
<td>or CISC 4631</td>
<td>DATA MINING</td>
<td></td>
</tr>
<tr>
<td>BISC 4532</td>
<td>NEUROSCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>or NSCI 2030</td>
<td>NEUROSCIENCE</td>
<td></td>
</tr>
<tr>
<td>PSYC 3110</td>
<td>COGNITIVE NEUROSCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>CISC 3250</td>
<td>SYSTEMS NEUROSCIENCE</td>
<td>4</td>
</tr>
<tr>
<td><strong>Chemistry Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following options:</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Option 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 1321</td>
<td>GENERAL CHEMISTRY I</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 1331</td>
<td>and GENERAL CHEMISTRY LAB I</td>
<td></td>
</tr>
<tr>
<td>CHEM 1322</td>
<td>GENERAL CHEMISTRY II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 1332</td>
<td>and GENERAL CHEMISTRY LAB II</td>
<td></td>
</tr>
<tr>
<td>Option 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSCI 1321</td>
<td>GENERAL CHEMISTRY LECTURE I</td>
<td></td>
</tr>
<tr>
<td>&amp; NSCI 1331</td>
<td>and GENERAL CHEMISTRY LAB I</td>
<td></td>
</tr>
<tr>
<td>NSCI 1322</td>
<td>GENERAL CHEMISTRY LECTURE II</td>
<td></td>
</tr>
<tr>
<td>&amp; NSCI 1332</td>
<td>and GENERAL CHEMISTRY LAB II</td>
<td></td>
</tr>
<tr>
<td><strong>Statistics/Research Methods Course</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSCI 2040</td>
<td>RESEARCH DESIGN AND ANALYSIS</td>
<td>3-4</td>
</tr>
<tr>
<td>or PSYC 2000</td>
<td>STATISTICS</td>
<td></td>
</tr>
<tr>
<td><strong>Specialization courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select three of the following courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 2521</td>
<td>ORGANIC CHEMISTRY I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; CHEM 2541</td>
<td>and ORGANIC CHEMISTRY LAB I</td>
<td></td>
</tr>
<tr>
<td>NSCI 3121</td>
<td>GENERAL CHEMISTRY LECTURE I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; NSCI 3821</td>
<td>and GENERAL CHEMISTRY LAB II</td>
<td></td>
</tr>
<tr>
<td>BISC 3521</td>
<td>BIOCHEMISTRY</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 4221</td>
<td>BIOCHEMISTRY</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 4153</td>
<td>BIOLOGICAL CHEMISTRY LECTURE</td>
<td>3</td>
</tr>
<tr>
<td>BISC 2539</td>
<td>GENERAL GENETICS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; BISC 2549</td>
<td>and GENERAL GENETICS</td>
<td></td>
</tr>
<tr>
<td>NSCI 3133</td>
<td>GENETICS LECTURE</td>
<td>5</td>
</tr>
<tr>
<td>&amp; NSCI 3833</td>
<td>and GENETICS LAB</td>
<td></td>
</tr>
<tr>
<td>BISC 4642</td>
<td>ANIMAL BEHAVIOR</td>
<td>4</td>
</tr>
<tr>
<td>BISC 3754</td>
<td>CELL BIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BISC 4693</td>
<td>DEVELOPMENTAL BIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 3154</td>
<td>CELL AND DEVELOPMENT BIOLOGY LECTURE</td>
<td>5</td>
</tr>
<tr>
<td>&amp; NSCI 3854</td>
<td>and CELL AND DEVELOPMENT BIOLOGY LAB</td>
<td></td>
</tr>
<tr>
<td>BISC 3752</td>
<td>MOLECULAR BIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 4176</td>
<td>MOLECULAR BIOLOGY LECTURE</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 2122</td>
<td>IMMUNOLOGY LECTURE</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 2018</td>
<td>BIOLOGY OF AGING</td>
<td>3</td>
</tr>
<tr>
<td>BISC 3232</td>
<td>HUMAN PHYSIOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>&amp; BISC 3242</td>
<td>and HUMAN PHYSIOLOGY</td>
<td></td>
</tr>
<tr>
<td>NSCI 4112</td>
<td>ANIMAL PHYSIOLOGY LECTURE</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 2141</td>
<td>VERTEBRATE ANATOMY LECTURE</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Other courses from the biology, chemistry, computer science, math, natural science, psychology, and physics departments may be used, pending approval.

Tracks

**Cell and Molecular Neuroscience Track**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chemistry Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following options:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 1321</td>
<td>GENERAL CHEMISTRY I</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 1331</td>
<td>and GENERAL CHEMISTRY LAB I</td>
<td></td>
</tr>
<tr>
<td>CHEM 1322</td>
<td>GENERAL CHEMISTRY II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 1332</td>
<td>and GENERAL CHEMISTRY LAB II</td>
<td></td>
</tr>
<tr>
<td>Option 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSCI 1321</td>
<td>GENERAL CHEMISTRY LECTURE I</td>
<td></td>
</tr>
<tr>
<td>&amp; NSCI 1331</td>
<td>and GENERAL CHEMISTRY LAB I</td>
<td></td>
</tr>
<tr>
<td>NSCI 1322</td>
<td>GENERAL CHEMISTRY LECTURE II</td>
<td></td>
</tr>
<tr>
<td>&amp; NSCI 1332</td>
<td>and GENERAL CHEMISTRY LAB II</td>
<td></td>
</tr>
</tbody>
</table>

**Statistics/Research Methods Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSCI 2040</td>
<td>RESEARCH DESIGN AND ANALYSIS</td>
<td>3-4</td>
</tr>
<tr>
<td>or PSYC 2000</td>
<td>STATISTICS</td>
<td></td>
</tr>
</tbody>
</table>

**Specialization courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 2521</td>
<td>ORGANIC CHEMISTRY I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; CHEM 2541</td>
<td>and ORGANIC CHEMISTRY LAB I</td>
<td></td>
</tr>
<tr>
<td>NSCI 3121</td>
<td>GENERAL CHEMISTRY LECTURE I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; NSCI 3821</td>
<td>and GENERAL CHEMISTRY LAB II</td>
<td></td>
</tr>
<tr>
<td>BISC 3521</td>
<td>BIOCHEMISTRY</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 4221</td>
<td>BIOCHEMISTRY</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 4153</td>
<td>BIOLOGICAL CHEMISTRY LECTURE</td>
<td>3</td>
</tr>
<tr>
<td>BISC 2539</td>
<td>GENERAL GENETICS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; BISC 2549</td>
<td>and GENERAL GENETICS</td>
<td></td>
</tr>
<tr>
<td>NSCI 3133</td>
<td>GENETICS LECTURE</td>
<td>5</td>
</tr>
<tr>
<td>&amp; NSCI 3833</td>
<td>and GENETICS LAB</td>
<td></td>
</tr>
<tr>
<td>BISC 4642</td>
<td>ANIMAL BEHAVIOR</td>
<td>4</td>
</tr>
<tr>
<td>BISC 3754</td>
<td>CELL BIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BISC 4693</td>
<td>DEVELOPMENTAL BIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 3154</td>
<td>CELL AND DEVELOPMENT BIOLOGY LECTURE</td>
<td>5</td>
</tr>
<tr>
<td>&amp; NSCI 3854</td>
<td>and CELL AND DEVELOPMENT BIOLOGY LAB</td>
<td></td>
</tr>
<tr>
<td>BISC 3752</td>
<td>MOLECULAR BIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 4176</td>
<td>MOLECULAR BIOLOGY LECTURE</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 2122</td>
<td>IMMUNOLOGY LECTURE</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 2018</td>
<td>BIOLOGY OF AGING</td>
<td>3</td>
</tr>
<tr>
<td>BISC 3232</td>
<td>HUMAN PHYSIOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>&amp; BISC 3242</td>
<td>and HUMAN PHYSIOLOGY</td>
<td></td>
</tr>
<tr>
<td>NSCI 4112</td>
<td>ANIMAL PHYSIOLOGY LECTURE</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 2141</td>
<td>VERTEBRATE ANATOMY LECTURE</td>
<td>3</td>
</tr>
</tbody>
</table>

Updated: 10-11-2017
1 Students may not enroll in two mutually exclusive versions of the same course, where different course numbers are used on each campus to represent a materially identical course (e.g., BISC 2539 GENERAL GENETICS and NSCI 3133 GENETICS LECTURE). Please consult your adviser to confirm whether you may enroll in a given course.

### Cognitive Neuroscience Track

**Course** | **Title** | **Credits**
--- | --- | ---
**Chemistry Courses**
Select one of the following options: 12

**Option 1:**
CHEM 1321 & CHEM 1331 GENERAL CHEMISTRY I and GENERAL CHEMISTRY LAB I
CHEM 1322 & CHEM 1332 GENERAL CHEMISTRY II and GENERAL CHEMISTRY LAB II

**Option 2:**
NSCI 1321 & NSCI 1331 GENERAL CHEMISTRY LECTURE I and GENERAL CHEMISTRY LAB I
NSCI 1322 & NSCI 1332 GENERAL CHEMISTRY LECTURE II and GENERAL CHEMISTRY LAB II

**Option 3:**
Interdisciplinary Chemistry I and II with labs

**Statistics/Research Methods Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 2000</td>
<td>STATISTICS</td>
<td>4</td>
</tr>
</tbody>
</table>

**Specialization**

Select three of the following courses 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 2010</td>
<td>RESEARCH METHODS LAB</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 2301</td>
<td>SENSATION AND PERCEPTION LAB</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 2501</td>
<td>COGNITION LABORATORY</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 2401</td>
<td>MEMORY LABORATORY</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 3901</td>
<td>LAB IN BEHAVIORAL ANALYSIS</td>
<td>5</td>
</tr>
</tbody>
</table>

1 Courses labeled Lab with a PSYC XX01 designation also include lecture.

### Systems Neuroscience Track

**Course** | **Title** | **Credits**
--- | --- | ---
**Chemistry Courses**
Select one of the following options: 12

**Option 1:**
CHEM 1321 & CHEM 1331 GENERAL CHEMISTRY I and GENERAL CHEMISTRY LAB I
CHEM 1322 & CHEM 1332 GENERAL CHEMISTRY II and GENERAL CHEMISTRY LAB II

**Option 2:**
NSCI 1321 & NSCI 1331 GENERAL CHEMISTRY LECTURE I and GENERAL CHEMISTRY LAB I
NSCI 1322 & NSCI 1332 GENERAL CHEMISTRY LECTURE II and GENERAL CHEMISTRY LAB II

**Option 3:**
Interdisciplinary Chemistry I and II with labs

**Statistics/Research Methods Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 2850</td>
<td>COMPUTER AND DATA ANALYSIS</td>
<td>4</td>
</tr>
</tbody>
</table>

**Specialization**

Select three of the following courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 1600</td>
<td>COMPUTER SCIENCE I</td>
<td>4</td>
</tr>
</tbody>
</table>
& CISC 1610 and COMPUTER SCIENCE I LAB
| CISC 3060 | INTRODUCTION TO ROBOTICS | 4 |
| CISC 3270 | HEALTH AND MEDICAL INFORMATICS | 4 |
| CISC 4020 | BIOINFORMATICS | 4 |
| CISC 4090 | THEORY OF COMPUTATION | 4 |
| CISC 4597 | ARTIFICIAL INTELLIGENCE | 4 |
| CISC 4621 | MACHINE LEARNING | 4 |
| CISC 5900 | INFORMATION FUSION | 3,4 |

### Availability

The Integrative Neuroscience major is available to students at Fordham College Rose Hill and Fordham College Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in integrative neuroscience only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

**Fordham College at Rose Hill students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Fordham College at Lincoln Center students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Professional and Continuing Studies students:** The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
INTERNATIONAL POLITICAL ECONOMY

The major in international political economy (IPE) explores the nature and complexities of our increasingly interdependent and politicized global economy from an interdisciplinary perspective. Students who complete the major will receive training in political, economic, and quantitative analysis as well as an introduction to other cultures and the opportunity to use their electives to further specialize their studies according to their interests. Students who wish to continue their education in law, economics, political science, and international affairs will find the major beneficial. Other students will be able to use the major to prepare for employment with banks, businesses, and government agencies concerned with the global economy. Available specializations include foreign language study and global business.

The major is open only to Fordham College at Rose Hill students who have a cumulative GPA of 3.0 or better when they declare their major. Students wishing to major in IPE are also required to submit a one- or two-page essay explaining why they would like major in IPE to the director. Please contact the director for application deadlines.

The major in international political economy (IPE) is administered by the Graduate Program in International Political Economy and Development (IPED). IPED is an affiliate member of the Association of Professional Schools of International Affairs (APSIA).

Program Activities

Study Abroad

Majors are encouraged to study abroad during junior year in order to complement their learning experience at Fordham.

Internships

Students may receive credit for internships having an international focus.

Awards

Seniors may apply for membership into Sigma Iota Rho, the National Honor Society for International Studies. Applicants are required to have a minimum GPA of 3.2 and to have applied for prestigious fellowships, such as the Fulbright, or selected internships with international agencies, such as the State Department.

Courses outside the program

The following courses offered outside the department have the IPE attribute and count toward the International Political Economy major. In addition, all courses with the ARAB, FREN, GERM, ITAL, MAND, RUSS, and SPAN subject codes that are numbered 1500 to 4999 also count for the major.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 1600</td>
<td>UNDERSTANDING HISTORICAL CHANGE: AFRICA</td>
<td>3</td>
</tr>
<tr>
<td>AFAM 3036</td>
<td>GLOBAL BLACK YOUTH CULTURES</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3037</td>
<td>BEING AND BECOMING BLACK IN THE ATLANTIC WORLD</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3072</td>
<td>CIVIL WARS IN AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3075</td>
<td>DEMOCRACY IN AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3141</td>
<td>WOMEN IN AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3148</td>
<td>HISTORY OF SOUTH AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3150</td>
<td>CARIBBEAN PEOPLES AND CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 1050</td>
<td>ANTHROPOLOGY FOCUS</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 1300</td>
<td>INTRODUCTION TO ARCHAEOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 2500</td>
<td>TABOO: ANTHROPOLOGY OF THE FORBIDDEN</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2619</td>
<td>MAGIC, SCIENCE, AND RELIGION</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2620</td>
<td>THE ANTHROPOLOGY OF CITIES</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2770</td>
<td>ANTHROPOLOGY OF CHILDHOOD</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2880</td>
<td>HUMAN SEXUALITY IN CROSS-CULTURAL PERSPECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2886</td>
<td>ANTHROPOLOGY OF GENDER AND SEXUALITY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3340</td>
<td>ANTHROPOLOGICAL PERSPECTIVES ON RACE AND ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3351</td>
<td>COMPARATIVE CULTURES</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3725</td>
<td>CULTURE AND CULTURE CHANGE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4114</td>
<td>ANTHROPOLOGY OF HEALTH HEALING AND SOCIAL JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4373</td>
<td>ENVIRONMENT AND HUMAN SURVIVAL</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4490</td>
<td>ANTHROPOLOGY OF POLITICAL VIOLENCE</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3380</td>
<td>INTERNATIONAL COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>ECON 1100</td>
<td>BASIC MACROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1200</td>
<td>BASIC MICROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2140</td>
<td>STATISTICS I</td>
<td>4</td>
</tr>
<tr>
<td>ECON 2142</td>
<td>STATISTICAL DECISION MAKING</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3210</td>
<td>ECONOMICS OF DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3228</td>
<td>MIDDLE EAST ECONOMICS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3229</td>
<td>POLITICAL ECONOMY OF THE MIDDLE EAST</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3235</td>
<td>ECONOMY OF LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3240</td>
<td>WORLD POVERTY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3242</td>
<td>GLOBAL ECONOMIC ISSUES</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3244</td>
<td>INTERNATIONAL ECONOMIC POLICY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3256</td>
<td>COMPARATIVE ECONOMIC SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3346</td>
<td>INTERNATIONAL TRADE</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3347</td>
<td>INTERNATIONAL FINANCE</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3430</td>
<td>ST: SUSTAINABLE BUSINESS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3457</td>
<td>INTERNATIONAL REGULATION</td>
<td>4</td>
</tr>
<tr>
<td>ECON 4900</td>
<td>INTERNSHIP SEMINAR</td>
<td>4</td>
</tr>
<tr>
<td>FREN 2650</td>
<td>BUSINESS FRENCH</td>
<td>4</td>
</tr>
<tr>
<td>GERM 2650</td>
<td>BUSINESS GERMAN</td>
<td>4</td>
</tr>
<tr>
<td>HIST 1000</td>
<td>UNDERSTANDING HISTORICAL CHANGE: MODERN EUROPE</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1400</td>
<td>UNDERSTANDING HISTORICAL CHANGE: LATIN AMERICA</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1550</td>
<td>UNDERSTANDING HISTORICAL CHANGE: EAST ASIAN HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1600</td>
<td>UNDERSTANDING HISTORICAL CHANGE: AFRICA</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1700</td>
<td>UNDERSTANDING HISTORICAL CHANGE: MIDEAST</td>
<td>3</td>
</tr>
<tr>
<td>HIST 3148</td>
<td>HISTORY OF SOUTH AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3362</td>
<td>CRIME AND PUNISHMENT IN EUROPE</td>
<td>4</td>
</tr>
</tbody>
</table>
HIST 3416  EUROPEAN WOMEN: 1800-PRESENT  4
HIST 3455  20TH CENTURY IRELAND  4
HIST 3457  BRITAIN: 1867-PRESENT  4
HIST 3541  MODERN ITALY  4
HIST 3544  ITALY IN THE WIDER WORLD  4
HIST 3555  HITLER’S GERMANY  4
HIST 3566  WAR AND IMPERIALISM  4
HIST 3620  20TH CENTURY EUROPE  4
HIST 3670  THE MODERN MIDDLE EAST  4
HIST 3675  HISTORY OF MODERN ISRAEL  4
HIST 3855  AMERICAN FOREIGN POLICY SINCE 1898  4
HIST 3858  THE GLOBAL COLD WAR  4
HIST 3915  CONTEMPORARY CHINA  4
HIST 3920  MODERN JAPAN  4
HIST 3922  EAST ASIAN CITIES  4
HIST 3925  THE HOLOCAUST  4
HIST 3972  REVOLUTION IN CENTRAL AMERICA  4
HIST 3973  EDU AND STATE IN LATIN AMERICA  4
HIST 3986  RELIGION AND POLITICS IN ISLAMIC HISTORY  4
HIST 3992  CAPITALISM  4
HIST 4767  SEMINAR: TORTURE AND THE WESTERN EXPERIENCE  4
HIST 4820  SEMINAR: AFRICAN ICONS  4
HPRH 3001  RELIGION IN THE MODERN WORLD  4
IRST 3409  IRISH LANGUAGE AND CULTURE 1  4
MAND 1501  INTERMEDIATE MANDARIN I  3
MEST 4001  SEMINAR: MIDDLE EAST  4
POSC 2501  INTRODUCTION TO INTERNATIONAL POLITICS  4
POSC 2610  INTRODUCTION TO COMPARATIVE POLITICS  4
POSC 3207  ENVIRONMENTAL POLITICS  4
POSC 3418  ISLAMIC POLITICAL THOUGHT  4
POSC 3423  POLITICAL IDEOLOGIES  4
POSC 3505  INTERNATIONAL LAW  4
POSC 3507  INTERNATIONAL HUMAN RIGHTS  4
POSC 3520  MIDEAST AND THE WORLD  4
POSC 3521  GLOBAL GOVERNANCE  4
POSC 3522  UNITED NATIONS  4
POSC 3530  U.S. FOREIGN POLICY  4
POSC 3605  COMPARATIVE DEMOCRACY  4
POSC 3610  POLITICAL ECONOMY OF DEVELOPMENT  4
POSC 3611  THIRD WORLD POLITICS  4
POSC 3616  POLITICAL ECONOMY OF POVERTY  4
POSC 3621  EUROPEAN POLITICS  4
POSC 3622  POLITICS OF THE EUROPEAN UNION  4
POSC 3623  ISLAM IN EUROPE  4
POSC 3632  CHINA AND U.S. IN GLOBAL ERA  4
POSC 3641  LATIN AMERICAN POLITICS  4
POSC 3642  CARIBBEAN POLITICS  4
POSC 3651  COMPARATIVE POLITICS OF THE MIDDLE EAST  4
POSC 3915  INTERNATIONAL POLITICAL ECONOMY  4
POSC 4400  SEMINAR: GLOBAL JUSTICE  4
POSC 4515  SEMINAR: INTERNATIONAL POLITICS OF PEACE  4
POSC 4525  SEMINAR: GLOBALIZATION  4
POSC 4900  SEMINAR: DEMOCRACY, DEVELOPMENT, AND THE GLOBAL ECONOMY  4
SOCI 2505  RELIGION AND SOCIAL CHANGE  4
SOCI 3046  INTERNATIONAL SOCIOLOGY  4
SOCI 3110  GLOBAL CONFLICT: WARS/RELIGION  4
SOCI 3148  POPULATION AND ECONOMIC DEVELOPMENT ISSUES  4
SOCI 3415  DEVELOPMENT AND GLOBALIZATION  4
SOCI 3714  TERRORISM AND SOCIETY  4
WGSS 3416  EUROPEAN WOMEN 1800-PRESENT  4

For more information
Visit the International Political Economy program web page.

Programs
- International Political Economy Major (p. 418)
INTERNATIONAL POLITICAL ECONOMY MAJOR

Requirements
The major consists of eight required core courses and four electives distributed as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 2501</td>
<td>INTRODUCTION TO INTERNATIONAL POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3915</td>
<td>INTERNATIONAL POLITICAL ECONOMY</td>
<td>4</td>
</tr>
<tr>
<td>or POSC 3518</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 1100</td>
<td>BASIC MACROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1200</td>
<td>BASIC MICROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 3244</td>
<td>INTERNATIONAL ECONOMIC POLICY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3351</td>
<td>COMPARATIVE CULTURES</td>
<td>4</td>
</tr>
<tr>
<td>ECON 2140</td>
<td>STATISTICS I</td>
<td>4</td>
</tr>
<tr>
<td>ECON 2142</td>
<td>STATISTICAL DECISION MAKING</td>
<td>4</td>
</tr>
</tbody>
</table>

Elective Tracks
Select one of the following tracks: 12-16

- Foreign Language Elective Track
- Global Business Elective Track
- General Elective Track

Elective Tracks
Four courses chosen from one of three tracks:

Foreign Language Elective Track
Four courses in the same subject with either the ARAB (p. 879), FREN (p. 1093), GERM (p. 1101), ITAL (p. 1188), MAND (p. 1228), RUSS (p. 1337), or SPAN (p. 1370) subject codes numbered 1500 to 4999 also count for the major.

Global Business Elective Track
Select two international economics courses of the following: 8

- ECON 3235 ECONOMY OF LATIN AMERICA
- ECON 3240 WORLD POVERTY
- ECON 3346 INTERNATIONAL TRADE
- ECON 3347 INTERNATIONAL FINANCE

General Elective Track
Any course with the IPE attribute code (p. 416) may fulfill this requirement. Note that ACBU 2222 PRINCIPLES OF FINANCIAL ACCOUNTING and ACBU 2223 PRINCIPLES OF MANAGERIAL ACCOUNTING do not have the IPE attribute and may not count toward the General Elective track. In addition, all courses with the ARAB (p. 879), FREN (p. 1093), GERM (p. 1101), ITAL (p. 1188), MAND (p. 1228), RUSS (p. 1337), and SPAN (p. 1370) subject codes numbered 1500 to 4999 also count for the major.

Availability
The major in international political economy is available at Fordham College at Rose Hill. Students in Fordham School of Professional and Continuing Studies may major in international political economy only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
INTERNATIONAL STUDIES

International studies is carefully designed to prepare students to live, work, prosper—and become good global citizens—in today’s rapidly changing world. It features an interdisciplinary and intercultural curriculum with both classroom learning and real-world experience in the form of internships and study abroad.

International studies offers both rigor and choice. Students complete a specific core of foundational international courses in politics, law, economics, history, and culture. They also choose one of three tracks of specialized study.

The International Expertise Track trains students to analyze international affairs from a global perspective. The Regional Expertise Track develops competency in a region of the world of the student’s own choosing. Students may also apply to enter a Specialist Expertise Track, designed to address important issues, or specific cross-national, cross-cultural, or cross-regional comparisons. This track is selective and requires approval by the director. Each track has a specific language component. Each track has the same goal: to enable students to master the political, economic, environmental, historic, cultural, and sociological dynamics that drive modern life.

International studies prepares students for graduate study and for careers. It is well-crafted for students to move on into international business, law, diplomacy, academia, education, government, international organizations, nongovernmental organizations, public interest advocacy groups, journalism, mass media, and public service.

It also prepares students for a life well-lived. The program follows the Jesuit tradition of cosmopolitan education, respect for other cultures, the dignity of each unique person, and the development of the student as a whole person. Its guiding spirit is Fordham’s own mission: to use education and research to “assist in the alleviation of poverty, the promotion of justice, the protection of human rights, and respect for the environment” and to “foster in all its students life-long habits of careful observation, critical thinking, creativity, moral reflection, and articulate expression.” The international studies program encourages students to use these gifts in the service of the world.

Program Activities

International studies encourages and features experience-based learning. Therefore it strongly supports and helps students participate in both study abroad and internships. The program also organizes lectures, conferences, study tours abroad, and other educational events and experiential learning.

Courses outside the program

The following courses offered outside the department have the INST attribute and count toward the International Studies major and minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 1600</td>
<td>UNDERSTANDING HISTORICAL CHANGE: AFRICA</td>
<td>3</td>
</tr>
<tr>
<td>AFAM 3036</td>
<td>GLOBAL BLACK YOUTH CULTURES</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3037</td>
<td>BEING AND BECOMING BLACK IN THE ATLANTIC WORLD</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3071</td>
<td>AFRICAN INTELLECTUAL HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3072</td>
<td>CIVIL WARS IN AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3075</td>
<td>DEMOCRACY IN AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3140</td>
<td>CONTEMPORARY AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3148</td>
<td>HISTORY OF SOUTH AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3150</td>
<td>CARIBBEAN PEOPLES AND CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3667</td>
<td>CARIBBEAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3692</td>
<td>SOCIAL CONSTRUCTION OF WOMEN</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3693</td>
<td>CONTEMPORARY AFRICAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3695</td>
<td>MAJOR DEBATES IN AFRICAN STUDIES</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4147</td>
<td>FOOD AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4192</td>
<td>RACE AND RELIGION IN THE TRANSATLANTIC WORLD</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 1050</td>
<td>ANTHROPOLOGY FOCUS</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 2447</td>
<td>PASSAGES: LIFE CYCLES</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2500</td>
<td>TABOO: ANTHROPOLOGY OF THE FORBIDDEN</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2619</td>
<td>MAGIC, SCIENCE, AND RELIGION</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2620</td>
<td>THE ANTHROPOLOGY OF CITIES</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2770</td>
<td>ANTHROPOLOGY OF CHILDHOOD</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2886</td>
<td>ANTHROPOLOGY OF GENDER AND SEXUALITY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2888</td>
<td>GENDER AND ISLAM</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3152</td>
<td>SPORTS AND NATIONAL POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3343</td>
<td>GHETTOS AND GATED COMMUNITIES</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3351</td>
<td>COMPARATIVE CULTURES</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3354</td>
<td>RACE, IDENTITY, AND GATED COMMUNITIES</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3710</td>
<td>BILINGUALISM: LOCAL PRACTICES AND GLOBAL PERSPECTIVES</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3725</td>
<td>CULTURE AND CULTURE CHANGE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3726</td>
<td>LANGUAGE, GENDER, AND POWER</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3888</td>
<td>ARAB WOMEN AND SOCIAL MOVEMENTS</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4114</td>
<td>ANTHROPOLOGY OF HEALTH HEALING AND SOCIAL JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4490</td>
<td>ANTHROPOLOGY OF POLITICAL VIOLENCE</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 1101</td>
<td>INTRODUCTION TO ART HISTORY: EUROPE</td>
<td>3</td>
</tr>
<tr>
<td>ARHI 1102</td>
<td>INTRODUCTION TO ART HISTORY: ASIA</td>
<td>3</td>
</tr>
<tr>
<td>ARHI 1103</td>
<td>INTRODUCTION TO ART HISTORY: AMERICAS</td>
<td>3</td>
</tr>
<tr>
<td>ARHI 2225</td>
<td>JAPANESE MODERN AND CONTEMPORARY ART AND VISUAL CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2552</td>
<td>MODERNITY IN ASIA: ARTS IN CULTURAL ENCOUNTERS</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3137</td>
<td>WORLD CINEMA MASTERPIECES</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3450</td>
<td>THE CITY IN LITERATURE AND ART</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3840</td>
<td>LATIN AMERICAN CULTURE THROUGH FILM</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4018</td>
<td>CONTEMPORARY CUBAN CULTURE IN HAVANA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3268</td>
<td>MEDIA AND NATIONAL IDENTITY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3380</td>
<td>INTERNATIONAL COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3210</td>
<td>ECONOMICS OF DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3211</td>
<td>ECONOMICS OF DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3229</td>
<td>POLITICAL ECONOMY OF THE MIDDLE EAST</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>ECON 3235</td>
<td>ECONOMY OF LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3240</td>
<td>WORLD POVERTY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3243</td>
<td>MICROFINANCE IN EMERGING MARKETS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3244</td>
<td>INTERNATIONAL ECONOMIC POLICY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3256</td>
<td>COMPARATIVE ECONOMIC SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3340</td>
<td>ECONOMICS OF INTERNATIONAL BUSINESS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3346</td>
<td>INTERNATIONAL TRADE</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3347</td>
<td>INTERNATIONAL FINANCE</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3385</td>
<td>ECONOMICS OF ENERGY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3457</td>
<td>INTERNATIONAL REGULATION</td>
<td>4</td>
</tr>
<tr>
<td>ECON 5510</td>
<td>INTERNATIONAL ECONOMIC POLICY</td>
<td>3-4</td>
</tr>
<tr>
<td>ECON 5670</td>
<td>COMPARATIVE ECONOMIC SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3137</td>
<td>WORLD CINEMA MASTERPIECES</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3802</td>
<td>LITERATURE AND IMPERIALISM</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4147</td>
<td>FOOD AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>ENST 1000</td>
<td>INTRODUCTION TO ENVIRONMENTAL STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>FITV 3551</td>
<td>FILM HISTORY 1950-PRESENT</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3558</td>
<td>ITALIAN FILM</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3585</td>
<td>TRANSNATIONAL ASIAN CINEMA</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3587</td>
<td>UNITED KINGDOM AND IRISH FILM</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3588</td>
<td>GLOBAL CINEMA</td>
<td>4</td>
</tr>
<tr>
<td>FNBU 4450</td>
<td>GLOBAL INVESTMENTS</td>
<td>3</td>
</tr>
<tr>
<td>FNBU 4473</td>
<td>ST: STUDY TOUR OF TURKEY</td>
<td>3</td>
</tr>
<tr>
<td>FREN 2600</td>
<td>FRANCE: LITERATURE, HISTORY, AND CIVILIZATION</td>
<td>3</td>
</tr>
<tr>
<td>FREN 3130</td>
<td>CULTURE AND SCIENCE IN FRANCE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3560</td>
<td>THE CONTEMPORARY NOVEL</td>
<td>4</td>
</tr>
<tr>
<td>HIST 1000</td>
<td>UNDERSTANDING HISTORICAL CHANGE: MODERN EUROPE</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1400</td>
<td>UNDERSTANDING HISTORICAL CHANGE: LATIN AMERICA</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1450</td>
<td>UNDERSTANDING HISTORICAL CHANGE: SOUTH ASIAN HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1600</td>
<td>UNDERSTANDING HISTORICAL CHANGE: AFRICA</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1650</td>
<td>UNDERSTANDING HISTORICAL CHANGE: THE BLACK ATLANTIC</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1700</td>
<td>UNDERSTANDING HISTORICAL CHANGE: MID EAST</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1750</td>
<td>UNDERSTANDING HISTORICAL CHANGE: ISLAMIC HISTORY AND CULTURE</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1850</td>
<td>UNDERSTANDING HISTORICAL CHANGE: JEWS IN THE ANCIENT AND MEDIEVAL WORLD</td>
<td>3</td>
</tr>
<tr>
<td>HIST 3148</td>
<td>HISTORY OF SOUTH AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3457</td>
<td>BRITAIN: 1867-PRESENT</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3538</td>
<td>THE GOOD EARTH?</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3544</td>
<td>ITALY IN THE WIDER WORLD</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3545</td>
<td>RACE AND NATION IN MODERN EUROPE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3546</td>
<td>HISTORY OF MODERN HUMANITARIISM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3559</td>
<td>EUROPE SINCE 1945</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3566</td>
<td>WAR AND IMPERIALISM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3620</td>
<td>20TH CENTURY EUROPE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3624</td>
<td>EUROPEAN CITIES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3670</td>
<td>THE MODERN MIDDLE EAST</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3675</td>
<td>HISTORY OF MODERN ISRAEL</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3842</td>
<td>THE VIETNAM WARS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3855</td>
<td>AMERICAN FOREIGN POLICY SINCE 1898</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3858</td>
<td>THE GLOBAL COLD WAR</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3870</td>
<td>ASSASSINATIONS AND THE MAKING OF POST-INDEPENDENCE AFRICAN HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3911</td>
<td>U.S. AND EAST ASIA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3915</td>
<td>CONTEMPORARY CHINA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3920</td>
<td>MODERN JAPAN</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3921</td>
<td>JEWS, CHRISTIANS, AND MUSLIMS IN CHINESE HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3922</td>
<td>EAST ASIAN CITIES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3925</td>
<td>THE HOLOCAUST</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3930</td>
<td>SEX AND GENDER IN SOUTH ASIA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3940</td>
<td>THE AFRICAN CITY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3950</td>
<td>LATINO HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3969</td>
<td>LATIN AMERICA AND THE U.S.</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3972</td>
<td>REVOLUTION IN CENTRAL AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3975</td>
<td>THE CARIBBEAN</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3992</td>
<td>CAPITALISM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4308</td>
<td>ANTISEMITISM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4542</td>
<td>SEMINAR: ITALY THROUGH FOREIGN EYES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4631</td>
<td>SEMINAR: US IN THE MID EAST:1945 - PRES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4758</td>
<td>SEMINAR: EUROPE: PROSPERITY TO CRISIS</td>
<td>4</td>
</tr>
<tr>
<td>HUST 4001</td>
<td>HUMANITARIAN ACTION</td>
<td>4</td>
</tr>
<tr>
<td>HUST 4200</td>
<td>FORCED MIGRATION AND HUMANITARIAN ACTION</td>
<td>4</td>
</tr>
<tr>
<td>HUST 4500</td>
<td>IHA FOREIGN SERVICE PROG</td>
<td>5</td>
</tr>
<tr>
<td>HUST 4800</td>
<td>INTERNATIONAL HUMANITARIAN INTERNSHIP</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 2700</td>
<td>FILMING THE CITY INSIDE AND OUT: A CINEMATIC JOURNEY THROUGH ITALY</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 2705</td>
<td>THE SOUTH OF ITAL</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3030</td>
<td>CRIMINAL TALES</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3650</td>
<td>ITALY AT WAR</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3600</td>
<td>LATIN AMERICA: CURRENT TRENDS</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3840</td>
<td>LATIN AMERICA THROUGH FILM</td>
<td>4</td>
</tr>
<tr>
<td>LALS 5001</td>
<td>LAT AMER &amp; LATINO CULTRS</td>
<td>4</td>
</tr>
<tr>
<td>MAND 3040</td>
<td>TOPICS IN MANDARIN CHINESE LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>MAND 3055</td>
<td>CHINA AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>MEST 3502</td>
<td>PALESTINE-ISRAEL CONFLICT</td>
<td>4</td>
</tr>
<tr>
<td>MEST 3701</td>
<td>URBAN THEATRE DANCE AND MUSIC</td>
<td>4</td>
</tr>
<tr>
<td>MEST 4001</td>
<td>SEMINAR: MIDDLE EAST</td>
<td>4</td>
</tr>
<tr>
<td>MGBU 4476</td>
<td>ST: CROSS CULTURAL NEGOTIATION</td>
<td>3</td>
</tr>
</tbody>
</table>
MLAL 3045 WOMEN IN CHINESE LITERATURE AND SOCIETY 4
MLAL 3060 MAGIC AND REALITY IN RUSSIAN LITERATURE 4
MLAL 3070 RUSSIAN VISIONS: THE INTERPLAY BETWEEN RUSSIAN LITERATURE AND ART IN MID-19TH/EARLY 20TH CENTURY 4
MLAL 3405 MASTERPIECES OF RUSSIAN FILM 4
MLAL 3410 ARAB CINEMA: HISTORY AND CULTURAL IDENTITY 4
MLAL 3442 ARAB CULTURE AND NEWS MEDIA 4
MLAL 3450 THE ARAB SPRING IN ARABIC LIT 4
MLAL 3405 ARAB CINEMA: HISTORY AND CULTURAL IDENTITY 4
PHIL 3711 HUMANITARIANISM AND PHILOSOPHY 4
PHIL 3712 GLOBAL ENVIRONMENT AND JUSTICE 4
PHIL 3759 BUDDHIST PHILOSOPHY 4
PHIL 4425 BUDDHIST MORAL THOUGHT 4
POSC 2501 INTRODUCTION TO INTERNATIONAL POLITICS 4
POSC 2610 INTRODUCTION TO COMPARATIVE POLITICS 4
POSC 307 ENVIRONMENTAL POLITICS 4
POSC 3418 ISLAMIC POLITICAL THOUGHT 4
POSC 3423 POLITICAL IDEOLOGIES 4
POSC 3429 DEMOCRATIC THEORY 4
POSC 3508 THE POLITICS OF HUMANITARIANISM IN AFRICA 4
POSC 3511 WAR AND PEACE 4
POSC 3520 MIDEAST AND THE WORLD 4
POSC 3521 GLOBAL GOVERNANCE 4
POSC 3522 UNITED NATIONS 4
POSC 3526 DEM TERRORISM AND MODERN LIFE 4
POSC 3528 CIVIL WARS AND THE DEVELOPING WORLD 4
POSC 3530 U.S. FOREIGN POLICY 4
POSC 3511 THIRD WORLD POLITICS 4
POSC 3613 POLITICAL MOVEMENTS 4
POSC 3616 POLITICAL ECONOMY OF POVERTY 4
POSC 3622 POLITICS OF THE EUROPEAN UNION 4
POSC 3623 ISLAM IN EUROPE 4
POSC 3631 CHINA AND RUSSIA IN COMPARATIVE PERSPECTIVE 4
POSC 3632 CHINA AND U.S. IN GLOBAL ERA 4
POSC 3633 CHINA AND US-GLOBAL ERA/STUDY TO 4
POSC 3641 LATIN AMERICAN POLITICS 4
POSC 3645 POLITICS OF IMMIGRATION 4
POSC 3651 COMPARATIVE POLITICS OF THE MIDDLE EAST 4
POSC 3915 INTERNATIONAL POLITICAL ECONOMY 4
POSC 4020 PLACE, SPACE, AND IMMIGRANT CITIES 4
POSC 4025 YOUTH AND POLITICS 4
POSC 4400 SEMINAR: GLOBAL JUSTICE 4
POSC 4530 SEMINAR: POLITICAL ECONOMY OF CONFLICT 4
POSC 5500 COMPARATIVE POL ANALYSIS 3-4
POSC 5560 CONFLICT RESOLUTION 3-4
POSC 5600 ANALYSIS OF INT'L POL 3-4
POSC 6640 POL OF GLOBAL ECON REL 3-4
SOCI 3110 GLOBAL CONFLICT: WARS/RELIGION 4
SOCI 3148 POPULATION AND ECONOMIC DEVELOPMENT ISSUES 4
SOCI 3415 DEVELOPMENT AND GLOBALIZATION 4
SOCI 3418 CONTEMPORARY IMMIGRATION IN GLOBAL PERSPECTIVE 4
SOCI 3427 HISPANICS/LATINOS IN THE USA 4
SOCI 3450 TRANSNATIONAL SOCIAL MOVEMENTS 4
SOCI 3470 GLOBAL REFUGEE MIGRATION 4
SOCI 4020 PLACE, SPACE, AND IMMIGRANT CITIES 4
SOCI 5520 RACE MEMORY & DEVELOPMENT 3-4
SOCI 5806 REL & GLOBALIZATION 3-4
SPAN 3300 MODERN LATIN AMERICAN VISUAL CULTURE 4
SPAN 3561 REPRESENTING THE GYPSY 4
SPAN 3770 CULTURES OF MEMORY AND POSTMEMORY IN CONTEMPORARY CHILE 4
SPAN 3809 ARGENTINE LITERATURE AND FILM 4
SPAN 3826 LATIN AMERICAN AND WORLD LITERATURE 4
SPAN 4511 SPANISH CIVIL WAR 4
THEA 2222 DRAWING FOR THEATRE II 3
THEO 3610 CHRIST IN WORLD CULTURES 3
THEO 3711 SACRED TEXTS OF THE MIDEAST 3
THEO 3715 CLASSIC ISLAMIC TEXTS 3
THEO 3720 HINDU LITERATURE AND ETHICS 3
THEO 3724 CLASSIC BUDDHIST TEXTS 3
THEO 3728 BUDDHIST MEDITATION 3
THEO 3881 CHINESE RELIGIONS 4
URST 5020 URBAN POLITICAL PROCESSES 3
URST 5040 URBANISM 3
VART 1101 URBANISM 3

For more information
Visit the International Studies program web page.

Contribution to the Core
International studies offers INST 2500 INTRODUCTION TO INTERNATIONAL STUDIES, and INST 3859 POST-1945: A GLOBAL HISTORY which fulfill the Global Studies core requirement.

Programs
- International Studies Major (p. 423)
Courses

INST 1800. INTERNSHIP. (1 Credit)

INST 2500. INTRODUCTION TO INTERNATIONAL STUDIES. (4 Credits)
An introduction to fundamental problems regarding meaning and communication among people of different nations, cultures, ethnic, gender and socio-economic groups in both historical and contemporary theoretical perspectives. Concepts include "nations", "culture", and "race" in Western political and social philosophy. New models are presented to cope with otherness, ethnocentrism, language and symbolism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: GLBL.

INST 2800. INTERNSHIP. (2 Credits)

INST 2999. SERVICE LEARNING-2000 LEVEL. (1-2 Credits)

INST 3000. INTERNATIONAL INTERNSHIP. (4 Credits)
Students are placed in internships in international organizations in the New York metropolitan area and spend approximately 112 hours interning in them during the semester. Students also read, analyze, and discuss textual material on the current state of international affairs. Students also discuss and analyze their internship placements. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

INST 3100. THE GLOBAL ENVIRONMENT. (4 Credits)
The course surveys the impact of globalization on the environment since the end of World War II, and analyzes the outlook for the future. It draws on the social sciences and humanities to study how the internationalization of culture, economics, and politics have transformed the natural and human-made environment the world over. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.


INST 3859. POST-1945: A GLOBAL HISTORY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: LALS.

INST 3999. TUTORIAL. (3 Credits)

INST 4000. INTERNATIONAL STUDIES SENIOR THESIS SEMINAR. (4 Credits)
Senior capstone seminar during which students organize, plan, and write their thesis in consultation with the program director and faculty thesis advisor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

INST 4620. THE WORLD OF DEMOCRACY. (4 Credits)
This course studies democracies across the globe. It analyzes the meaning of democracy in different cultures and theories, and compares political systems, including democratic nations that aspire to democracy. This course is identical to POSC 4620 Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, EP4, PJST, VAL.

INST 4800. INTERNSHIP. (4 Credits)

INST 4999. TUTORIAL. (4 Credits)
In consultation with the Director of the Program, students may take an appropriate tutorial in their area of interest.

Attribute: GLBL.
INTERNATIONAL STUDIES MAJOR

Requirements

The major in international studies consists of 13 courses including a senior thesis and a two course language requirement in addition to the Fordham core language requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INST 2500</td>
<td>INTRODUCTION TO INTERNATIONAL STUDIES</td>
<td>4</td>
</tr>
</tbody>
</table>

International Politics and Law

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 2501</td>
<td>INTRODUCTION TO INTERNATIONAL POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 2610</td>
<td>INTRODUCTION TO COMPARATIVE POLITICS</td>
<td></td>
</tr>
<tr>
<td>POSC 3505</td>
<td>INTERNATIONAL LAW</td>
<td></td>
</tr>
</tbody>
</table>

International Economics and Political Economy

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 3244</td>
<td>INTERNATIONAL ECONOMIC POLICY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3346</td>
<td>INTERNATIONAL TRADE</td>
<td></td>
</tr>
<tr>
<td>POSC 3610</td>
<td>POLITICAL ECONOMY OF DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>POSC 3616</td>
<td>POLITICAL ECONOMY OF POVERTY</td>
<td></td>
</tr>
<tr>
<td>POSC 3915</td>
<td>INTERNATIONAL POLITICAL ECONOMY</td>
<td></td>
</tr>
</tbody>
</table>

Contemporary World History and Culture

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INST 3100</td>
<td>THE GLOBAL ENVIRONMENT</td>
<td>4</td>
</tr>
<tr>
<td>INST 3859</td>
<td>POST-1945: A GLOBAL HISTORY</td>
<td></td>
</tr>
<tr>
<td>ANTH 3351</td>
<td>COMPARATIVE CULTURES</td>
<td></td>
</tr>
<tr>
<td>ANTH 3725</td>
<td>CULTURE AND CULTURE CHANGE</td>
<td></td>
</tr>
<tr>
<td>SOCI 3046</td>
<td>INTERNATIONAL SOCIOLOGY</td>
<td></td>
</tr>
<tr>
<td>SOCI 3450</td>
<td>TRANSNATIONAL SOCIAL MOVEMENTS</td>
<td></td>
</tr>
</tbody>
</table>

Senior Thesis Seminar

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INST 4000</td>
<td>INTERNATIONAL STUDIES SENIOR THESIS SEMINAR</td>
<td>4</td>
</tr>
</tbody>
</table>

International Expertise Electives

Select six courses from one of the following tracks: ²

International Track

Regional Track

Specialist Expertise Track

Language Requirement

Select two courses in addition to the Fordham core language requirement ¹

¹ The two courses may be advanced courses in the same language used to fulfill the Fordham core or introductory or advanced courses in another language. For the international track they must be two courses in one of the following languages: Arabic, French, Mandarin, Russian, or Spanish. For the international track they must be in a major language spoken in the chosen region.

² Five courses approved for the chosen track and a sixth course from either: a) the chosen track; b) any other track; c) from—and in addition to—the language used to complete the International Studies language requirement.

Tracks

International Track

Any six courses (global or cross-regional in scope with contemporary content). Examples include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INST 3000</td>
<td>INTERNATIONAL INTERNSHIP</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3036</td>
<td>GLOBAL BLACK YOUTH CULTURES</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3726</td>
<td>LANGUAGE, GENDER, AND POWER</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3210</td>
<td>ECONOMICS OF GENDER, AND POWER</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3240</td>
<td>WORLD POVERTY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3244</td>
<td>INTERNATIONAL ECONOMIC POLICY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3256</td>
<td>COMPARATIVE ECONOMIC SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3347</td>
<td>INTERNATIONAL FINANCE</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3385</td>
<td>ECONOMICS OF ENERGY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3457</td>
<td>INTERNATIONAL REGULATION</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3858</td>
<td>THE GLOBAL COLD WAR</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 2010</td>
<td>GLOBAL ECOLOGY LECTURE</td>
<td>3</td>
</tr>
<tr>
<td>PJST 3110</td>
<td>INTRODUCTION TO PEACE AND JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 2501</td>
<td>INTRODUCTION TO INTERNATIONAL POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3505</td>
<td>INTERNATIONAL LAW</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3507</td>
<td>INTERNATIONAL HUMAN RIGHTS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3915</td>
<td>INTERNATIONAL POLITICAL ECONOMY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4516</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2505</td>
<td>RELIGION AND SOCIAL CHANGE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3714</td>
<td>TERRORISM AND SOCIETY</td>
<td>4</td>
</tr>
</tbody>
</table>

Regional Track

Six courses in any one region (or cross-regional in scope, with contemporary content). Examples include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INST 3000</td>
<td>INTERNATIONAL INTERNSHIP</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 1600</td>
<td>UNDERSTANDING HISTORICAL CHANGE: AFRICA</td>
<td>3</td>
</tr>
<tr>
<td>AFAM 3037</td>
<td>BEING AND BECOMING BLACK IN THE ATLANTIC WORLD</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3071</td>
<td>AFRICAN INTELLECTUAL HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3072</td>
<td>CIVIL WARS IN AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3075</td>
<td>DEMOCRACY IN AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3140</td>
<td>CONTEMPORARY AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3141</td>
<td>WOMEN IN AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3146</td>
<td>CONTEMPORARY AFRICAN IMMIGRATION TO THE UNITED STATES</td>
<td>3</td>
</tr>
<tr>
<td>AFAM 3148</td>
<td>HISTORY OF SOUTH AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3150</td>
<td>CARIBBEAN PEOPLES AND CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3192</td>
<td>THE UNITED STATES, AFRICA, AND THE COLD WAR</td>
<td>4</td>
</tr>
</tbody>
</table>
AFAM 3693  CONTEMPORARY AFRICAN LITERATURES 4
AFAM 3695  MAJOR DEBATES IN AFRICAN STUDIES 4
AFAM 4192  RACE AND RELIGION IN THE TRANSATLANTIC WORLD

HIST 1650  UNDERSTANDING HISTORICAL CHANGE: THE BLACK ATLANTIC 3
HIST 3148  HISTORY OF SOUTH AFRICA 4
HIST 3870  ASSASSINATIONS AND THE MAKING OF POST-INDEPENDENCE AFRICAN HISTORY 4
HIST 3940  THE AFRICAN CITY 4
POSC 3508  THE POLITICS OF HUMANITARIANISM IN AFRICA 4
SOCI 3030  HIV/AIDS IN AFRICA 4

Asia
INST 3000  INTERNATIONAL INTERNSHIP 4
HIST 1450  UNDERSTANDING HISTORICAL CHANGE: SOUTH ASIAN HISTORY 3
HIST 1550  UNDERSTANDING HISTORICAL CHANGE: EAST ASIAN HISTORY 3
HIST 3842  THE VIETNAM WARS 4
HIST 3911  U.S. AND EAST ASIA 4
HIST 3915  CONTEMPORARY CHINA 4
HIST 3920  MODERN JAPAN 4
HIST 3921  JEWS, CHRISTIANS, AND MUSLIMS IN CHINESE HISTORY 4
HIST 3922  EAST ASIAN CITIES 4
HIST 3930  SEX AND GENDER IN SOUTH ASIA 4
MAND 3002  TOPICS IN CHINESE CULTURE 4
MAND 3020  LEARN CHINESE THROUGH FILM 4
MAND 3040  TOPICS IN MANDARIN CHINESE LITERATURE 4
MAND 3055  CHINA AND GLOBALIZATION 4
MKBU 3446  MARKETING IN CHINA 3
MLAL 3043  MODERN CHINESE LITERATURE 4
MLAL 3045  WOMEN IN CHINESE LITERATURE AND SOCIETY 4
PHIL 3759  BUDDHIST PHILOSOPHY 4
PHIL 4425  BUDDHIST MORAL THOUGHT 4
POSC 3418  ISLAMIC POLITICAL THOUGHT 4
POSC 3631  CHINA AND RUSSIA IN COMPARATIVE PERSPECTIVE 4
POSC 3632  CHINA AND U.S. IN GLOBAL ERA 4
POSC 3633  CHINA AND US-GLOBAL ERA/STUDY TO 4
POSC 3634  THE GREAT LAW OF CHINA 4
THEO 3720  HINDU LITERATURE AND ETHICS 3
THEO 3724  CLASSIC BUDDHIST TEXTS 3
THEO 3728  BUDDHIST MEDITATION 3
THEO 3731  JAPANESE RELIGIONS: TEXTS AND ARTS 3
THEO 3881  CHINESE RELIGIONS 4

Europe
INST 3000  INTERNATIONAL INTERNSHIP 4
ARHI 1101  INTRODUCTION TO ART HISTORY: EUROPE 3
COLI 3137  WORLD CINEMA MASTERPIECES 4
COLI 3450  THE CITY IN LITERATURE AND ART 4
ENGL 3137  WORLD CINEMA MASTERPIECES 4
ENGL 3542  MODERN IRISH LITERATURE 4
FITY 3558  ITALIAN FILM 4
FITY 3587  UNITED KINGDOM AND IRISH FILM 4
FNBU 4473  ST: STUDY TOUR OF TURKEY 3
FREN 2600  FRANCE: LITERATURE, HISTORY, AND CIVILIZATION 4
FREN 3130  CULTURE AND SCIENCE IN FRANCE 4
FREN 3560  THE CONTEMPORARY NOVEL 4
HIST 3455  20TH CENTURY IRELAND 4
HIST 3457  BRITAIN: 1867-PRESENT 4
HIST 3544  ITALY IN THE WIDER WORLD 4
HIST 3545  RACE AND NATION IN MODERN EUROPE 4
HIST 3559  EUROPE SINCE 1945 4
HIST 3620  20TH CENTURY EUROPE 4
HIST 3624  EUROPEAN CITIES 4
HIST 3925  THE HOLOCAUST 4
HIST 3992  CAPITALISM 4
HIST 4308  ANTI-SEMITISM 4
HIST 4542  SEMINAR: ITALY THROUGH FOREIGN EYES 4
ITAL 2700  FILMING THE CITY INSIDE AND OUT: A CINEMATIC JOURNEY THROUGH ITALY 4
ITAL 2705  THE SOUTH OF ITALY 4
ITAL 3030  CRIMINAL TALES 4
ITAL 3111  NEW ITALIAN CINEMA 4
ITAL 3650  ITALY AT WAR 4
ITAL 3701  ITALIAN WOMEN WRITERS 4
MLAL 3060  MAGIC AND REALITY IN RUSSIAN LITERATURE 4
MLAL 3402  INTRODUCTION TO RUSSIAN DRAMA 4
MLAL 3405  MASTERPIECES OF RUSSIAN FILM 4
MLAL 3600  WOMEN'S VOICES IN GERMAN AND AUSTRIAN LITERATURE 4
MLAL 3701  VILLAINS, VAMPS AND VAMPIRES: AN INTRODUCTION TO GERMAN CINEMA 4
MLAL 3710  FIN-DE-SIECLE VIENNA: KLIMT, CAFES, AND CEMETERIES 4
PHIL 3652  CONTEMPORARY FRENCH PHILOSOPHY 4
POSC 3422  POLITICS OF THE PRESENT 4
POSC 3605  COMPARATIVE DEMOCRACY 4
POSC 3622  POLITICS OF THE EUROPEAN UNION 4
POSC 3623  ISLAM IN EUROPE 4
POSC 3631  CHINA AND RUSSIA IN COMPARATIVE PERSPECTIVE 4
SPAN 3001  SPAIN: LITERATURE AND CULTURE SURVEY 4
SPAN 3426  MODERN HISPANIC THEATER 4
SPAN 3561  REPRESENTING THE GYPSY 4
SPAN 4511  SPANISH CIVIL WAR 4
VART 1101  URBANISM 3

Latin America
INST 3000  INTERNATIONAL INTERNSHIP 4
AFAM 3037  BEING AND BECOMING BLACK IN THE ATLANTIC WORLD 4
AFAM 3150  CARIBBEAN PEOPLES AND CULTURE 4
AFAM 3667  CARIBBEAN LITERATURE 4
ANTH 3470  PEOPLE AND CULTURES OF LATIN AMERICA 4
ARHI 1103  INTRODUCTION TO ART HISTORY: AMERICAS 3
COLI 4018  CONTEMPORARY CUBAN CULTURE IN HAVANA 4
ECON 3235  ECONOMY OF LATIN AMERICA 4
ENGL 4185  CARIBBEAN ISLANDS AND OCEANS 4
HIST 1400  UNDERSTANDING HISTORICAL CHANGE: LATIN AMERICA 3
HIST 1650  UNDERSTANDING HISTORICAL CHANGE: THE BLACK ATLANTIC 3
HIST 3950  LATINO HISTORY 4
HIST 3969  LATIN AMERICA AND THE U.S. 4
HIST 3972  REVOLUTION IN CENTRAL AMERICA 4
HIST 3973  EDU AND STATE IN LATIN AMERICA 4
HIST 3975  THE CARIBBEAN 4
LALS 3600  LATIN AMERICA: CURRENT TRENDS 4
LALS 5001  LAT AMER & LATINO CULTRS 4
POSC 3641  LATIN AMERICAN POLITICS 4
POSC 3642  CARIBBEAN POLITICS 4
POSC 3645  POLITICS OF IMMIGRATION 4
SOCI 3427  HISPANICS/LATINOS IN THE USA 4
SPAN 3066  SURVEY OF LATIN AMERICAN FILM 4
SPAN 3300  MODERN LATIN AMERICAN VISUAL CULTURE 4
SPAN 3625  SPANISH-AMERICAN SHORT FICTION 4
SPAN 3642  SPANISH-AMERICAN LITERATURE AND POPULAR MUSIC 4
SPAN 3701  SPANISH-AMERICAN WOMEN WRITERS 4
SPAN 3710  CONTEMPORARY LATIN AMERICAN FICTION 4
SPAN 3727  Writing Disease in Latin American Literature 4
SPAN 3730  WRITING VIOLENCE: PERU, 1980-2000 4
SPAN 3770  CULTURES OF MEMORY AND POSTMEMORY IN CONTEMPORARY CHILE 4
SPAN 3809  ARGENTINE LITERATURE AND FILM 4
SPAN 3820  CARIBBEAN LITERATURE 4
SPAN 3826  LATIN AMERICAN AND WORLD LITERATURE 4
SPAN 3850  NARRATING THE CITY 4
SPAN 4018  CONTEMPORARY CUBAN CULTURE IN HAVANA 4

Middle East and North Africa

INST 3000  INTERNATIONAL INTERNSHIP 4
ANTH 2888  GENDER AND ISLAM 4
ANTH 3888  ARAB WOMEN AND SOCIAL MOVEMENTS 4
ECON 3229  POLITICAL ECONOMY OF THE MIDDLE EAST 4
FNBU 4473  ST: STUDY TOUR OF TURKEY 3
HIST 3670  THE MODERN MIDDLE EAST 4
HIST 3675  HISTORY OF MODERN ISRAEL 4
HIST 3986  RELIGION AND POLITICS IN ISLAMIC HISTORY 4
MEST 2000  INTRODUCTION TO THE MODERN MIDDLE EAST 4
MEST 3324  ISRAEL IN FICTION AND FILM 4
MEST 3500  MODERN EGYPT 4
MEST 3502  PALESTINE-ISRAEL CONFLICT 4
MEST 4331  U.S. IN THE MIDDLE EAST: 1945-PRESENT 4
MLAL 3624  MUSIC AND NATION IN THE ARAB WORLD 4
POSC 3418  ISLAMIC POLITICAL THOUGHT 4
POSC 3520  MIDEAST AND THE WORLD 4
POSC 3651  COMPARATIVE POLITICS OF THE MIDDLE EAST 4
THEO 3711  SACRED TEXTS OF THE MIDEAST 3
THEO 3715  CLASSIC ISLAMIC TEXTS 3

Specialist Expertise Track

Select six courses designed with the faculty adviser and approved by the adviser and the director.

Availability

The major in international studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in international studies only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
IRISH STUDIES

The Institute of Irish Studies provides an interdisciplinary and intercampus minor that seeks to promote a serious and thoughtful appreciation of Irish history, culture, and society. Courses from such varied disciplines as history, literature, language, theatre, religious studies, art, music, and the social sciences will contribute to a mature understanding of Ireland and the Irish diaspora, particularly in America. The Institute also sponsors public programs, including conferences, lectures, and performances and noncredit courses for the benefit of all Fordham students, alumni, and the general public who might have serious interest in Irish studies.

Program Activities

The Institute of Irish Studies facilitates internships in such places as the Irish Consulate, Irish theatre groups, and Irish publications in New York City. We also facilitate study-abroad opportunities in Ireland. It is possible to do a major in Irish studies by consulting with the class dean and the program director of Irish studies and designing an individualized major.

Courses outside the institute

The following courses offered outside the department have the IRST attribute and count toward the Irish Studies minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMCS 3320</td>
<td>THE WRITING IRISH</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3067</td>
<td>CONTEMPORARY WOMEN POETS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3306</td>
<td>JONATHAN SWIFT AND THE ART OF SATIRE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3532</td>
<td>JAMES JOYCE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3542</td>
<td>MODERN IRISH LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3612</td>
<td>ACTING AMERICAN</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4149</td>
<td>MODERN DRAMA AS MORAL CRUCIBLE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4490</td>
<td>BRITISH LITERATURE, HISTORY, AND CULTURE OF THE GREAT WAR</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3260</td>
<td>MEDIEVAL IRELAND TO 1691</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3412</td>
<td>THE TUDORS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3425</td>
<td>HENRY Vlll'S ENGLAND</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3430</td>
<td>THE WORLD OF QUEEN ELIZABETH I</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3455</td>
<td>20TH CENTURY IRELAND</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3456</td>
<td>BRITAIN: 1688-1867</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3458</td>
<td>IRELAND: 1688-1923</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3806</td>
<td>U.S. IMMIGRATION/ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4710</td>
<td>SEMINAR: EARLY MODERN BRITISH EMPIRE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3324</td>
<td>POLITICS OF IMMIGRATION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3645</td>
<td>POLITICS OF IMMIGRATION</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2540</td>
<td>THE IRISH THEATRE</td>
<td>4</td>
</tr>
</tbody>
</table>

For more information

Visit the Irish Studies institute web page.

Programs

- Irish Studies Minor (p. 427)

Courses

IRST 3409. IRISH LANGUAGE AND CULTURE 1. (4 Credits)
IRISH LANGUAGE AND CULTURE Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: IPE.

IRST 3412. IRISH AMERICA. (4 Credits)
This course traces the historical experience of Irish immigrants from the mid-17th century to the present day. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

IRST 3418. 20TH CENTURY IRISH WOMEN LITERATURE. (4 Credits)
Introduction to 20th century Ireland and both the role of women and how they were portrayed in literature. Focus on gender roles, sex, and marriage, motherhood and society in a slowly modernizing, independent Ireland. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

IRST 3419. CONTEMPORARY IRISH LITERATURE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IRST 3450. IRISH LANGUAGE AND CULTURE 2. (4 Credits)
This course is a continuation of Irish Language and Culture I and seeks to advance students knowledge of the Irish language. More emphasis will be placed on advancing conversation skills through the use of interactive modern language teaching techniques. The course also aims to provide a greater context of the language's cultural aspects, such as Osean-n-so song, dance, and folk traditions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IRST 4999. IRISH STUDIES TUTORIAL. (1-4 Credits)
In consultation with the director of the program, students may take a tutorial in Irish studies.
IRISH STUDIES MINOR

Requirements

Minors must take six courses in Irish studies:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select at least one course in literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 3532</td>
<td>JAMES JOYCE</td>
<td></td>
</tr>
<tr>
<td>ENGL 3612</td>
<td>ACTING AMERICAN</td>
<td></td>
</tr>
<tr>
<td>ENGL 4149</td>
<td>MODERN DRAMA AS MORAL CRUCIBLE</td>
<td></td>
</tr>
<tr>
<td>IRST 3419</td>
<td>CONTEMPORARY IRISH LITERATURE</td>
<td></td>
</tr>
<tr>
<td>THEA 2540</td>
<td>THE IRISH THEATRE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select at least one course in history</td>
<td></td>
</tr>
<tr>
<td>HIST 3260</td>
<td>MEDIEVAL IRELAND TO 1691</td>
<td></td>
</tr>
<tr>
<td>HIST 3412</td>
<td>THE TUDORS</td>
<td></td>
</tr>
<tr>
<td>HIST 3430</td>
<td>THE WORLD OF QUEEN ELIZABETH I</td>
<td></td>
</tr>
<tr>
<td>HIST 3455</td>
<td>20TH CENTURY IRELAND</td>
<td></td>
</tr>
<tr>
<td>HIST 3458</td>
<td>IRELAND: 1688-1923</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select four additional courses</td>
<td></td>
</tr>
</tbody>
</table>

Any course with the IRST subject code (p. 1188) or the IRST attribute code (p. 426) may fulfill this requirement.

Availability

The minor in Irish studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center.
JEWS: STUDIES

With courses in ancient, medieval, early modern, and modern Jewish history, religion, culture, law, literature, and contemporary society, the Jewish studies minor provides students with a nuanced understanding of the living and historical traditions of Judaism, the Jewish people, and the modern State of Israel. Jewish studies at Fordham seeks to introduce students to Jewish history and culture within the larger framework of Jews’ interaction with other people, with a focus on Jewish-Christian relations, thereby furthering Fordham’s mission to foster in its students an understanding of different cultures and ways of life so they may be prepared “for an increasingly multicultural and multinational society.”

Courses in Jewish studies are integrated across Fordham’s curriculum and across its campuses and departments, among them history; theology; sociology; anthropology; art history; English; women, gender, and sexuality studies; and the School of Law. Many of the courses are part of Fordham’s core curriculum. With a minor in Jewish studies, students will be able to follow a coherent course of study outside their majors and acquire cross-cultural literacy while fulfilling their core requirements.

The Jewish studies minor will be available to all undergraduate students. By pursuing a Jewish studies minor, students will acquire

- knowledge and understanding of Jewish culture and history across a broad chronological and geographic scope;
- the ability to question dominant social assumptions by gaining cross-cultural literacy;
- an awareness of interaction and mutual influence among Jews and their Christian, Muslim, and other neighbors over the course of history;
- an awareness of the complexity of social identities, as well as of social divisions and prejudice;
- the ability to understand how minority cultures live, adapt, and retain their identities among majority cultures;
- the skills necessary to find and interpret complex sources and apply them to a larger project;
- the ability to apply methods and theories from several disciplines to their studies.

For more information
Visit the Jewish Studies program web page.

Programs
- Jewish Studies Minor (p. 429)

Courses

Courses outside the program

The following courses offered outside the department have the JWST attribute and count toward the Jewish Studies minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 1850</td>
<td>UNDERSTANDING HISTORICAL CHANGE: JEWS IN THE ANCIENT AND MEDIEVAL WORLD</td>
<td>3</td>
</tr>
<tr>
<td>HIST 3050</td>
<td>CHRISTIANS, MUSLIMS, AND JEWS IN MEDIEVAL SPAIN</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3270</td>
<td>THE CRUSADES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3474</td>
<td>THE ARAB ISRAELI CONFLICT: CULTURAL PERSPECTIVES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3480</td>
<td>JUDAISM AND ISLAM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3570</td>
<td>GENOCIDE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3622</td>
<td>GREAT TRIALS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3675</td>
<td>HISTORY OF MODERN ISRAEL</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3809</td>
<td>JEWS IN THE MODERN WORLD</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3810</td>
<td>JEWS IN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3815</td>
<td>EAST EUROPEAN JEWISH HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3921</td>
<td>JEWS, CHRISTIANS, AND MUSLIMS IN CHINESE HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3925</td>
<td>THE HOLOCAUST</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4308</td>
<td>ANTISEMITISM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4610</td>
<td>SEMINAR: JEWISH SOCIETY AND CULTURE IN EASTERN EUROPE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4631</td>
<td>SEMINAR: US IN THE MID EAST:1945 - PRES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 5506</td>
<td>EUROPEAN NATIONALISMS AND EARLY MODERN (JEWISH) HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HPLC 2811</td>
<td>HONORS SACRED TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>MEST 2000</td>
<td>INTRODUCTION TO THE MODERN MIDDLE EAST</td>
<td>4</td>
</tr>
<tr>
<td>MEST 3502</td>
<td>PALESTINE-ISRAEL CONFLICT</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3474</td>
<td>THE ARAB ISRAELI CONFLICT: CULTURAL PERSPECTIVES</td>
<td>4</td>
</tr>
<tr>
<td>MVST 4009</td>
<td>MEDIEVAL JERUSALEM</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3105</td>
<td>THE TORAH</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3332</td>
<td>CHRISTIANS, MUSLIMS, JEWS IN THE MEDIEVAL PERIOD</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3711</td>
<td>SACRED TEXTS OF THE MIDEAST</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3713</td>
<td>CLASSIC JEWISH TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3826</td>
<td>WOMEN IN THE BIBLE</td>
<td>4</td>
</tr>
</tbody>
</table>
JEWISH STUDIES MINOR

Requirements

Six courses in Jewish studies are required for the minor. These courses should come from at least three departments.

Students should choose from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIST 1850</td>
<td>UNDERSTANDING HISTORICAL CHANGE: JEWS IN THE ANCIENT AND MEDIEVAL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WORLD (UHC)</td>
<td></td>
</tr>
<tr>
<td>HIST 1851</td>
<td>UNDERSTANDING HISTORICAL CHANGE: JEWS IN THE MODERN WORLD (UHC)</td>
<td></td>
</tr>
<tr>
<td>HIST 3810</td>
<td>JEWS IN AMERICA</td>
<td></td>
</tr>
<tr>
<td>HIST 3815</td>
<td>EAST EUROPEAN JEWS HISTORY</td>
<td></td>
</tr>
<tr>
<td><strong>Theology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>THEO 3105</td>
<td>THE TORAH</td>
<td></td>
</tr>
<tr>
<td>THEO 3711</td>
<td>SACRED TEXTS OF THE MIDEAST</td>
<td></td>
</tr>
<tr>
<td>THEO 3713</td>
<td>CLASSIC JEWISH TEXTS</td>
<td></td>
</tr>
<tr>
<td><strong>Premodern Period</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following (or similar):</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>HIST 1850</td>
<td>UNDERSTANDING HISTORICAL CHANGE: JEWS IN THE ANCIENT AND MEDIEVAL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WORLD</td>
<td></td>
</tr>
<tr>
<td>HIST 3050</td>
<td>CHRISTIANS, MUSLIMS, AND JEWS IN MEDIEVAL SPAIN</td>
<td></td>
</tr>
<tr>
<td>HIST 4610</td>
<td>SEMINAR: JEWS SOCIETY AND CULTURE IN EASTERN EUROPE</td>
<td></td>
</tr>
<tr>
<td>MVST 4009</td>
<td>MEDIEVAL JERUSALEM</td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select three electives in Jewish Studies</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

1 Any course course with the JWST attribute (p. 428) may count toward this requirement. At least one course must be outside HIST or THEO. At least one course must be an upper-level seminar, such as an Interdisciplinary Capstone Course or a Values Seminar. No more than one course in Hebrew language may count toward this requirement.
LATIN AMERICAN AND LATINO STUDIES

The Latin American and Latino studies program integrates a series of courses in the humanities, social sciences, and the arts designed to acquaint students with Latin America and the experiences and cultural expressions of the Latino communities in the United States. This interdisciplinary approach aims to expose students to the methods, materials, and tools of various disciplines while addressing two of the program's and the University's interrelated major goals: to foster understanding of New York's local immigrant or diasporic Latino communities and to develop effective, international, global citizenship through learning and service. The major prepares students to enter the fields of international relations, business and finance, social and foreign service, humanitarian affairs, teaching, Hispanic media and communications, publishing, business, and finance, and graduate or professional study.

Program Activities

Study Abroad

Study abroad is a rewarding experience in and of itself, but it is especially recommended for LALS majors and minors. Study abroad complements LALS courses while helping students fulfill many of the program's and the University's major goals. It helps students achieve the requisite competency in Spanish and gain a better understanding of Latin America and Spain through cultural immersion and service-oriented courses. To this effect the program has established a series of study abroad opportunities for students, ranging from a spring semester or summer abroad in Granada, Spain, and LALSI-approved study-abroad programs throughout Latin America, the Caribbean, and Spain, to LALS-sponsored summer and spring study tours.

Upon return from study in a non-Fordham program abroad, students will be able to count toward the major up to four (4) courses for two semesters of study or three (3) courses for one semester of study abroad; and up to two (2) courses toward the minor. For Fordham study abroad programs, such as our summer or spring semester abroad in Granada, LALS majors and minors will be able to count all relevant courses taken abroad. If the student has already declared a LALS major or minor, these courses should be approved prior to going abroad by a LALS faculty adviser.

For more information on studying abroad, please visit the International and Study Abroad Programs page or e-mail isap@fordham.edu.

LALS Sponsored Programs

Summer and spring semester programs in Granada, Spain Granada, a world heritage site, is one of the most beautiful and historically-rich cities in the world. It was the hometown of the poet Federico García Lorca, a center of flamenco culture, and a place of intersection for European, North African, and Latin American cultures and scholarship. For a summer or a semester, students will have the opportunity to live in this wondrous city, study the works of García Lorca, and Spanish and Latin American cultures and partake in cultural visits and tours of Andalusia (Andalucía), the region where Granada is located. Interested students should contact Dr. Rafael Lamas at lamas@fordham.edu.

Other LALS Sponsored Programs

LALS often sponsors study-tour courses in Latin America which offer in-depth, on-site study of the history, arts, and culture of a Latin American city or country. Past courses have included

- A spring study tour on the colonial artistic traditions of Mexico in Mexico City with Dr. Barbara Mundy (art history), on peace, reconciliation initiatives, and service to communities of displaced families in Bogotá, Colombia, with Dr. Cruz-Malavé (modern languages and literatures) and Dr. Lenis (dean), and on migration in Puebla, Mexico, with Dr. Lindo-Fuentes (history).
- A summer course on the development of Cuban culture since the 1959 Revolution in Havana, Cuba, with Dr. Arnaldo Cruz-Malavé (modern languages and literatures), hosted by Casa de las Américas, Cuba's premier cultural institute.
- LALS will be offering spring study tours on the politics of memory in Santiago, Chile, with Dr. Carl Fischer (modern languages and literatures), on contemporary culture in Havana, Cuba, with Dr. Cruz-Malavé (modern languages and literatures), and on public health in Cali, Colombia, with Dr. Lenis (dean) and Mr. Renaldo Alba (associate director, CSTEP).

Institute Resources

In addition to offering a major, minor, and graduate certificate, the Latin American and Latino studies program sponsors an institute that provides an intellectual home for students and faculty who are interested in Latin America and the Latino immigrant or diasporic communities in the United States: LALSI acts as a clearinghouse for information for faculty and students, invites speakers, organizes conferences and film series, and maintains video and journal collections for the use of its faculty and students. In addition, it sponsors visiting scholars, networks of scholarly exchange between Latin America and the United States, especially on issues pertaining to the relationship between Latin America and its diasporas, and fosters understanding of and service in Latin America through its study abroad programs and study tours of Latin America. Its newsletter, Boletín, which is published twice a year, documents the program’s multiple academic events as well as the research, educational, and service activities of its faculty and students. All Boletín issues are available online at www.fordham.edu/lalsi.

Prestigious Fellowship Opportunities

LALS students have won many prestigious fellowships, including Fulbright Awards, which allow students to pursue their own research abroad. Students need to plan early (preferably in their sophomore year) if they wish to compete for a prestigious fellowship. See the director or associate director for more information.

Courses outside the institute

The following courses offered outside the institute have the LALS attribute and count toward the Latin American and Latino Studies major and minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 2647</td>
<td>THIRD WORLD AND THE CITY</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3037</td>
<td>BEING AND BECOMING BLACK IN THE ATLANTIC WORLD</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3130</td>
<td>RACIAL AND ETHNIC CONFLICT</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3150</td>
<td>CARIBBEAN PEOPLES AND CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3663</td>
<td>MINORITIES IN THE MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3667</td>
<td>CARIBBEAN LITERATURE</td>
<td>4</td>
</tr>
</tbody>
</table>

Updated: 10-11-2017
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 4000</td>
<td>AFFIRMATIVE ACTION AND THE AMERICAN DREAM</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4650</td>
<td>SOCIAL WELFARE AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 1100</td>
<td>INTRODUCTION TO CULTURAL ANTHROPOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 3111</td>
<td>NEW WORLD ARCHAEOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3339</td>
<td>IRISH AND MEXICAN MIGRATION: NEW YORK FOCUS</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3340</td>
<td>ANTHROPOLOGICAL PERSPECTIVES ON RACE AND ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3341</td>
<td>RACE, SEX, AND SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3351</td>
<td>COMPARATIVE CULTURES</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3470</td>
<td>PEOPLE AND CULTURES OF LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3481</td>
<td>AFRO-BRAZILIAN CULTURE, POLITICS, AND IDENTITY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4114</td>
<td>ANTHROPOLOGY OF HEALTH HEALING AND SOCIAL JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2250</td>
<td>PRE-COLOMBIAN ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2256</td>
<td>RENAISSANCE AND BAROQUE IN LATIN AMERICAN ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 4250</td>
<td>AZTEC ART</td>
<td>4</td>
</tr>
<tr>
<td>CEEG 6290</td>
<td>HEALTH DISPARITIES &amp; SOCIAL INEQ</td>
<td>3</td>
</tr>
<tr>
<td>COLI 3250</td>
<td>REPRESENT SP CIVIL WAR</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3434</td>
<td>THE AVANT-GARDES: EUROPE AND LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3668</td>
<td>CARIBBEAN IDENTITIES</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3840</td>
<td>LATIN AMERICAN CULTURE THROUGH FILM</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3910</td>
<td>US LATINO FILM MAKING</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3912</td>
<td>LITERATURE OF THE AMERICAS</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3247</td>
<td>RACE, CLASS, AND GENDER IN MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3380</td>
<td>INTERNATIONAL COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3210</td>
<td>ECONOMICS OF DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3235</td>
<td>ECONOMY OF LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3240</td>
<td>WORLD POVERTY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3242</td>
<td>GLOBAL ECONOMIC ISSUES</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3244</td>
<td>INTERNATIONAL ECONOMIC POLICY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3346</td>
<td>INTERNATIONAL TRADE</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3563</td>
<td>LABOR ECONOMICS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3580</td>
<td>ECONOMICS OF DIVERSITY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3036</td>
<td>LATIN AMERICAN SHORT STORY</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3647</td>
<td>GENDER, RACE, CLASS, AND TELEVISION</td>
<td>4</td>
</tr>
<tr>
<td>HIST 1400</td>
<td>UNDERSTANDING HISTORICAL CHANGE: LATIN AMERICA</td>
<td>3</td>
</tr>
<tr>
<td>HIST 3806</td>
<td>U.S. IMMIGRATION/ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3950</td>
<td>LATINO HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3960</td>
<td>RELIGION AND POLITICS LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3961</td>
<td>REBELLION AND REVOLUTION IN LATIN AMERICA AND THE ATLANTIC WORLD</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3965</td>
<td>COLONIAL LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3968</td>
<td>MEXICO</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3969</td>
<td>LATIN AMERICA AND THE U.S.</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3972</td>
<td>REVOLUTION IN CENTRAL AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3973</td>
<td>EDU AND STATE IN LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3974</td>
<td>SPANIARDS AND INCAS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3975</td>
<td>THE CARIBBEAN</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3977</td>
<td>LATIN AMERICAN HISTORY THROUGH FILM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4347</td>
<td>LATINOS: FACT AND FICTION</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4760</td>
<td>SEMINAR: IMMIGRATION TO THE U.S.</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4853</td>
<td>SEMINAR: US CIVILIZING EFFORTS IN LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4954</td>
<td>SEMINAR: LAW AND EMPIRE IBERIAN ATLANTIC</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4998</td>
<td>STUDY TOUR: MEDIEVAL SPAIN</td>
<td>4</td>
</tr>
<tr>
<td>HIST 5913</td>
<td>GOLDEN AGE SPAIN &amp; AMER</td>
<td>4</td>
</tr>
<tr>
<td>HPRH 2051</td>
<td>CONTEMPORARY LITERATURE AND MUSIC</td>
<td>3</td>
</tr>
<tr>
<td>INST 3859</td>
<td>POST-1945: A GLOBAL HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 3724</td>
<td>FIRST PERSON JOURNALIAL</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 1010</td>
<td>SPANISH COLONIALISM THROUGH FILM</td>
<td>3</td>
</tr>
<tr>
<td>MLAL 3000</td>
<td>GENDER AND SEXUALITY STUDIES</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3607</td>
<td>TOPICS IN MULTILINGUALAL</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 4347</td>
<td>LATINOS: FACT AND FICTION</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3653</td>
<td>LATIN AMERICAN PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PJST 3322</td>
<td>PAN-AMERICAN POETIC REBELLION</td>
<td>4</td>
</tr>
<tr>
<td>PJST 4970</td>
<td>COMMUNITY SERVICE/SOCIAL ACTION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 2610</td>
<td>INTRODUCTION TO COMPARATIVE POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3310</td>
<td>RACIAL AND ETHNIC POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3324</td>
<td>POLITICS OF IMMIGRATION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3610</td>
<td>POLITICAL ECONOMY OF DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3611</td>
<td>THIRD WORLD POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3616</td>
<td>POLITICAL ECONOMY OF POVERTY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3641</td>
<td>LATIN AMERICAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3642</td>
<td>CARIBBEAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3645</td>
<td>POLITICS OF IMMIGRATION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3915</td>
<td>INTERNATIONAL POLITICAL ECONOMY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3600</td>
<td>MULTICULTURAL PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2410</td>
<td>INEQUALITY: CLASS, RACE, AND ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2420</td>
<td>SOCIAL PROBLEMS OF RACE AND ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3000</td>
<td>LATINO IMAGES IN MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3017</td>
<td>INEQUALITY IN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3140</td>
<td>OLD AND NEW MINORITIES IN THE U.S.</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3148</td>
<td>POPULATION AND ECONOMIC DEVELOPMENT ISSUES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3149</td>
<td>ECONOMIC SOCIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3300</td>
<td>&quot;RACE&quot; AND &quot;MIXED RACE&quot;</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3405</td>
<td>GENDER, RACE, AND CLASS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3418</td>
<td>CONTEMPORARY IMMIGRATION IN GLOBAL PERSPECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3427</td>
<td>HISPANICS/LATINOS IN THE USA</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3471</td>
<td>UNDOCUMENTED MIGRATION</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3506</td>
<td>DIVERSITY IN AMERICAN FAMILIES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3601</td>
<td>URBAN POVERTY</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>SOCI 3670</td>
<td>HISPANIC WOMEN</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4408</td>
<td>DIVERSITY IN AMERICAN SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4970</td>
<td>COMMUNITY SERVICE/SOCIAL ACTION</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4990</td>
<td>CONFLICT RESOLUTION AND JUSTICE CREATION</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 2001</td>
<td>SPANISH LANGUAGE AND LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 2301</td>
<td>ADVANCED FOR SPANISH SPEAKERS</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 2305</td>
<td>SPANISH CONVERSATION AND COMPOSITION</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 2500</td>
<td>APPROACHES TO LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 2610</td>
<td>ADVANCED READING AND WRITING</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 2620</td>
<td>SPANISH PHONETICS</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 2640</td>
<td>SPANISH AND NEW YORK CITY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 2650</td>
<td>BUSINESS SPANISH</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 2700</td>
<td>HISPANIC LEGENDS</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3001</td>
<td>SPAIN: LITERATURE AND CULTURE SURVEY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3002</td>
<td>LATIN AMERICA: LITERATURE AND CULTURE SURVEY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3005</td>
<td>THEMES IN LATINA/O AND LATIN AMERICAN STUDIES</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3052</td>
<td>SURVEY OF SPANISH-AMERICAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3070</td>
<td>THE LATIN-AMERICAN URBAN CHRONICLE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3072</td>
<td>GEOGRAPHIES OF POWER/INJUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3075</td>
<td>Crime Fiction in Hispanic Literature</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3180</td>
<td>POETRY IN CONTEXT</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3200</td>
<td>MULTICULTURAL SPAIN</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3210</td>
<td>TRANSATLANTIC PICARES</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3250</td>
<td>GOD, GOLD, AND GLORY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3275</td>
<td>HYBRID FUTURES: A PANorama OF MEXICAN SHORT FICTION</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3300</td>
<td>MODERN LATIN AMERICAN VISUAL CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3301</td>
<td>FEDERICO GARCIA LORCA AND HIS WORLD</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3398</td>
<td>GENERATION OF 1898</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3401</td>
<td>MODERN SPANISH FICTION</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3425</td>
<td>MODERN SPANISH THEATER</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3426</td>
<td>MODERN HISPANIC THEATER</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3500</td>
<td>LITERATURE OF DISCOVERY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3510</td>
<td>SPAIN AT WAR</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3530</td>
<td>EXCESS IN SPANISH LIT</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3540</td>
<td>SPAIN AND ISLAM</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3550</td>
<td>EXPRESSING THE COLONIES</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3561</td>
<td>REPRESENTING THE GYPSY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3570</td>
<td>STORIES OF A NEW WORLD</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3575</td>
<td>PAINTING THE EMPIRE: UNDERSTANDING THE SPANISH EMPIRE THROUGH ART AND LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3582</td>
<td>NEW YORK IN LATINO LITERATURE AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3583</td>
<td>NEW YORK CITY LATINO THEATRE AND PERFORMANCE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3610</td>
<td>CHILDREN'S GAZE IN LATIN AMERICAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3625</td>
<td>SPANISH-AMERICAN SHORT FICTION</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3630</td>
<td>CULTURAL JOURNEY THROUGH MEXICO CITY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3642</td>
<td>SPANISH-AMERICAN LITERATURE AND POPULAR MUSIC</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3685</td>
<td>MEDIA AND LITERATURE IN SPANISH AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3701</td>
<td>SPANISH-AMERICAN WOMEN WRITERS</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3710</td>
<td>CONTEMPORARY LATIN AMERICAN FICTION</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3712</td>
<td>LITERATURES OF THE LATIN AMERICAN BOOM AND POST-BOOM</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3715</td>
<td>LATIN AMERICAN CYBERLITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3727</td>
<td>Writing Disease in Latin American Literature</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3728</td>
<td>Popular Culture in Latin America</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3730</td>
<td>WRITING VIOLENCE: PERU, 1980-2000</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3751</td>
<td>ADAPTING SPANISH DRAMA</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3755</td>
<td>SPANISH AMERICAN LITERATURE AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3820</td>
<td>CARIBBEAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3826</td>
<td>LATIN AMERICAN AND WORLD LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3850</td>
<td>NARRATING THE CITY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3908</td>
<td>FRANCOIST SPAIN</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3950</td>
<td>THE FANTASTIC IN SPANISH LITERATURE AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 4001</td>
<td>CERVANTES AND DON QUIXOTE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 4020</td>
<td>NOVELS OF PEREZ GALDOS</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 4100</td>
<td>SPEAKING FOR/AS THE OTHER</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 4347</td>
<td>LATINOS: FACT AND FICTION</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 4520</td>
<td>SPAIN IN CONTEXT</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 4900</td>
<td>SEMINAR: HISPANIC LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3610</td>
<td>CHRIST IN WORLD CULTURES</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3847</td>
<td>LATINO/A THEOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>WGSS 3000</td>
<td>GENDER AND SEXUALITY STUDIES</td>
<td>4</td>
</tr>
<tr>
<td>WGSS 3341</td>
<td>RACE, SEX, AND SCIENCE</td>
<td>4</td>
</tr>
</tbody>
</table>

For more information
Visit the Latin American and Latino Studies Institute web page.

Programs
- Latin American and Latino Studies Major (p. 436)
- Latin American and Latino Studies Minor (p. 439)
Courses

LALS 1003. BRAZILIAN PORTUGUESE FOR SPANISH-SPEAKERS AND LEARNERS. (3 Credits)
An accelerated introductory course for students with knowledge of Spanish, this course concentrates on aspects of the Portuguese language that are most difficult for Spanish-speakers or learners, such as pronunciation, vocabulary, idioms, grammatical structures that are different from Spanish and particular to Portuguese, and introduces students to Brazilian media and culture.

LALS 1100. AFRO-LATIN AMERICA. (3 Credits)
An introduction to the central themes in the study of people of African descent in Latin America. In considering race and blackness in L. America we will pay attention to the flexibility of racial categories, the importance of gender and class, and the role of visual images in the making of racial identities.
Attribute: GLBL.

LALS 1503. BRAZILIAN PORTUGUESE FOR SPANISH-SPEAKERS AND LEARNERS II. (3 Credits)
An intermediate course for students with knowledge of Spanish, this course focuses on Portuguese language as it contrasts with Spanish. Development of speaking, reading, and listening skills. Special practice in areas of grammar, linguistic structure, pronunciation and idioms that differ from Spanish. Emphasis on Brazilian media and culture. Fulfills the language requirement of the Latin American and Latino Studies major and minor. An elective of the LALS and the Spanish Studies minor.

LALS 2000. CULTURE AND IDENTITY IN FRENCH CARIBBEAN LITERATURE: FROM CHAOS-MONDE TO TOUT-MONDE. (3 Credits)
In this course we will read contemporary francophone literature from Martinique, Guadeloupe and Haiti, translated to English, in an effort to familiarize ourselves with the colonial and post-colonial history of the region, its cultural richness and its literary modes.

LALS 2005. AMERICAN PLURALISM. (4 Credits)
Contemporary and historical studies in the racial and ethnic diversity of American (U.S.) society with a special emphasis on the issues of race relations, migration and immigration and their relation to either (1) the distribution of economic or political power or (2) their cultural manifestations in literature, the arts and/or religion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, PLUR.

LALS 3005. LATIN AMERICAN THEMES. (4 Credits)
This course allows students to explore ways to synthesize key topics in Latin American and Latina/o Studies (LALS) as an interdisciplinary field of study. It will compare the distinct approaches to these topics of the different disciplines represented by the LALS faculty (including History, Literature, Film Studies, Theology, Art History, Sociology, and Anthropology). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COMC, COMM.

LALS 3007. SPANISH LINGUISTICS. (4 Credits)
This course focuses on the linguistic study of the Spanish language. The course discusses the formal domains of language structure - including speech sounds and their mental representations, sentence structure and semantic meaning, as well as social realities of language use and language change across different varieties of Spanish in the world. The course is taught in Spanish.
Attribute: ASSC.

LALS 3275. HYBRID FUTURES: A PANORAMA OF MEXICAN SHORT FICTION. (4 Credits)
This course will explore the main themes of Mexican science fiction, from the late nineteenth century to today, using a panoramic approach that encompasses different forms of cultural production and media (literature, film, comics, street art, etc.). Through the science fiction lenses we will examine Mexico’s relation to technology and the processes of modernization, as well as the imagined future of labor, gender, and immigration, among other issues. We will frame Mexican science fiction as part of a larger Latin American tradition, while also discussing the connections to more mainstream (i.e. American and English) visions of the genre. All materials will be available online.
Attribute: ALC.
Prerequisite: SPAN 2500.

LALS 3343. CRIME AND MINORITY RIGHTS. (4 Credits)
This course is designed to present an overview of the problems for decision in the promulgation, invocation, and administration of a law of crimes. Topics include theories of crime, the purpose of punishment, and specific types of crimes. The rights of minorities will be discussed within the context of a viable criminal law. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

LALS 3344. CRIME, LITERATURE, AND LATINOS. (4 Credits)
This course examines the relationship between criminal law and literature. We will study how writers use stories about the law to express ideas of humanity. We will also examine the interplay between law and morality and discuss how authors have viewed the criminal justice system, with particular emphasis on the experience of Latinos. The reading list will include criminal law and criminal procedure law, as well as works by Latino fiction writers such as Bodega Dreams, Carlito’s Way, and House of the Spirits, and by non-Latino writers such as Billy Budd and The Trial. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: COLI.
LALS 3346. LATINOS AND THE MEDIA. (4 Credits)
A seminar and workshop on the impact and influence of the news media on Latin Americans and U.S. Latinos and their image by acclaimed journalist and memoirist, Luísita Lopez Torregrosa, former national editor at The New York Times and author of the critically acclaimed memoirs, Before the Rain: A Memoir of Love and Revolution and The Noise of Infinite Longing. This course will discuss and analyze the impact of negative labels and cultural and social typecasting on news written about Latin Americans and U.S. Latinos. It will also examine sources, such as films, memoirs, and scholarly books, as alternative ways to transform and reinvent these images of Latin Americans and Latinos in the news. Students will learn to analyze the presentation of Latin American and Latino subjects in the news and compose news reports and essays that present more expansive and knowledgeable views of the lives and cultures of Latin Americans and U.S. Latinos. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: FCLC.

LALS 3352. POL ISSUES AND PROCEDURE IN CRIMINAL LAW. (4 Credits)
Utilizing the casebook and problem-solving approaches, this course will study the manner in which criminal laws are created and the effect on minority communities throughout the country. The course will examine such issues as the scope and nature of criminal liability, the insane defense and other defenses to crimes, as well as the purpose and effectiveness of traditional sentencing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LALS 3359. CRIME: A CASE STUDY. (4 Credits)
An exploration of trial advocacy through an examination of a case from its inception to its conclusion. Examines each stage of the criminal justice process, issues related to the rights of minorities, the role race and the police play in the system. Course will culminate in a mock trial after analyzing issues arising from the substantive study of criminal law and procedure. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LALS 3400. SOCIAL REALITY: BOGOTA. (1 Credit)
This one week course in the capital of Colombia, Bogota, will explore contemporary social reality in one of Latin America’s most representative and vibrant cities, with special emphasis on the way this nation’s armed conflict has impacted its population and its modernization process and on current conflict resolution and civic participation through social service-learning projects.

LALS 3401. LATIN AMERICAN SOCIAL REALITY: PUEBLO. (1 Credit)
One-week study tour to Puebla, Mexico. The course will explore the socioeconomic reality of Puebla, Mexico. The city is the main source of Mexican immigrants to New York and has sites important for every major period of Mexican history. The tour will include lectures on history and contemporary issues as well as visits to sites important to the history and culture of Mexico.

LALS 3421. LATIN AMERICAN FICTION. (4 Credits)
A study of Latin American narrative forms. Selected readings from major Latin American writers. Topics such as unity, diversity, magic realism, the search for a national identity, literature and underdevelopment, etc. will be examined in their social and literary context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: GLBL.

LALS 3435. BRAZILIAN LITERATURE AND FILM. (3 Credits)
This course examines some of Brazil’s best known cinematic and literary classics in translation. We start with Jose’ de Alencar’s “Iracema” continuing through to works that treat the military dictatorships in Brazil during the 1960’s and 1970’s. Taught in English.

LALS 3437. AFRO-BRAZILIAN FILM, LITERATURE, AND CULTURE. (4 Credits)
This course examines central themes in Afro-Brazilian film, literature, and culture. We will study the depiction of slavery the depiction of slavery during the construction of syncretic religions such as Candomble and Macumba, the experience of Afro-Brazilian women, the image of favelas or shantytowns and conclude with Afro-Brazilian woman, the music and performance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, GLBL.

LALS 3575. PAINTING THE EMPIRE: UNDERSTANDING THE SPANISH EMPIRE THROUGH ART AND LITERATURE. (4 Credits)
The Golden Age of Spanish art and literature (known as “el Siglo de Oro”) coincided with the configuration of Spain as a global empire after the rise of the Habsburg dynasty to the Spanish throne (from around 1550 to around 1650). This course proposes a study of the main social, political and cultural conflicts that conformed that empire from a multidisciplinary perspective that combines the works of the empire’s most famous painters (El Greco, Diego Velázquez, José de Ribera, among others) with the works of its most representative writers (Lope de Vega, Miguel de Cervantes, María de Zayas, among others); topics such as the symbolic construction and shaping of space, gender, national identity or social and religious relationships will be approached through a combination of visual and textual representations. The course will also take great advantage of the important collections of Spanish Renaissance and Baroque painting held at several New York institutions such as the Metropolitan Museum of Art of the Hispanic Society of America, including visits to those institutions and field work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI.
Prerequisite: SPAN 2500.
LALS 3600. LATIN AMERICA: CURRENT TRENDS. (4 Credits)
The objective of this course is to help students develop the basic tools for political analysis in the context of an overview of the current political environment and economic circumstances of Latin America's main players. The course will provide information and guidelines for understanding the present situation within each of the main influential countries in the region and the interrelationship among these countries. The relationship with the United States and other extraregional players with increasingly important roles in the region, as well as the influence of the Organization of American States will also be explored. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, PJST.

LALS 3601. LATIN AMERICAN ARCHEOLOGY. (4 Credits)
Latin America is one of the great culture areas of the ancient and modern worlds. The peoples of the region developed unique civilizations long before the arrival of Europeans. This course considers the religion, hieroglyphic writing systems, architecture, political economy, myth, and history of Pre-columbian cultures of Mesoamerica, South America and the Caribbean. We examine the latest archaeological research and primary ethnohistoric documents to study the Maya, Zapotec, Aztec, Moche, Inca, and Taino culture. A broad historical and geographical sweep allows us a deeper understanding of how the Latin American past continues to shape the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: GLBL.

LALS 3602. CROSSING BORDERS: MIGRATIONS, GENDER, SEXUALITY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LALS 3840. LATIN AMERICA THROUGH FILM. (4 Credits)
Major topics of Latin American cultural criticism through an examination of Latin American and Latino film production, with a special emphasis on the documentary as an alternative to mainstream cinema and television. Latin American media theories and cultural criticism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: FITV, INST.

LALS 3930. CONTEMPORARY CUBAN CULTURE STUDY TOUR. (1 Credit)
This one-week, one-credit, spring study-tour course will explore renewed importance of Havana as both a local and global purveyor of culture since the fall of Soviet-style socialism in the 1990’s. It will focus on the city’s vibrant contemporary cultural scene in music, art, dance, literature and film as exhibited in museums, galleries, workshops, concert halls, and community centers and will give students a lived sense of the issues, topics and concerns addressed by contemporary Cuban artists in new innovate forms that respond to local conditions of economic transitions and to a globalized world market.
Prerequisite: SPAN 2001.

LALS 4005. QUEER THEORY AND THE AMERICAS. (4 Credits)
Drawing from the often divergent traditions of Anglo and Hispanic America, this course will take an interdisciplinary approach to queer methodologies for cultural and literary studies. Students will encounter foundational queer theoretical texts (both historical and contemporary) as well as novels, plays, and films, and will explore, for themselves, what queerness means and does. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, ENGL, ICC.

LALS 4100. SPEAKING FOR/AS THE OTHER. (4 Credits)
What are the implications of giving voice to those who are "voiceless"?
This course explores the role of writing and speaking during the encounter of black, Indian, mestizo and Hispanic cultures in Latin America and Latina/o United States. By examining these cultural encounters, the course examines the political and ethical implications of speaking for and as the other. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, EP4, VAL.

LALS 4200. PRAGMATISM AND IDEOLOGY: LATIN AMERICA. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: GLBL.

LALS 4347. LATINOS: FACT AND FICTION. (4 Credits)
This course uses an interdisciplinary approach to examine the experiences of Latin Americans and Latinos. It employs literature and history to introduce students to the benefits of using multiple ways of acquiring knowledge. It then relies on other academic areas such as art and sociology to reinforce its interdisciplinary. As a capstone course, it allows students to incorporate disciplines from their own academic foundation. It covers topics such as politics, social justice, race, gender, and identity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, ICC.
Prerequisite: SPAN 2500.

LALS 4900. TOPICS IN LATIN AND LATINO STUDIES. (4 Credits)
Advanced study of a Latin American or Latino topic. Must be approved by Chair/Associate Chair. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LALS 4999. TUTORIAL. (1-4 Credits)
LATIN AMERICAN AND LATINO STUDIES MAJOR

Requirements
A major consists of 10 courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 1400</td>
<td>UNDERSTANDING HISTORICAL CHANGE: LATIN AMERICA</td>
<td>3</td>
</tr>
</tbody>
</table>

Social Sciences
Select two courses in Social Sciences (see examples in the list below)

Humanities/Arts
Select two courses in Humanities/Arts (see examples in the list below)

Upper-Level History Elective
Select one upper-level elective in history (see examples in the list below)

Capstone Seminar
Select one Capstone Seminar (normally taken in the senior year)

Electives
Select three electives

Any course with the LALS subject code (p. 1208) or the LALS attribute code (p. 430) may fulfill this requirement.

Social Sciences Course Examples

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 2005</td>
<td>AMERICAN PLURALISM</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 2647</td>
<td>THIRD WORLD AND THE CITY</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3037</td>
<td>BEING AND BECOMING BLACK IN THE ATLANTIC WORLD</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3130</td>
<td>RACIAL AND ETHNIC CONFLICT</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3150</td>
<td>CARIBBEAN PEOPLES AND CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3155</td>
<td>CHILDREN OF IMMIGRANTS IN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3667</td>
<td>CARIBBEAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4000</td>
<td>AFFIRMATIVE ACTION AND THE AMERICAN DREAM</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4650</td>
<td>SOCIAL WELFARE AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2619</td>
<td>MAGIC, SCIENCE, AND RELIGION</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3180</td>
<td>ETHNOGRAPHIC METHODS: CULTURES OF NEW YORK CITY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3340</td>
<td>ANTHROPOLOGICAL PERSPECTIVES ON RACE AND ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3351</td>
<td>COMPARATIVE CULTURES</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3354</td>
<td>RACE, IDENTITY, AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3470</td>
<td>PEOPLE AND CULTURES OF LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3610</td>
<td>FAMILIES IN ECONOMIC CRISIS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3235</td>
<td>ECONOMY OF LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3240</td>
<td>WORLD POVERTY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3242</td>
<td>GLOBAL ECONOMIC ISSUES</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3244</td>
<td>INTERNATIONAL ECONOMIC POLICY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3346</td>
<td>INTERNATIONAL TRADE</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3563</td>
<td>LABOR ECONOMICS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3580</td>
<td>ECONOMICS OF DIVERSITY</td>
<td>4</td>
</tr>
<tr>
<td>LALS 1100</td>
<td>AFRO-LATIN AMERICA</td>
<td>3</td>
</tr>
<tr>
<td>LALS 2005</td>
<td>AMERICAN PLURALISM</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3343</td>
<td>CRIME AND MINORITY RIGHTS</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3344</td>
<td>CRIME, LITERATURE, AND LATINOS</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3352</td>
<td>POL ISSUES AND PROCEDURE IN CRIMINAL LAW</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3359</td>
<td>CRIME: A CASE STUDY</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3600</td>
<td>LATIN AMERICA: CURRENT TRENDS</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3601</td>
<td>LATIN AMERICAN ARCHEOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 2610</td>
<td>INTRODUCTION TO COMPARATIVE POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3121</td>
<td>NEW YORK CITY POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3310</td>
<td>RACIAL AND ETHNIC POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3610</td>
<td>POLITICAL ECONOMY OF DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3641</td>
<td>LATIN AMERICAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3645</td>
<td>POLITICS OF IMMIGRATION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3915</td>
<td>INTERNATIONAL POLITICAL ECONOMY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3600</td>
<td>MULTICULTURAL PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2410</td>
<td>INEQUALITY: CLASS, RACE, AND ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2420</td>
<td>SOCIAL PROBLEMS OF RACE AND ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3000</td>
<td>LATINO IMAGES IN MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3017</td>
<td>INEQUALITY IN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3046</td>
<td>INTERNATIONAL SOCIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3102</td>
<td>CONTEMPORARY SOCIAL ISSUES AND POLICIES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3110</td>
<td>GLOBAL CONFLICT: WARS/RELIGION</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3136</td>
<td>INEQUALITY-DISTRIBUTION EFFECTS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3140</td>
<td>OLD AND NEW MINORITIES IN THE U.S.</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3148</td>
<td>POPULATION AND ECONOMIC DEVELOPMENT ISSUES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3149</td>
<td>ECONOMIC SOCIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3300</td>
<td>&quot;RACE&quot; AND &quot;MIXED RACE&quot;</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3405</td>
<td>GENDER, RACE, AND CLASS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3406</td>
<td>RACE/SOCIAL CONSTRUCT</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3415</td>
<td>DEVELOPMENT AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3418</td>
<td>CONTEMPORARY IMMIGRATION IN GLOBAL PERSPECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3427</td>
<td>HISPANICS/LATINOS IN THE USA</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3506</td>
<td>DIVERSITY IN LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3601</td>
<td>URBAN POVERTY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3670</td>
<td>HISPANIC WOMEN</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3713</td>
<td>CRIMINOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4902</td>
<td>INTERNSHIP SEMINAR: COMMUNITY ORGANIZATIONS</td>
<td>4</td>
</tr>
</tbody>
</table>

Updated: 10-11-2017
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 3667</td>
<td>CARIBBEAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 1101</td>
<td>INTRODUCTION TO ART HISTORY: EUROPE</td>
<td>3</td>
</tr>
<tr>
<td>ARHI 1103</td>
<td>INTRODUCTION TO ART HISTORY: AMERICAS</td>
<td>3</td>
</tr>
<tr>
<td>ARHI 2250</td>
<td>PRE-COLONIAL ART</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3421</td>
<td>LATIN AMERICAN FICTION</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3437</td>
<td>AFRO-BRAZILIAN FILM, LITERATURE, AND CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3500</td>
<td>LITERATURE OF DISCOVERY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3510</td>
<td>SPAIN AT WAR</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3530</td>
<td>EXCESS IN SPANISH LIT</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3540</td>
<td>SPAIN AND ISLAM</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3550</td>
<td>EXPRESSING THE COLONIES</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2256</td>
<td>RENAISSANCE AND BAROQUE IN LATIN AMERICAN ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2257</td>
<td>MODERN LATIN AMERICAN ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2258</td>
<td>ART AND ARCHITECTURE OF HAVANA, CUBA</td>
<td>1</td>
</tr>
<tr>
<td>ARHI 2550</td>
<td>20TH CENTURY ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 4250</td>
<td>AZTEC ART</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3250</td>
<td>REPRESENT SP CIVIL WAR</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3434</td>
<td>THE AVANT-GARDES: EUROPE AND LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3522</td>
<td>STRANGE MEMORIES, STRANGE DESIRES</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3664</td>
<td>POST COLONIAL LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3668</td>
<td>CARIBBEAN IDENTITIES</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3840</td>
<td>LATIN AMERICAN CULTURE THROUGH FILM</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3910</td>
<td>US LATINO FILM MAKING</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3912</td>
<td>LITERATURE OF THE AMERICAS</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4018</td>
<td>CONTEMPORARY CUBAN CULTURE IN HAVANA</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3028</td>
<td>THE POET'S CRAFT</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3036</td>
<td>LATIN AMERICAN SHORT STORY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3584</td>
<td>EARLY CARIBBEAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3841</td>
<td>CONTEMPORARY FICTION</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4184</td>
<td>POSTWAR AMERICAN LITERATURE AND CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>LALS 2000</td>
<td>CULTURE AND IDENTITY IN FRENCH CARIBBEAN LITERATURE: FROM CHAOS-MONDE TO TOUT-MONDE</td>
<td>3</td>
</tr>
<tr>
<td>LALS 2005</td>
<td>AMERICAN PLURALISM</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3343</td>
<td>CRIME AND MINORITY RIGHTS</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3346</td>
<td>LATINOS AND THE MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 1010</td>
<td>SPANISH COLONIALISM THROUGH FILM</td>
<td>3</td>
</tr>
<tr>
<td>MLAL 1230</td>
<td>HISTORY AND THE NOVEL: DON QUIJOTE AND MODERN LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>MLAL 1250</td>
<td>TRADITION OF STORY-TELLING</td>
<td>3</td>
</tr>
<tr>
<td>MLAL 3115</td>
<td>HISTORY AND THE NOVEL: DON QUIXOTE AND MODERN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 2048</td>
<td>WORLD MUSIC AND DANCE</td>
<td>4</td>
</tr>
<tr>
<td>PJST 3322</td>
<td>PAN-AMERICAN POETIC REBELLION</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 2500</td>
<td>APPROACHES TO LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 2610</td>
<td>ADVANCED READING AND WRITING</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 2620</td>
<td>SPANISH PHONETICS</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 2625</td>
<td>HISTORY OF THE SPANISH LANG</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 2640</td>
<td>SPANISH AND NEW YORK CITY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 2650</td>
<td>BUSINESS SPANISH</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3001</td>
<td>SPAIN: LITERATURE AND CULTURE SURVEY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3002</td>
<td>SPAIN: LITERATURE AND CULTURE SURVEY (Topics in Spanish-American Culture)</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3002</td>
<td>SPAIN: LITERATURE AND CULTURE SURVEY (Latin America: Literature and Culture Survey)</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3051</td>
<td>SURVEY OF SPANISH LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3052</td>
<td>SURVEY OF SPANISH-AMERICAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3066</td>
<td>SURVEY OF SPANISH AMERICAN FILM</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3070</td>
<td>THE LATIN-AMERICAN URBAN CHRONICLE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3075</td>
<td>Crime Fiction in Hispanic Literature</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3180</td>
<td>POETRY IN CONTEXT</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3126</td>
<td>SPANISH GOLDEN AGE: THE AGES</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3200</td>
<td>MULTICULTURAL SPAIN</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3210</td>
<td>TRANSATLANTIC PICARESQUE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3230</td>
<td>SINFUL BUSINESS</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3250</td>
<td>GOD, GOLD, AND GLORY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3300</td>
<td>MODERN LATIN AMERICAN VISUAL CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3398</td>
<td>GENERATION OF 1898</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3401</td>
<td>MODERN SPANISH FICTION</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3420</td>
<td>MODERN SPANISH POETRY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3425</td>
<td>MODERN SPANISH THEATER</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3426</td>
<td>MODERN HISPANIC THEATER</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3450</td>
<td>NOBEL PRIZES IN HISPANIC LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3561</td>
<td>REPRESENTING THE GYPSY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3570</td>
<td>STORIES OF A NEW WORLD</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3582</td>
<td>NEW YORK IN LATINO LITERATURE AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3610</td>
<td>CHILDREN'S GAZE IN LATIN AMERICAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3625</td>
<td>SPANISH-AMERICAN SHORT FICTION</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3630</td>
<td>CULTURAL JOURNEY THROUGH MEXICO CITY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3642</td>
<td>SPANISH-AMERICAN LITERATURE AND POPULAR MUSIC</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3685</td>
<td>MEDIA AND LITERATURE IN SPANISH AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3701</td>
<td>SPANISH-AMERICAN WOMEN WRITERS</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3727</td>
<td>Writing Disease in Latin American Literature</td>
<td>4</td>
</tr>
</tbody>
</table>

1 Certain sections only.
Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).

Certain sections only.

Upper-level Elective in History Course Examples

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 3102</td>
<td>WORKER IN AMERICAN LIFE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3806</td>
<td>U.S. IMMIGRATION/ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3808</td>
<td>NEW YORK CITY POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3862</td>
<td>HISTORY OF NEW YORK CITY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3950</td>
<td>LATINO HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3955</td>
<td>SLAVERY FREEDOM/ATLANTIC WORLD</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3960</td>
<td>RELIGION AND POLITICS LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3965</td>
<td>COLONIAL LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3968</td>
<td>MEXICO</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3969</td>
<td>LATIN AMERICA AND THE U.S.</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3972</td>
<td>REVOLUTION IN CENTRAL AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3973</td>
<td>EDU AND STATE IN LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3974</td>
<td>SPANIARDS AND INCAS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3975</td>
<td>THE CARIBBEAN</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3977</td>
<td>LATIN AMERICAN HISTORY THROUGH FILM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4510</td>
<td>CONQUEST, CONVERSION, CONSCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4800</td>
<td>INTERNSHIP</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4853</td>
<td>SEMINAR: US CIVILIZING EFFORTS IN LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>INST 3859</td>
<td>POST-1945: A GLOBAL HISTORY</td>
<td>4</td>
</tr>
</tbody>
</table>

Seniors may wish to write a senior essay under the guidance of one of the program’s faculty members.

Availability

The major in Latin American and Latino studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Lincoln Center.
LATIN AMERICAN AND LATINO STUDIES MINOR

Requirements

The minor consists of six courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select an introductory course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two courses from the social sciences ¹</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two courses from the humanities/arts ¹</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one elective ²</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ See the Latin American and Latino Studies major (p. 436) for a list of courses that fulfill this requirement.
² Any course with the LALS subject code (p. 1208) or the LALS attribute code (p. 430) may fulfill this requirement.

Since language competency in Spanish is expected, majors and minors should take at least one Latin American/Latino literature course above the 2001 level. Students are highly encouraged to study in Latin America.

Courses that fulfill college requirements may, where appropriate, be credited toward the major or minor. Students whose particular interests do not conform to the pattern of electives described above are encouraged to consult with the director or the associate director to work out a program more appropriate to their needs.

Availability

The minor in Latin American and Latino studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Rose Hill and Lincoln Center.
CONCENTRATION IN ENTREPRENEURSHIP

Entrepreneurship at the Gabelli School of Business is more than an area of study. It’s a mind-set. Entrepreneurs are game-changers who

• Think differently
• Innately sense opportunity
• Come up with creative solutions
• And chase those solutions with an uncommon drive.

We teach that mind-set.

Our entrepreneurship coursework teaches students to think outside traditional lines and capitalize on opportunities, even in tough business situations. Entrepreneurship students at the Gabelli School benefit from

• Academics: Courses that build confidence, risk tolerance, and professional networks
• Community: An active Entrepreneurship Society, a Compass Fellowship program for new ventures, entrepreneurship-focused career fairs, and more
• Fordham Foundry: Our incubator that helps students launch their own small businesses
• Student Companies: A thriving group of student-run ventures, on-campus and off
• TrepCon: An annual entrepreneurship conference featuring national-caliber speakers

For more information
Visit the Entrepreneurship Program web page.

Requirements
Entrepreneurship is available to Gabelli School students as either a primary or secondary concentration.

Primary Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGBU 3226</td>
<td>SPECIAL TOPIC: EXPLORING ENTREPRENEURSHIP (open to students pursuing any major)</td>
<td>3</td>
</tr>
<tr>
<td>MGBU 3227</td>
<td>SPECIAL TOPIC: INNOVATION AND RESILIENCE</td>
<td>3</td>
</tr>
<tr>
<td>MGBU 3228</td>
<td>SPECIAL TOPIC: EXECUTING ENTREPRENEURIAL VISION</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course from the following: ①

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMBU 4471</td>
<td>SPECIAL TOPIC: BUSINESS OF NEW MEDIA</td>
<td>3</td>
</tr>
<tr>
<td>FNBU 4440</td>
<td>ST: INVESTMENT BANKING</td>
<td></td>
</tr>
<tr>
<td>FNBU 4448</td>
<td>ST: PRIVATE EQUITY</td>
<td></td>
</tr>
<tr>
<td>FNBU 4449</td>
<td>SPECIAL TOPIC: SMALL BUSINESS FINANCE</td>
<td></td>
</tr>
<tr>
<td>INSY 3433</td>
<td>PROGRAMMING WITH JAVA</td>
<td></td>
</tr>
<tr>
<td>INSY 3442</td>
<td>WEB APPS DESIGN AND DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>MGBU 3233</td>
<td>ST: START-UP VENTURE EXPERIENCE</td>
<td></td>
</tr>
<tr>
<td>MGBU/ECON 3430</td>
<td>SPECIAL TOPIC: SUSTAINABLE BUSINESS</td>
<td></td>
</tr>
</tbody>
</table>

Secondary Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGBU 3226</td>
<td>SPECIAL TOPIC: EXPLORING ENTREPRENEURSHIP (open to students pursuing any major)</td>
<td>3</td>
</tr>
<tr>
<td>MGBU 3227</td>
<td>SPECIAL TOPIC: INNOVATION AND RESILIENCE</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one additional course (from among the list of courses for the primary concentration above.)

① Courses vary by semester. Those listed above are current or recent examples.
CONCENTRATION IN HEALTHCARE MANAGEMENT

The healthcare sector is one of the fastest-growing areas of the global economy. The management concentration at Lincoln Center prepares students for this sector while giving them a broad, universally applicable management education. Coursework includes healthcare policy, systems, globalization and ethics; healthcare information technology; hospital management; and health benefits management.

By integrating healthcare into their coursework, students will be positioned for jobs in corporate human resources departments, hospitals, clinics, government planning and regulatory agencies, health maintenance organizations, hospital associations, consulting firms, computer vendors, health-insurance companies, and hospital equipment and supplies manufacturers. Graduates who choose to emphasize the healthcare aspect of their management concentration could go on for graduate work in health care, social work, or the arts and sciences.

Requirements

Healthcare Management can be pursued as a primary concentration by Gabelli students enrolled at the Lincoln Center campus and as a secondary concentration for Gabelli students enrolled at the Rose Hill campus.

Primary Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGBU 3441</td>
<td>ST: INTRO HEALTH CARE SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>INSY 4411</td>
<td>ST: HEALTHCARE INFO TECH</td>
<td>3</td>
</tr>
<tr>
<td>FNBU 4468</td>
<td>HEALTHCARE FINANCE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Multinational Healthcare Delivery Systems Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Multinational Healthcare HR Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>

Secondary Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGBU 3441</td>
<td>ST: INTRO HEALTH CARE SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>INSY 4411</td>
<td>ST: HEALTHCARE INFO TECH</td>
<td>3</td>
</tr>
<tr>
<td>FNBU 4468</td>
<td>HEALTHCARE FINANCE</td>
<td>3</td>
</tr>
</tbody>
</table>
CONCENTRATION IN MANAGEMENT

Requirements
Gabelli students may pursue management as a primary or secondary concentration.

Primary Concentration
Students who want to pursue management as a primary concentration are required to complete four upper-level management courses.

Secondary Concentration
Students who want to pursue management as a secondary concentration are required to complete three upper-level management courses.

1 Any course with subject code MGBU (p. 1226) numbered 3224 or higher fulfills the requirements for the primary and secondary concentration in management.
MANAGEMENT

The management curriculum provides students with a thorough understanding of the principles of management within the historical and ethical framework of a classical liberal arts education. Major themes include international business, continual process improvement, personal development and leadership, negotiations, entrepreneurship, and sustainability.

Faculty research projects involve leadership, team dynamics, trust, process improvement, technological change and innovation, systems theory, statistical theory, healthcare dynamics, humanistic management and sustainability, and managerial judgment and decision-making. Faculty members often invite individual students to participate in research projects.

Students who are majoring in business administration have several options for the study of management. They may select a primary concentration or secondary concentration in management, which prepares them for a wide range of opportunities: working as managers in large corporations, entering family businesses, or pursuing an M.B.A. or law degree, to name only a few. Business administration majors also may consider the primary concentration in entrepreneurship, which is housed within the management area. This program teaches not only the skill sets needed to launch a viable business but also the creative mind-set and "entrepreneurial thinking" that will serve students well in any business field and in companies large and small.

Gubelli School students of any major may choose to pursue the management area’s minor in sustainable business. Offered in collaboration with Fordham College and Rose Hill, the sustainability minor emphasizes social justice and teaches students how to conduct business that balances “people, planet, and profit.” A significant sub-component is Fordham’s Fair Trade program, an international service-learning effort that teams Fordham students with businesspeople in Bolivia, Kenya, and India for the benefit of those in developing nations.

How courses are counted

Students must note the following rules, implemented in fall 2013, for how courses are counted. A student may count a maximum of one class in fulfilling more than one purpose—that is, toward any combination of major, minor, or primary or secondary concentration. For example, only one economics class could count toward both a finance major and an economics minor; any additional economics class would count toward the finance major OR the economics minor, but not both. Similarly, one management class could count toward both a primary concentration in management and a minor in sustainable business, but any subsequent management class would not count toward both.

For more information

View the Management Area web pages.

Programs

- Concentration in Entrepreneurship (p. 440)
- Concentration in Healthcare Management (p. 441)
- Concentration in Management (p. 442)
- Concentration in Social Innovation (p. 635)
- Sustainable Business Minor (p. 667)

Courses

MGBU 2142. STATISTICAL DECISION-MAKING. (3 Credits)

MGBU 3223. PRINCIPLES OF MANAGEMENT. (3 Credits)

This course introduces the student to the management process within an organization. Special emphasis is placed on the role of the first line supervisor in balancing, coordinating and integrating individual and organizational needs. Other subjects covered are the development of management thought, the role of the supervisor as a decision maker and the processes of planning, organizing, leading and controlling organizational activities.

Attribute: BUMI.

MGBU 3226. SPECIAL TOPIC: EXPLORING ENTREPRENEURSHIP. (3 Credits)

An introductory course that allows students to discover and grasp the nuances of entrepreneurship—particularly how to think, feel, and act differently— which are the three cornerstones of the new Entrepreneurship program. Using a variety of reading assignments, case studies, and interactive projects, students will learn how to identify and evaluate potential business ideas, push the limits of their imagination and creativity, challenge the status quo, and learn to embrace change.

Attributes: ENT, NMDD.

Prerequisites: MGBU 3223 or MGBU 3222 or MGBU 3224.

MGBU 3227. SPECIAL TOPIC: INNOVATION AND RESILIENCE. (3 Credits)

This course focuses on the process of innovation, including the resilience required to weather inevitable ambiguity, risk, mistakes, and even failures along the journey. Topics include: identifying opportunities, managing creativity, evaluating ideas, decision making in uncertain environments, resilience.

Attributes: ENT, NMDD.

Prerequisite: MGBU 3226.

MGBU 3228. SPECIAL TOPIC: EXECUTING ENTREPRENEURIAL VISION. (3 Credits)

An action-oriented course that requires students to a) develop and continually improve upon a solid-but dynamic-business plan, and b) go beyond the classroom to launch a new venture. This course should be taken as the capstone course of the Entrepreneurship concentration as it integrates what has been learned and built in previous courses and challenges students to transform their business ideas into legitimate businesses.

Attribute: ENT.

Prerequisites: MGBU 3226 and MGBU 3227.

MGBU 3233. ST: START-UP VENTURE EXPERIENCE. (3 Credits)

Intern duty and weekly seminar during which students analyze their work experience with a faculty member. Selected readings, case analysis, and written projects. The course will be taught in a business incubator, and include interaction with startup entrepreneurs. The focus will be real world exposure to the issues and uncertainty that exists for a startup with limited resources.

MGBU 3234. ST: HOW TO CHANGE THE WORLD. (3 Credits)

Do you long to live with meaning and purpose, applying your talents to what really matters to yourself and the world? This class explores "mission" in life through social entrepreneurship to make this world a better place. We will examine sustainable businesses, fair-trade and mission-driven leaders, while exploring our own missions.
MGBU 3235. ST: INSIDE TECH VENTURES. (3 Credits)
This experiential course is designed to give students the opportunity to gain an in-depth look and understanding of tech-based ventures from inception to exit. The merging of Entrepreneurship and Technology is - and will continue to be - the foundation of business for the foreseeable future. The course includes a one-week intensive in Silicon Valley (required) hosted by NASDAQ Entrepreneurial Center. The overall objective is for students to be better prepared to take on a leadership role in a tech-based venture to maximize profitability and impact.

MGBU 3236. ST: The Start Up Called You: Unleashing Your Leadership Potential. (3 Credits)
Choosing a meaningful career or “discovering one’s calling” can be a challenging and tricky process requiring self-awareness and leadership skills to navigate one’s path to career success. In this course, a follow up to The Principles of Management, students learn theoretical frameworks and research-based methodologies and techniques to address these challenges effectively. Course objectives include skill improvement in utilizing insights regarding one’s talents and career aspirations to create a personal brand, conveying one’s unique value as well as improvement in networking and opportunity creation.
Prerequisite: MGBU 3223.

MGBU 3237. ST: LEADERSHIP FORUM. (1.5 Credits)

MGBU 3430. SPECIAL TOPIC: SUSTAINABLE BUSINESS. (3 Credits)
Foundations of Sustainable Business. This course will provide a general overview of the problems and opportunities provided by the challenges of sustainable management. Students will learn what it means to manage for planet, people and profit simultaneously. In the first part of the class, students will be exposed to the context of business in the 21st century and learn how strategies of the 20th century need to be rethought. In the second part of the class, students will examine the traditional perspectives on the organization (business) and how it needs to be rethought to successfully address the challenges of sustainable management. We will examine business strategy, supply chain management, and the supporting functions of finance, accounting, marketing, communications and information technology.
Attribute: ENST.

MGBU 3433. INDUSTRIAL RELATIONS AND PERSONNEL MANAGEMENT. (3 Credits)
An advanced treatment of issues, problems and techniques in personnel management. Findings from the behavioral sciences are applied to the problems and practices of human resource management in organizations. The course utilize small group and organization-theory as frameworks for analyzing the latest methods in the areas of selection, training, compensation, collective bargaining and performance measurement.

MGBU 3436. Capitalism and Its Alternative. (3 Credits)
What is the philosophical foundation of capitalism? What are the viable alternatives to capitalism? This course considers answers to these questions from the fields of economics, political theory, and humanistic management. Authors covered include Adam Smith, Milton Friedman, and FA Hayek.

MGBU 3438. OPERATIONS AND PRODUCTION MANAGEMENT. (3 Credits)
The operations function within an organization is responsible for managing the process flow that an organization has to use to produce a product, deliver a service, or both. Operations managers are responsible for the design, the daily operation, and the improvement of these processes. This course provides an introduction to the field of operations management: to understand the key decisions and to see how these decisions directly impact an organization’s competitiveness and market performance. Pre-requisite: MGBU 2142. STATISTICAL DECISION-MAKING.
Prerequisites: MGBU 2142 or HPCB 4703 or ECON 2142.

MGBU 3441. ST: INTRO HEALTH CARE SYSTEMS. (3 Credits)
This course will describe the different elements of the healthcare system and highlight the role of the payers, providers, patients, healthcare service workers and the industry (pharmaceutical, devices, supplies and diagnostics) within the context of a larger social system governed by local regulations and different demographic realities. While the emphasis will be on the United States key differences with other systems such as in Europe, Canada, Brazil and China will also be presented. The role of key associations in the US such as the AMA, IOM, PhRMA, patient advocacy groups and unions will be described. Emerging trends in the system in the United States will be presented as will the impact of other countries on the US.
Prerequisites: MGBU 3223 or MGBU 3222 and MGBU 3224.

MGBU 3442. ST: HEALTH CARE OPERATIONS MGT. (3 Credits)
Health Care Operations Mgt is a discipline that integrates scientific principles of operations management to determine the most effective and efficient methods to support patient care delivery. The biggest challenge in health care is to provide high quality care while at the same time keeping cost down. As such, all health care sectors must be driven by process management, quality improvement, information technology, knowledge management, and resource alignment. This course addresses the challenge in many ways, from the design of patient flow to streamlined process, from resource management to supply chain management, from quality control to patient safety, from forecasting to capacity planning, from continuous improvement to project mgt.

MGBU 3446. SPECIAL TOPIC: SOCIAL ENTREPRENEURSHIP. (3 Credits)
This course discusses ways of creating social value through the principles of entrepreneurship. Social entrepreneurship is a rapidly developing movement that is blurring the boundaries between government, business, and the NGO sector. Social entrepreneurs are individuals with innovative solutions to society’s most pressing social problems. Rather than leaving societal needs to the government or business sectors, social entrepreneurs find what is not working and solve the problem, spread the solution, and change the system by persuading entire societies to take new leaps. We study examples of successful social entrepreneurs, such as Mohammad Yunus (Noble Laureate, 2006), and identify patterns that promote positive social change. We will also engage in Social Business Plan writing based on the students’ project ideas.
Attribute: PJST.
MGBU 3447. ST: CURRENT TOPICS HEALTHCARE. (3 Credits)
Healthcare management operates in a very dynamic environment. As healthcare policies change with new administrations so do the priorities of providers and payers. The patients feel the impact of these changes the most while the industry has to continuously re-assess the validity of its business models. Further, new technologies, scientific breakthroughs and system innovations keep healthcare administrators on their toes. This course provides an opportunity to discuss the most prevalent issues in healthcare as they are happening. Guest lecturers and professors provide their views on different challenges that the healthcare industry faces including policy, operations, risk taking and decision-making uncertainties and the developing solutions. Students will participate in these discussions and do a final paper on one of the topics of their choosing. Each formal lecture will be followed by one or two in-depth discussion sessions.
Prerequisite: MGBU 3441.

MGBU 3448. HEALTH BUSINESS PRACTICUM. (3 Credits)
This course offers students concentrating in Healthcare Management to do an internship at an approved healthcare institution or conduct research on a specific topic at Gabelli’s Global Healthcare Innovation Management Center.
Prerequisite: MGBU 3441.

MGBU 3450. ST: Managing Impressions in Organizations: Research in Management (Fitness Integrated Learning). (3 Credits)
This course introduces students to research in impression management within the organizational behavior field in management. It aims to improve students’ understanding of scholarly research effort in defining impression management concepts, theories, methodological techniques, and findings, as well as to improve students’ analysis and usage of impression management in the workplace. This course is also designated as Fitness Integrated Learning (FIL), which is an innovative way of teaching and learning course material while students are engaged in a physical activity of spinning. The class will take place in the Spinning studio at the McGinley Center. Students will be riding stationary bikes at their own effort level throughout the duration of the class.
Prerequisite: MGBU 3223.

MGBU 3454. ST: DESIGN THINKING. (3 Credits)
Design thinking is an iterative problem-solving process of discovery, ideation, and experimentation that, when combined with business models, provides decision-makers with effective tools for innovation and transformation. This hands-on course will guide students in the use of a variety of design-based tools and techniques to clarify and solve human-centered organizational, business, and public service challenges.

MGBU 3550. ST: FILM, CHARACTER & LEADERSHIP. (3 Credits)
This course uses the inherent power of the cinema to better clarify the topics of character and character-based leadership.
Prerequisites: MGBU 3223 or (MGBU 3222 and MGBU 3224).

MGBU 3552. ST: THE ROSE PROGRAM. (3 Credits)
This course is intended for students who want to learn more about regulation in the financial services industry and want to get actively involved in shaping the regulatory space. Top performing project teams will present their proposals to a panel of Wall Street executives and will be invited to Washington, DC (all expenses paid) to present to regulators.

MGBU 3560. ST: STUDY TOUR ITALY. (3 Credits)
This course is designed to provide students with an opportunity to combine academic study of international business and on-site corporate visits to international firms and exchange markets. International visitations provide students with the ability to observe the implementation of business theories into practice. Students are further enriched by cultural trips to renowned landmarks of Florence/Rome, Italy coupled with opportunities to experience other regions of the country.
Attribute: GLBB.
Prerequisite: MGBU 3223.

MGBU 3562. ST: SINGAPORE GLOBAL IMMERSION: ENTREPRENEURSHIP, INNOVATION AND ECONOMIC DEVELOPMENT. (3 Credits)
Innovation is generally believed to be a major driver of economic growth and development as it may increase the output of an economy for a given level of input. Entrepreneurs play an important role in translating technological inventions into commercially viable innovations, thereby contributing to economic growth and development. While this account of economic development seems simple enough to understand by policy makers, countries significantly vary in terms of prosperity and economic development.

MGBU 4001. FAIR TRADE AND MICROFINANCE. (3 Credits)
This course examines the structure of Fair Trade as an alternative form of commerce which specifically expresses solidarity with the poor. The course is concerned with running all aspects of a small Fair Trade business. The class acts as employees on a team which seeks to make profit sustainably, yet effectively. Readings support a greater understanding of the realities of poverty.
Attributes: GLBB, PJST.

MGBU 4003. SPIRITUALITY & FAIR TRADE. (3 Credits)
This course is designed to ignite a spirtual awareness of economic injustice which ultimately motivates action, large or small. We begin by exploring the mechanisms of poverty, and looking at alternative forms of commerce. We look at why Fair Trade is able to answer some of the human rights issues associated with poverty. Readings highlight spirtual leaders from the past, and the models for action that their life stories provide. How should business students evaluate their lives and their careers? What might "solidarity with the poor” mean, in a variety of contexts.
Attributes: GLBB, PJST.

MGBU 4004. ENTREPRENEURSHIP AND FAIR TRADE. (3 Credits)
This course focuses on the entrepreneurial response to economic injustice, as expressed in the Fair Trade movement. The class will be divided into teams, to consult with emerging Fair Trade businesses in the New York area, ongoing throughout the semester. Against this backdrop we will learn from problem solving methods of entrepreneurs who have involved themselves with using business structures as a means of fighting poverty.
Attributes: GLBB, PJST.
MGBU 4005. ST: FAIR TRADE ENTREPRENEURSHIP. (3 Credits)
Fair trade is a global response to social injustice and poverty. Whether it is capital for “startups” or markets for fair trade coffee, the fair trade movement promotes socially and environmental responsibility business practices here and abroad. This course reviews the fair trade movement’s successes and failures to find alternatives to business as usual that reduce poverty and build a sustainable global economy. Students focus on country specific examples of fair trade and microfinance social innovation that reduce poverty by creating viable livelihoods. Marketing, insurance, finance and management can all be applied to build a socially justice and sustainable global economy. “We urgently need a humanism capable of bringing together the different fields of knowledge, including economics, in the service of a more integral and integrating vision” Pope Francis argues in his recent Encyclical Letter, this course explores this vision.

Attribute: PJST.

MGBU 4441. STRATEGY. (3 Credits)
This integrated course brings together the student’s previous study of the functional areas of business. The course focuses on the activities of the chief executive’s top management group in defining the objectives and goals of the organization and in developing programs for the achievement of those goals. Major attention is devoted to the sophisticated, contemplative action of top-level decision makers.

MGBU 4443. SPECIAL TOPIC: PERSONAL LEADERSHIP. (3 Credits)

MGBU 4476. ST: CROSS CULTURAL NEGOTIATION. (3 Credits)
This course exposes students to the legal, ethical, and practical challenges of negotiating globally. It develops negotiation skill sets and enhances appreciation of the impacts of cultural difference and international institutional settings on business negotiations. Case-based simulations offer the opportunity to refine in practice the concepts learned in reading and films. Students will emerge from the course better prepared to work in multi-cultural teams and business settings.

Attributes: GLBB, INST.

MGBU 4488. ST: SPORTS MANAGEMENT. (3 Credits)
An in-depth treatment of special topics in sports management, that integrates the sport industry and strategic management, will be explored through the use of case studies, lectures, and projects. Sport management programs that train people for positions in such areas as professional sports, coaching, college athletics, fitness centers, officiating, marketing, and sporting goods manufacturing will be highlighted.

MGBU 4507. PROJECT MANAGEMENT. (3 Credits)
This course provides the project management skills needed to develop information and communications systems on time and within budget. It concentrates on methods and issues of organizing, planning and controlling projects, and the use of computer-based project management tools.

MGBU 4999. INDEPENDENT STUDY. (1-3 Credits)
CONCENTRATION IN CONSUMER INSIGHTS

Companies need marketers who can explain people. Unravel the mysteries behind why people buy what they buy, and you will be immeasurably valuable.

The Gabelli School at Lincoln Center’s program in consumer insights gives you the skills you need to explain the complexities and contradictions of consumer behavior. By drawing together knowledge from marketing, psychology, sociology, and anthropology, you will be able to develop creative new approaches.

The consumer insights concentration will teach you to explain people’s shopping habits, discover what makes someone choose a certain brand, and find out, online, what makes people click.

Marketing has long relied on traditional psychology-based approaches to consumer behavior. As today’s shoppers become harder to predict, however, companies are turning to anthropology to give them a deeper, more nuanced view of how consumers interact with their environment. This concentration prepares students to reveal, understand and leverage consumer insights that can advance the state of marketing. Students take a mix of business and liberal arts courses—often marketing, anthropology and psychology coursework—and then apply their knowledge through a required experiential component, such as an internship or global travel experience.

Graduates of this concentration are ready for careers in the burgeoning field of business anthropology and the careers in consumer insights for which business anthropologists are hired.

Requirements

The consumer insights concentration can be pursued by students pursuing the Global Business Administration major at Lincoln Center.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKBU 3441</td>
<td>MARKETING RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>MKBU 3435</td>
<td>CONSUMER BEHAVIOR</td>
<td>3</td>
</tr>
<tr>
<td>MKBU 3457</td>
<td>BUS ANTHROP IN GLOBAL CONTEXT</td>
<td>3</td>
</tr>
<tr>
<td>MKBU 3459</td>
<td>CROSS CULTR CONSUMER INSIGHT</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 1100</td>
<td>INTRODUCTION TO CULTURAL ANTHROPOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>
CONCENTRATION IN MARKETING ANALYTICS

Massive amounts of data are generated when customers make purchases, go online, and even engage in social media. This concentration teaches students to harness, analyze, and produce insights from these data and find solutions for marketing-related problems.

Requirements

Marketing Analytics can be pursued by Gabelli students as a secondary concentration only.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKBU 3445</td>
<td>ST:MARKETING ANALYTICS</td>
<td>3</td>
</tr>
<tr>
<td>MKBU 4451</td>
<td>SPECIAL TOPIC: DATA DRIVEN MARKETING DECISIONS</td>
<td>3</td>
</tr>
<tr>
<td>INSY 4431</td>
<td>WEB ANALYTICS</td>
<td>3</td>
</tr>
</tbody>
</table>
CONCENTRATION IN MARKETING

Requirements
The Marketing concentration is available to all Gabelli students.

Primary Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKBU 3441</td>
<td>MARKETING RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Three marketing courses

Secondary Concentration

Students who want to pursue marketing as a secondary concentration are required to complete any three upper-level marketing courses.

1. Any course from subject code MKBU (p. 1238) 3226 or higher may fulfill this requirement.

Students pursuing a primary or secondary concentration in marketing may not earn credit for COMC 3172 PRINCIPLES OF ADVERTISING or PSYC 3320 CONSUMER BEHAVIOR.
CONCENTRATION IN SERVICES MARKETING

The U.S. economy hinges on services such as retail, financial services, tourism, healthcare, and education. But marketing services requires different skills and techniques than marketing consumer goods such as cars or cell phones. This concentration gives students an understanding of the service economy and a command of current approaches to services marketing.

Requirements

Services Marketing can be pursued by Gabelli students as a secondary concentration only.

The following courses are required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKBU 4105</td>
<td>ST: SERVICES MARKETING</td>
<td>3</td>
</tr>
<tr>
<td>MKBU 4442</td>
<td>ST: MKTG FINCL SERVICES</td>
<td>3</td>
</tr>
<tr>
<td>MKBU 3449</td>
<td>ST: CUSTOMER EXPERIENCE MGT</td>
<td>3</td>
</tr>
</tbody>
</table>
CONCENTRATION IN STRATEGIC BRANDING

Some of the world’s largest brands are worth more than $100 billion. How are dominant brands created, and how are they managed to retain and increase their value? In this concentration, students learn how to help companies develop, launch, and build memorable brands, both conceptually and visually.

Requirements

Strategic Branding can be pursued by Gabelli students as a secondary concentration only.

The concentration requires completion of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKBU 3439</td>
<td>ST: BRANDING</td>
<td>3</td>
</tr>
<tr>
<td>MKBU 4109</td>
<td>ST: REVEALING CONSUMER INSIGHTS</td>
<td>3</td>
</tr>
<tr>
<td>MKBU 3445</td>
<td>ST: MARKETING ANALYTICS</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: MKBU 3225 MARKETING PRINCIPLES is a prerequisite for all of the above courses, and therefore must be taken before beginning any of the concentrations.
MARKETING

Marketing identifies customer needs and designs strategies and tactics by which companies satisfy those needs and create value for customers, organizations, and society at large.

In applying economics, psychology, sociology, anthropology, statistics, and mathematics to a vital aspect of the U.S. and global economy, marketing calls for people with broad interests: that is, creative thinkers who are willing to seek new solutions. In turn, marketing concepts today spread far beyond the realm of packaged-goods and durable-goods companies to encompass the business strategies of diverse service firms, nonprofit institutions, and even political entities. Marketing knowledge can be critical to success in any area of business, regardless of specific positions or job titles because marketing includes finding solutions to ever-changing problems and the persuasion of target customers, creative thinking and effective communication skills are necessary.

Marketing courses draw upon many interests and aim to provide the necessary foundation for planning careers in various sub-fields of marketing.

Students may create a track in their marketing major by directing some of their coursework in their major electives in a specific manner. Three possible areas of focus would be strategic branding, marketing analytics, or services marketing. Students pursuing the a concentration (in marketing or in other areas of business) may also complete these courses by adding a secondary concentration. If you would like to consider one of these areas of focus, please see your class dean for advice and direction.

How courses are counted
Students must note the following rules, implemented in fall 2013, for how courses are counted. A student may count a maximum of one class in fulfilling more than one purpose—that is, toward any combination of major, minor, and primary or secondary concentration. For example, only one economics class could count toward both a finance major and an economics minor; any additional economics class would count toward the finance major OR the economics minor, but not both. Similarly, one management class could count toward both a primary concentration in management and a minor in sustainable business, but any subsequent management class would not count toward both.

For more information
Visit the Marketing Area web pages.

Programs
Major and minor:

• Marketing Major (p. 457)

• Marketing Minor (p. 458)

Concentrations:

• Concentration in Consumer Insights (p. 447)

• Concentration in Marketing (p. 449)

• Concentration in Marketing Analytics (p. 448)

• Concentration in Services Marketing (p. 450)

• Concentration in Strategic Branding (p. 451)

Related Concentration:

• Concentration in Sports Business (p. 664)

Courses
MKBU 3225. MARKETING PRINCIPLES. (3 Credits)
Marketing’s role within an organization is to develop products or services that have value to potential customers, to estimate that value and price accordingly to distribute the goods efficiently and to communicate their value and availability effectively. This course introduces students to techniques and theories that help the marketer to accomplish these tasks, whether for a mom- and-pop store or a global or multinational manufacturer.
Attribute: BUMI.

MKBU 3431. SALES MANAGEMENT. (3 Credits)
American businesses spend substantial sums on personal selling and employ over 6.4 million people in sales and sales-related jobs. This course studies the field in depth with an analytical approach to organizing and managing the sales, function, personnel, development, forecasting, budgeting, communication ethics and the role of government. Selective cases relate theory and practice. Independent (but supervised) research by students is encouraged.
Prerequisite: MKBU 3225.

MKBU 3432. ST: FASHION MARKETING. (3 Credits)
"This course examines the marketing mix through the lens of the fashion industry. Topics to be covered include merchandising, new product development with an emphasis on private label and celebrity brands, retail marketing, and developing advertising strategy: product positioning, creative development, media planning, research and control, legal issues and ethical considerations. Students will apply theories to case discussion and develop a full-fledged competitive advertising campaign for a potential "client." Since MKBU 3434 is an upper-level business course, credits for this course can only come from accredited business schools (AACSB guidelines) and not from similarly titled courses from liberal arts colleges.
Attributes: COMC, COMM, NMDD.
Prerequisite: MKBU 3225.

MKBU 3434. INTEGRATED MARKETING COMMUNICATION. (3 Credits)
Advertising is the most pervasive element of the marketing mix: the average American family of four is exposed to 1,500 advertising messages a day! Students will study the role of advertising in the marketing communications mix, allocating the promotional budget and developing advertising strategy: product positioning, creative development, media planning, research and control, legal issues and ethical considerations. Students will apply theories to case discussion and develop a full-fledged competitive advertising campaign for a potential "client." Since MKBU 3434 is an upper-level business course, credits for this course can only come from accredited business schools (AACSB guidelines) and not from similarly titled courses from liberal arts colleges.
Attributes: COMC, COMM, NMDD.
Prerequisite: MKBU 3225.

MKBU 3435. CONSUMER BEHAVIOR. (3 Credits)
An interdisciplinary approach to the study of consumer behavior and motivation. Topics include behavioral science findings and their implications in the marketing mix; socioeconomic, demographic and cultural influences; theories of promotion and communication; consumer behavior models; attitude measurement; perception and consumerism.
Prerequisite: MKBU 3225.
MKBU 3436. ST : THE BUSINESS OF FASHION. (3 Credits)
This course explores the dynamic business of fashion which is a significant contributor to the economy of NYC and the United States and is one of the largest employers in our country. Topics discussed will include: textiles, fibers, fabrics, leather and fur as well as product development, fashion enterprises, unique channels of distribution, retailing, merchandising, globalization, the buying and selling of fashion products. Students will also learn basic business concepts such as: forms of business, entrepreneurship, management, human resources, marketing, financial information, and socially responsible behavior and ethical issues in fashion. Whenever possible, guest speakers and visits to fashion-centric exhibits and points-of-interest will be incorporated into course-related activities.

MKBU 3437. DIRECT MARKETING. (3 Credits)
MKBU 3438. RETAILING. (3 Credits)
The retail merchandising function is examined. Topics covered include: retail strategy, trading-area analysis, store location, market analysis and sales forecasting, merchandise planning and management, retail advertising, store image, pricing and analysis of emerging forms of new retail competition.
Prerequisite: MKBU 3225.

MKBU 3439. ST: BRANDING. (3 Credits)
This course examines the strategic importance of branding by focusing on the various ways the brands acquire and sustain value in the marketplace. It analyzes relevant and comprehensive theories, ideas and concepts to demonstrate how managers can make strategic branding decisions. Students learn about socio-cultural perspectives on branding and brand management, financial considerations and consequences of branding decisions.
Prerequisite: MKBU 3225.

MKBU 3440. GLOBAL MARKETING. (3 Credits)
This course addresses the need for global approaches to today's business by focusing on product design, promotion, distribution channels and pricing strategies that are tailored to diverse international cultural, political, competitive and economic environments. Specific attention is place on the feasibility of import/export, and national or global policies regarding marketing issues. 
Attribute: GLBB.
Prerequisite: MKBU 3225.

MKBU 3441. MARKETING RESEARCH. (3 Credits)
A practical approach to the study of research principles and procedures as an important tool of marketing, stressing the role of research in planning, operating and controlling marketing activities. Problems are examined from the perspective of managerial decision making in the age of computers. Analytical and qualitative techniques and their applications to "live" cases are emphasized. Credit will not be given for both this course and DCBU 3430-Design of Experiments. Students concentrating in marketing may not substitute DCBU 3430 for this course.
Prerequisite: MKBU 3225.

MKBU 3442. ST: MARKETING CONSULTING. (3 Credits)
Small groups of students-maxium 3- will work with organizations on a real life marketing problem. The students will work, with the host organization, but not necessarily at the organizations premises, towards a solution. The solution will be formally presented at the end of the semester to the host organization. Additionally the students will be able to draw on a tutor who is an experienced Marketing professional who will provide academic and practical support. This could be in any area of marketing, for eg: Research; Product Development; Communications; Internet. The students will be responsible for finding a host organization. This will be part of the grading criteria.

MKBU 3444. ST: CHINESE CULTURAL COMPETENCY. (3 Credits)
China is governed by culture as well as by government. This course is designed to give Fordham students a competitive edge in marketing through and exploration of cultures American and Chinese. Preconceptions, misperceptions and expectations are presented from both sides, allowing students to find a common ground for effectively marketing a product and negotiating business deals. In a series of interactive meetings, students are presented with a background on each topic and then carry through to active role-playing, dialogue, and written response demonstrating their understanding of the differences between American and Chinese cultural nuances, points-of-view and expectations.

Attribute: GLBB.
Prerequisite: MKBU 3225.

MKBU 3445. ST: MARKETING ANALYTICS. (3 Credits)
The course introduces students to a variety of marketing metrics and analyses. Students will be exposed to syndicated sources of data such as Nielsen and IRI, as well as the techniques for manipulating and analyzing primary data.
Prerequisite: MKBU 3225.

MKBU 3446. MARKETING IN CHINA. (3 Credits)
This course provides students with knowledge needed to develop and execute a successful marketing strategy in China and is divided into three modules: Overview of Chinese history, culture and government, and the economy referred to as capitalism with Chinese characteristics; Chinese business etiquette and its role in developing relationships with government officials, members of other organizations, and individuals; marketing strategy planning and execution, including knowledge of first and second tier markets. Students are challenged to explore their personal beliefs and perceptions, employing self-assessment and role playing techniques and debate social issues from all points of view. Implications for other high-context hierarchical cultures are explored.
Attribute: GLBB.
Prerequisite: MKBU 3225.

MKBU 3448. ST: SOCIAL MARKETING. (3 Credits)
This learning-by-doing course introduces students to the marketing dimensions of social innovation and sustainable business. Course projects address the full spectrum of marketing activities from conducting market research and identifying market opportunities to improving existing services and developing new services.
Prerequisite: MKBU 3225.

MKBU 3449. ST: CUSTOMER EXPERIENCE MGT. (3 Credits)
This course aims to teach students the discipline, methodology and process used to comprehensively manage a customer's exposure, interaction and transaction with a company, product, brand or service. It offers an integrated framework for managing customer experiences that would create a competitive advantage for companies.
MKBU 3450. ST: MARKETING ENTREPRENEURIAL VENTURES. (3 Credits)
The entrepreneurial ventures don't have the time, staff, or money for strategy development, testing, and sequential marketing campaigns. Nonetheless, marketing is critically important. This course will introduce students to theories and best practices in marketing for entrepreneurial ventures. Students will analyze and discuss relevant case studies, and they will apply their learning in assignments and group projects.
Prerequisite: MKBU 3225.

MKBU 3451. ST: STRATEGIC PRODUCT PLANNING. (3 Credits)
This course aims to introduce students to product planning process, including product line and mix strategies. It covers topics that are relevant to "product" part of marketing mix and management. It focuses on the development and application of value-enhancing strategies used by successful product managers.
Prerequisite: MKBU 3225.

MKBU 3452. ST: MKTG&INNOVATION IN ENERGY. (3 Credits)
The purpose of the course is to frame and critique opportunities for business to create innovations in energy systems. Consequently, the course will seek to induce the student to learn about energy systems in different parts of the world, as well as energy systems supporting different sectors of contemporary economies. This course will encourage students to think broadly, which should influence how to gather information and determine what information to gather.
Prerequisite: MKBU 3225.

MKBU 3453. ST: INNOVATION & RESILIENCE. (3 Credits)
This course focuses on the process of innovation, including the resilience required to weather inevitable ambiguity, risk, mistakes, and even failures along the journey. Topics include: identifying opportunities, managing creativity, evaluating ideas, decision making in uncertain environments, resilience.

MKBU 3454. ST: DESIGN THINKING. (3 Credits)
Design thinking is an iterative problem-solving process of discovery, ideation, and experimentation that, when combined with business models, provides decision-makers with effective tools for innovation and transformation. This hands-on course will guide students in the use of a variety of design-based tools and techniques to clarify and solve human-centered organizational, business, and public service challenges.

MKBU 3455. BUSINESS ANTHROPOLOGY IN GLOBAL CONTEXT. (3 Credits)
Business anthropology is a growing field of study and an emerging professional market, globally. Business leaders increasingly find that insights from anthropology are necessary to reduce complexity and rethink what they can offer their customers on their terms. This course will instruct students on ways to develop and understand local consumer behavior for global brand reach, devise brand strategies for specific markets, and understand brands from a local point of view.
Prerequisite: MKBU 3225.

MKBU 3456. GLOBAL CONSUMER BEHAVIOR. (3 Credits)
This course studies consumer behavior in a global context with an interdisciplinary approach. Topics include behavioral science findings and their implications in the marketing mix; socioeconomics, demographic and cultural influences; theories of promotion and communication; consumer behavior models; attitude measurement; perception and consumerism.
Prerequisite: MKBU 3225.

MKBU 3457. BUS ANTHROP IN GLOBAL CONTEXT. (3 Credits)
Business anthropology is a growing field of study and an emerging professional market, globally. Business leaders increasingly find that insights from anthropology are necessary to reduce complexity and rethink what they can offer their customers on their terms. This course will instruct students on ways to develop and understand local consumer behavior for global brand reach, devise brand strategies for specific markets, and understand brands from a local point of view.
Prerequisite: MKBU 3225.

MKBU 3458. ST:GLOBAL SUSTAINABILITY MKT. (3 Credits)
This course aims to provide the knowledge and skills necessary to successfully market sustainable products and services in global markets. It examines global trends and issues that influence the success of sustainability marketing and discusses the role it plays for global companies. Students learn about the key elements of developing a successful marketing approach for sustainable offerings in global markets.
Prerequisite: MKBU 3225.

MKBU 3459. CROSS CULTR CONSUMER INSIGHT. (3 Credits)
This course applies theories of anthropology and ethnography to the study of consumer insights in a cross-cultural context. Topics include the study of cultures and subcultures, ethnographic research designs, customer immersion, and contemporary ethnographic writing.
Prerequisite: MKBU 3225.

MKBU 4101. ST: PSYCHOLOGY OF PRICING. (1.5 Credits)
When is it better to price a product at $3.99 compared to $4.00? Should an e-tailer include shipping charges in its products’ prices or add them separately? Among a marketer’s tools, price is arguably the most important because it is the only one that represents revenue, rather than a cost, to the firm. Yet decisions like these are often wrought with complexity and uncertainty. This mini course brings structure to the issue through explorations of consumers’ beliefs, feelings, and behaviors with respect to prices and pricing tactics.
Prerequisite: MKBU 3225.

MKBU 4102. ST: FASHION MARKETING. (1.5 Credits)
This course examines the marketing mix through the lens of the fashion industry. Topics to be covered include merchandising, new product development with an emphasis on private label and celebrity brands, customer loyalty programs, and licensing. This course will also explore the key issues and challenges of the fashion business model and discuss emerging trends such as m-commerce, social media and apps.
Prerequisite: MKBU 3225.

MKBU 4105. ST: SERVICES MARKETING. (3 Credits)
Services account for over 75% of the GDP in the US and, even in a difficult economic environment, many sectors are growing rapidly. This course will provide in-depth analysis of the challenges and opportunities in marketing services to consumers and businesses. Students will learn how to identify, create and develop winning service marketing strategies. Topics will include marketing principles, buyer behavior and delivery of service quality from both consumer and business-to-business perspectives.
Prerequisites: (MKBU 3225 or MKCL 3225 or MKCB 3225).

Updated: 10-11-2017
MKBU 4107. ST: SCIENCE OF SHOPPING. (1.5 Credits)
The Science of shopping will examine the anthropological dimensions of retail shopping from four interconnected perspectives: practical, relational, socio-economic and sensory-physical. Students will study the pragmatics of shopping – how people manage to navigate to a store; they will explore shopping malls in terms of self-identity, social class and feelings of community; they will look at the rituals of Christmas shopping; they will evaluate the sensory dimensions of a store in experiential shopping. Form exploring the interplay of these variables, students should receive a practical and theoretical understanding of the retail experience for consumers and its importance to our culture.

MKBU 4108. ST: MARKETING TO YOUNG CONSUMERS. (1.5 Credits)
This course examines special considerations in marketing products designed for infants, preschoolers, kids and tweens. Topics to be covered include concept/product testing with children, advertising to children, the parent vs. child as decision maker, and the role of peer influence on decision making.
Prerequisite: MKBU 3225.

MKBU 4109. ST: REVEALING CONSUMER INSIGHTS. (1.5, 3 Credits)
This course aims to teach students about revealing insights and underlying themes from vast consumer data to identify opportunities for improving consumer products, brands and services. Students will learn to discover insights and overall consumer trends and use them to make strategic marketing decisions.
Prerequisite: MKBU 3225.

MKBU 4111. ST: CUBA IN TRANSITION. (1.5 Credits)
Cuba is looking for business models and partnerships that will preserve its egalitarian tradition and its rich historic culture. In this course, through class meetings, assigned readings, and guest speakers, students will learn about the unique Cuban culture and economy that is faced with the challenges of a socialist economic system developing a budding entrepreneurial private sector.

MKBU 4441. MARKETING STRATEGY. (3 Credits)
Students exercise the business skills they have developed in previous course work in all functional fields by applying these techniques and theories to a series of marketing challenges. Case analysis and discussion present an integrated approach to decision making that will achieve corporate objectives.
Prerequisite: MKBU 3225.

MKBU 4442. ST: MKTG FINCL SERVICES. (3 Credits)
The objective of this course is to provide an understanding of the successful strategies associated with the marketing of financial services. Financial services have witnessed a significant growth in marketing activity during the past five years due to industry deregulation, intensified competition, and the emergence of new technologies and products. These changes have made it critical for business students who anticipate being active in financial services to expand their skill sets and to explore new approaches for successful marketing of these services. Many of these approaches are found through systematic exploration of opportunities arising from the financial decision making styles of consumers the dynamics by which technology will be influencing consumer choices in the near future. This course is intended for students who anticipate becoming active marketers of financial services at some point in their careers. Having completed this course, students should be able to manage consumer marketing activities for a wide array of financial services organizations.

MKBU 4443. SPECIAL TOPIC: PERFORMING ARTS IN THE 21ST CENTURY. (3 Credits)
To chart careers with the widest possible scope for their talent, performers must understand the economic system in which they operate. This course provides a basic understanding of the complex business of the arts, through a series of guest lectures by managers of orchestras, theater, dance, and opera companies, record companies, etc. No business experience is required. Offered in collaboration with the Julliard School on their campus at Lincoln Center.
Attributes: COMC, COMM, THEA.
Prerequisite: MKBU 3225.

MKBU 4444. SPECIAL TOPIC: ENTERTAINMENT MARKETING. (3 Credits)
This is a survey course addressing the fundamental planning and strategic concepts and processes essential for marketing entertainment goods and services in today's competitive domestic and global environments.
Prerequisites: (MKBU 3225 or MKCL 3225 or MKCB 3225).

MKBU 4445. SPECIAL TOPIC: DATA DRIVEN MARKETING DECISIONS. (3 Credits)
The course aims at offering students advanced analytical marketing and decision making tools in order to help them solve typical marketing managerial situations. It will allow students to simulate data driven marketing decisions and formulate sound recommendations. The course will deal with lectures that will immediately be applied to case studies and in-class exercises.
Prerequisite: MKBU 3225.

MKBU 4454. SPECIAL TOPIC: SPORTS MARKETING. (3 Credits)
The entertainment sector is a major industry. Within that sector, sports activities are targeting a number of demographic and other segments of the population. While some sports (collegiate and professional) are quite successful in their marketing strategies, others struggle to gain or to hold their audience within a competitive market place. This course evaluates the marketing mix of those sports teams and institutions that are successful and assesses the marketing ingredients of those sports activities that are struggling to gain a larger or profitable share of the audience.
Prerequisite: MKBU 3225.

MKBU 4457. ST: CB CONSULTING PROJECT. (3 Credits)
A team of undergraduate students will have the opportunity to participate in a one semester project acting as consultants in an advisory role. Students will be given a consulting project and asked to complete a plan for a final course of action for which a company can undertake. Students will apply their academic and individual expertise to the development of this plan.

MKBU 4458. SPECIAL TOPIC: INTRODUCTION TO PUBLIC RELATIONS. (3 Credits)
Strategic and tactical approaches are given to public relations as a business and as a business/management tool. Emphasis is on planning and executing public relations programs and activities, including relations with the news media and other external communications as well as internal/organizational communication.
Prerequisite: MKBU 3225.
MKBU 4459. ST: MARKETING THE ARTS. (3 Credits)
Learn how to incorporate marketing techniques, public relations and advertising to develop specific strategies targeting new audiences. These classes will stress how to communicate, present materials and create events that will identify and stimulate new participants. Samples of materials and case studies will be utilized. Selected communities will be analyzed and techniques discussed to best involve them in audience development. For this course, "the Arts" will include theater, dance, museums, painting and the plastic arts. Guest speakers will add both theoretical and practical insights.

MKBU 4462. ST: GLOBAL IMMERSION: ROME. (3 Credits)
This class aims to teach how a city as a whole could be incorporated into the marketing mix and be used for marketing purposes. It is a mix of rigor and eclecticism delivered in an accessible manner, in historical city of Rome. Class meetings prior to departure will be comprised of lectures focused on the class model, as well as film screenings to provide context and prepare students for their experience in Rome.

MKBU 4463. ST: GLOBAL IMMERSION IRELAND. (3 Credits)
This study tour course focuses on doing business in Ireland and the European Union by allowing students to personally experience business practices and culture in this major global market. Students meet with faculty and periodically during the preceding semester to discuss reading assignments and tour arrangements. Students travel to Ireland in early January, to meet as a class with local businesses, advertising agencies, the U.S.-Irish Chamber of Commerce, government agencies, and manufacturers and retailers.

Attribute: GLBB.

MKBU 4465. ST: STUDY TOUR IN PARIS. (3 Credits)

MKBU 4477. ST: STUDY TOUR TO SPAIN. (3 Credits)
This course includes travel to Spain for business and cultural site visits as well as pre-travel lectures, assigned readings, pre-travel exam, company research assignments, and a final research paper.

Attribute: GLBB.

MKBU 4484. ST: STUDY TOUR OF TOKYO. (3 Credits)
This class aims to teach how a city as a whole could be incorporated into the marketing mix and be used for marketing purposes. It is a mix of rigor and eclecticism delivered in an accessible manner, in an extraordinary mega city of Tokyo. Class meetings prior to departure will be comprised of lectures focused on the class model, as well as film screenings to provide context and prepare students for their experience in Japan.

Prerequisite: MKBU 3225.

MKBU 4485. ST: STUDY TOUR ICELAND. (3 Credits)
Students will have the opportunity to learn firsthand the journey Iceland has taken from a country in the middle of a major financial crisis in 2008, to a new era of economic growth beginning in 2011 with growth in GDP as well as declined trends in unemployment. Visits to a variety of marketing/business related companies, both domestic and foreign, will focus on marketing to a segment of the EU that is still in the process of transforming a challenging situation into a country with an improved consumer confidence. A visit to Iceland's capital, Reykjavik, will be a representation of the marketing difficulties that once faced this now thriving city. In addition to business visits, cultural visits will enable students to understand the impact that this financial crisis has had on the social/cultural environment. Students will experience what many regard as"One of Europe's Recovery Success Stories"

Prerequisite: MKBU 3228.

MKBU 4505. E-COMMERCE. (3 Credits)
This course introduces students to concepts, issues and technologies for transacting electronic business. Topics include use of Internet and Web technologies for interacting with customers and suppliers, electronic business-to-business and business-to-consumer transactions, capturing and processing transactions online, electronic publishing and entertainment, electronic payment, and settlement systems, security and privacy, encryption and firewalls and corporate intellectual property protection. Prerequisite: INSY 2300 or INSY 2400.

Prerequisites: INSY 2300 or INSY 2400.

MKBU 4706. HONORS PROJECT 2 - MARKETING. (3 Credits)
Honors project in Marketing.

MKBU 4999. INDEPENDENT STUDY. (1-4 Credits)
# MARKETING MAJOR

## Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKBU 3441</td>
<td>MARKETING RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>MKBU 3435</td>
<td>CONSUMER BEHAVIOR</td>
<td>3</td>
</tr>
<tr>
<td>MKBU 3434</td>
<td>INTEGRATED MARKETING COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td>MKBU 3440</td>
<td>GLOBAL MARKETING</td>
<td>3</td>
</tr>
<tr>
<td>MKBU 4441</td>
<td>MARKETING STRATEGY (Senior Capstone course)</td>
<td>3</td>
</tr>
</tbody>
</table>

Two upper level marketing courses: 6

One business elective (marketing related): 3

One liberal arts elective (marketing related) of the following: 3-4

- ECON 3210 ECONOMICS OF DEVELOPMENT
- ECON 3235 ECONOMY OF LATIN AMERICA
- ECON 3346 INTERNATIONAL TRADE
- COMM 1010 INTRODUCTION TO COMMUNICATION AND MEDIA STUDIES
- ANTH 1100 INTRODUCTION TO CULTURAL ANTHROPOLOGY
- PSYC 1200 FOUNDATIONS OF PSYCHOLOGY
- PSYC 2600 SOCIAL PSYCHOLOGY
- SOCI 1100 INTRODUCTION TO SOCIOLOGY

1. Any course from subject code MKBU (p. 1238) numbered 3226 or higher fulfills this requirement.

2. This list is a sample of commonly completed classes; however, there are many courses from Fordham College that fulfill this requirement. Please consult your class dean to get approval for a different course to fulfill this requirement.

Students pursuing a major in marketing may not earn credit for COMC 3172 PRINCIPLES OF ADVERTISING or PSYC 3320 CONSUMER BEHAVIOR.

Students must also complete the Gabelli School business and liberal arts Core Curricula (p. 92). In addition, all students complete between three and seven liberal arts electives depending on their major requirements.
MARKETING MINOR

This minor is for FCRH students who are interested in applying marketing principles and practices to business needs. It combines classes in marketing, psychology, sociology, and statistics. Because marketing includes persuasion, students must possess effective communication skills. This minor is often of particular interest to FCRH students who are pursuing a major in communications.

Requirements

The minor in marketing is available at Fordham College at Rose Hill and consists of six courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKBU 3225</td>
<td>MARKETING PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2000</td>
<td>STATISTICS</td>
<td>4</td>
</tr>
<tr>
<td>MKBU 3435</td>
<td>CONSUMER BEHAVIOR</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

- PSYC 2600 SOCIAL PSYCHOLOGY
- PSYC 3410 CREATIVITY
- PSYC 4310 AGING AND SOCIETY
- PSYC 4920 YOUTH, VALUES, AND SOCIETY
- SOCI 1100 INTRODUCTION TO SOCIOLOGY
- SOCI 2800 SOCIOLOGICAL THEORY
- SOCI 3102 CONTEMPORARY SOCIAL ISSUES AND POLICIES
- SOCI 4408 DIVERSITY IN AMERICAN SOCIETY
- ANTH 1100 INTRODUCTION TO CULTURAL ANTHROPOLOGY
- ANTH 3351 COMPARATIVE CULTURES
- ANTH 3470 PEOPLE AND CULTURES OF LATIN AMERICA

Two upper level marketing courses

1. Requires PSYC 1200 FOUNDATIONS OF PSYCHOLOGY as a pre-requisite.
2. Students whose major requires a statistics course may substitute the statistics course from their major. All others must take PSYC 2000 STATISTICS.
3. Any course with subject code MKBU (p. 1238) numbered 3226 or higher may fulfill this requirement.

Students beginning the Marketing minor are encouraged to take MKBU 3225 MARKETING PRINCIPLES concurrently with PSYC 1200 FOUNDATIONS OF PSYCHOLOGY. The next class students should take is MKBU 3435 CONSUMER BEHAVIOR, which might be paired with PSYC 2000 STATISTICS.
**MATH 1001. MATH FOR BUSINESS: PRECALCULUS. (3 Credits)**
A preparatory course to assist students at GSB to take Math for Business: Calculus. Topics include inequalities, linear, polynomial, rational, exponential, logarithm and inverse functions and their graphs; distance, lengths and area of simple regions. This course does not satisfy the mathematical reasoning core area requirement.

**MATH 1002. BEATS, VIBRATION AND HARMONY; A MUSICAL PLAYBILL TO MATHEMATICS. (3 Credits)**
This course covers classic mathematical concepts found in music. Part one of the course considers consonance and dissonance from the perspective of mathematical properties of trigonometric functions. In the second part of the course, we study combinations of pitches and use these combinations to explain the unique sound characteristics of well-known instruments. The final part of the course deals with the tuning of musical scales and describing symmetries that arise in musical composition. Successful students will be able to use mathematics to explain musical sounds from their everyday experience. They will understand the motivations that led to modern tuning systems and be able to contextualize instrumentation and patterns in contemporary music. The material does not assume a background in Calculus or music theory, and the lectures include experimental demonstrations.

**Attributes:** MANR, MCR.

**MATH 1100. FINITE MATHEMATICS. (3 Credits)**
Solutions to systems of linear equations, counting techniques including Venn diagrams, permutations, combinations, probability, Bayes theorem, Markov chains. This course is designed to introduce general liberal arts students to the use of mathematics as a tool in the solution of problems that arise in the “real world”. Applications will be chosen from areas such as business, economics, and other social and natural sciences. These applications will be based upon mathematical topics chosen from a field called Finite Mathematics. Specific topics to be covered may include Linear Programming, Probability, Statistics, and Finance. The only prerequisites are arithmetic, elementary algebra, and graphing, which students should already be familiar with from previous high school or college courses and/or the Mathematics Workshop. It will be presumed that students possess basic skills in these areas.

**Attribute:** MCR.

**MATH 1108. MATH FOR BUSINESS: FINITE. (3 Credits)**
Open only to CBA students. Solutions to systems of linear equations, elementary matrix theory, linear programming, elementary counting techniques, probability, mathematics of finance.

**MATH 1109. MATH FOR BUSINESS: CALCULUS. (3 Credits)**
Open only to CBA students. Calculus for business majors. Topics include derivatives of polynomial, rational, exponential and logarithm functions. Curve sketching and optimization problems. The definite integral. Applications are drawn from business and economics.

**MATH 1198. HONORS BUSINESS MATH. (4 Credits)**
Review of Calculus. Solutions of systems of linear equations using matrix algebra. Discrete and continuous probability. Applications to business. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**MATH 1203. APPLIED CALCULUS I. (3 Credits)**
Calculus for nonscience majors. Topics include derivatives of polynomial, rational, exponential, and logarithm functions. Curve sketching and optimization problems. The definite integral.

**Attributes:** ENVS, MCR.

---

**Program Activities**

The department sponsors student chapters of Pi Mu Epsilon (the national mathematics honors society) and MAA (Mathematical Association of America). In addition, the Math Club sponsors meetings on interesting topics in mathematics and career possibilities. There are opportunities for summer research projects.

**For more information**
Visit the Mathematics department web page.

**Contribution to the Core**

The Core Curriculum requirement in mathematical reasoning may be satisfied by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1100</td>
<td>FINITE MATHEMATICS (^1)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1203</td>
<td>APPLIED CALCULUS I (^1)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1206</td>
<td>CALCULUS I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1207</td>
<td>CALCULUS II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1700</td>
<td>MATHEMATICAL MODELLING</td>
<td>4</td>
</tr>
</tbody>
</table>

\(^1\) MATH 1100 FINITE MATHEMATICS and MATH 1203 APPLIED CALCULUS I have no college-level prerequisites

Majors in biology, chemistry, computer science, economics, general science, natural science, physics, and psychology should consult with their department advisers, as these majors have specific mathematics requirements. Students in the Gabelli School of Business (GSB) take MATH 1108 MATH FOR BUSINESS: FINITE and MATH 1109 MATH FOR BUSINESS: CALCULUS. GSB students interested in a math minor should take MATH 1206 CALCULUS I or MATH 1207 CALCULUS II in place of MATH 1109 MATH FOR BUSINESS: CALCULUS.

Incoming freshmen are placed in mathematics courses based on their standardized test scores and their high school transcript record.

**Programs**

- Mathematics Major (p. 463)
- Mathematics and Computer & Information Sciences Major (p. 464)
- Mathematics/Economics Major (p. 465)
- Mathematics Minor (p. 466)

**Courses**

**MATH 1000. PRECALCULUS. (3 Credits)**
This course does not fulfill the Mathematics reasoning portion of the Curriculum. The course is designed to allow students entry into calculus courses.
MATH 1204. APPLIED CALCULUS II. (3 Credits)
A continuation of MATH 1203. Topics include derivatives of trigonometric functions, methods of integration and applications, calculus of functions of several variables, Lagrange multipliers. Prerequisite: MATH 1203 or equivalent.
Prerequisite: MTEU 1203.

MATH 1205. APPLIED STATISTICS. (3 Credits)
Course designed for students in fields that emphasize quantitative methods. It includes calculus based preliminary probability material followed by introduction to the basic statistical methods such as estimation, hypothesis testing, correlation and regression analysis. Illustrations are taken from a variety of fields. Practical experience with statistical software. Prerequisite: MATH 1203 or equivalent.
Attribute: ENVS.
Prerequisite: MATH 1203.

MATH 1206. CALCULUS I. (4 Credits)
Calculus for science and math majors. Functions, limits, continuity, Intermediate Value Theorem. The derivative and applications, antiderivatives, Riemann sums, definite integrals, the Fundamental Theorem of Calculus. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: MATH 1206 or MATH 1207.

MATH 1207. CALCULUS II. (4 Credits)
A continuation of MATH 1206. The definite integral, area, volumes, work. Logarithm, inverse functions, techniques of integration, Taylor polynomials. Prerequisite: MATH 1206 or equivalent. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: MATH 1206 or MATH 12AB or MATH 12BC.

MATH 1700. MATHEMATICAL MODELLING. (4 Credits)
This course shows how discrete and continuous mathematical models can be built and used to solve problems in many fields. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENVS, MCR.

MATH 1800. INTERNSHIP. (1 Credit)
MATH 1999. SERVICE LEARNING-1000 LEVEL. (1 Credit)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

MATH 2001. DISCRETE MATHEMATICS. (4 Credits)
Topics include elementary logic, set theory, basic counting techniques including generating functions, induction, recurrence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: MATH 1206 or MATH 1207.

MATH 2004. MULTIVARIABLE CALCULUS I. (4 Credits)
The calculus of sequences and series, power series, uniform convergence, vector methods of solid geometry, vector valued functions, functions of several variables, partial derivatives, gradients, Lagrange multipliers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: MATH 1207.

MATH 2005. MULTIVARIABLE CALCULUS II. (4 Credits)
This is a continuation of MATH 2004. Topics include vector fields and their derivatives, multiple integrals, line and surface integrals, and the theorems of Gauss, Green and Stokes. Additional topics, as time permits, may cover one or more of the following: differential forms, functions of a complex variable, equations of fluid mechanics, or mean and Gauss curvature.
Prerequisite: MATH 2004.

MATH 2006. LINEAR ALGEBRA I. (4 Credits)
Topics include systems of linear equations, Real and complex vector spaces, linear independence, dimension, linear transformations, matrix representations, kernel and range, determinants and eigenvalues. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: MATH 1206 or MATH 1207.

MATH 2011. PROGRAMMING FOR MATH AND SCIENCE. (4 Credits)
Basic Python programming and scripting and basic algorithms of linear algebra. Students will develop their own Python implementations of these algorithms, which form the basis of many computational methods in the sciences. The course is accessible to students in the physical and social sciences, computer science and math. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: CISC 1600.

MATH 3001. LINEAR ALGEBRA II. (4 Credits)
Topics include vector spaces over arbitrary fields, triangular form, Jordan canonical form, inner product spaces, coding theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: MATH 2001 and MATH 2006.

MATH 3002. DIFFERENTIAL EQUATIONS. (4 Credits)
Topics include existence and uniqueness theorems for ordinary differential equations, linear differential equations, power series solutions and numerical methods. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: MATH 2004.

MATH 3003. REAL ANALYSIS. (4 Credits)
Analysis on the real line. Topics include cardinality of sets, limits, continuity, uniform continuity, sequences of numbers and functions, modes of convergence, compact sets and associated theorems. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
MATH 3004. COMPLEX ANALYSIS. (4 Credits)
Topics include complex numbers and mappings, analytic functions, Cauchy-Riemann equations, Cauchy integral theorem, Taylor and Laurent series expansions, residue theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: MATH 2004.

MATH 3005. ABSTRACT ALGEBRA I. (4 Credits)
Topics include well ordering and induction, unique factorization, modular arithmetic, groups, subgroups, Lagrange's theorem, normality, homomorphisms of groups, permutation groups, simple groups. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: MATH 2001 and MATH 2006.

MATH 3006. PROBABILITY. (4 Credits)
Topics include discrete and continuous probability models in one and several variables, expectation and variance, limit theorems, applications. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MATH 3007. STATISTICS. (4 Credits)
Topics include sampling distributions, estimation, testing hypotheses, analysis of variance, regression and correlation, nonparametric methods, time series. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: MATH 3006 and MATH 2004.

MATH 3008. NUMBER THEORY. (4 Credits)
Topics include divisibility and related concepts, congruencies, quadratic residues, number theoretic functions, additive number theory, some Diophantine equations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: MATH 2001.

MATH 3009. MATHEMATICS OF FINANCE. (4 Credits)
The market for options, a type of contract in finance, has grown quickly in the past fifty years. In this course we will explore the Nobel Prize-winning Black-Scholes-Merton model for valuing these contracts. We will introduce basic notions of probability (such as Brownian motion) as well as basic notions from finance (such as the No Arbitrage Principle) and use these to derive and solve the Black-Scholes equation. Prerequisite: MATH 2004. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: MATH 2004.

MATH 3010. SCIENTIFIC COMMUNICATION. (4 Credits)
Students develop skills in written and oral communication needed to produce scientific articles, monographs and presentations that are accomplished in both form and content. The course covers both the use of LaTeX to produce work that meets the highest standards of design and typography, and the techniques of writing, organization, and scholarly citation needed to ensure that this work accurately embodies, effectively communicates, and professionally documents the author's scientific thought. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MATH 3012. MATH OF INFINITY. (4 Credits)
Elementary set and function theory. Notion of counting infinite sets, including Hilbert's infinite hotel. Cardinality and infinite cardinals. Cantor's work on infinite sets. Additional topics may include: well-ordered sets and math induction; prime number generators; the Riemann zeta function; logic and meta-mathematics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MATH 4001. MATHEMATICAL ETHICS PRACTICUM. (4 Credits)
In this class, which fulfills the Senior Values seminar requirement of the Core Curriculum and serves as a capstone to both the pure and applied tracks of the Mathematics major, students will learn the ethical responsibilities of mathematicians, both as interpreters and as creators of mathematics. The course will combine historical and contemporary case studies with practical training in the skills and disciplines students must master to assume full ownership of their mathematics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MATH 4004. TOPOLOGY. (4 Credits)
Topics include open sets and continuity in metric spaces and topological spaces, subspaces and quotient topologies, compact sets, connected sets. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MATH 4006. NUMERICAL ANALYSIS. (4 Credits)
Prerequisites: MATH 1700 and MATH 2006. Topics include approximation of functions, interpolation, solution of systems of equations, numerical integration, and solutions to differential equations, error analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: MATH 2004 and MATH 2006.

MATH 4009. TOPICS IN GEOMETRY. (4 Credits)
This course focuses on the study of Euclidean and Non-Euclidean geometries using both axiomatic and discovery based approaches. We review some of the basics in logic and study some of the proofs presented in Euclid's Elements before focusing on more advanced topics. We may use Geometer's Sketchpad in making discoveries and conjectures. We will study the history of the parallel postulate, the discovery of Non-Euclidean Geometry and the attendant philosophical implications. We will build models and focus on some interesting properties in hyperbolic geometry. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: MATH 2004.

MATH 4020. DIFFERENTIAL GEOMETRY. (4 Credits)
This course introduces the geometry of curved spaces in many dimensions, which are the basis of subjects such as Einstein's theory of gravitation. Topics include manifolds, tangent spaces, the Gauss map, the shape operator, curvature, and geodesics. Prerequisites: MATH 2004 and MATH 2006. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: (MATH 2004 or MTEU 2004 or MTRU 2004 or MTLU 2004) and (MATH 2006 or MTRU 2006 or MTEU 2006 or MTLU 2006).
MATH 4022. PARTIAL DIFFERENTIAL EQUATION. (4 Credits)
This course is an introduction to the theory of partial differential equations. The course covers first hyperbolic, heat and wave equations, Poisson's equation and harmonic functions. Topics include Poisson's integral formulas, the method of characteristics, the method of images, maximum principles and barriers and series solutions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: MATH 2005 or (MATH 2006 and MATH 3002).

MATH 4999. INDEPENDENT STUDY. (1-4 Credits)
MATHEMATICS MAJOR

Requirements

Mathematics

Eleven courses beyond Calculus 1 and Calculus 2 are required to receive the Bachelor of Arts in mathematics.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1700</td>
<td>MATHEMATICAL MODELLING</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2001</td>
<td>DISCRETE MATHEMATICS</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2004</td>
<td>MULTIVARIABLE CALCULUS I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2006</td>
<td>LINEAR ALGEBRA I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3005</td>
<td>ABSTRACT ALGEBRA I</td>
<td>4</td>
</tr>
</tbody>
</table>

Concentration

Select one of the following concentrations: 16

**Pure Mathematics Concentration**
- MATH 3001 LINEAR ALGEBRA II
- MATH 3003 REAL ANALYSIS
- MATH 3004 COMPLEX ANALYSIS
- MATH 4009 TOPICS IN GEOMETRY

**Applied Mathematics Concentration**
- MATH 3002 DIFFERENTIAL EQUATIONS
- MATH 3006 PROBABILITY
- MATH 3007 STATISTICS
- MATH 4006 NUMERICAL ANALYSIS

Electives

Select two electives numbered 2000 or higher

1 Any course with the MATH subject code (p. 1243) may fulfill this requirement.

Additional Information

To graduate with a mathematics major, a student must have a cumulative grade point average of at least 2.0 in all courses in the major.

We strongly recommend that mathematics majors or minors take CISC 1600 COMPUTER SCIENCE I as early as their schedules allow.

Prospective mathematics majors should consult with the chair before constructing a plan of study.

Bachelor of Science degree

The above courses are required to receive the degree of Bachelor of Arts in Mathematics. To receive the Bachelor of Science degree, students must also complete two of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 1601</td>
<td>INTRODUCTION TO PHYSICS I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1602</td>
<td>INTRODUCTION TO PHYSICS II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1701</td>
<td>PHYSICS I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1702</td>
<td>PHYSICS II</td>
<td>3</td>
</tr>
<tr>
<td>CISC 1600</td>
<td>COMPUTER SCIENCE I</td>
<td>3</td>
</tr>
<tr>
<td>CISC 2000</td>
<td>COMPUTER SCIENCE II</td>
<td>3</td>
</tr>
</tbody>
</table>

Availability

The major in mathematics is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in mathematics only if their schedules are sufficiently flexible to permit them to take day classes at the Rose Hill or Lincoln Center campuses.

**Fordham College at Rose Hill students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Fordham College at Lincoln Center students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Professional and Continuing Studies students:** The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
The major, offered jointly by the Department of Computer and Information Sciences (p. 267) and the Department of Mathematics (p. 459), is designed to give students an excellent background in computer science and a solid foundation in those mathematical disciplines necessary for a full understanding of computer and information sciences. The program fosters both careful reasoning and a deep understanding of technology, enhancing graduates’ marketability. The high degree of difficulty makes this joint major attractive to recruiters from the technology industry; it also prepares students who wish to pursue graduate study in computer science and other applied quantitative fields. Please note: There is no minor in this area; students are instead encouraged to minor in either mathematics or computer and information sciences.

Internships
Some majors in this program have completed internships, but such internships are not required and do not count toward the two electives in the major.

For more information
Visit the Mathematics and Computer & Information Sciences program page.

Requirements
A minimum grade of C- is required for each course counting toward this joint major. An overall average of 2.0 must be separately maintained in mathematics and computer and information sciences courses.

Required courses and sufficient electives to fulfill the major are available on both campuses. Course descriptions are available from each department.

Majors in this program are eligible for honors at graduation in mathematics and computer & information sciences.

The major requires 14 total courses: 10 common required courses, two courses in one concentration, and two electives. Students must declare a concentration in mathematics or computer and information sciences. The 10 common required courses are identified below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 1600</td>
<td>COMPUTER SCIENCE I</td>
<td>4</td>
</tr>
<tr>
<td>CISC 1610</td>
<td>COMPUTER SCIENCE I LAB</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2000</td>
<td>COMPUTER SCIENCE II</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2010</td>
<td>COMPUTER SCIENCE II LAB</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2200</td>
<td>DATA STRUCTURES</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4080</td>
<td>COMPUTER ALGORITHMS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4090</td>
<td>THEORY OF COMPUTATION</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1207</td>
<td>CALCULUS II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2004</td>
<td>MULTIVARIABLE CALCULUS I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2001</td>
<td>DISCRETE MATHEMATICS</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2006</td>
<td>LINEAR ALGEBRA I</td>
<td>4</td>
</tr>
</tbody>
</table>

Select two electives in mathematics (numbered above 2000) or computer and information sciences (possibly including 5000 level graduate courses) ¹

Select one of the following:
- Mathematics Concentration
- Computer and Information Sciences Concentration

¹ At least one elective must be from mathematics if the computer and information sciences concentration is chosen and at least one elective must be in computer and information sciences if the mathematics concentration is chosen.

Concentrations
Each student must also take two courses from one of the following two concentrations. Courses from the concentration not chosen may be used as electives.

Mathematics Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 3006</td>
<td>PROBABILITY</td>
<td>8</td>
</tr>
<tr>
<td>MATH 3007</td>
<td>STATISTICS</td>
<td>8</td>
</tr>
<tr>
<td>MATH 3002</td>
<td>DIFFERENTIAL EQUATIONS</td>
<td>8</td>
</tr>
<tr>
<td>MATH 4022</td>
<td>PARTIAL DIFFERENTIAL EQUATION</td>
<td>8</td>
</tr>
</tbody>
</table>

Computer and Information Sciences Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 3500</td>
<td>DATABASE SYSTEMS</td>
<td>8</td>
</tr>
<tr>
<td>CISC 3593</td>
<td>COMPUTER ORGANIZATION</td>
<td>8</td>
</tr>
<tr>
<td>CISC 3595</td>
<td>OPERATING SYSTEMS</td>
<td>8</td>
</tr>
<tr>
<td>CISC 4597</td>
<td>ARTIFICIAL INTELLIGENCE</td>
<td>8</td>
</tr>
<tr>
<td>CISC 4615</td>
<td>DATA COMMUNICATIONS AND NETWORKS</td>
<td>8</td>
</tr>
<tr>
<td>CISC 4631</td>
<td>DATA MINING</td>
<td>8</td>
</tr>
</tbody>
</table>

Availability
The major in mathematics and computer & information sciences is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in the School of Professional and Continuing Studies may major in mathematics and computer & information sciences only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
MATHEMATICS/ECONOMICS MAJOR

This major, offered jointly by the departments of economics and mathematics, is designed to give the student an excellent background in modern economic analysis and a solid grounding in those mathematical disciplines necessary for a full understanding of economic analysis. Because it both demands and fosters careful reasoning as well as a facility with abstract formulations of problem situations, it is an apt prelaw program. Its high degree of difficulty makes it attractive to business recruiters and it is particularly appropriate for graduate studies in economics, business, and other applied quantitative fields.

Program Activities

Majors in this program are eligible for honors at graduation in mathematics/economics. Some majors in this program have done internships at banks or investment firms. Such internships are not required and do not count among the four electives in the major.

For more information

Visit the Math and Economics Program page.

Requirements

Students enrolled in this program are required to take the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 1100</td>
<td>BASIC MACROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1200</td>
<td>BASIC MICROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 3116</td>
<td>MACROECONOMIC ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3118</td>
<td>MICROECONOMIC THEORY</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1207</td>
<td>CALCULUS II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1700</td>
<td>MATHEMATICAL MODELLING</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2004</td>
<td>MULTIVARIABLE CALCULUS I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2001</td>
<td>DISCRETE MATHEMATICS</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2006</td>
<td>LINEAR ALGEBRA I</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:

- MATH 3006 & MATH 3007
- ECON 2140 & ECON 2142

Electives

Select four electives in mathematics or economics

Availability

The major in mathematics/economics is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in mathematics/economics only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).

Required courses and sufficient electives to fulfill the major are available on both campuses.

Updated: 10-11-2017
MATHEMATICS MINOR

Requirements
Fordham College Students
Fordham College students take the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select six courses, three of which must be numbered above 2000</td>
<td></td>
</tr>
</tbody>
</table>

1 MATH 1108 MATH FOR BUSINESS: FINITE, MATH 1109 MATH FOR BUSINESS: CALCULUS, MATH 1203 APPLIED CALCULUS I, and MATH 1204 APPLIED CALCULUS II cannot be used.

Gabelli School of Business Students
GSB students should take the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1108</td>
<td>MATH FOR BUSINESS: FINITE</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1206</td>
<td>CALCULUS I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1207</td>
<td>CALCULUS II</td>
<td>4</td>
</tr>
</tbody>
</table>

Select three courses numbered above 2000

GSB students with advanced placement or who have already completed MATH 1109 MATH FOR BUSINESS: CALCULUS should consult with the department chair.

Availability
The minor in mathematics is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional Studies may minor in mathematics only if their schedules are sufficiently flexible to permit them to take day classes at the Rose Hill or Lincoln Center campuses.
MEDIEVAL STUDIES

The medieval studies major is interdisciplinary in nature and enables the student to develop an integrated understanding of medieval civilization through the study of its history, art, music, literature, ways of thought, and religion. Beyond its intrinsic interest, such an understanding of a premodern society provides comparisons and contrasts that shed light on modern values and assumptions, and on the origins of many modern institutions. As is the case with liberal arts majors in general, medieval studies majors finish their course of study well prepared for professional careers that require cultural awareness and critical thinking.

Program Activities

The Center for Medieval Studies sponsors an annual lecture series and conference, and hosts receptions and class visits to medieval exhibits and collections in the area.

Courses outside the program

The following courses offered outside the program have the MVST attribute and count toward the Medieval Studies major and minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 3150</td>
<td>CARIBBEAN PEOPLES AND CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>AMCS 3535</td>
<td>BUILDING THE IDEAL CITY, ETHICS AND ECONOMIC FOUNDATIONS OF REALIZABLE UTOPIAS</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3111</td>
<td>NEW WORLD ARCHAEOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3339</td>
<td>IRISH AND MEXICAN MIGRATION: NEW YORK FOCUS</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2320</td>
<td>THE FALL OF ANCIENT ROME: A MATERIAL CULTURE INVESTIGATION</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2340</td>
<td>EARLY MEDIEVAL ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2360</td>
<td>ILLUMINATED MANUSCRIPTS</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 3315</td>
<td>THE CITY OF ROME</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 3350</td>
<td>AGE OF CATHEDRALS</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 4210</td>
<td>OUTSIDERS IN MEDIEVAL CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3535</td>
<td>BUILDING THE IDEAL CITY, ETHICS AND ECONOMIC FOUNDATIONS OF REALIZABLE UTOPIAS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 1200</td>
<td>CHAUCER, SHAKESPEARE, MILTON</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3010</td>
<td>ENGLISH LITERATURE: BEOWULF TO 1660</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3100</td>
<td>MEDIEVAL LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3102</td>
<td>MEDIEVAL DRAMA</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3103</td>
<td>EARLY ENGLISH DRAMA</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3107</td>
<td>CHAUCER</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3109</td>
<td>ARTHURIAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3111</td>
<td>MEDIEVAL ROMANCE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3113</td>
<td>INTRODUCTION TO OLD ENGLISH</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3115</td>
<td>MEDIEVAL WOMEN WRITERS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3120</td>
<td>DREAMERS AND VISIONARIES IN MEDIEVAL LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3121</td>
<td>THE PEARL POET AND HIS BOOK</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3125</td>
<td>BEOWULF IN OLD ENGLISH</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3127</td>
<td>DREAMS IN MIDDLE AGES</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3131</td>
<td>MEDIEVAL TOLERANCE AND INTOLERANCE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3132</td>
<td>MEDIEVAL CHIVALRY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3134</td>
<td>LOVE IN THE MIDDLE AGES</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3135</td>
<td>MEDIEVAL LITERATURE: 1000-1330</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3136</td>
<td>MEDIEVAL MYSTICS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3140</td>
<td>MYTH OF THE HERO: MEDIEVAL MEMORY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3834</td>
<td>HISTORY OF THE ENGLISH LANGUAGE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4005</td>
<td>THE MEDIEVAL TRAVELER</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4141</td>
<td>DEATH IN THE MIDDLE AGES</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4148</td>
<td>MEDIEVAL DRAMA IN PERFORMANCE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 5210</td>
<td>Intro Old Norse Lang &amp; Lit</td>
<td>3,4</td>
</tr>
<tr>
<td>ENGL 5261</td>
<td>MALORY: CULTURES OF THE C15</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 6223</td>
<td>MEDIEVAL ENGLISH MONASTERIES</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 6224</td>
<td>FRENCH OF ENGLAND: TEXTS AND LITERACIES IN A MULTILINGUAL CULTURE</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 6231</td>
<td>LATE MEDIEVAL WOMEN</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 6235</td>
<td>MEDIEVAL TRAVEL NARRATIVE</td>
<td>3</td>
</tr>
<tr>
<td>FREN 3100</td>
<td>MEDIEVAL FRENCH LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3150</td>
<td>MEDIEVAL SAINTS AND SINNERS</td>
<td>4</td>
</tr>
<tr>
<td>GERM 3057</td>
<td>MEDIEVAL GERMAN LITERATURE: POTIONS, PASSIONS, PLAYERS, AND PRAYERS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 1300</td>
<td>UNDERSTANDING HISTORICAL CHANGE: MEDIEVAL</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1750</td>
<td>UNDERSTANDING HISTORICAL CHANGE: ISLAMIC HISTORY AND CULTURE</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1850</td>
<td>UNDERSTANDING HISTORICAL CHANGE: JEWS IN THE ANCIENT AND MEDIEVAL WORLD</td>
<td>3</td>
</tr>
<tr>
<td>HIST 3010</td>
<td>EUROPE IN CRISIS: 1880-1914</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3011</td>
<td>BYZANTIUM AND THE WEST</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3012</td>
<td>MEDIEVAL FRANCE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3013</td>
<td>HISTORY OF AMERICAN FOOD</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3201</td>
<td>AGE OF CATHEDRALS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3205</td>
<td>MEDIEVAL MEDICINE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3207</td>
<td>LATE MEDIEVAL RELIGION AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3208</td>
<td>THE MEDIEVAL OTHER</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3210</td>
<td>KING, COURT, CRUSADE: WRITING KNIGHTLY LIFE IN THE HIGH MIDDLE AGES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3211</td>
<td>MEDIEVAL SIN, SINNERS, AND OUTCASTS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3220</td>
<td>MEDIEVAL HOLLYWOOD</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3260</td>
<td>MEDIEVAL IRELAND TO 1691</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3270</td>
<td>THE CRUSADES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3305</td>
<td>MEDIEVAL WARFARE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3700</td>
<td>SICKNESS AND HEALTH IN EARLY MAN</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4007</td>
<td>MEDIEVAL AUTOBIOGRAPHIES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4654</td>
<td>MEDIEVAL LONDON</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4701</td>
<td>SEMINAR: 12TH CENTURY RENAISSANCE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4998</td>
<td>STUDY TOUR: MEDIEVAL SPAIN</td>
<td>4</td>
</tr>
<tr>
<td>HIST 5202</td>
<td>MEDIEVAL INTERFAITH RELATIONS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 5506</td>
<td>EUROPEAN NATIONALISMS AND EARLY MODERN (JEWISH) HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HIST 6133</td>
<td>MED REL INSTITUTIONS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 8056</td>
<td>SEM: MED POLITICAL CULTURES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 8070</td>
<td>MEDIEVAL INTELLECTUAL CULTURES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 8150</td>
<td>SEM: MEDIEVAL ENGLAND</td>
<td>4</td>
</tr>
<tr>
<td>HPRH 1051</td>
<td>MEDIEVAL LITERATURE AND ART</td>
<td>3</td>
</tr>
<tr>
<td>HPRH 1052</td>
<td>MEDIEVAL PHILOSOPHY AND THEOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>HPRH 1053</td>
<td>MEDIEVAL HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>ITAL 3010</td>
<td>POLITICS AND POETRY IN THE MIDDLE AGES: THE RISE OF VERNACULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3011</td>
<td>DANTE AND HIS AGE</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 4006</td>
<td>DANTE’S COSMOS: MEDIEVAL SCIENCE, THEOLOGY, AND POETRY IN THE DIVINA COMMEDIA</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 5090</td>
<td>ITALIAN FOR READING</td>
<td>0</td>
</tr>
<tr>
<td>LATN 1001</td>
<td>INTRODUCTION TO LATIN I</td>
<td>3</td>
</tr>
<tr>
<td>LATN 1002</td>
<td>INTRODUCTION TO LATIN II</td>
<td>3</td>
</tr>
<tr>
<td>LATN 1501</td>
<td>INTERMEDIATE LATIN I</td>
<td>3</td>
</tr>
<tr>
<td>LATN 2001</td>
<td>LATIN LANGUAGE AND LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>LATN 3061</td>
<td>CHRISTIAN LATIN</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3010</td>
<td>POLITICS AND POETRY IN THE MIDDLE AGES: THE RISE OF VERNACULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3057</td>
<td>MEDIEVAL GERMAN LITERATURE: POTIONS, PASSIONS, PLAYERS, AND PRAYERS</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3800</td>
<td>CLOISTERS, CASTLES, AND KINGS: MEDIEVAL BAVARIA</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 3110</td>
<td>MUSIC BEFORE 1600</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3552</td>
<td>MEDIEVAL PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3557</td>
<td>CONFESSIONS OF AUGUSTINE</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3591</td>
<td>MEDIEVAL POLITICAL PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3910</td>
<td>SHAKESPEARE AND AQUNAS</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4473</td>
<td>WAR AND PEACE: JUST WAR THEORY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 5001</td>
<td>INTRODUCTION TO PLATO</td>
<td>3-4</td>
</tr>
<tr>
<td>PHIL 5009</td>
<td>INTRO TO ARISTOTLE</td>
<td>3-4</td>
</tr>
<tr>
<td>PHIL 7080</td>
<td>MEDIEVAL VIEWS ON COGNITION AND CERTAINTY</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 2420</td>
<td>SOCIAL PROBLEMS OF RACE AND CERTAINTY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3418</td>
<td>CONTEMPORARY IMMIGRATION IN GLOBAL PERSPECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4970</td>
<td>COMMUNITY SERVICE/SOCIAL ACTION</td>
<td>4</td>
</tr>
<tr>
<td>THEA 4148</td>
<td>MEDIEVAL DRAMA</td>
<td>4</td>
</tr>
<tr>
<td>THEO 1050</td>
<td>SYRIAC LANGUAGE AND LITERATURE I</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3200</td>
<td>INTRODUCTION TO NEW TESTAMENT</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3310</td>
<td>EARLY CHRISTIAN WRITINGS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3314</td>
<td>ST. AUGUSTINE OF HIPPO</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3316</td>
<td>BYZANTINE CHRISTIANITY</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3320</td>
<td>AUGUSTINE, AQUNAS, AND LUTHER</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3330</td>
<td>MEDIEVAL THEOLOGY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3332</td>
<td>CHRISTIANS, MUSLIMS, JEWS IN THE MEDIEVAL PERIOD</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3340</td>
<td>CHRISTIAN MYSTICAL TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3345</td>
<td>THE BOOK OF REVELATION</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3362</td>
<td>GREAT CHRISTIAN HYMNS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3711</td>
<td>SACRED TEXTS OF THE MIDEAST</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3715</td>
<td>CLASSIC ISLAMIC TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3847</td>
<td>LATINO/A THEOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>THEO 5075</td>
<td>SYRIAC LANGUAGE AND LITERATURE I</td>
<td>3</td>
</tr>
<tr>
<td>THEO 5076</td>
<td>SYRIAC LANGUAGE AND LITERATURE II</td>
<td>3</td>
</tr>
<tr>
<td>THEO 6445</td>
<td>AFFECT, EMOTION, AND RELIGIOUS EXPERIENCE</td>
<td>3</td>
</tr>
<tr>
<td>THEO 6465</td>
<td>ASCETICISM &amp; MONASTICISM</td>
<td>3</td>
</tr>
<tr>
<td>WGS 3341</td>
<td>RACE, SEX, AND SCIENCE</td>
<td>4</td>
</tr>
</tbody>
</table>

For more information
Visit the Medieval Studies program web page.

Programs
- Medieval Studies Major (p. 471)
- Medieval Studies Minor (p. 473)

Courses

**MVST 1210. LITERATURE AND SOCIETY.** (3 Credits)
This course explores different literary genres (such as saga and myth, romance, ballads and poetry, drama and devotional treatises) from different medieval cultural contexts (such as Icelandic society, feudal society, the clergy and urban society). The texts chosen for study, as well as the particular societal contexts, will vary from instructor to instructor.

**MVST 1250. TRADITIONS OF STORYTELLING.** (4 Credits)
Comparative study of traditions of storytelling, placing questions of narrative form within global cultural and historical contexts. Selections from ancient forms of storytelling will be considered alongside modern examples from European and American literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: SLIT.

**MVST 3057. MEDIEVAL GERMAN LITERATURE: POTIONS, PASSIONS, PLAYERS, AND PRAYERS.** (4 Credits)
This course will introduce students to the rich literary and cultural heritage of Medieval Germany. The texts will all be read in English translation, but we will go over some passages in their original languages in class to catch some of the flavor of the Medieval German. Topics covered will include pre-Christian charms, the epic of the Nibelungs, love poetry, and urban carnivale plays. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, GERM.

Prerequisite: GERM 2001.

**MVST 3102. MEDIEVAL WOMEN WRITERS.** (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
MVST 3210. KING, COURT, AND CRUSADE: WRITING KNIGHTLY LIFE IN THE HIGH MIDDLE AGES. (4 Credits)
This course will view the medieval world through a lens provided by the life and writings of one man, John of Joinville (d. 1317). John was a knight, a crusader, and a close friend of King Louis IX of France (canonized as Saint Louis). He wrote a Life of Saint Louis that is rich with information about his own life, as well as the saintly king's. We will use the Life to open an examination of key themes in the knightly experience in the high middle ages, including: power, faith, the crusades, noble culture, family and social relations. It will also consider the usefulness of biography-autobiography in understanding the past.
Attributes: AHC, HIST.

MVST 3500. THE KNIGHTS OF THE ROUND TABLE. (4 Credits)
In this course, we will look for the traces of King Arthur and his Knights in modern-day London and its environs. Reading the foundational texts of Arthurian literature right where it all happened, we will be able to go to the sites and see the artifacts that remain. We will be reading excerpts from the early annals and chronicles, which laid the foundation for Arthur's fame in history, and we will follow the exploits of some of the most prominent members of the Round Table as they were depicted in medieval literature: Sir Gawain, the ladies' man (Sir Gawain and the Green Knight, Geoffrey Chaucer's "Wife of Bath's Tale), Sir Perceval, the Grail Knight (Chretiende Troyes, Perceval), Sir Tristrem, the knight who fell in love with his uncle's wife, (Gottfried von Strassburg, Tristen and Isolde) and Merlin the sorcerer (in the modern rendition by Mary Stewart, The Crystal Cave). We are planning excursions that will take us to Winchester to have a look at the tangible, wooden, "Round Table," Stonehenge, the mythical stone circle associated with Merlin and his craft, and Canterbury, the destination of the most important pilgrimage on English soil. In London, we will visit Westminster Cathedral, the British Library, Museums holding Arthurian artifacts, and the Crypt of St. Martin-in-the-Fields for some brass rubbing and afternoon tea. This immersion into medieval culture will allow us to read Arthurian literature in a way uniquely possible in London. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 3535. BUILDING THE IDEAL CITY. (4 Credits)
This course introduces students to the investigation of the role that economic concepts such as profit, work, utility, and exchange play in defining the ideal city as a realizable political project. Students will investigate ethical and economic concepts and their interrelation in the debate on the best form of State and government that developed from antiquity to modern American Utopian Communities. The course includes texts from various sources, philosophical, theological, society developed in time and influence modern political thought. The course focuses on the impact of the socio-economic doctrines of the Church in shaping the idea of a possible, realizable, ideal city.
Attribute: AHC.

MVST 3700. MEDICINE, MAGIC, AND MIRACLES: SICKNESS AND HEALTH IN THE EARLY MIDDLE AGES. (4 Credits)
This course provides an introduction to the systems of learned medicine of western Europe from Late Antiquity to the High Middle Ages. Using a wide range of sources, including medical texts, hagiography, liturgy, and modern scientific studies, we will explore the distinctions between medical theory and practice, the relationship of secular and ecclesiastical authorities to the compilation of medical knowledge and the fundamental question of what constitutes medicine and what does not. In addition, we will consider the changing definition of illness and health through an investigation of medieval responses to the cataclysm of the Black Death. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC.

MVST 3701. ROYAL SAINTS OF MEDIEVAL EUROPE: POLITICS, LITURGY AND GENDER. (4 Credits)
This course investigates how kings and queens became saints during the European Middle Ages, alongside broader debates about medieval notions of sanctity, gender, and power. Using varied sources including hagiography, liturgy, chronicles, and material culture, we will explore the reasons why royal saints were remembered and the ways they were venerated in the celebrations of the Church. Through a series of case studies, we will also consider the uses of royal saints as propaganda by church and secular authorities to legitimize their rule, promote ongoing Christianizing efforts, and engender zeal for the Crusades.

MVST 3800. CLOISTERS, CASTLES, AND KINGS: MEDIEVAL BAVARIA. (4 Credits)
This course will explore medieval secular and church history as it manifested itself in the literature and culture of Bavaria. Includes a study abroad component. Spring break visit to Regensburg and Munich. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC.

MVST 4003. WAR AND PEACE: JUST WAR THEORY. (4 Credits)
This is a Senior values seminar, usually offered in Philosophy. It is a course in applied ethics. It will involve the application of a normative ethical theory to the moral problems associated with war. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 4005. THE MEDIEVAL TRAVELER. (4 Credits)
This course follows the routes of pilgrims, crusaders, merchants, nobles and peasants as they charted a course for lands of promise and hoped-for prosperity. In Medieval Traveler, we will read selections from the diaries, chronicles, and historical literature written by and about travelers in the Middle Ages. We will begin and end with travelers who sought miracles, marvels, and new trading routes on the cusp of the known world. We will focus in particular on the practicalities of medieval travel, and well as the reasons for traveling: the sacred, the profane, and everything in between. This will be an interactive class, be prepared to discuss and debate issues of interest. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENGL, GLBL, HIST, ICC, OCST, REST.
MVST 4006. DANTE’S COSMOS SCIENCE, THEOLOGY AND LITERATURE. (4 Credits)
This course investigates Dante’s cosmos in the Divine Comedy through medieval science, theology, and poetry. Disentangling the context of the Comedy from Dante’s encyclopedic culture through reading in the disciplines of his time will lead students to a deeper comprehension of the multidimensionality of Dante’s universe than is possible through any singular disciplinary. The course will broaden students perception of the medieval cosmos in contrast with contemporary notions of cosmology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, ITAL, MLL.

MVST 4007. MEDIEVAL FOUNDATIONS OF MODERNITY. (4 Credits)
This course retraces the foundations of modern consciousness in Petrarch’s works through poetry and philosophy. Students will concentrate on Petrarch’s library and philosophical works to explore the passage from a medieval to a humanist vision of the self and of the world. The interdisciplinary approach of the course will provide a deeper understanding of Petrarch’s ideas on the educative role of the intellectual, the crisis of scholastic thought, and the emergence of a new perception of the self. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, ICC, ITAL.

MVST 4008. MEDIEVAL AUTOBIOGRAPHIES. (4 Credits)
Although writing about oneself is often considered classical or modern, and autobiography was not classified as a genre until the eighteenth century, a handful of medieval clerics, monks, mystics, nobles and merchants wrote about their own lives. These autobiographical accounts, and the conventions and societies that shaped them are the topic of the course. By asking both the questions of genre, narrative voice, subjectivity and authorship usually posed by literary analysis, and the historical questions of what such sources about past authors, audiences and the societies that read and copied the lives, the goal is to understand autobiography and the sources themselves from an interdisciplinary perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: HIST, ICC.

MVST 4009. MEDIEVAL JERUSALEM. (4 Credits)
What has made Jerusalem so beloved to - and the object of continual strife for - Jews, Christians, and Muslims? This course will explore the ancient and medieval history of Jerusalem, from its Jebusite inhabitants before the time of King David through Suleiman’s construction of the modern city walls in the 1540s. Students will learn to analyze a variety of literature, through which we will explore the themes of sacred space, conquest, destruction and lament, pilgrimage and religious polemic. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, JWST, MEST, OCST, REST.

MVST 4654. MEDIEVAL LONDON. (4 Credits)
This course draws on material and documentary sources to explore the townscape of medieval London-its wards, streets, and buildings- and the social life of its people, including their daily routines, work, and rituals. We will examine such documentary sources as chronicles, charters, and wills, along with material evidence from human skeletons, excavated houses and churches, coins pottery and clothing.
Attributes: HIST, ICC.

MVST 4998. STUDY TOUR: MEDIEVAL SPAIN. (4 Credits)
One of the great medieval pilgrimage routes, the Camino de Santiago crosses northern Spain from the passes of the Pyrenees to Santiago de Compostela. This study-tour will consider the legends of the Camino, some of its many surviving monuments, and the modern revival of the pilgrimage by walking for two weeks with the peregrinos/as from Leon to Santiago de Compostela. This class will meet periodically at Fordham before the walk to discuss reading assignments and prepare. A journal is required at the end of the course. Fees and travel costs not included.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, ICC.

MVST 4999. INDEPENDENT STUDY. (1-9 Credits)
MEDIEVAL STUDIES MAJOR

Requirements

The major consists of 10 courses drawn from seven departments: art history and music, classics, English, history, modern languages and literatures, philosophy, and theology. Six courses are required, as follows, with examples of departmental and program offerings that fill the requirement. The final selection of four elective courses should be determined in consultation with program advisers.

Course Title Credits

<table>
<thead>
<tr>
<th>Introductory Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 1300 UNDERSTANDING HISTORICAL CHANGE: MEDIEVAL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Medieval Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
</tr>
<tr>
<td>ENGL 1200 CHAUCER, SHAKESPEARE, MILTON</td>
</tr>
<tr>
<td>ENGL 3010 ENGLISH LITERATURE: BEOWULF TO 1660</td>
</tr>
<tr>
<td>ENGL 3100 MEDIEVAL LITERATURE</td>
</tr>
<tr>
<td>ENGL 3103 EARLY ENGLISH DRAMA</td>
</tr>
<tr>
<td>ENGL 3107 CHAUCER</td>
</tr>
<tr>
<td>ENGL 3109 ARTHURIAN LITERATURE</td>
</tr>
<tr>
<td>ENGL 3111 MEDIEVAL ROMANCE</td>
</tr>
<tr>
<td>ENGL 3113 INTRODUCTION TO OLD ENGLISH</td>
</tr>
<tr>
<td>ENGL 3115 MEDIEVAL WOMEN WRITERS</td>
</tr>
<tr>
<td>ENGL 3121 THE PEARL POET AND HIS BOOK</td>
</tr>
<tr>
<td>ENGL 3125 BEOWULF IN OLD ENGLISH</td>
</tr>
<tr>
<td>ENGL 3127 DREAMS IN MIDDLE AGES</td>
</tr>
<tr>
<td>ENGL 3131 MEDIEVAL TOLERANCE AND INTOLETANCE</td>
</tr>
<tr>
<td>ENGL 3132 MEDIEVAL CHIVALRY</td>
</tr>
<tr>
<td>ENGL 3134 LOVE IN THE MIDDLE AGES</td>
</tr>
<tr>
<td>ENGL 3135 MEDIEVAL LITERATURE: 1000-1330</td>
</tr>
<tr>
<td>ENGL 3136 MEDIEVAL MYSTICS</td>
</tr>
<tr>
<td>ENGL 3140 MYTH OF THE HERO: MEDIEVAL MEMORY</td>
</tr>
<tr>
<td>ENGL 4005 THE MEDIEVAL TRAVELER</td>
</tr>
<tr>
<td>ENGL 4141 DEATH IN THE MIDDLE AGES</td>
</tr>
<tr>
<td>ENGL 4148 MEDIEVAL DRAMA IN PERFORMANCE</td>
</tr>
<tr>
<td>FREN 3100 MEDIEVAL FRENCH LITERATURE</td>
</tr>
<tr>
<td>ITAL 3011 DANTE AND HIS AGE</td>
</tr>
<tr>
<td>ITAL 3012 MEDIEVAL STORYTELLING</td>
</tr>
<tr>
<td>MVST 1210 LITERATURE AND SOCIETY</td>
</tr>
<tr>
<td>MVST 3102 MEDIEVAL WOMEN WRITERS</td>
</tr>
<tr>
<td>SPAN 3500 LITERATURE OF DISCOVERY</td>
</tr>
<tr>
<td>SPAN 3540 SPAIN AND ISLAM</td>
</tr>
<tr>
<td>SPAN 4001 CERVANTES AND DON QUIXOTE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Medieval Philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
</tr>
<tr>
<td>PHIL 3552 MEDIEVAL PHILOSOPHY</td>
</tr>
<tr>
<td>PHIL 3557 CONFESSIONS OF AUGUSTINE</td>
</tr>
<tr>
<td>PHIL 3565 FOUR MEDIEVAL THINKERS</td>
</tr>
<tr>
<td>PHIL 3591 MEDIEVAL POLITICAL PHILOSOPHY</td>
</tr>
<tr>
<td>PHIL 3910 SHAKESPEARE AND AQUINAS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Medieval Theology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
</tr>
<tr>
<td>THEO 3310 EARLY CHRISTIAN WRITINGS</td>
</tr>
<tr>
<td>THEO 3320 AUGUSTINE, AQUINAS, AND LUTHER</td>
</tr>
<tr>
<td>THEO 3330 MEDIEVAL THEOLOGY TEXTS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Medieval Art or Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
</tr>
<tr>
<td>ARHI 2320 THE FALL OF ANCIENT ROME: A MATERIAL CULTURE INVESTIGATION</td>
</tr>
<tr>
<td>ARHI 2340 EARLY MEDIEVAL ART</td>
</tr>
<tr>
<td>ARHI 2360 ILLUMINATED MANUSCRIPTS</td>
</tr>
<tr>
<td>ARHI 3315 THE CITY OF ROME</td>
</tr>
<tr>
<td>ARHI 3350 AGE OF CATHEDRALS</td>
</tr>
<tr>
<td>MUSC 3110 MUSIC BEFORE 1600</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Medieval Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
</tr>
<tr>
<td>ENGL 3834 HISTORY OF THE ENGLISH LANGUAGE</td>
</tr>
<tr>
<td>LATN 1001 INTRODUCTION TO LATIN I</td>
</tr>
<tr>
<td>LATN 1002 INTRODUCTION TO LATIN II</td>
</tr>
<tr>
<td>LATN 1501 INTERMEDIATE LATIN I</td>
</tr>
<tr>
<td>LATN 2001 LATIN LANGUAGE AND LITERATURE</td>
</tr>
<tr>
<td>LATN 3061 CHRISTIAN LATIN</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Medieval Studies Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select four additional courses</td>
</tr>
<tr>
<td>1 Classical or medieval Latin, Old English, Old French, or, in consultation with the director, another medieval language.</td>
</tr>
<tr>
<td>2 Any course with the MVST subject code (p. 1246) or the MVST attribute code (p. 467) may fulfill this requirement.</td>
</tr>
</tbody>
</table>

In consultation with the director or the associate director, students may be encouraged to take 5000-level courses (graduate courses open to undergraduates) in related departments.

Students who choose medieval studies as a double major also complete 10 courses, including the following:

<table>
<thead>
<tr>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 1300 UNDERSTANDING HISTORICAL CHANGE: MEDIEVAL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one course in each of the following areas:</td>
</tr>
<tr>
<td>Medieval Literature or Language</td>
</tr>
<tr>
<td>Medieval Philosophy or Theology</td>
</tr>
<tr>
<td>Medieval Art or Music History</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select six electives, two of which may be drawn from the medieval courses they take for the second major</td>
</tr>
</tbody>
</table>

Availability

The major in medieval studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Fordham School of Professional and Continuing Studies students should major in medieval studies only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.
Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
MEDIEVAL STUDIES MINOR

Requirements
A minor in medieval studies requires the following six courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 1300</td>
<td>UNDERSTANDING HISTORICAL CHANGE: MEDIEVAL</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course in each of the following areas: ¹

<table>
<thead>
<tr>
<th>Medieval Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medieval Philosophy or Theology</td>
</tr>
<tr>
<td>Medieval Art, Music, or Language</td>
</tr>
</tbody>
</table>

Elective
Select two elective courses ²

¹ Courses that count toward these requirements are listed under the requirements of the Medieval Studies major (p. 471).

² Any course with the MVST subject code (p. 1246) or the MVST attribute code (p. 467) may fulfill this requirement.

Availability
The minor in medieval studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center.
MIDDLE EAST STUDIES

The Middle East studies program is an intercampus, interdisciplinary major that is designed to provide a broad background in the language, literature, history, religion, anthropology, politics, economics, and art of the Middle East and North Africa (defined to include all the countries of the Arabic-speaking world plus Israel, Turkey, and Iran) from ancient times to the present. Through exposure to several disciplines, this University-wide liberal arts curriculum both provides a rich background for work in business, diplomacy, government, philanthropy, and education and prepares students for advanced work in one of the disciplines.

Program Activities

Internship Program

Students have the option of enrolling in the Middle East studies internship program, which offers opportunities to gain practical experience in the field while simultaneously receiving academic credit (at the student’s discretion). Internships are currently available with the Catholic Near East Welfare Association, the National U.S.-Arab Chamber of Commerce, Human Rights Watch/Middle East, Amnesty International, Human Rights First, and the International Catholic Organizations Information Center.

Off-Campus Courses

Students are encouraged to enroll in Middle East studies courses at both the Rose Hill and Lincoln Center campuses although they may complete a Middle East studies major/minor without taking any off-campus courses. Also, credit may be received for work completed in any one of the several cooperative agreements the Middle East studies program has with the American University of Cairo (Egypt), the Arabic Language Institute in Fez (Morocco), the Bourguiba Institute for Arabic Language Study in Tunisia (Tunisia), and the AIMS-sponsored overseas Arabic language program in Tangiers at the Tangiers-American Legation Museum (TALM). In spring 2006, Fordham University entered into a collaborative agreement with St. Joseph University, the French-language Jesuit university in Beirut, Lebanon. MESP Students can attend summer, one and two-semester-long programs in Lebanon and receive appropriate academic credit at Fordham. See the program director, John Entelis, Ph.D., for more details.

Opportunities for Nonmajors

Of course, students wishing to take only one or two courses in the program are welcome to do so. Excellent achievement in several such courses would prove attractive to a number of prospective employers.

Courses outside the program

The following courses offered outside the department have the MEST attribute and count toward the Middle East Studies major and minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1100</td>
<td>INTRODUCTION TO CULTURAL ANTHROPOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 1300</td>
<td>INTRODUCTION TO ARCHAEOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 2614</td>
<td>URBANISM AND CHANGE IN THE MIDDLE EAST</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2888</td>
<td>GENDER AND ISLAM</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3110</td>
<td>ANCIENT CULTURES OF THE BIBLE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3351</td>
<td>COMPARATIVE CULTURES</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3725</td>
<td>CULTURE AND CULTURE CHANGE</td>
<td>4</td>
</tr>
<tr>
<td>ARAB 1001</td>
<td>INTRODUCTION TO ARABIC I</td>
<td>5</td>
</tr>
<tr>
<td>ARAB 1002</td>
<td>INTRODUCTION TO ARABIC II</td>
<td>3</td>
</tr>
<tr>
<td>ARAB 1003</td>
<td>QURANIC ARABIC I</td>
<td>3</td>
</tr>
<tr>
<td>ARAB 1501</td>
<td>INTERMEDIATE ARABIC I</td>
<td>3</td>
</tr>
<tr>
<td>ARAB 1502</td>
<td>INTERMEDIATE ARABIC II</td>
<td>3</td>
</tr>
<tr>
<td>ARAB 2001</td>
<td>ARABIC LANGUAGE AND LITERATURE I</td>
<td>3</td>
</tr>
<tr>
<td>ARAB 2002</td>
<td>ARABIC LANGUAGE AND LITERATURE 2</td>
<td>4</td>
</tr>
<tr>
<td>ARAB 2400</td>
<td>APPROACHES TO ARABIC CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>ARAB 2450</td>
<td>The Short Story of Arabic Literature</td>
<td>4</td>
</tr>
<tr>
<td>ARAB 2601</td>
<td>ARABIC CONVERSATION AND COMPOSITION</td>
<td>3</td>
</tr>
<tr>
<td>ARAB 3000</td>
<td>TOPICS IN ARAB CULTURES</td>
<td>4</td>
</tr>
<tr>
<td>ARAB 4999</td>
<td>TUTORIAL</td>
<td>1-4</td>
</tr>
<tr>
<td>ARHI 2230</td>
<td>ISLAMIC ART</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3119</td>
<td>CONTEMPORARY MIDDLE EAST FILM AND LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4016</td>
<td>REWRITING THE MEDITERRANEAN</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3228</td>
<td>MIDDLE EAST ECONOMICS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3229</td>
<td>POLITICAL ECONOMY OF THE MIDDLE EAST</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3460</td>
<td>POSTCOLONIAL REPRESENTATIONS</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3465</td>
<td>WOMEN ON THE MARGINS</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3470</td>
<td>FRANCOPHONE NORTH AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3473</td>
<td>VISIONS OF THE MAGHREB</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3630</td>
<td>FRANCOPHONE VOICES FROM NORTH AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3631</td>
<td>NORTH AFRICAN FRANCE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3637</td>
<td>FRANCOPHONE MIDDLE EAST</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3640</td>
<td>POSTCOLONIAL REPRESENTATION</td>
<td>4</td>
</tr>
<tr>
<td>HEBW 1001</td>
<td>INTRODUCTION TO HEBREW I</td>
<td>5</td>
</tr>
<tr>
<td>HIST 1600</td>
<td>UNDERSTANDING HISTORICAL CHANGE: AFRICA</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1700</td>
<td>UNDERSTANDING HISTORICAL CHANGE: MIDEAST</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1750</td>
<td>UNDERSTANDING HISTORICAL CHANGE: ISLAMIC HISTORY AND CULTURE</td>
<td>3</td>
</tr>
<tr>
<td>HIST 3474</td>
<td>THE ARAB-ISRAELI CONFLICT: CULTURAL PERSPECTIVES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3575</td>
<td>TORTURE, TERROR, AND THE BODY IN THE MODERN WORLD</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3670</td>
<td>THE MODERN MIDDLE EAST</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3675</td>
<td>HISTORY OF MODERN ISRAEL</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3921</td>
<td>JEWS, CHRISTIANS, AND MUSLIMS IN CHINESE HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HIST 3983</td>
<td>APOCALYPTICISM AND MESSIANISM IN ISLAMIC THOUGHT AND HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3985</td>
<td>OTTOMAN EMPIRE/ 1300-1800</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3986</td>
<td>RELIGION AND POLITICS IN ISLAMIAN HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4308</td>
<td>ANTISEMITISM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4631</td>
<td>SEMINAR: US IN THE MID EAST: 1945 - PRE</td>
<td>4</td>
</tr>
<tr>
<td>HPLC 2811</td>
<td>HONORS SACRED TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>HUST 4001</td>
<td>HUMANITARIAN ACTION</td>
<td>4</td>
</tr>
<tr>
<td>JWST 3474</td>
<td>THE ARAB ISRAELI CONFLICT: CULTURAL PERSPECTIVES</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3410</td>
<td>ARAB CINEMA: HISTORY AND CULTURAL IDENTITY</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3440</td>
<td>ARABIC LITERATURE IN TRANSLATION</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3442</td>
<td>ARAB CULTURE AND NEWS MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3474</td>
<td>THE ARAB ISRAELI CONFLICT: CULTURAL PERSPECTIVES</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3624</td>
<td>MUSIC AND NATION IN THE ARAB WORLD</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3822</td>
<td>THE ARABIAN NIGHTS</td>
<td>4</td>
</tr>
<tr>
<td>MVST 4009</td>
<td>MEDIEVAL JERUSALEM</td>
<td>4</td>
</tr>
<tr>
<td>POSC 2501</td>
<td>INTRODUCTION TO INTERNATIONAL POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3418</td>
<td>ISLAMIC POLITICAL THOUGHT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3520</td>
<td>MIDEAST AND THE WORLD</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3611</td>
<td>THIRD WORLD POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3623</td>
<td>ISLAM IN EUROPE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3624</td>
<td>THE QURAN AND HADITH IN THE GLOBAL POLITICAL PERSPECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3651</td>
<td>COMPARATIVE POLITICS OF THE MIDDLE EAST</td>
<td>4</td>
</tr>
<tr>
<td>POSC 6552</td>
<td>POLIT ECON OF MIDEAST</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 3110</td>
<td>GLOBAL CONFLICT: WARS/RELIGION</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3714</td>
<td>TERRORISM AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3540</td>
<td>SPAIN AND ISLAM</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3100</td>
<td>INTRODUCTION TO OLD TESTAMENT</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3105</td>
<td>THE TORAH</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3120</td>
<td>THE PROPHETS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3310</td>
<td>EARLY CHRISTIAN WRITINGS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3316</td>
<td>BYZANTINE CHRISTIANITY</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3700</td>
<td>SCRIPTURES OF THE WORLD</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3711</td>
<td>SACRED TEXTS OF THE MIDEAST</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3713</td>
<td>CLASSIC JEWISH TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3715</td>
<td>CLASSIC ISLAM TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3822</td>
<td>THE BIBLE IN WESTERN CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3847</td>
<td>LATINO/A THEOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3876</td>
<td>MUSLIMS IN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3877</td>
<td>RELIGION AND THE AMERICAN SELF</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4009</td>
<td>MEDIEVAL JERUSALEM</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4027</td>
<td>THE ETHICS OF LIFE</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4600</td>
<td>RELIGION AND PUBLIC LIFE</td>
<td>4</td>
</tr>
</tbody>
</table>

**For more information**

Visit the Middle East Studies program web page.

**Contribution to the Core**

Middle East studies offers Arabic courses, which, when taken in sequence through to the exit level (ARAB 2001 ARABIC LANGUAGE AND LITERATURE I), will fulfill the foreign language core requirement. The descriptions for all Arabic language courses can be located in the Modern Languages and Literature section (p. 487) of this bulletin. In addition, the program offers courses that will fulfill the Global Studies core requirement.

**Programs**

- Middle East Studies Major (p. 477)
- Middle East Studies Minor (p. 478)

**Courses**

**MEST 1999. TUTORIAL. (1 Credit)**

A multidisciplinary introduction to the modern Middle East and North Africa from the perspectives of history, anthropology/sociology, economics, political science and international affairs. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attributes:** GLBL, JWST.

**MEST 2000. INTRODUCTION TO THE MODERN MIDDLE EAST. (4 Credits)**

This course examines intellectual, political, and social change and reaction to it in the Middle East from 18c to the 21c. Focus is on the impact of the West, the transformation of identities, the constancy of tradition, the establishment of modern nation-states, and the effects of globalization. Four-credit courses that meet for 150 minutes per week require additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attributes:** GLBL, JWST.

**MEST 2400. MIDDLE EAST DILEMMAS. (4 Credits)**

This course surveys the rise of Islam in Arabia and its spread throughout the Mediterranean and beyond. It examines Muslim civilization and its institutions in the medieval period, the impact of Turkic and Mongol invaders, and the rise of the Ottoman and Safavid Empires. Emphasis is on the political and cultural role of the religious and military classes, on the impact of Islam on gender and minorities, and on the various exchanges with Christendom. Four-credit courses that meet for 150 minutes per week require additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**MEST 2600. MEDIEVAL ISLAM. (4 Credits)**

This course surveys the rise of Islam in Arabia and its spread throughout the Mediterranean and beyond. It examines Muslim civilization and its institutions in the medieval period, the impact of Turkic and Mongol invaders, and the rise of the Ottoman and Safavid Empires. Emphasis is on the political and cultural role of the religious and military classes, on the impact of Islam on gender and minorities, and on the various exchanges with Christendom. Four-credit courses that meet for 150 minutes per week require additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**MEST 3324. ISRAEL IN FICTION AND FILM. (4 Credits)**

Four-credit courses that meet for 150 minutes per week require additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attribute:** COLI.
MEST 3500. MODERN EGYPT. (4 Credits)
This course will survey the transformation of Egypt from the end of the 18th century to the present. A dormant Ottoman province when Napoleon Bonaparte invaded it in 1798, by the end of the 19th century, Egypt had turned into the region’s entrepot while evolving as a center of political and cultural dynamism. During the Cold War, the country emerged as the USSR's main client in the Middle East until the Camp David Accords of 1979 when it became a strategic partner for the US. Topics to be covered include British economic and French cultural imperialism; the genesis and growth of Egyptian nationalism; urbanization; gender issues; foreign resident minorities; the Muslim Brotherhood; the formation of a modern indigenous bourgeoisie; Nasser's revolution, its impact, and his pan-Arabism; Sadat's domestic and regional policies; crony capitalism under Mubarak; and the re-Islamization of society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL.

MEST 3501. MODERN TURKEY AND IRAN. (4 Credits)
This course will assess the ideas, events, and personalities that contributed to the transformation of the Ottoman and Persian Empires into modern Turkey and Iran respectively in the past two centuries. Topics examined comparatively will include the impact of the west, the internal forces of modernization, Islamist and other reactions to such developments, the formation of nationalist identities, authoritarian transition to modern democracy in Turkey and Islamist republic in Iran education, industrialization, urbanization, religion, and pan-Slavic politics, gender and minorities, and the impact of regional dynamics since the end of World War II. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MEST 3502. PALESTINE-ISRAEL CONFLICT. (4 Credits)
This course examines the issues, events, and personalities that shaped dynamics between Jews and Palestinians from 19th-century nationalism to the present. Topics include land and its symbolism, religious identity, political aspirations and frustrations, the origins and consequences of wars, as well as regional and global interplay. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, JWST.

MEST 3620. ISLAM IN AMERICA. (4 Credits)
This course will examine the history of Islam and the experience of Muslims in America from the time of the slave trade to the present day. Through a close analysis of both primary and secondary materials, students will explore – through speaking and writing exercises – the rich diversity of US Muslim communities and their multi-faceted contributions to the global umma and the formation of an “American Islam”. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP3, PLUR.

MEST 3700. URBAN THEATRE, MUSIC, DANCE: CULTURE AND THE FORMATION OF MIDDLE EAST IDENTITIES. (4 Credits)
Performances, productions, and some museum and gallery trips will enable students to witness bold, artistic works of the Middle East as seen through the lens of the art world of urban New York and Paris. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MEST 3800. INTERNSHIP. (3 Credits)

MEST 3901. THE MIDDLE EAST IN FILM. (4 Credits)
Using documentaries and features from Algeria to Yemen, this course examines politics, religion, gender, and minorities as well as love, comedy, and music, sometimes all together, and their impact on the region's diverse societies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MEST 4001. SEMINAR: MIDDLE EAST. (4 Credits)
Advanced research-oriented seminar for students who have already completed one or more introductory and elective courses in Middle East studies. Required of all majors and minors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, INST, IPE.

MEST 4331. U.S. IN THE MIDDLE EAST: 1945-PRESENT. (4 Credits)
Examines how the US replaced Great Britain as the pre-eminent power in the Middle East in the post-WWII era. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MEST 4999. TUTORIAL. (1-4 Credits)
Independent research and reading with supervision from a faculty member.

Updated: 10-11-2017
MIDDLE EAST STUDIES MAJOR

Requirements

All majors must complete a minimum of eight one-semester courses composed of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THEO 3711</td>
<td>SACRED TEXTS OF THE MIDEAST</td>
<td>3</td>
</tr>
<tr>
<td>or THEO 3715</td>
<td>CLASSIC ISLAMIC TEXTS</td>
<td></td>
</tr>
<tr>
<td>MEST 2000</td>
<td>INTRODUCTION TO THE MODERN MIDDLE EAST</td>
<td>4</td>
</tr>
<tr>
<td>MEST 4001</td>
<td>SEMINAR: MIDDLE EAST</td>
<td>4</td>
</tr>
</tbody>
</table>

**Electives**

Select five electives

1  Any course with the MEST subject code (p. 1250) or the MEST attribute code (p. 474) may fulfill this requirement.

Majors and minors are strongly advised to study a Middle Eastern language. Modern standard Arabic is regularly offered in the college and will satisfy the college's language proficiency requirement. If a student has satisfied the language proficiency requirement through a non-Middle Eastern language, as many as two courses in a Middle East language may be counted toward the eight-course requirement for the major and six-course requirement for the minor.

Availability

The major in Middle East studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in Middle East studies only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

*Fordham College at Rose Hill students:* The requirements above are in addition to those of the Core Curriculum (p. 36).

*Fordham College at Lincoln Center students:* The requirements above are in addition to those of the Core Curriculum (p. 36).

*Professional and Continuing Studies students:* The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
MIDDLE EAST STUDIES MINOR

Requirements

All minors must complete a minimum of six courses composed of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THEO 3711</td>
<td>SACRED TEXTS OF THE MIDEAST</td>
<td>3</td>
</tr>
<tr>
<td>or THEO 3715</td>
<td>CLASSIC ISLAMIC TEXTS</td>
<td></td>
</tr>
<tr>
<td>MEST 2000</td>
<td>INTRODUCTION TO THE MODERN MIDDLE EAST</td>
<td>4</td>
</tr>
<tr>
<td>MEST 4001</td>
<td>SEMINAR: MIDDLE EAST</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives

Select three electives

1 Any course with the MEST subject code (p. 1250) or the MEST attribute code (p. 474) may fulfill this requirement.

Majors and minors are strongly advised to study a Middle Eastern language. Modern standard Arabic is regularly offered in the college and will satisfy the college’s language proficiency requirement. If a student has satisfied the language proficiency requirement through a non-Middle Eastern language, as many as two courses in a Middle East language may be counted toward the eight-course requirement for the major and six-course requirement for the minor.

Availability

The minor in Middle East studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may minor in Middle East studies only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.
ARABIC MINOR

Requirements

Students minoring in Arabic will take a minimum of six courses numbered ARAB 1501 INTERMEDIATE ARABIC I and higher, to be selected in consultation with the assigned departmental Arabic minor adviser.

These courses normally include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARAB 2001</td>
<td>ARABIC LANGUAGE AND LITERATURE I</td>
<td>3</td>
</tr>
<tr>
<td>Select a minimum of two 3000-level courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Select three additional elective courses</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

1 Any course with the ARAB subject code (p. 879) may fulfill this requirement.

Students who place out of ARAB 1501, ARAB 1502, or ARAB 2001 will replace them with 2000- or 3000-level elective courses.

Up to one course in translation may be applied toward the minor if the readings and assignments are done in Arabic. Students interested in the Arabic minor are strongly encouraged to study in an Arabic-speaking country for at least one semester.

A maximum of two courses for the Arabic minor may be taken abroad. Students who opt to apply study abroad credits toward their minor must have these courses approved by the Arabic minor advisor prior to their going abroad.

Availability

The minor in Arabic is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may minor in Arabic only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.
# FRENCH LANGUAGE AND LITERATURE MAJOR

## Requirements

Majors in French language and literature will take a minimum of 10 courses numbered FREN 1502 INTERMEDIATE FRENCH II and higher, and at least six upper-level courses numbered 3000 and above. (Courses numbered lower than 1502 will not count toward the major or minor.) These 10 courses, to be completed all in French, will normally include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 2001</td>
<td>FRENCH LANGUAGE AND LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>FREN 2600</td>
<td>FRANCE: LITERATURE, HISTORY, AND CIVILIZATION</td>
<td>4</td>
</tr>
</tbody>
</table>

Select at least one course in each of the following groups.  

**Group I: Advanced Language, Communication, and Cultural Studies** - Select at least one of the following:

- FREN 2600 FRANCE: LITERATURE, HISTORY, AND CIVILIZATION  
- FREN 2601 FRENCH CONVERSATION AND COMPOSITION

**Group II: Medieval and Renaissance Period**  

- FREN 3100 MEDIEVAL FRENCH LITERATURE  
- FREN 3101 WORD AND IMAGE IN MEDIEVAL FRANCE  
- FREN 3120 INVENTING IDENTITY: 16TH CENTURY  
- FREN 3125 MAPPING THE NATION  
- FREN 3150 MEDIEVAL SAINTS AND SINNERS  
- FREN 3175 FRENCH RENAISSANCES  
- FREN 3290 EARLY AUTHORS MODERN THEORY  
- FREN 3291 FABLE AND FAIRY TALE  
- FREN 3340 NEO-CLASSICAL FRENCH WOMEN WRITERS  
- FREN 3350 THINKERS AND MORALISTS  
- FREN 3467 WOMAN OF GOD COURT AND ARMS

**Group III: 17th and 18th Centuries**  

- FREN 3251 17TH CENTURY STAGE AND STATE  
- FREN 3252 THE FRENCH GALLANTRY 17TH TO 20TH CENTURIES  
- FREN 3291 FABLE AND FAIRY TALE  
- FREN 3300 THE ENLIGHTENMENT  
- FREN 3301 FRANCE AND GLOBAL ENLIGHTENMENT  
- FREN 3333 TABLEAUX: ART AND THEATER: 1700S  
- FREN 3340 NEO-CLASSICAL FRENCH WOMEN WRITERS  
- FREN 3350 THINKERS AND MORALISTS  
- FREN 3360 FRENCH AUTOBIOGRAPHY

**Group IV: 19th and 20th/21st Centuries**  

- FREN 3125 MAPPING THE NATION  
- FREN 3290 EARLY AUTHORS MODERN THEORY  
- FREN 3291 FABLE AND FAIRY TALE  
- FREN 3360 FRENCH AUTOBIOGRAPHY  
- FREN 3400 ROMANTICISM  
- FREN 3450 WRITERS AND LAWBREAKERS  
- FREN 3452 19TH CENTURY SHORT STORY  
- FREN 3453 THE FLANEUR IN PARIS  
- FREN 3460 POSTCOLONIAL REPRESENTATIONS  
- FREN 3464 FRENCH FILMS D’AUTEUR  
- FREN 3465 WOMEN ON THE MARGINS  
- FREN 3470 FRANCOPHONE NORTH AFRICA  
- FREN 3471 FRANCOPHONE SUB-SAHARAN AFRICA  
- FREN 3472 REALISM AND DEcadence  
- FREN 3473 VISIONS OF THE MAGHREB  
- FREN 3478 THE ESSAY FILM  
- FREN 3479 THE NEW WAVE ARRIVES  
- FREN 3480 FRANCOPHONE CARIBBEAN LITERATURE  
- FREN 3500 FRENCH LITERARY THEORY  
- FREN 3560 THE CONTEMPORARY NOVEL  
- FREN 3561 MODERN FRENCH THEATER  
- FREN 3565 FRENCH CONTEMPORARY NOVEL  
- FREN 3571 FRENCH WOMEN WRITERS  
- FREN 3610 FRANCOPHONE CANADIAN LITERATURE  
- FREN 3637 FRANCOPHONE MIDDLE EAST  
- FREN 3630 FRANCOPHONE VOICES FROM NORTH AFRICA  
- FREN 3631 NORTH AFRICAN FRANCE  
- FREN 3637 FRANCOPHONE MIDDLE EAST  
- FREN 3675 "AMERICA!" FRENCH AND FRANCOPHONE PERSPECTIVES

**Electives**  

- Select three electives  

1. A prerequisite for all 3000-level courses.  
2. Upon approval of the French major adviser, a course in Group V may double count to fulfill a course in Groups I-IV.  
3. Any FREN course (p. 1093) numbered 1504 or higher may count toward this requirement, except for FREN 2001 FRENCH LANGUAGE AND LITERATURE. Transfer courses may count with the permission of the adviser.

Students who place out of FREN 1501, FREN 1502, or FREN 2001 will replace them with upper-level elective courses.

Students majoring in French must prepare their schedules in consultation with the assigned departmental French language and literature major adviser.

The department encourages students to study abroad for one or two semesters. Students who opt to apply study abroad credits toward their major must have these courses approved by the French major adviser.
prior to their going abroad. Students studying abroad for one year may apply up to five study abroad courses toward their major. Students studying abroad for one semester may apply up to four study abroad courses toward their major. Additional study abroad credits accepted by Fordham University may be applied as elective credits toward graduation, but not toward the French major.

Students who exhibit exceptional potential and intellectual curiosity and have a minimum GPA of 3.67 in the major may choose to write a senior thesis for Honors in French language and literature. Students should consult their French major adviser for advice and guidelines on this option early in their junior year.

Availability
The major in French language and literature is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in French language and literature only if their schedules are sufficiently flexible to permit them to take day classes at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
### FRENCH MINOR

**Requirements**

Minors in French must take six courses numbered FREN 1502 INTERMEDIATE FRENCH II and higher, to be chosen in consultation with the assigned departmental French minor adviser.

These courses, to be completed all in French, will normally include the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 2001</td>
<td>FRENCH LANGUAGE AND LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>FREN 2600</td>
<td>FRANCE: LITERATURE, HISTORY, AND CIVILIZATION(^1)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Electives**

Select four electives numbered above FREN 1502.

Two of these must be 3000-level courses.

\(^1\) This course is a prerequisite for all 3000-level FREN courses.

Courses numbered lower than 1502 will not count toward the minor.

A maximum of two courses taken abroad for one semester and a maximum of three courses taken abroad for one year may apply toward the French minor. These courses must be approved by the assigned departmental French minor advisor prior to studying abroad.

**Availability**

The minor in French is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may minor in French only if their schedules are sufficiently flexible to permit them to take day classes at the Rose Hill or Lincoln Center campuses.
FRENCH STUDIES MAJOR

Requirements

The French studies major is an individualized interdisciplinary major consisting of 10 courses numbered FREN 1502 INTERMEDIATE FRENCH II and higher, and will normally include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 2001</td>
<td>FRENCH LANGUAGE AND LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>FREN 2600</td>
<td>FRANCE: LITERATURE, HISTORY, AND CIVILIZATION</td>
<td>4</td>
</tr>
</tbody>
</table>

Select a track; sample tracks include the following:

- Track 1: French and Visual Arts (Film)/Theater
- Track 2: French and Another Related Field in the Humanities
- Track 3: French and Women’s Studies
- Track 4: French and Theory
- Track 5: France and Modernity
- Track 6: France and Europe
- Track 7: Francophonie: Option A-Middle East/Maghreb, Option B-Africa, or Option C-Global

1 A prerequisite for all 3000-level courses.

Courses numbered lower than 1502 will not count toward the major. All French studies majors will develop an individual course of studies with concentration on a particular target area or track in close consultation with the assigned departmental French studies major adviser.

Students will be able to take courses inside and outside the department. They will be required to keep a portfolio of all their work, provide a written proposal of their unique course of study, and give a final written or oral presentation during the spring of their senior year, in which they demonstrate their independent work in the target area or track. The majority of classes will be taught in French, but up to three related courses in a target area or track may be taken in English when necessary. All such courses must be approved in advance by the French studies major adviser. To this end, students will need to provide their adviser with the course syllabus for approval prior to registering for the class.

Abroad

A maximum of four courses taken abroad for one semester and a maximum of five courses taken abroad for one year may apply toward the French studies major. These courses must be approved by the French studies major adviser prior to studying abroad.

Honors Thesis

Students who exhibit exceptional potential and intellectual curiosity and have a minimum GPA of 3.67 in the major may choose to write a senior thesis for Honors in French studies. Students should consult their French studies major adviser for advice and guidelines on this option early in their junior year.

Availability

The major in French studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in French studies only if their schedules are sufficiently flexible to permit them to take day classes at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
GERMAN MAJOR

The major in German provides students with a comprehensive knowledge of German language and literature from the Middle Ages to the present.

Requirements

Majors in German will take a minimum of 10 courses numbered GERM 1501 and higher, to be selected in consultation with the assigned departmental German major adviser. (Courses numbered lower than 1501 will not count toward the major or minor). These 10 courses, to be completed all in German, will normally include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERM 2001</td>
<td>GERMAN LANGUAGE AND LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>GERM 2500</td>
<td>APPROACHES TO LITERATURE</td>
<td>4</td>
</tr>
</tbody>
</table>

Select eight additional courses

1 Chosen in consultation with the German major adviser. Any course with the GERM subject code (p. 1101) or the GERM attribute code (p. 487) may fulfill this requirement.

Students who place out of GERM 1501, GERM 1502, or GERM 2001 will replace them with upper-level elective courses.

Majors are able to enroll in the MLAL German courses with an integrated study abroad component, offered every spring semester, in their freshman year.

The department encourages students to study abroad for one or two semesters. Students who opt to apply study abroad credits toward their major must have these courses approved by the departmental German major adviser prior to going abroad. Students studying abroad for one year may apply up to four study abroad courses toward their major. Students studying abroad for one semester may apply up to three study abroad courses toward their major. Additional study abroad credits accepted by Fordham University may be applied as elective credits toward graduation, but not toward the German major.

Availability

This major in German is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in German only if their schedules are sufficiently flexible to permit them to take day classes at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
GERMAN MINOR

Requirements

Minors in German must take a minimum of six courses numbered GERM 1501 INTERMEDIATE GERMAN I and higher, to be selected in consultation with the assigned departmental German minor advisor.

These six courses, to be completed all in German, will normally include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERM 2001</td>
<td>GERMAN LANGUAGE AND LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>GERM 2500</td>
<td>APPROACHES TO LITERATURE</td>
<td>4</td>
</tr>
</tbody>
</table>

**Electives**

Select four electives numbered above GERM 1501. At least two of these must be above the 3000 level.

Students who place out GERM 1501, GERM 1502, or GERM 2001 must replace them with upper-level elective courses to receive credit toward the minor.

AP and IB credits will not count toward the minor.

Students minoring in German may apply a total of two study abroad courses toward the minor. These courses must be approved by the German minor advisor prior to studying abroad.

Availability

The minor in German is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may minor in German only if they schedules are sufficiently flexible to permit them to take day classes at the Rose Hill or Lincoln Center campuses.
GERMAN STUDIES MAJOR

Requirements

The German studies major is an individualized interdisciplinary major consisting of 10 courses numbered GERM 1501 INTERMEDIATE GERMAN I and higher, to be selected in consultation with the assigned departmental German studies major adviser. These 10 courses will normally include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERM 2001</td>
<td>GERMAN LANGUAGE AND LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>GERM 2500</td>
<td>APPROACHES TO LITERATURE</td>
<td>4</td>
</tr>
</tbody>
</table>

Select six additional courses (or more, depending upon initial placement) ¹

¹ Any course with the GERM subject code (p. 1101) or the GERM attribute code (p. 487) may fulfill this requirement.

Students who place out of GERM 1501, GERM 1502, or GERM 2001 must replace them with upper-level elective courses to count toward their course requirements.

Majors are able to enroll in the MLAL German courses with an integrated study abroad component, offered every spring semester, beginning in their freshman year. Up to three related courses may be taken from a department other than modern languages and literatures but must be approved by the German studies major adviser in advance.

A maximum of two courses taken abroad for one semester and a maximum of three courses taken abroad for one year may apply toward the German studies major. These courses must be approved by the German studies major adviser prior to studying abroad.

Availability

The major in German studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in German studies only if their schedules are sufficiently flexible to permit them to take day classes at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
MODERN LANGUAGES AND LITERATURES

The Department of Modern Languages and Literatures offers a variety of programs in foreign languages and literatures and in related area studies. Its broad aim is to explore the linguistic and literary forms by which human beings have constructed and interpreted reality in order to develop in students a competence in one or more modern foreign languages and cultures. Works of imaginative literature, among other forms of cultural expression, such as film, music, theater and the visual arts, are the focus of our programs, as is the study of languages, upon which humanistic education, personal development, and professional training all depend.

The department offers language courses in Arabic, French, German, Italian, Japanese, Mandarin Chinese, Russian, and Spanish; majors in the following languages and literatures and area studies: French, German, Italian, and Spanish, and minors in Arabic, French, German, Italian, Mandarin Chinese, Russian, and Spanish.

Courses at the 2000 level normally concentrate on advanced language, communication, and cultural studies. Courses at the 3000 level normally concentrate on literary movements, periods, and themes. Cultural studies courses with a substantial literary component are also numbered at the 3000 level. Courses at the 4000 level normally concentrate on in-depth study of individual authors and texts and are conducted as seminars.

Program Activities

The department offers a broad range of activities for undergraduates and regularly sponsors film screenings in conjunction with courses and lectures. Invited speakers offer formal lectures, informal talks, seminars, and workshops either designed for or open to undergraduates. The students participating in the study abroad program in Granada, Spain, also publish the journal Por Granada, which collects the term papers completed in the course Spain in Contest.

Awards and Scholarships

Each year the department bestows a number of awards and scholarships on Fordham students for excellence in the study of foreign languages, literatures and cultures, and for outstanding commitment to promoting foreign language learning and foreign culture awareness at Fordham and in the larger community. Awards and scholarships include:

• The Francis R. Favorini Italian Achievement Award (FCRH)
• The French Achievement Award (FCRH)
• The German Achievement Award (FCRH)
• The Anthony and Cecilia Guardiani Award (FCRH)
• The Heydt French Award (FCRH)
• The Heydt Spanish Award (FCRH)
• The Istituto Italiano di Cultura Award (FCRH)
• The Alfred A. Puglisi Travel Award to Italy (FCRH, FCLC, GSB, PCS)
• The Russian Award (FCRH)
• The Fernand and Santina Vial Scholarship (FCRH, FCLC, GSB)

Internships

Students who wish to pursue an internship and receive college credit for it should contact their major adviser and Career Services to identify internship opportunities relevant to their field of study and professional interests. Credits for internship tutorials will be granted depending upon the type of internship, the extent to which the relevant foreign language is used in the work environment, and the significance of the experience for a student’s course of study. The number of credits is contingent on the fulfillment of various requirements, such as regular meetings with the adviser, weekly written reports, and completion of a substantial final project, among others.

Student Clubs and Honor Societies

Modern languages and literatures students are encouraged to share and develop their literary and cultural interests by becoming involved in student clubs and Honor Societies at Rose Hill and Lincoln Center. Such clubs as the following sponsor academic and social events including lectures, film series, outings and dinners to foster an understanding and appreciation of foreign languages and cultures beyond the traditional classroom setting:

• Academia Hispana (RH)
• Le Cercle Français (RH)
• CIAO Amici (LC)
• The Deutscher Studenten Klub (RH)
• Insieme Italian Cultural Society (RH)
• La Société Française (LC)
• The Honor Societies:
  • Alpha Mu Gamma (foreign languages, RH)
  • Gamma Kappa Alpha (Italian, RH and LC)
  • Pi Delta Phi (French, RH)
  • Sigma Delta Pi (Spanish, RH and LC)

Study Abroad

The modern languages and literatures faculty offer courses with study tour components in Austria, Chile, Cuba, and Germany and teach in Fordham-sponsored study abroad programs in Granada (Spain), and Rome (Italy). The department encourages students to study abroad for one or two semesters. Students who opt to apply study abroad credits toward their major or minor must seek approval from their major or minor adviser in their language area prior to their going abroad. See program requirements above for accepted maximum number of courses. Additional study abroad credits accepted by Fordham University may be applied as elective credits toward graduation, but not toward the major or the minor. For further information about study abroad, interested students should contact the department and the Office of International and Study Abroad Programs (www.fordham.edu/isap).

Courses outside the department

German

Aside from courses with the subject code, the following courses have the GERM attribute and count toward the German majors and minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLAL 3057</td>
<td>MEDIEVAL GERMAN LITERATURE: POTIONS, PASSIONS, PLAYERS, AND PRAYERS</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3600</td>
<td>WOMEN’S VOICES IN GERMAN AND AUSTRIAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3800</td>
<td>CLOISTERS, CASTLES, AND KINGS: MEDIEVAL BAVARIA</td>
<td>4</td>
</tr>
</tbody>
</table>
Italian

Aside from courses with the subject code, the following courses have the ITAL attribute and count toward the Italian majors and minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARHI 2341</td>
<td>MEDIEVAL DESIRE AND DEVOTION</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2415</td>
<td>ITALIAN RENAISSANCE ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2432</td>
<td>RENAISSANCE CENTERS</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2460</td>
<td>ARCHITECTURE 1300-1750</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2510</td>
<td>18th CENTURY ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 3315</td>
<td>THE CITY OF ROME</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 3455</td>
<td>MICHELANGELO</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3112</td>
<td>ITALIAN NEOREALIST CINEMA</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3200</td>
<td>MACHIAVELLI'S UTOPIA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3541</td>
<td>MODERN ITALY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3544</td>
<td>ITALY IN THE WIDER WORLD</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4542</td>
<td>SEMINAR: ITALY THROUGH FOREIGN EYES</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3010</td>
<td>POLITICS AND POETRY IN THE MIDDLE AGES: THE RISE OF VERNACULAR CULTURE IN THE MEDITERRANEAN</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3200</td>
<td>MACHIAVELLI'S UTOPIA</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 4010</td>
<td>ANNI DI PIOMBO / YEARS OF LEAD: CULTURE, POLITICS, AND VIOLENCE</td>
<td>4</td>
</tr>
<tr>
<td>MVST 4006</td>
<td>DANTE'S COSMOS SCIENCE, THEOLOGY AND LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>MVST 4007</td>
<td>MEDIEVAL FOUNDATIONS OF MODERNITY</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2750</td>
<td>PERFORMING ITALIAN</td>
<td>4</td>
</tr>
</tbody>
</table>

Spanish

Aside from courses with the subject code, the following courses have the SPAN attribute and count toward the Spanish majors and minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLAL 3000</td>
<td>GENDER AND SEXUALITY STUDIES</td>
<td>4</td>
</tr>
</tbody>
</table>

For more information
Visit the Modern Languages and Literatures department web page.

Contribution to the Core

The 2001-level course in a modern language other than English fulfills the language requirement. In order to achieve this level of mastery of a foreign language, a mastery that will allow students to comprehend a text of average sophistication in its oral and written form and to comment on it orally and in writing in a coherent and grammatically correct manner, the 2001-level course provides a critical analysis of selected cultural and literary texts, with composition, conversation, and review of pertinent grammatical structures.

Language skills preparation: One to three courses. Students who need preparation before taking the required 2001-level course have:

- Four entry points in French, Italian, and Spanish, depending upon their prior knowledge of the language:
  - 1001-Introduction I
  - 1002-Introduction II
  - 1501-Intermediate I
  - 1502-Intermediate II

- Three entry points in Arabic, German, Japanese, Mandarin Chinese, and Russian:
  - 1001-Introduction I
  - 1501-Intermediate I
  - 1502-Intermediate II

All those beginning a language at the most basic level take an intensive one-semester course worth five credits in order to accelerate their progress. Other students begin with the course in which they are placed by the department and progress to the 2001 level. Heritage speakers of Spanish, who place out of levels 1001 through 1502 of the language, will take SPAN 2301 ADVANCED FOR SPANISH SPEAKERS instead of 2001 to fulfill the language requirement. No student is required to take more than four courses in order to complete the foreign language core. Incoming freshmen seeking a substitution/waiver for the foreign language core through the Office of Disability Services must complete this process by the end of the fall semester of their sophomore year.

Exemptions. B.S. and B.F.A. students, and B.A. students in PCS and those majoring in natural science will not have a language requirement unless required for their major.

In addition, the department offers courses that fulfill the American Pluralism, Global Studies, Eloquencia Perfecta 2 and 3, Advanced Literature, and Interdisciplinary Capstone core requirements. It also offers service-learning courses that integrate language learning with service in New York City’s foreign-language-speaking communities.

Study abroad is an integral part of the study of foreign language, literature, and culture. Students are highly encouraged to study abroad in a foreign-language-speaking country for a semester or a year. For information on study abroad requirements and on applying study abroad course credits toward a major or a minor, please read below.

All courses counting toward the core language requirement and the major or the minor in a modern foreign language, literature, and culture must be taken for credit and a letter grade. When AP or IB credits are awarded as equivalent to the 1502 level in a language, these credits will be applied toward the core language requirement and, as elective credits, toward graduation, but they will not be applied toward the major or the minor in that language.

Programs

Majors:

- French Language and Literature Major (p. 480)
- French Studies Major (p. 483)
- German Major (p. 484)
- German Studies Major (p. 486)
- Italian Major (p. 524)
- Italian Studies Major (p. 526)
- Spanish Language and Literature Major (p. 529)
- Spanish Studies Major (p. 531)
Courses

Modern Languages and Literature (MLAL) courses

MLAL 1010. SPANISH COLONIALISM THROUGH FILM. (3 Credits)
Study of US and foreign cinematic representations of Spanish imperialism and conquest, accompanied by readings and pertinent Colonial chronicles in translation.
Attributes: EP1, EP2, LALS, MANR.

MLAL 1100. INTRODUCTION TO LINGUISTICS. (3 Credits)
An introduction to linguistics, the study of language. The course surveys the core domains of theoretical linguistics including phonology, syntax, and semantics as well as select areas of applied linguistics. Taught in English.
Attributes: CLAS, COLI, ENGL.

MLAL 1210. LITERATURE AND SOCIETY. (3 Credits)

MLAL 1230. HISTORY AND THE NOVEL: DON QUIJOTE AND MODERN LITERATURE. (3 Credits)

MLAL 1240. TRAGEDY AND COMEDY. (3 Credits)

MLAL 1250. TRADITION OF STORY-TELLING. (3 Credits)

MLAL 1500. INTRODUCTION TO PSYCHOLINGUISTICS. (3 Credits)
An introduction to psycholinguistics, also called the psychology of language. The course focuses on how the mind and brain acquire and process language across the lifespan and in different populations. Taught in English.

MLAL 2000. T&C: REMEMBERING ITALY'S LONG CENTURY IN LITERATURE, FILM, AND MUSIC. (3 Credits)
This course examines the way in which the literary and artistic forms of modern Italy represent political and social movements such as revolution, unification, modernization, and migration. We will focus on texts from the 19th, 20th and 21st centuries that utilize differing modes – such as fiction, nonfiction, film, poetry, and music – and we will analyze how these texts draw upon, reflect and refashion the meaning of historical events. In juxtaposing texts of different types, we will explore the mechanisms by which symbols and ideas are inherited through and adapted to differing contexts. Taught in English.
Attributes: EP2, TC.
Prerequisite: ENGL 1102.

MLAL 2100. ADVANCED GERMAN GRAMMAR. (4 Credits)
The course is designed to help students gain more insight into the structure of the German language and to further develop and strengthen their knowledge of German grammar. Survey and practice of German grammar as well as more advanced features of German syntax and style. Course will be conducted in English with readings and exercises in German. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: GERM 2001.

MLAL 2601. RUSSIAN CONVERSATION AND COMPOSITION. (4 Credits)
This course provides intensive practice of spoken and written language with an emphasis on vocabulary building and idiom fluency. The course uses various media from film to news sources in order to expand students' familiarity with contemporary Russian culture. Recommended for students interested in pursuing upper-level Russian literature and culture courses. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MLAL 2820. GERMAN TEXTS ON FILM. (3 Credits)
Subtle: Paralles and doppel ganger. Thix course investigates identity through paralles lives and uncanny encounters.
Attribute: COLI.

MLAL 3000. GENDER AND SEXUALITY STUDIES. (4 Credits)
This course investigates contemporary theories of gender and sexuality from a range of disciplinary perspectives. The course explores how gender and sexuality function as dimensions of social identity, difference, inequality, and power. Students will be introduced to a range of theoretical schools that concern a range of identities, respond to earlier theoretical formulations, and engage activism and historical experiences. Students will be introduced to concepts such as the social construction of gender, queerness, gender difference, intersectionality, universalism, identity politics, reproductive justice, materialist and/or versus symbolic theories, masculinities studies, critical race theory, sex positivity and pornography studies, and a range of feminist accounts of gender. The course foregrounds feminist, queer, critical race, postcolonial, and other critical scholarly literatures and methods. While it focuses on the contemporary period (after 1975), the course surveys a range of theories, situating them in social and political context. Disciplinary focus may vary from year to year, but the interdisciplinary character of the field will be retained. Taught in English. Coursework in Spanish for credit toward the Spanish major or minor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, LALS, PLUR, SPAN, WGSS.

MLAL 3001. THE ITALIAN AMERICAN EXPERIENCE IN LITERATURE AND FILM. (4 Credits)
The Italian American experience has found cogent and compelling expression in numerous works of fiction, poetry, drama and cinema. The rich documents left by immigrants from the earliest times to the contemporary writers provide a rich body for exploring styles, achievements, traditions and, generally, the life of Italian Americans and their changing status and civic concerns. The course discusses the representation of Italian American identity, stereotypes, family relationships, sexual mores, political and social values. The contribution of Italian Americans to the various art forms of the American world will be highlighted. The discussions will include theories from the most recent ethnic studies. Authors and critics to be studied are Di Donato, Tusiani, Mangione, Ardizzone, Puzo, Barolini, Stella, Gardaphè, Marazzi, Scorsese, among others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
MLAL 3007. SPANISH LINGUISTICS. (4 Credits)
This course focuses on the linguistic study of the Spanish language. The course surveys the formal domains of linguistics - including phonetics, phonology, syntax, semantics, and sociolinguistics – with an exclusive focus on the Spanish language. The course is taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

MLAL 3010. POLITICS AND POETRY IN THE MIDDLE AGES: THE RISE OF VERNACULAR CULTURE IN THE MEDITERRANEAN. (4 Credits)
This course analyses the development of vernacular culture and literature in the Mediterranean during the Middle Ages. Students will explore the political, historical, and linguistic context within which vernacular languages and cultures emerged between the XI-XIII centuries. Following Dante’s On Vernacular language - the first linguistic and poetic “map” of the Middle Ages- students will retrace the interrelations linking the Italian vernacular culture to the other traditions within the “romance” domain in the Mediterranean. With the imperial court of Frederick II in Sicily, the Pope in Rome, and the most powerful centers of trade and finance in Florence and other Italian city-states, the Italian peninsula provides a special standing point for the analysis of the relationship between poetry and power in different political contexts: the court of the emperor Frederick II and the powerful communal republics in center and northern Italy will be the focus of the course. Among the texts, authors, and movements included are: Provencal and Italian troubadours; the “Sicilian School” and the encyclopedic culture at the court of the emperor Frederick II (poetry, law, philosophy, medicine, astronomy, translations); religious literature and the Tuscan School of poetry (S. Francis, Jacopone da Todi, Guittone d’Arezzo); the “New Sweet Style” (Guido Guinizelli, Guido Cavalcanti, Dante Alighieri). Fulfills the Advanced Literature requirement of the core and satisfies the requirement of Minor and Major in Italian. Cross-listed with MVST and COLI. Taught in English with coursework in Italian for credit in Italian. ITAL 2500 or ITAL 2561 or Instructor’s Permission Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, ITAL, MLL, MVST.
Prerequisites: ITAL 2500 or ITAL 2561.

MLAL 3022. PRINCIPLES OF WORLD LANGUAGE LEARNING AND TEACHING. (4 Credits)
This course will introduce undergraduate students to a variety of frameworks that inform good practices for foreign language learning and teaching. We will examine the implications of different methodologies, the learner and the learning process on the teaching of world languages. We will discuss how different teaching methodologies respond to different learning contexts, needs, and purposes and we will be actively engaged in connecting theories and actual teaching practices with respect to various levels of instruction. Taught in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

MLAL 3040. CHINESE LANGUAGE AND SOCIETY. (4 Credits)
This course will familiarize students with major topics concerning Chinese language and society. We will explore the ways in which the language helps shape and is shaped in turn by the social, cultural, historical and political situations in China. Conducted in English. Coursework in Chinese for credit toward the Mandarin Chinese minor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

MLAL 3043. MODERN CHINESE LITERATURE. (4 Credits)
Survey of modern Chinese literature: this course will introduce students to major writers and canonical works from China's modern period. We will discuss formal aesthetics, historical contexts, cultural upheaval and transformation, gender and class relations, family and kinship, as well as dialogues between national and regional imaginaries. All readings in English (students may opt to read in Chinese). No previous knowledge of China or Chinese required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, GLBL.

MLAL 3045. WOMEN IN CHINESE LITERATURE AND SOCIETY. (4 Credits)
In this course we will examine issues of gender and representation in the context of Chinese society. We will explore the roles that women have played in China, how women are portrayed in various Chinese texts and genres - poetry short stories and novels, and films - and how Chinese women write about themselves and others. This course is taught in English and no prior knowledge of Chinese is required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, INST.

MLAL 3047. CHINESE CULTURE: TRADITIONS AND TRANSFORMATION. (4 Credits)
This course provides a broad introduction to Chinese culture from earliest times to the contemporary period. Students will engage with diverse genres including philosophical texts, Buddhist sutras, folklore, modern fictions, films and visual materials. We will explore topics on Chinese culture, including philosophical and religious systems, the status of art, gender roles, encounters between tradition and modernity, and legacies of Maoism. All readings in English (students may opt to read in Chinese). No previous knowledge of China or Chinese required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, GLBL.

MLAL 3057. MEDIEVAL GERMAN LITERATURE: POTIONS, PASSIONS, PLAYERS, AND PRAYERS. (4 Credits)
This course will introduce students to the rich literary and cultural heritage of Medieval Germany. The texts will all be read in English translation, but we will go over some passages in their original languages in class to catch some of the flavor of the Medieval German. Topics covered will include pre-Christian charms, the epic of the Nibelungs, love poetry, and urban carnaval plays. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, GERM, MVST.
Prerequisite: GERM 2001.
MLAL 3060. MAGIC AND REALITY IN RUSSIAN LITERATURE. (4 Credits)
Explores the traditions of Mysticism and the Fantastic in Russian literature. By analyzing magical motifs both as an exploration of the inexplicable and as an artistic means to counter social and ideological oppression, students will develop their understanding of different periods and aspects of Russian, Soviet and Post-Soviet culture. Selected readings include works by Pushkin, Gogol, Dostoevsky, Bulgakov, Petrushevskaya and Pelevin, among others. Conducted in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, INST, OCST.

MLAL 3065. DOSTOEVSKY. (4 Credits)
This course explores the oeuvre of Fyodor Mikhailovich Dostoevsky (1821-1881), one of the greatest Russian novelists and world literature's most insightful psychologists. Select texts include: The Gambler, The Idiot, The Adolescent, The Brothers Karamazov (dubbed by Freud “the most magnificent novel ever written”), several short stories, etc. TAUGHT IN ENGLISH. May count toward Minor in Russian if course work is completed in Russian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: OCST, RUSS.

MLAL 3070. RUSSIAN VISIONS: THE INTERPLAY BETWEEN RUSSIAN LITERATURE AND ART IN MID-19TH/EARLY 20TH CENTURY. (4 Credits)
This interdisciplinary course explores the interaction between the Russian visual arts and Russian literature during two artistically flourishing periods of Russian and early Soviet history in the nineteenth and twentieth centuries. The first is the rise of the daguerreotype in Russia (and photojournalism shortly thereafter) in conjunction with the rise of the Natural School in Russian literature in the 1840s. The second is the pinnacle of the Russian avant-garde (1917-1932: and visual art from several movements such as Constructivism, Zaum, Russian Cubism and Cubo-Futurism) in conjunction with the brilliant work of dissident Soviet writers during this time. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, INST, OCST, RUSS.

MLAL 3080. TOLSTOY, DOSTOEVSKY AND THE MEANING OF LIFE AND DEATH. (4 Credits)
We will read two works — one large book on Russian family life, one short meditation on death — from each of Russia's two most famous authors: Leo Tolstoy and Fyodor Dostoevsky. We will read Tolstoy's Anna Karenina (1878) and The Death of Ivan Ilych (1886) and Dostoevsky's The Brothers Karamazov (1880) and The Dream of a Ridiculous Man (1877). Tolstoy and Dostoevsky are each profound psychologists and religious philosophers. While Tolstoy masters interpersonal and societal relations, Dostoevsky illuminates the extreme ranges of the human psyche. Tolstoy's Levin in Anna Karenina asks “What is the meaning of life?” and Dostoevsky's Ivan Karamazov struggles to reconcile God's creation with the suffering of innocent children. The two novels were written in close proximity of 4each other and bear fruitful comparisons. Tolstoy's The Death of Ivan Ilych explores the mind of a prestigious court official who is terminally ill. Dostoevsky's The Dream of a Ridiculous Man reveals the story of a man who dreams his own death. These two great authors are often pitted against each other, but Dostoevsky himself described Tolstoy's Anna Karenina as "flawless," and Tolstoy adored Dostoevsky's religious teachings in The Brother's Karamazov expressed through the character of Father Zosima. This course shows how the works of the great Russian writers compliment our understanding of life and death. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

MLAL 3115. HISTORY AND THE NOVEL: DON QUIXOTE AND MODERN LITERATURE. (4 Credits)
Examination of the fundamental character, role and value of the Quixote as the first "modern" novel, as a unique product of Western civilization, and of its immediate influence, imitation and development in other Western literatures and cultures. The evolution and absorption of the Quixote's Cervantine and Quixotic features by subsequent prominent writers of prose fiction (and drama) will also be analyzed in itself, as a novel, as a theory of the novel, and as a literary exposition of humanity and its values. Taught in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
MLAL 3200. MACHIAVELLI’S UTOPIA. (4 Credits)
In this course we will analyze The Prince as well as Machiavelli’s creative work (e.g., his theatrical piece The Mandrake Root and his short story Belfagor). By adopting an interdisciplinary approach for the examination of both the historical and the artistic context in which Machiavelli lived, we will address the question of how and why The Prince was misinterpreted by Italian and European intellectuals and humanists of Machiavelli’s time, leading to a misperception of many of the text’s core ideas in an historical moment in which Europe was steadily transforming itself into a domain of absolutism (we will read Reginald Pole, Innocent Gentillic, Erasmus, Montaigne, among others). We will retrieve the original cultural context in which Machiavelli wrote: a climate of strong limitation of political creativity and liberty, which lead Machiavelli to compose The Prince (1513 ca.) inspired by an utopian desire for a new leader who could reconcile all the contradictions of Italy. Course taught in English. Coursework in Italian for credit in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, ITAL.

MLAL 3202. ARIOSTO TO GALILEO: THE INVENTION OF MODERNITY IN RENAISSANCE ITALY. (4 Credits)
Ariosto and Galileo represent two chronological ends of a revolutionary intellectual period in the Italian Renaissance culture. Between the years 1516 (date of the first edition of Ariosto’s Orlando Furioso) and 1610 (date of edition of Galileo’s Sidereus Nuncius), Italian civilization contributed significantly to the shaping of a new idea of reality. The course is dedicated to the study of this particular period in which masterpieces such as the Furioso, Torquato Tasso’s pastoral poem Aminta, and his epic poem Jerusalem Delivered, as well as Galileo’s works (Sidereus Nuncius, Copernican Letters, Dialogue Concerning the Two Chief World Systems) become the founding texts of a new realism that questioned and distrusted appearances and, by doing so, prepared the intellectual background where Galileo could develop his new scientific method and discover intellectual models useful for his innovative comprehension of the natural world (with strong implications about the separation of theology and science). Recent scholarship insists on the deep influence that literary humanism had on Galileo’s mind who, no surprise, was a reader, a writer of literature and also a literary critic (for example he wrote about Ariosto and also an incomplete commentary on Tasso’s Jerusalem). The course is therefore dedicated to the study of the relationship of literature to the History of Science with close reading of the above mentioned works and also following an interdisciplinary approach devoted to the exploration of the artistic civilization among Ariosto, Tasso and Galileo. Taught in English with coursework in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

MLAL 3300. LITERATURES AND CULTURES OF MODERN ISRAEL. (4 Credits)
The course will explore major themes in modern Israeli literature, film, art, and popular culture. Among topics discussed will be the social and cultural dynamics of Israeli history and contemporary life, constructions of identity, questions of ethnicity, nationality, gender, war, and conflict, and more. Texts and assignments will be in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

MLAL 3307. GERMANY AND MIGRATION. (4 Credits)
Migrants have played a role in many countries’ culture. Germans started coming to the U.S. in the 17th century, and about 17% of Americans have German ancestry. Migrants entered Germany starting around the turn of the 20th century, and today about 21% of Germany’s population has a migration background. How do migrants assimilate and learn the language of their new country? What influences do migrants have on a country’s culture and language? In the first part of the semester, we will examine the migration of Germans to the United States, and in the second part we will focus on migration into Germany. Taught in ENGLISH. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

MLAL 3402. INTRODUCTION TO RUSSIAN DRAMA. (4 Credits)
this course examines the modern Russian theatrical tradition from the nineteenth century to the present and explores a range of plays that include works by Pushkin, Gogol, Ostrovsky, Chekhov, Bulgakov, Shvarts, Petrushevskaya, Pelevin, Grishkovets, among others. Conducted in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, OCST.

MLAL 3405. MASTERPIECES OF RUSSIAN FILM. (4 Credits)
Examining some of the most critically acclaimed works of Russian, Soviet, and post-Soviet cinema, students will gain an insight into a variety of historical, cultural, and social contexts through the creative lens of Dziga Vertov, Sergei Eisenstein, Andrei Tarkovsky, Alexander Sokurov, Kira Muratova, Larissa Shepitko, and other Russian-language directors. The course focuses on analyzing cinematic “texts” through critical watching, reading, thinking, and writing. Taught in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, INST, OCST.

MLAL 3410. ARAB CINEMA: HISTORY AND CULTURAL IDENTITY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, INST, MEST.
MLAL 3440. ARABIC LITERATURE IN TRANSLATION. (4 Credits)
A survey of Arabic literature from the 6th century A.D. to the present, this course will explore the development of the literary genres of the Arabic canon, while keeping a keen (and critical) eye on the political, cultural, religious and social circumstances that have accompanied – and, in many cases, given rise to – their development. Some of the questions the course will explore are: What is considered “literature” in the Arabic canon? What is the relationship between literature and politics? What impact has the Quran had on Arabic literature? What is the role of women in the Arabic literary tradition? What kind of dialogue has there been between Arabic and “Western” literatures? What is “commitment” in contemporary Arabic literature? Class discussions will be in English. All readings will be in English translation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, GLBL, MEST.

MLAL 3442. ARAB CULTURE AND NEWS MEDIA. (4 Credits)
The American news media portrays the Arab world as one of endless political upheaval and repression, with a culture shaped strictly by Islam. This course broadens students’ understanding of contemporary Arab societies through the study of Arab TV/radio/print/internet news, propaganda and cartoons from those sanctioned by government-run outlets to those of national-resistance activists, democracy-promoting movements and even jihadists. The news is used in this course to investigate cultural issues, including authority and decision-making, religion, gender and family dynamics, in Arab societies as well as to explore American-Arab relations. Through a study of media, students can compare Arab culture as portrayed by American media and American culture as portrayed by the media in Arab world. The class is conducted in English, with materials in English and Arabic with English subtitles. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, INST, MEST.

MLAL 3450. THE ARAB SPRING IN ARABIC LIT. (4 Credits)
A survey of Arabic literature from 2011 to the present, this course will explore the development of the literary genres of the Arab Spring in the Middle East. What is the relationship between literature and politics? We will read short stories, poetry graphic novels, blogs, and Facebook pages of prominent literary and social figures, redefining and modernizing the notion of what is literature in order to try and workout whether the revolution could have been predicted, and how it took place. Class discussions will be in English. All readings will be in English translation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, INST, PJST.

MLAL 3474. THE ARAB ISRAELI CONFLICT: CULTURAL PERSPECTIVES. (4 Credits)
The Arab-Israeli conflict is one of the longest and most controversial conflicts in the world. Through careful analysis of Israeli literature and film, this course provides a nuanced cultural and political history of Arab-Israeli relations. Our texts emphasize the dialectic relationship between art and politics, representation and history, as well as aesthetic and ethics. The course thus explores the effect of art on politics, and the effect of politics on art. Specifically, we examine how art is instrumental in producing 1) “imagined communities” with stable national identities and 2) political resistance that disrupts these hegemonic metanarratives. We also consider the internal dynamics of Israeli society as represented in literature and film, especially tensions between the Jewish-Arab, Ashkenazi-Mizrahi, and religious-secular communities. By analyzing canonical and more contemporary stories, poems, and films (including those by S. Yizhar, Amos Oz, Said Kashua, Mahmoud Darwish, among others) we explore the dialectic between art and politics in Israeli society since 1948.
Attributes: ALC, COLI, JWST, MEST, MLL.

MLAL 3475. OPPOSITIONAL THOUGHT IN ISLAMIC LITERATURE. (4 Credits)
This class will explore various schools of thought and practice in Islamic literature. Works will range from the writings of early Islamic scholars like Al-Ashari, Mutazila, Al-Ghazali, and Rumi to the resurgence of the literalist approach to Islamic scripture in the contemporary Arab world. The course will be taught in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

MLAL 3500. WRITING UNDER GERMAN CENSORSHIP: A CULTURE OF BANNED BOOKS. (4 Credits)
This course examines the politics of censorship of literature in German society during the twentieth century. Books, articles, pamphlets, and magazines have been classified threatening to the regime, they have been burned on bonfires during nighttime parades, and they were eliminated from all media. Writers and creators have been infiltrated and observed, fined, jailed, tortured or killed in the name of governmental censorship. We will examine a range of systems and orchestrated campaigns of censorship of the Nazi regime as well as the government of the former German Democratic Republic. We will look at the implementation of censorship, and we will read important authors who have been banned or self-censored within the larger context of twentieth-century Germany. Taught in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

Updated: 10-11-2017
MLAL 3504. STUDY TOUR: BERLIN TALES: GERMANY’S KIEZ. (4 Credits)
This course will take us on a journey—a journey that will start in the urban sphere of New York City in a classroom reading historical texts and cultural narratives on the metropolis Berlin. But during Spring Break 2012, we will also have a truly unique opportunity of traveling together to discover the actual streets of Berlin, the center of modernity in Germany itself. We will read authors who present conflicting views and engaging perspectives on four distinct Berlins: The Jewish Berlin of the Weimar Republic, Berlin during the Third Reich, the City as the Capital of East Germany, and lastly, Berlin as booming Metropolis of the 21st Century. And together, we will visit Berlin to discover different life styles, the pulse of minorities, and the nostalgic feeling of Ostalgie or present day Berlin. TAUGHT IN ENGLISH. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

MLAL 3535. BUILDING THE IDEAL CITY. ETHICS AND ECONOMICS FOUNDATIONS OF REALIZABLE UTOPIAS. (4 Credits)
This course introduces students to the investigation of the role that economic concepts such as profit, work, utility, and exchange play in defining the ideal city as a realizable political project. Students will investigate ethical and economic concepts and their interrelation in the debate on the best form of State and government that developed from antiquity to modern American utopias.
Attribute: ALC.

MLAL 3600. WOMEN’S VOICES IN GERMAN AND AUSTRIAN LITERATURE. (4 Credits)
This course focuses on the role of women in German and Austrian society in particular on literary and theoretical texts produced by women in the nineteenth, twentieth, and twenty-first centuries. To articulate their ideas and to establish themselves on a public stage, women writers have used different forms of expression over the course of time such as letters, diaries, poems, novellas, political pamphlets, theoretical articles, dramas and essays. We will study the different genres by exploring questions of gender, authorship, personal, national and transnational identities, and the politicization of the private sphere within the cultural context of Germany and Austria. By analyzing literary texts of authors like Lou Andreas-Salome, Else Lasker-Schuler, Anna Seghers, Ingeborg Bachmann, Marlen Haushofer, Monika Maron, Herta Muller and Julia Franck and drawing on visual arts, film, and feminist theory, we will still situate German-speaking women writers with a global context. Topics to be considered in relation to the literary texts are women as writers and artists, sexuality and bodies, friendship and intimacy, politics and political activism, as well as writing and identities. TAUGHT IN ENGLISH. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, GERM, WGSS.

MLAL 3624. MUSIC AND NATION IN THE ARAB WORLD. (4 Credits)
Though music is a domain of individual expression, it may also reflect or respond to social, cultural and historic influences of a time and place. This course explores the ways in which music acts as an expression of national identity in the Arab world. It considers this relationship in a region where the idea of nation has multiple meanings, and where conflicting factors such as regional diversity and the notion of pan-Arabism exists. Specifically, the course focuses on how particular types of music, including the Aleppian, Waslah, Al-Qasida al-ghinaiy, and Al-Muwashah, have affected the development and embodiment of national identity in the 20th century. Course materials are presented in English, however students of Arabic language are encouraged to Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, MEST.

MLAL 3701. VILLAINS, VAMPS AND VAMPIRES: AN INTRODUCTION TO GERMAN CINEMA. (4 Credits)
Film is a powerful art form and means of communications. The messages embedded in the mesmerizing images often escape us, and we miss the opportunity to understand something about the culture that produced it. With this class we will attempt to explore 20th – and 21st Century ideas and concepts of German identity, culture, history and politics through German film analysis and readings around the topics and genres of villains, vamps and vampires. Each of these genres deal with our most primal nature and its fears: our nightmares, our vulnerability, our alienation our revulsions, our terror of the unknown, our fear of death, our loss identity, and last but not least our often ambiguous relationship to power and sexuality. With this course we intend to read German Cinema through these genres from its inception in the 1890’s until the present. It includes an examination of early expressionist and avant-garde films from the classic German cinema of the Weimar era, fascist cinema, postwar rubble films, New German Cinema from the classic German Cinema from the 1970’s, post 1989 heritage films as well as 21st Century German Films. TAUGHT IN ENGLISH. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, AMST, COLI.
MLAL 3710. FIN-DE SIECLE VIENNA: KLIMT, CAFES, AND CEMETERIES. (4 Credits)
Vienna at the turn of the 19th to the 20th century was an important center for intellectuals, artists, architects, the opera and literature as well as the sciences not only for Austria, but for the rising movement of Modernism in Europe at large. In Vienna, this intellectual ferment was played out less in universities or elite salons but rather in the cafes and artist studios of their time. There, the Viennese celebrated life and pleasure but also concerned themselves with death quite happily; they sing and write about it, play with it and build monuments to it. This course will examine various aspects of the Viennese contribution to the birth of Modernism and address the most important authors and artists of their time. We will discuss Jugendstil and Impressionism, the architecture of Adolf Loos and Otto Wagner, authors like Arthur Schnitzler, Robert Musil, and Hugo von Hofmannsthal, and give an introduction to the psychoanalysis of Sigmund Freud, whose "Interpretation of Dreams" and "Studies on Hysteria" left their mark on the period. But most excitingly of all during spring break of 2015, we will also have the truly unique opportunity of traveling together to discover the actual streets of Vienna, visit the "Zentralfriedhof" and marvel at Gustav Klimt's "Beethovenfries" at the "Wiener Secession". Taught in English.

MLAL 3800. CLOISTERS, CASTLES, AND KINGS: MEDIEVAL BAVARIA. (4 Credits)
This course will explore Medieval secular and church history as it manifested itself in the literature and culture of Bavaria. Includes a study abroad component. Spring break visit to Regensburg and Munich. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MLAL 3820. MEMORY AND IDENTITY IN MODERN ITALY. (4 Credits)
This course focuses on the historical and cultural process of nation building in the 19th- and 20th-century Italy. Particular attention will be paid to the formation and conceptualization of an Italian national identity as presented or questioned in literary works by Bufalino, Consolo, Levi, Morante, Sciascia and Tomasi di Lampedusa, and films by Blasetti, Rossellini, Scola, the Taviani brothers and Visconti. Conducted in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MLAL 3822. THE ARABIAN NIGHTS. (4 Credits)
This course will examine the cycle of stories, known as the Arabian Nights or 1001 Nights. In the first half of the course we will read some of the major tale cycles and study the relevant historical and cultural contexts. In the second half of the course we will consider a number of adaptations- novels, plays, and films- that have been inspired by the Nights. Class discussion will be in English. All readings will be in English and in English Translation.] Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MLAL 4005. QUEER THEORY AND THE AMERICAS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MLAL 4010. ANNI DI PIOMBO / YEARS OF LEAD: CULTURE, POLITICS, AND VIOLENCE. (4 Credits)
The period from the late 1960s to the early 1980s in Italy, known as "anni di piombo" or years of lead, was characterized by intense social and political unrest, and terrorist activities. The 1969 bombing in Piazza Fontana in Milan and the 1980 bombing of the train station in Bologna serve as the tragic bookends of a decade of political violence culminating in the kidnapping and murder of Aldo Moro by the Red Brigades in 1978. In this course, we will study these years by closely examining the cultural production of the time - literature, film and other media. We will pay particular attention to the social and political motivations underlying extremist activism, both left- and right-wing, as represented in literature and the popular press, and to writers’, filmmakers’ and intellectuals’ diverse responses to politically motivated violence, whether to criticize the terrorists themselves or to question the state-sponsored "strategy of tension". We will also discuss the ways in which these experiences have been revisited and reimagined in recent years, and their relevance for today’s Italy. Taught in English with texts in Italian and English translation. Coursework in Italian for credit toward the Italian major or minor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MLAL 4347. LATINOS: FACT AND FICTION. (4 Credits)
This course uses an interdisciplinary approach to examine the experiences of Latin Americans and Latinos. It employs literature and history to introduce students to the benefits of using multiple ways of acquiring knowledge. It then relies on other academic areas such as art and sociology to reinforce its interdisciplinary. As a capstone course, it allows students to incorporate disciplines from their own academic foundation. It covers topics such as politics, social justice, race, gender, and identity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LING 1100. INTRODUCTION TO LINGUISTICS. (3 Credits)
An introduction to linguistics, the study of language. The course surveys the core domains of theoretical linguistics including phonology, syntax, and semantics as well as select areas of applied linguistics. Taught in English.

LING 1500. INTRODUCTION TO PSYCHOLINGUISTICS. (3 Credits)
An introduction to psycholinguistics, also called the psychology of language. The course focuses on how the mind and brain acquire and process language across the lifespan and in different populations. Taught in English.
LING 3007. SPANISH LINGUISTICS. (4 Credits)
This course focuses on the linguistic study of the Spanish language. The course discusses the formal domains of language structure - including speech sounds and their mental representations, sentence structure and semantic meaning, as well as social realities of language use and language change across different varieties of Spanish in the world. The course is taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.
Prerequisite: SPAN 2001.

LING 3607. TOPICS IN MULTILINGUALISM. (4 Credits)
This course discusses the historical and contemporary underpinnings of multilingualism in the globalized world. The course content includes discussion of empirical social and cognitive research on multilingualism as well as multilingual language education and policy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, GLBL.

Arabic (ARAB) courses:

ARAB 1001. INTRODUCTION TO ARABIC I. (5 Credits)
An introductory course that focuses on the four skills: reading, speaking, writing, and listening, providing students, vocabulary and culture, which, studied interdependently comprise the Arabic language.
Attributes: MEST, ZLB1.
Prerequisite: ARAB 1001.

ARAB 1002. INTRODUCTION TO ARABIC II. (3 Credits)
For students with no previous knowledge of Arabic. Intensive aural-oral practice. Fundamentals of grammar. Conversation. Graded composition. No credit will be given for ARAB 1001 without successful completion of ARAB 1002.
Attributes: MEST, ZLB1.
Prerequisite: ARAB 1001.

ARAB 1003. QURANIC ARABIC I. (3 Credits)
The Quran is the source of inspiration for the Islam, one of the world's major religions, followed by over a billion people. It has played a central role in the development of Islam and of the Arabic language. As the first book written down in Arabic, The Quran has been reponsible not only for establishing and maintaining an unchanging norm of the Arabic language. In this course, we will study the grammar of classicized Quranic Arabic. All examples and readings will be taken from the text of the Quran and the body of the hadith, the reports of Muhammad's sayings, and supplemented with extracts from other classical sources.
Attribute: MEST.
Corequisites: ARAB 1001, MEEU 1001, MELU 1001, MERU 1001.

ARAB 1501. INTERMEDIATE ARABIC I. (3 Credits)
Continued study of the fundamentals of the Arabic linguistic system with systematically organized reading, writing and conversation exercises. Introduction to literary texts.
Attributes: MEST, ZLB1.
Prerequisites: ARAB 1001 or ARAB 1002.

ARAB 1502. INTERMEDIATE ARABIC II. (3 Credits)
Continued study of the fundamentals of the Arabic linguistic system with systematically organized reading, writing and conversation exercises. Introduction to literary texts.
Attribute: MEST.
Prerequisite: ARAB 1501.

ARAB 2001. ARABIC LANGUAGE AND LITERATURE I. (3 Credits)
These courses are designed for students who have a solid knowledge of Arabic language basics, essential vocabulary, and verb forms and tenses. Text material and course work will focus on developing and expanding the student's vocabulary, learning new grammatical structures and usages, developing good listening and writing skills, applying literal and inferential comprehension skills (reading from magazines, newspapers and short stories. Videos and films are also included), practicing oral skills during class time through structural exercises, and completing written assignments to reinforce the student's understanding of the concepts studied in class.
Attributes: MEST, ZLB1.
Prerequisite: ARAB 1502.

ARAB 2002. ARABIC LANGUAGE AND LITERATURE II. (4 Credits)
These courses are designed for students who have a solid knowledge of Arabic language basics, essential vocabulary, and verb forms and tenses. Text materials and course work will focus on developing and expanding the student's vocabulary, learning new grammatical structures and usages, developing good listening and writing skills, applying literal and inferential comprehension skills (reading from magazines, newspapers, and short stories. Videos and films are also included), practicing oral skills during class time through structural exercises, and completing written assignments to reinforce the student's understanding of the concepts studied in class. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: MEST.

ARAB 2400. APPROACHES TO ARABIC CULTURE. (4 Credits)
This course is based on the knowledge and skills gained in Arabic Language and Literature II. The main focus is on developing fluency and sophistication in reading, writing, and in oral communication. This course is designed to train students how to evaluate and revise their writing in Arabic, while continuing to review and refine pertinent grammatical structures. It aims to increase the students' familiarity with Arabic culture by working with selected Arabic literary texts and Arabic periodicals. The course will be conducted mainly in Arabic. Pre-req ARAB 2001 or Instructor's Permission. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, MEST, PJST.
Prerequisite: ARAB 2001.

ARAB 2450. The Short Story of Arabic Literature. (4 Credits)
Students will learn the history of the Arabic short story, and sample a variety of stories from diverse periods and authors. By reading these stories, students will develop their comprehension skills in Arabic, and will also broaden their knowledge of Arab-world literature. Class discussions will be in Arabic, and will focus on conversational skills in the language. Taught in Arabic. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: MEST.
Prerequisite: ARAB 2001.

ARAB 2601. ARABIC CONVERSATION AND COMPOSITION. (3 Credits)
Intensive practice of the spoken and written language with emphasis on proper use of idioms and building of vocabulary based on topics of interest and relevance. A basic course for prospective majors and minors. Prerequisite: ARAB 2001 or equivalent.
Attribute: MEST.
Prerequisite: ARAB 2001.

Updated: 10-11-2017
ARAB 2602. ARABIC IMMERSION IN MOROCCO. (4 Credits)
Through this program, you will take an upper-level Arabic language/ literature/culture course based at AMIDEAST's Study Center in Rabat, Morocco. Classes will meet for one month during Fordham's Summer Session I and will be primarily taught in Arabic. This course counts towards your requirements in the Arabic minor at Fordham University. In addition to your class work, you will participate in a number of cultural visits during your stay, including a weekend excursion to Fez. Rabat is one of Morocco's "imperial cities," and its modern capital. It is home to the leading educational institutions in the country and offers students opportunities to move from the shops and cafes of the "European" city to the winding alleys and exciting markets of the old "medina" in a few minutes' walk. Students in the program live with Arabic-speaking Moroccan families and attend classes with Fordham faculty at AMIDEAST's facilities in the bustling Agdal area of the city.

ARAB 3000. TOPICS IN ARAB CULTURES. (4 Credits)
A broad survey of Arabic culture through the study of some of its major literary figures and texts. The course will examine representative texts from artistic movements in Egypt, Syria, Lebanon and Libya, such as romanticism, realism and post modernism. By the end of the course students will be able to define the main characteristics of these movements. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, MEST.

ARAB 3010. HUMAN RIGHTS IN ARABIC LITERATURE. (4 Credits)
This class explores issues of race, gender, class and social justice in Arabic Literature. It focuses on the terminology and concepts related to human rights and the law, with all readings and class discussions held in Arabic. Students will also learn about sharia law and its implications for social justice. This class is especially relevant for students studying political science, Middle East studies and international studies or who wish to minor in Arabic. Prerequisite ARAB 2400 or Instructor's Permission Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: ARAB 2400.

ARAB 4999. TUTORIAL. (1-4 Credits)

French (FREN) courses

FREN 1001. INTRODUCTION TO FRENCH I. (5 Credits)
An introductory course that focuses on the four skills: speaking, reading, writing and listening providing students with a basic knowledge of French linguistic structures, vocabulary and culture, which studied interdependently, comprise the French Language.
Attribute: ZLB1.

FREN 1002. INTRODUCTION TO FRENCH II. (3 Credits)
This course will enhance the reading, writing, speaking and listening skills acquired by students in Introduction to French I or from prior study. It will further promote a deeper understanding of French and Francophone cultures.
Attribute: ZLB1.
Prerequisite: FREN 1001.

FREN 1003. SPOKEN FRENCH I. (3 Credits)
Aural-oral practice. The second semester continues the study of grammar and focuses on developing the student's ability to speak and understand French. No credit toward the language requirement will be given for FREN 1003 without successful completion of FREN 1004. A single semester of the sequence may be taken for elective credit. Only offered in Fordham College of Professional and Continuing Studies.

FREN 1004. SPOKEN FRENCH II. (3 Credits)
Aural-oral practice. The second semester continues the study of grammar and focuses on developing the student's ability to speak and understand French. No credit toward the language requirement will be given for FREN 1003 without successful completion of FREN 1004. A single semester of the sequence may be taken for elective credit. Only offered in Fordham College of Professional and Continuing Studies.

FREN 1501. INTERMEDIATE FRENCH I. (3 Credits)
Attribute: ZLB1.
Prerequisites: FREN 1001 or FREN 1002.

FREN 1502. INTERMEDIATE FRENCH II. (3 Credits)
Attribute: ZLB1.
Prerequisite: FREN 1501.

FREN 1999. TUTORIAL. (1 Credit)

FREN 2001. FRENCH LANGUAGE AND LITERATURE. (3 Credits)
A critical analysis of selected cultural and literary texts; composition, conversation, and review of pertinent grammatical structures.
Attribute: ZLB1.
Prerequisite: FREN 1502.

FREN 2100. GRAMMAR AND PHONETICS. (4 Credits)
A comprehensive review of French grammar and phonetics with attention to their use in literary and cultural contexts. Intensive practice of the spoken and written language. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: FREN 2001.

FREN 2500. APPROACHES TO LITERATURE. (4 Credits)
A basic course in French literature. Close readings in the major forms, prose fiction, poetry and drama, and an introduction to the varieties of critical strategies for reading them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FREN 2600. FRANCE: LITERATURE, HISTORY, AND CIVILIZATION. (4 Credits)
The history and civilization of France and its literature in prose, poetry, and drama. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, INST.
Prerequisite: FREN 2001.

Updated: 10-11-2017
FREN 2601. FRENCH CONVERSATION AND COMPOSITION. (4 Credits)
Intensive practice of the spoken and written language with emphasis on proper use of idioms and building of vocabulary based on topics in interest and relevance. A basic course for prospective majors and minors.
Prerequisite: FREN 2001 or equivalent. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: FREN 2001.

FREN 2604. CINE CONVERSATION. (4 Credits)
Offering students a stimulating variety of contemporary French films as a springboard to context-driven discussions, this course will provide intensive practice of the Spoken French language with emphasis on vocabulary building, idiom acquisition and appreciation for cultural difference. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FREN 2625. FRENCH SONG: MUSIC AND LITERATURE. (4 Credits)
French song in music, literature and theory using Rousseau on music, opera, actual songs and transcription technique as cultural lens.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FREN 2600. INTERNSHIP. (2 Credits)

FREN 2605. BUSINESS FRENCH. (4 Credits)
Development of oral proficiency in daily communication within the business world, preparing students in technical vocabulary and situational usage. Introduction to specialized vocabulary. Readings in management, operations, marketing, advertising, banking and practice in writing business correspondence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: IPE.

FREN 2619. FRENCH MURDER MYSTERY AND FILM. (4 Credits)
The murder mystery genre reaches its apogee in French Maigret stories and film noir. Cartesian logic (discours de la methode) provides the quintessential critical lens for solving the crime. A literary detective class.
3 texts, 3 films and lots of discussions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: COLI.
Prerequisites: FREN 2001 (may be taken concurrently) or FRRU 2001 (may be taken concurrently) or FRLU 2001 (may be taken concurrently) or FREU 2001 (may be taken concurrently).

FREN 3005. FRENCH BUSINESS CULTURE. (4 Credits)
The course examines the codes of French business culture and explores ways for students to prepare themselves for the French marketplace by mastery of these codes. In particular, we will focus on improving your business eloquencia perfecta – oral and speaking skills and appropriate forms of presentation through personalized training, role playing, mock interviews, and business pitches. Beyond incorporating the essentials of business vocabulary, we will explore every aspect of public speaking from grammatical accuracy, phonetics, clarity, and concision, to the effectiveness and communicating your message, your use of body language and physical space. Students will prepare CVs, cover letters, perform interviews, practice networking, and work in groups to develop sample start-up pitches. Students will build up experience and self-confidence with handling real life situations. Invited guests from the French and bi-cultural business and entrepreneurial community in New York City will share their experiences with students and provide opportunities for students to practice their new skills and learn more about bilingual business opportunities. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

FREN 3020. FRENCH FOOD, FILM, FICTION. (4 Credits)
Interdisciplinary, multimedia course dealing with food, meals, cooking in French film (Chocolat Babette's Feast) and fiction. We will cook a final banquet using recipes from Larousse Gastronomique. Gastronomic Theory (Bordieu, Bribit-Savarin) and texts (Balzac, Rabelais, etc.)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

FREN 3100. MEDIEVAL FRENCH LITERATURE. (4 Credits)
A survey of medieval French literary genres of the 10th-15th centuries, ranging from lyrical and didactic poetry, prose, and drama, to contemporary cinematic adaptations of medieval texts. Set within their cultural contexts, selected works may comprise courtly and/or Arthurian literature, comedic texts, spiritual and political writings, and film. An excursion to the Morgan Library and Museum or Metropolitan Museum of Art may complement our in-class discussions. Taught in French.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, MVST.
Prerequisites: FREN 2001 (may be taken concurrently) or FRRU 2001 (may be taken concurrently) or FRLU 2001 (may be taken concurrently) or FREU 2001 (may be taken concurrently).

FREN 3101. WORD AND IMAGE IN MEDIEVAL FRANCE. (4 Credits)
This course examines the medieval French literature that illuminates some of the great cathedrals of twelfth and thirteenth-century France. To understand medieval cathedrals we must "read" them through the literature of the age. The texts studied will be in modern French translation and will come from a variety of genres: lyric poetry; romance; epic; devotional literature; biography and autobiographical confession. These texts will be related to the stained glass, architecture, and sculpture of several French gothic cathedrals. Taught in French.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: FREN 2600 or FREN 2601.
FREN 3109. MEDIEVAL FRENCH LITERATURE AND POLITICS. (4 Credits)
This course explores the political crises and literary polemics of late medieval France. We will examine a variety of different genres (poetry, epistle, political prose) that reflect the crises of the day: the Hundred Years' War, Civil War, and literary polemics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

FREN 3120. INVENTING IDENTITY: 16TH CENTURY. (4 Credits)
This course examines Renaissance and Reformation (as well as Catholic Reformation) roles in developing a concept of self in early modern France. Literature of all genres, films, art, women’s issues, an interdisciplinary format. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, EP3.

FREN 3125. MAPPING THE NATION. (4 Credits)
How did the term l’Hexagone come to be synonymous with continental France? This course examines the hidden ideology of maps, from the burgeoning of cartographic science during the Renaissance to the question of France’s place within the European Union and subsequent responsibility during the ongoing refugee crisis. In addition to considering maps as texts, starting with Guillaume Postel’s 1578 world map with a meridian bisecting Paris, we will also consider texts as maps, attending to questions of space, mobility, and perspective in authors ranging from Montaigne and Rabelais to Proust and Butor. Of particular interest is the process by which space becomes place, and the use of geography as a tool of political ideology. We will explore Michel de Certeau’s distinction between espace and lieu, and take lessons from Mark Monmonier’s compelling essay “How to Lie with Maps.” Benedict Anderson’s idea of “imagined communities” will be useful in discussing the role of graphic and literary representations of space in crafting a sense of French nationhood. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Attributes: ALC, COLI.
Prerequisite: FREN 2600.

FREN 3130. CULTURE AND SCIENCE IN FRANCE. (4 Credits)
This course examines the history of the relations between science and culture in France, from the Renaissance to today. We will examine: the historicity of worldviews; religious and secular tensions; the literary expression of scientific ideas; the institutionalization of science by the French state. Readings from the works of Rabelais, Descartes, Pascal, Emilie du Châtelet, Voltaire, Condorcet, Maupassant, Teilhard de Chardin, Duhem, Marie Curie, and Foucault. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, INST.
Prerequisites: FREN 2600 or FREN 2601.

FREN 3150. MEDIEVAL SAINTS AND SINNERS. (4 Credits)
This course traces the origins and development of miracles, saints, and sinners in medieval French literature and culture (12th-15thC). We will examine a variety of different genres (poetry, prose, theater), texts, including political, religious, courtly, and comic works, and film. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Attributes: ALC, AMCS, MVST, REST.

FREN 3153. MEDIEVAL FRENCH COMEDY AND SATIRE. (4 Credits)
This course explores humor and the Hero/Anti-Hero across a variety of different literary and performative genres of 12th-15th c. France from Fabliaux, Farce, and the Chante-Fable to lyrical and Satirical works, theater, and /or contemporary film. Exclusion(s) to medieval collections in N.Y.C. course conducted in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

FREN 3175. FRENCH RENAISSANCES. (4 Credits)
This course explores the cultural renaissances of Medieval and Early Modern France. We will compare “the” Renaissance of the 16th century to two earlier “renaissances”: one at the court of Charlemagne and the other during the 12th century. We will look at the literary and artistic expressions of these re-births, why they started and what lasting impacts they had on French culture throughout history. We will read works by some of the greatest authors of French literature, including: Rabelais; Marguerite de Navarre; Louise Labé; Montaigne; Scève; Marie de France; Chrétien de Troyes; Abelard & Heloise. Course in French.
Attribute: ALC.
Prerequisite: FREN 2600.

FREN 3251. 17TH CENTURY STAGE AND STATE. (4 Credits)
Study of French Theater in relation to State and politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Attribute: ALC.

FREN 3252. THE FRENCH GALLANTRY 17TH TO 20TH CENTURIES. (4 Credits)
More than a form of politeness in a mixt social context, gallantry is a cultural phenomenon that has been part of French History for many centuries. Starting from the invention of the “gallant institution” in the mid-17th century, we will explore the association of gallantry and libertinage in the 18th century, and the aristocratic nostalgia for the Ancien Régime in the 19th and early 20th century, focusing on the symbolic references, literary representations, and sociocultural implications of this phenomenon. Our inquiry will allow us to reflect on recent debates about the “French exception” along with the feminist criticism of gallantry. Readings will involve plays, essays, poems, and novels by authors such as Molière, Honoré d’Urfé, Madeleine de Scudéry, Antoine de Courtin, Crébillon fils, Louise d’Épinay, Stendhal, Verlaine, Marcel Proust. In addition, movies and paintings will be studied in this course that will also include a mandatory visit to the Frick Collection. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: FREN 2600.
FREN 3253. MOLIERE: FROM PAGE TO STAGE. (4 Credits)
This course taught in French explores French Theatre and offers the opportunity to engage in the creative process from page to stage. Students will have the opportunity to participate in different capacities, such as performers, designers, dramaturgs, and stage managers. This course emphasizes the importance of working collaboratively. Students enrolled in the French and Theatre Programs will share their strengths and learn from each other. We will combine reading, theory, and analysis of a single play by Moliere, and put what we learn into practice in rehearsal. The semester will end with a public performance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, FASH.
Prerequisite: FREN 2600.

FREN 3290. EARLY AUTHORS MODERN THEORY. (4 Credits)
This course explores French writers from the Middle Ages and the Renaissance through the lens of 20th- and 21st-century French thinkers. We will read both original texts and later commentaries to interrogate how our modern theories have shaped our understanding of early French literature and culture, and consequently of the French canon. This juxtaposition will allow us to ask: How have the ideas of the author and of the text changed over time? Do modern theories help reveal aspects of early writers? Or are we merely reworking them in our own image? The early authors we will study may include, from the Middle Ages: Marie de France, Chrétien de Troyes, Christine de Pisan, François Villon; from the Renaissance: Rabelais, Marguerite de Navarre, Montaigne, Rabelais, Ronsard, Du Bellay, Labé. Among the modern theorists: Bon, Barthes, Foucault, Butler, Deguy, and Cerquiglini. Conducted in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

FREN 3291. FABLE AND FAIRY TALE. (4 Credits)
Fairy tales and fables as anecdote, as narrative and as the symbolic encapsulation of the "essence of what it meant to be French" during different periods in history. Popular sayings, proverbs and short stories modeled on the fable or fairy tale. Readings include short stories by Marguerite de la Navarre and their 20th-century Canadian revisions in "Novelles de la Nouvelle-France," La Fontaine, Charles Perrault's "Conte" and a tale by Barbey d'Aurevilly. The film "Manon des sources" and readings in theory from Bettelheim and Freud. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

FREN 3300. THE ENLIGHTENMENT. (4 Credits)
The main currents of the French 18th-century Enlightenment: works by Montesquieu, Marivaux, Voltaire, Diderot, Rousseau and Laclos. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

FREN 3301. FRANCE AND GLOBAL ENLIGHTENMENT. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: FREN 2600.

FREN 3333. TABLEAUX: ART AND THEATER: 1700S. (4 Credits)
This course examines the changing articulation of the 'tableau' and how it informed important aesthetic developments in 18th century theater and painting. Students will read theoretical texts on the theater, such as Diderot's De la poesie dramatique and Mercier's De theatre, theoretical works by Marivaux, Voltaire, Diderot and Beaumarchais, in addition to critical texts on the French salons. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

FREN 3340. NEO-CLASSICAL FRENCH WOMEN WRITERS. (4 Credits)
This course examines women writers in 17th and 18th century France and the various movements, events, literary genres, groups, and institutions their writing informed (i.e. les Precieuses, the Republic of Letters, the epistolary novel, etc.). The women studied include: Madame d'Aulnoy, Madame de Scudery, Madame de Lafayette, Madame Riccoboni, Madame du Deffand, La Comtesse de Genlis, Madame de Charriere, Olympe de Gouges, Madame de Roland, and Madame de Staël. (in French) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

FREN 3350. THINKERS AND MORALISTS. (4 Credits)
The class reads work by great French thinkers, among them the essayist Montaigne, the theologian Pascal, the humorist Moliere, the satirist LaBruyere and the salon star La Rochefoucauld, the social commentator Alexis de Toqueville, the food writer Brillat-Savarin. We will elucidate the nature and influence of French thinking about many aspects of culture throughout the early modern period and its effects to the present day. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: FREN 2001 (may be taken concurrently) or FRRU 2001 (may be taken concurrently) or FREU 2001 (may be taken concurrently) or FRLU 2001 (may be taken concurrently).

FREN 3360. FRENCH AUTOBIOGRAPHY. (4 Credits)
How the French recount their lives, form themselves and interact with others. Three male and three female-authored texts: Montaigne, Rousseau, Grde de Beauvoir, Yourcenar, Kaplan. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

FREN 3400. ROMANTICISM. (4 Credits)
The romantic revolution as seen in the works of Rousseau, Chateaubriand, Balzac Stendhal, Hugo, Nerval and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

Updated: 10-11-2017
FREN 3450. WRITERS AND LAWBREAKERS. (4 Credits)
This course focuses on the complex relationship that existed between literature and the law in 19th- and 20th-century France. We use prison literature, adventure novels, memoirs, poetry and plays to discuss societal perceptions of criminals, views of normative behaviors, literal and figurative crimes, and the aesthetic decisions made by artists caught between unacceptable narratives and respect for the literary canon. Readings include Dumas, Hugo, Goncourt, Tristan, Verlaine, Proust, Genet, Pauhan, and Jouhandeau. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.
Prerequisite: FREN 2600.

FREN 3452. 19TH CENTURY SHORT STORY. (4 Credits)
The short story as a literary genre studied in the context of the political, social, economic and cultural unrest of the 19th century. Authors will include Zola, Barbey d'Aurevilly, Maupassant and Flaubert. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.
Prerequisites: FREN 2600 or FREU 2600 or FRLU 2600 or FRRU 2600.

FREN 3453. THE FLANEUR IN PARIS. (4 Credits)
Why does the figure of the flâneur appear in literature and art in the first decades of the 19th century? What changes (political, economic, social, urban, technical, aesthetic, and poetic) occur that facilitate this new type of urban wanderer? What’s the difference between the 17th- and 18th-century promeneur and the flâneur? Why is the concept of the flâneur impossible until the 19th century? And why does the flâneur disappear as Walter Benjamin argues toward the end of the 19th century? Why is the flâneur predominantly a male category? And is there a descent of the flâneur in the 20th and 21st centuries? In this course we examine the figure of the urban wanderer and flâneur from the last years of the 18th century to the first decade of the 21st century. We examine this figure in the literary and aesthetic works of Mercier, Retif de la Bretonne, Baudelaire, Rimbaud, Zola, Colette, Apollinaire, Debord, Roubaud, Calle as well as in the philosophical works of Benjamin and other critical texts and films. While we will not be able to walk in Paris, we will explore some of these questions by using New York as our ambulatory laboratory. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: FREN 2600 or FREN 2601.

FREN 3454. FRENCH FILMS D’AUTEUR. (4 Credits)
In this course, you will study French cinema history by focusing particularly on the “Auteur theory” and the work of world-renowned French filmmakers. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: FREN 2600 or FREN 2601.

FREN 3455. WOMEN ON THE MARGINS. (4 Credits)
The course explores the roles and identities available to women in nineteenth-century France and the ways in which women expanded the boundaries of those constraints. Through readings of literary and non-literary texts as well as films, paintings, drawings, and fashion plates, we consider such institutions and conditions as female education and conduct, marriage, motherhood, prostitution, sainthood, rebellion, and creativity. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, MEST, WSSS.

FREN 3456. DISCOVERING FRENCH CINEMA. (4 Credits)
What is French Cinema? Why is cinema regarded first and foremost as an art form in France? In this course, you will learn how to appreciate the language of cinema, understand how mise en scène, sound, and editing work together in crafting in front our eyes a world that will absorb us for a couple of hours. You will also journey through over a century of film production, from Méliès's early "trick films" to the animation boom of the 2000s, from 1930s poetic realism to the social realism of the 1990s, from Cocteau’s and Franju’s fantastic cinema to Besson's blockbuster films. We will see how these films can help us understand better why cinema has remained so important to French cultural identity and how French cinema has defined the way audiences abroad see France and French society. Readings introductions you to key film theoretical concepts will accompany the films discussed throughout the semester. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

FREN 3467. WOMAN OF GOD COURT AND ARMS. (4 Credits)
In this course, we will explore a variety of different texts by and about medieval French women of diverse social milieu in the courtly world of Arthurian literature; in the works penned by the Italian-born Christine de Pizan; and in verse and prose compositions recording the religious, military, fantastical and/or mythical experience of women of 12th - 15th c. France. Readings will include a selection of literary, polemic, political, and/or religious texts and film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
FREN 3470. FRANCOPHONE NORTH AFRICA. (4 Credits)
If the colonial past has imposed a number of artistic channellings on the contemporary North African artists, it has also obliged many of them to be linguistically innovative. In this class, we will explore how North African francophone writers have experimented with French literacy genres, as well as with bilingualism, in their struggles to fashion suitable creative spaces within the colonizer’s language. We will use short stories, novels, poetry, memoirs, and films to analyse this relatively new (and often subversive) literary voice, and to see how it interprets and rephrases central contemporary narratives, including those of war, exile, and immigration. Readings many include Bouraoui, Chraibi, Dib, Djebar, Feraoun, Haddad, Mokeddem and Sebbar. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, MEST.

FREN 3471. FRANCOPHONE SUB-SAHARAN AFRICA. (4 Credits)
This course will examine historical and contemporary migration and identities in sub-Saharan francophone Africa. Drawing on anthropology, film, literature, and theatre, we will explore migration from African perspectives. Topics covered include child trafficking, child labor, gender, religion, development and social change, and political consciousness. Readings/films will include: Le ventre de l’atlantique (Fatou Diome), Allah n’est pas obligé (Ahmadou Kourouma) Jaguar, les Maîtres fous (Jean Rouch), Femmes, greniers et capitaux (Claude Meillassoux). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: FREN 2500 or FREN 2600.

FREN 3472. REALISM AND DECADENCE. (4 Credits)
The novel and the poem in the second half of the 19th century. May include texts by Flaubert and Zola, Baudelaire and the Symbolists, Huysmans and Proust. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

FREN 3473. VISIONS OF THE MAGHREB. (4 Credits)
This course will examine how the Maghreb has been represented by French and Francophone artists in travelogues, novels, short stories, photographs and films. Topics to be considered include: colonialism, post-colonialism, neo-colonialism, alienation, displacement, hybridity, nomadic thought, transnational space. Readings may include Fromentin, Eberhardt, Le Clezio, Ben Jelloun, Mokeddem, Djout. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, MEST.

FREN 3476. CONFLICT AND VIOLENCE IN FRANCOPHONE AFRICAN CINEMAS. (4 Credits)
The development of film industries across Africa has been inextricably tied with colonial history. We will focus here on the cinematic production of former French colonies, from Algeria, Morocco and Tunisia in North Africa to sub-Saharan countries, including Senegal, Burkina Faso, and Tchad. Often trained in Western film schools, African and North African filmmakers started making films in the 1950s and 1960s, a time also marked by repeated struggles for independence from colonial domination. There is no single way to look at such a diverse and extraordinarily rich corpus. We will look more specifically at how different filmmakers have addressed, performed and questioned the notions of conflict and violence, both physical and psychological, literal and symbolic, at different time periods and in different regional contexts. Ousmane Sembène, Abderrahmane Sissako, Mahamat Saleh Haroun, Nabil Ayouch, Sarah Maldorore will be among the filmmakers included in our discussions. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: FREN 2600.

FREN 3477. MURDER MYSTERY AND FILM. (4 Credits)
This course is a literary game of CLUE: Who dunnit? where? how? We read and discuss French mysteries (romans policiers) and murders, from early modern through the present day, and view several films. The typical French reliance on Cartesian logic will enable us to solve the crimes! Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

FREN 3478. THE ESSAY FILM. (4 Credits)
Recently called “the most vibrant and significant kind of filmmaking in the world today” by Timothy Corrigan (2011), the essay film has been embraced by filmmakers worldwide. In this course, however, we will consider primarily the works of four key Francophone filmmakers and essayists, Agnès Varda, Jean-Luc Godard, Chantal Akerman, and Chris Marker. Non-exhaustive, this selective corpus allows for greater exploration of a genre that questions the boundaries between fiction and nonfiction, the declarative and the meditative, the visual and the verbal, the personal and the political. Critical interventions by Alexandre Astruc, Raymond Bellour, Phillip Lopate, Jean-Luc Godard, Timothy Corrigan and others, will help us understand and reflect on the formal integrity of a multifaceted genre, and the specific use of cinematic forms and techniques by filmmakers to convey clear political and aesthetic positions. The last month of the semester will be spent on students’ individual and collective creative experimentations with the essay video, with a special focus on pre-production and production planning and ongoing peer review critiques of each other’s works. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.
Prerequisite: FREN 2600.
FREN 3479. THE NEW WAVE ARRIVES. (4 Credits)
This interdisciplinary course examines the “New Wave” as a broad sociocultural phenomenon that not only refers to the cinematic revolution brought about by François Truffaut, Jean-Luc Godard, Agnès Varda and other filmmakers in the early 1960s but one that encompasses a wide range of transformations that made 1960s Paris the epicenter of pivotal artistic trends, social transformations and political activity. In addition to the French New Wave, topics include the role of youth popular culture, urban architecture and planning, the impact of the Algerian War and decolonization wars, mass consumerism, the convergence of several social and intellectual movements (women, workers, students, immigrants) in 'May 68'. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.
Prerequisite: FREN 2600.

FREN 3480. FRANCOPHONE CARIBBEAN LITERATURE. (4 Credits)
This course examines a variety of literary, historical, cultural and linguistic aspects of the francophone Caribbean between 1791 (the beginning of the Haitian Revolution) and today. Topics include articulations of political sovereignty in colonial and post-colonial contexts, francophone Caribbean literary movements, alternative narratives provided by Afro-diasporic voices, and Caribbean feminisms. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, GLBL.

FREN 3490. FRENCH LITERARY THEORY. (4 Credits)
French Theory became an intellectual trend in the United-States thanks to the translation of works by philosophers such as Michel Foucault, Giles Deleuze and Jacques Derrida. This course focuses on that particular theoretical movement and the way it increased significatively the academic relationships between France and the United-States. It also gives students the opportunity to discover today’s main “French theories”, not only understood as coming from France, but also from Québec, Switzerland, and Belgium. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: FREN 2600 (may be taken concurrently).

FREN 3495. MODERN FRENCH THEATER. (4 Credits)
This course explores Contemporary French Theatre and offers the opportunity to engage in the creative process from page to rehearsal to a full public performance at the end of the semester. It teaches students how to express themselves more effectively in French. It develops the acting, history, reading, theory and analysis of major modern playwrights.
Attribute: ALC.
Prerequisites: FREN 2600 or FREN 2601.

FREN 3550. IN SEARCH OF LOST TIME: MODERNITY, TEMPORALITY, AND THE SELF IN 20TH CENTURY FRENCH LITERATURE. (4 Credits)
A fundamental construct of Modernity is that it posits a particular relation to time, where the present is defined through a break with the past. This class examines how, for modern writers, a sense of self is indissociable from a broader reflection on the ways in which time structures who we are, and how we perceive the world. Themes include: memory and childhood, the invention of the everyday, day and night, timeless and the unconscious, measuring time in science. Authors and firms include: Proust, Beckett, Sarraute, Ducharme, Godard (taught in French).
Attribute: ALC.
Prerequisite: FREN 2600.

FREN 3556. THE CONTEMPORARY NOVEL. (4 Credits)
Major novelists of the 19th and early 20th centuries: Balzace, Stendhal, Flaubert, Zola , Huysmans, and Proust. Emphasis on the evolution of the novel as a genre and the relationship of the novel to its social, ideological, and historical settings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, INST.

FREN 3557. IN SEARCH OF LOST TIME: MODERNITY, TEMPORALITY, AND THE SELF IN 20TH CENTURY FRENCH LITERATURE. (4 Credits)
A fundamental construct of Modernity is that it posits a particular relation to time, where the present is defined through a break with the past. This class examines how, for modern writers, a sense of self is indissociable from a broader reflection on the ways in which time structures who we are, and how we perceive the world. Themes include: memory and childhood, the invention of the everyday, day and night, timeless and the unconscious, measuring time in science. Authors and firms include: Proust, Beckett, Sarraute, Ducharme, Godard (taught in French).
Attribute: ALC.
Prerequisite: FREN 2600.

FREN 3558. THE CONTEMPORARY NOVEL. (4 Credits)
Major novelists of the 19th and early 20th centuries: Balzace, Stendhal, Flaubert, Zola , Huysmans, and Proust. Emphasis on the evolution of the novel as a genre and the relationship of the novel to its social, ideological, and historical settings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, INST.

FREN 3562. WOMEN ON STAGE. (4 Credits)
This course explores the connection between women and the stage theatre. We will study both history (17th-20th centuries) and representation of the actress in social imagination. We will also read plays written and performed by women in the 20th and 21st centuries, paying attention to the representation of the feminine on stage. A mandatory theatre workshop will be held over one weekend in the semester. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: FREN 2600 or FREN 2601.

FREN 3564. FRENCH THEATRE AND PERFORMANCE (TAUGHT IN FRENCH). (4 Credits)
This course explores Contemporary French Theatre and offers the opportunity to engage in the creative process from page to rehearsal to a full public performance at the end of the semester. It teaches students how to express themselves more effectively in French. It develops the ability to communicate thoughts and feelings to others. We will combine acting, history, reading, theory and analysis of major modern playwrights. Invited guests from the French and bi-cultural theatre community in New York City will share their experiences with students, and provide opportunities for students to practice their new skills and learn more about. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: FREN 2600.
FREN 3565. FRENCH CONTEMPORARY NOVEL. (4 Credits)
This course examines some formal and narrative experiments that
have been central to the renewal of the French novel since the 1980’s,
in particular the popularity of fragmented stories and micro-fictions.
This fragmentation can take various forms beyond textual productions,
including the turn for many writers to graphic novels, radio narratives, and
other types of cross media explorations. Taught in French. Four-credit
courses that meet for 150 minutes per week require three additional
hours of class preparation per week on the part of the student in lieu of
an additional hour of formal instruction.
Attributes: ALC, COLI.
Prerequisite: FREN 2600.

FREN 3566. FRENCH CONTEMPORARY THEATER. (4 Credits)
This course examines French theater focusing on the performative
theatrical art of confession and, in particular, "la déclaration d’amour." Special attention will be granted to the relationship between text and performance or to how the word becomes action on stage and how staging affects our perception of the word. Readings include classical and contemporary plays as well as workshops and invited guests. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FREN 3571. FRENCH WOMEN WRITERS. (4 Credits)
Significant texts by French women writers. Issues of female writing and representation. Evaluating the status of writing as a woman in recent critical theory. Authors may include Flora Tristan, Colette, Simone de Beauvoir and Marguerite Duras. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FREN 3572. FRENCH CONTEMPORARY NOVEL. (4 Credits)
This course focuses on young twenty-first century writers of North African descent whose recent literary debuts shocked the French media and literary establishment. An analysis of their public personae as well as a close reading of their works help us understand how French society negotiates volatile political issues such as religion, patriarchy, racism, violence, and sexuality. It also brings a thorough understanding of the socio-cultural taboos that emerged after decolonization, notably those connected to the French acceptance of the public sphere. Last but not least, it provides a forum to discover and discuss some of the most powerful new voices of contemporary literature. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FREN 3561. NORTH AFRICAN FRANCE. (4 Credits)
This course focuses on young twenty-first century writers of North African descent whose recent literary debuts shocked the French media and literary establishment. An analysis of their public personae as well as a close reading of their works help us understand how French society negotiates volatile political issues such as religion, patriarchy, racism, violence, and sexuality. It also brings a thorough understanding of the socio-cultural taboos that emerged after decolonization, notably those connected to the French acceptance of the public sphere. Last but not least, it provides a forum to discover and discuss some of the most powerful new voices of contemporary literature. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FREN 3575. "AMERICA!" FRENCH AND FRANCOPHONE PERSPECTIVES. (4 Credits)
Drawing from a wide-ranging selection of literary texts, films, critical essays published or released at different time periods, this interdisciplinary course will examine Francophone constructions of "America." We will thus question the extent to which "America" is a neutral term. Does it refer to a geographical territory or to a site of cultural and political projections, aspirations or criticism? This course will examine how Francophone explorers, artists, intellectuals and politicians have contributed to the production and re-signification of this trope over time. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FREN 3600. FRANCE TODAY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FREN 3610. FRENCH-CANADIAN LITERATURE. (4 Credits)
Interdisciplinary introduction to the French culture of North America. Recent-release novels, short stories, poetry. Discussion of French-Canadian films and music. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FREN 3611. QUEBECOIS THEATER. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FREN 3630. FRANCOPHONE VOICES FROM NORTH AFRICA. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FREN 3631. NORTH AFRICAN FRANCE. (4 Credits)
This course focuses on young twenty-first century writers of North African descent whose recent literary debuts shocked the French media and literary establishment. An analysis of their public personae as well as a close reading of their works help us understand how French society negotiates volatile political issues such as religion, patriarchy, racism, violence, and sexuality. It also brings a thorough understanding of the socio-cultural taboos that emerged after decolonization, notably those connected to the French acceptance of the public sphere. Last but not least, it provides a forum to discover and discuss some of the most powerful new voices of contemporary literature. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FREN 3636. POSTCOLONIAL REPRESENTATION. (4 Credits)
Novels and essays written in French and published in the 1980’s that reflect cultural identities. Authors viewed as interpreters of the postcolonial condition whose works have been redefining traditional conceptions of history and culture, literature and identity. Authors may include Sebbar, Conde, Glissant, Chamoiseau, Confiant. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FREN 3637. FRANCOPHONE MIDDLE EAST. (4 Credits)
This course explores the historical and cultural ties between France and the Middle East between 1798 and today. Topics include: Napoleon’s campaign in Egypt; Egyptian intellectual diasporas in Paris (1880-1930); francophone poetry in 1920s Syria; francophone writings of the Lebanese civil war; identity politics in contemporary francophone Lebanese theater and cinema. Taught in French. Pre-Req: FREN 2600 or Instructor’s Permission. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FREN 3800. INTERNSHIP. (3 Credits)
FREN 3999. SERVICE LEARNING-3000 LEVEL. (1 Credit)
FREN 4998. SENIOR THESIS TUTORIAL. (4 Credits)
Independent research, supervised by a faculty in the language, leading to the completion of a senior thesis.
GERM 2650. BUSINESS GERMAN. (4 Credits)
Development of oral proficiency used in daily communication within the business world, preparing the students both in technical vocabulary and situational usage. Introduction to specialized vocabulary in business and economics. Readings in management, operations, marketing, advertising, banking, etc. Practice in writing business correspondence. Prerequisite: GERM 2001 or permission of instructor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: IPE.
Prerequisite: GERM 2001.

GERM 2800. GERMAN SHORT STORIES. (4 Credits)
This course follows the development of the short story as a genre in German literature with particular emphasis on its manifestation as a means of personal and social integration from the middle of the 20th century to the present day. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: GERM 2001.

GERM 3010. FRISCH AUS DER PRESSE: MEDIA AND COMMUNICATION. (4 Credits)
Further development of language skills through analysis and discussion of current texts from a variety of sources such as German-language newspaper articles, films, songs, internet, radio and TV programs, literature excerpts. Specific topics will vary based on students’ interests. Work on different types of writing like description, argumentation and creative writing. In class activities include discussions, paired and group work, and presentations. In German. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: GERM 2001.

GERM 3050. THE SOUND OF MUSIC: GERMAN MUSIC AND MUSICAL GENRES. (4 Credits)
This course traces the history of German music from the Middle Ages to Deutsche Popmusik, from German Lieder to German Schlager, New German Wave to Hip Hop. In-class activities include listening exercises, discussions, paired and group work, presentations on topics related to the music, events, and cultural foci covered. Drawn from authentic German realia, lyrics, interviews, articles, reading assignments will focus on both the music as well as its socio-political context. While engaging authentic German texts and music, it will be the goal of the course to advance stylistic and grammatical overall competence while fine-tuning listening and speaking skills in German. Taught in German. Prerequisite: GERM 2001 or Instructor’s Permission. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: GERM 2001.

GERM 3051. SURVEY OF LITERATURE I. (4 Credits)
A general survey of the history of German literature from the beginning of the 18th century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: GERM 2001.

FREN 4999. TUTORIAL. (3-4 Credits)
Study of a particular aspect of French literature or thought. Independent research and readings. Weekly or biweekly meetings with a faculty adviser. Designed for majors with permission of instructor.
GERM 3052. SURVEY OF LITERATURE II. (4 Credits)
A general survey of the history of German literature from the beginning to classicism (ca.500-1832). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC.

GERM 3057. MEDIEVAL GERMAN LITERATURE: POTIONS, PASSIONS, PLAYERS, AND PRAYERS. (4 Credits)
This course will introduce students to the rich literary and cultural heritage of Medieval Germany. The texts will all be read in English translation, but we will go over some passages in their original languages in class to catch some of the flavor of the Medieval German. Topics covered will include pre-Christian charms, the epic of the Nibelungs, love poetry, and urban carnaval plays. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, MVST.
Prerequisite: GERM 2001.

GERM 3250. POETRY OF THE GOLDEN AGE. (4 Credits)
18th and 19th century German poetry including works by Goethe, Schiller, Holderlin, Heine and prominent Romantics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

GERM 3302. GERMAN THROUGH THE SENSES. (4 Credits)
In this course, we focus on texts which read the world through the experience of one particular sense: smell, hearing or taste. Grenouille the protagonist of Patrick Suskind's novel Das Perfum (Perfum, 1985), creates a fragrance which is bottled desirability, becoming a mass murderer in the process. Similarly, the musical genius portrayed in Robert Schneider's Schlafes Bruder (1992) cannot find love in real life and chooses death, the brother of sleep, instead. Franz Kafka's "Hungerkunstler" ("A Hunger Artist," 1922) has turned starvation into instruction.
...(Continues with other course descriptions...)

Updated: 10-11-2017
ITAL 1003. SPOKEN ITALIAN I. (3 Credits)
The first semester consists of a study of basic Italian grammar and intensive aural-oral practice. The second semester continues the study of grammar and focuses on developing the student's ability to speak and understand standard Italian. No credit toward the language requirement will be given for ITAL 1003 without successful completion of ITAL 1004. A single semester of the sequence may be taken for elective credit. Only offered in Fordham College of Professional and Continuing Studies.

ITAL 1004. SPOKEN ITALIAN II. (3 Credits)
The first semester consists of a study of basic Italian grammar and intensive aural-oral practice. The second semester continues the study of grammar and focuses on developing the student's ability to speak and understand standard Italian. No credit toward the language requirement will be given for ITAL 1003 without successful completion of ITAL 1004. A single semester of the sequence may be taken for elective credit. Only offered in Fordham College of Professional and Continuing Studies.

ITAL 1008. THE LANG AND CULTURE OF ITALY. (3 Credits)
ITAL 1101. NUOVO MONDO: INTRODUCTION TO ITALIAN I. (3 Credits)
For students with no previous knowledge of Italian. Intensive aural-oral practice. Fundamentals of grammar. Conversation. Reading. Two hour lab per week. No credit will be given for ITAL 1101 without successful completion of ITAL 1102.

ITAL 1400. L'ITALIA IERI E OGGI: INTR IT I. (3 Credits)
In this course, students will develop their language skills while exploring topics in Italian culture such as regional diversity, immigration, and legacy of the artistic and political past. Extracurricular activities including visits to museums in New York City, and opera and film nights will give students the opportunity to improve their Italian in a less formal setting, and will engage them in a critical understanding of Italy's culture and artistic tradition. Class conducted in Italian. This course is equivalent to ITAL 1501 Intermediate Italian I and counts towards the fulfillment of the University's language requirement.

ITAL 1501. INTERMEDIATE ITALIAN I. (3 Credits)

ITAL 1502. INTERMEDIATE ITALIAN II. (3 Credits)
Review of grammar. Intensive practice in conversation and composition. Reading and discussion of graded literary texts. Conducted in Italian. The second semester of Intermediate Italian consists of an intensive oral and written practice aiming at expanding vocabulary and idiomatic expressions. The course will begin with a review of pronouns (direct, indirect object pronouns, combined pronouns, ci, ne) and verbs (in particular passato prossimo and imperfetto), and will move into the study of more complex linguistic structure including the conditional and subjunctive. Aspects of Italian culture will be presented in readings and activities. Conducted in Italian.

ITAL 2001. ITALIAN LANGUAGE AND LITERATURE. (3 Credits)
A critical analysis of selected cultural and literary texts; composition, conversation, and review of pertinent grammatical structures.

ITAL 2002. ITALIAN LANGUAGE AND LITERATURE. (3 Credits)
A critical analysis of selected cultural and literary texts; composition, conversation, and review of pertinent grammatical structures.

ITAL 2003. SPOKEN ITALIAN II. (3 Credits)
The first semester consists of a study of basic Italian grammar and intensive aural-oral practice. The second semester continues the study of grammar and focuses on developing the student's ability to speak and understand standard Italian. No credit toward the language requirement will be given for ITAL 1003 without successful completion of ITAL 1004. A single semester of the sequence may be taken for elective credit. Only offered in Fordham College of Professional and Continuing Studies.
ITAL 2400. ACTING IN ITALIAN. (0 Credits)
Course focuses on improving diction, pronunciation, expansion of vocabulary and conversational skills through the study and performance of dramatic works.
Attribute: THEA.

ITAL 2401. ACTING IN ITALIAN RESIDENCY. (0 Credits)

ITAL 2500. APPROACHES TO LITERATURE. (4 Credits)
A basic course in Italian literature. Close readings in the major forms, prose fiction, poetry and drama, and an introduction to the varieties of critical strategies for reading them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ITAL 2561. READING CULTURE THROUGH LITERATURE. (4 Credits)
This course is designed to introduce students to different aspects of Italian cultural tradition and history by closely reading representative literary texts from the early and modern periods, in a variety of genres including poetry, narrative, and drama. Students will acquire a technical vocabulary and practice different interpretive strategies to speak to continue the study of Italian literature and culture at the advanced level. The course's thematic focus, and the primary texts and secondary sources may vary. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: ITAL 2001.

ITAL 2605. ITALIAN CONVERSATION AND COMPOSITION. (4 Credits)
Composition with emphasis on improvement of grammatical skills and facility in Italian phraseology. Recommended for those students continuing in Italian as majors or minors, whose curricula will include historical surveys of Italian literature or civilization. Emphasized skills include letter writing, descriptions and exposition. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: ITAL 2001.

ITAL 2630. DIALECTS AND ITALIAN. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ITAL 2640. CLASSICS OF ITALIAN CINEMA. (4 Credits)
In this course we will explore selected masterpieces of Italian cinema focusing on the visual techniques and narrative strategies developed by world-renowned filmmakers such as Rossellini, Fellini, Visconti, Antonioni, Wertmuller, Tornatore, Benigni, and others. We will discuss how historical events, national, cultural and gendered Italian identities, fashion, and political and social issues have been represented or constructed by means of innovative and unique cinematic languages. Conducted in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ITAL 2700. FILMING THE CITY INSIDE AND OUT: A CINEMATIC JOURNEY THROUGH ITALY. (4 Credits)
This course introduces students to Italian cinema by focusing on the representation of Italian cityscapes and urban life, as well as the dynamic between urban and “peasant” cultures, the urban center and the rural periphery, in modern Italy from the so-called “economic miracle” of the late 1950s to the present, by internationally renowned filmmakers such as Visconti and Antonioni (Milan), Ermanno Olmi (Lombardy), Pupi Avati (Bologna), Fellini (Romagna), Pasolini, Nanni Moretti and Ferzan Ozpetek (Rome), Mario Martone and Matteo Garrone (Naples), among others. At the same time, students will be introduced to the fundamentals of Italian film analysis. Through screenings, critical readings, class discussions, and essay writing, students will develop the appropriate Italian vocabulary and analytical skills to examine a film focusing on its historical and cultural context, and the narrative, visual and sound techniques it employs. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: ITAL 2001.

ITAL 2701. CULTURE AND CIVILIZATION. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ITAL 2705. THE SOUTH OF ITALY. (4 Credits)
In this course, we will explore the rich and diverse cultural production in Southern Italy in the twentieth and twenty-first centuries with the purpose of challenging general assumptions and stereotypes about the “South,” and breaking through the North-South divide that has plagued Italian culture since Italy’s Unification in the 1860s. We will discuss literary texts, visual texts, and music, focusing on the legacy of the past, gender and family relations, urban culture and rural life, the push for modernization, and regional identities versus globalization, among other topics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: ITAL 2001.

ITAL 2800. ITALY AND THE ARTS. (4 Credits)
A comparative approach to the intimate relationship of literature and painting-sculpture of the 1400-1800 in the contract of treaties in the arts and the cultural society in political circumstance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: ITAL 2001.

ITAL 2801. A CULTURAL HISTORY OF ITALY. (4 Credits)
An analysis of the discourses evolved since the Unification (1860) that aim at defining Italy as it is imagined and defined by politics, economics, productivity, media, literature and cinema. The focus will fall in particular on the diverse “worlds” that make up Italy, the character of its regional traditions, its language, its way of life. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
ITAL 2805. GODS, DEMIGODS, AND MEN: RENAISSANCE AND BAROQUE ITALIAN THEATER. (4 Credits)
The course is designed to introduce students to the exploration of the theatrical production in Italy during the Renaissance and the Baroque, from Italian theater’s rebirth in 15th century Florence to the masterpieces of the 16th century. We will analyze the development of characters and their vision of truth, society and human relations, while investigating notions of subjectivity and gender. We will see how men, heroes, gods or half-human and half-supernatural creatures struggle against their own desire and lust (or against impediments and adverse fortune) in order to manipulate reality and resolve dilemmas. Readings will include plays by major authors such as Angelo Poliziano, Niccolo Machiavelli, Lodovico Ariosto, Torquato Tasso, Giordano Bruno, And Gian Lorenzo Bernini, and Opera librettos, such as the Orfeo by Alessandro Striggio, with music by Angelo Monteverdi. Some plays will be read entirely, others as selection. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ITAL 2910. EMIGRATION IN LITERATURE AND FILM 1850-PRESENT. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ITAL 2999. ITALIAN INTERNSHIP. (2 Credits)

ITAL 3002. THE ART OF TRANSLATION. (4 Credits)
The study of transferring texts from one linguistic code into another; analysis of various elements of texts, literal and figurative meaning, style, syntax, etc. will be the focus of the course as well as hands on practice working with different types of texts translating form English into Italian and vice versa. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ITAL 3010. POLITICS AND POETRY IN THE MIDDLE AGES: THE RISE OF VERNACULAR CULTURE IN THE MEDITERRANEAN. (4 Credits)
This course analyses the development of vernacular culture and literature in the Mediterranean during the Middle Ages. Students will explore the political, historical, and linguistic context within which vernacular languages and cultures emerged between the XI-XIII centuries. Following Dante’s On Vernacular language - the first linguistic and poetic “map” of the Middle Ages- students will retrace the interrelations linking the Italian vernacular culture to the other traditions within the “romance” domain in the Mediterranean. With the imperial court of Frederick II in Sicily, the Pope in Rome, and the most powerful centers of trade and finance in Florence and other Italian city-states, the Italian peninsula provides a special standing point for the analysis of the relationship between poetry and power in different political contexts: the court of the emperor Frederick II and the powerful communal republics in center and northern Italy will be the focus of the course. Among the texts, authors, and movements included are: Provencal and Italian trobadours; the “Sicilian School” and the encyclopedic culture at the court of the emperor Frederick II (poetry, law, philosophy, medicine, astronomy, translations); religious literature and the Tuscan School of poetry (S. Francis, Jacopone da Todi, Guittone d’Arezzo); the “New Sweet Style” (Guido Guinizzelli, Guido Cavalcanti, Dante Alighieri). Fulfills the Advanced Literature requirement of the core and satisfies the requirement of Minor and Major in Italian. Cross-listed with MVST and COLI. Taught in English with coursework in Italian for credit in Italian. ITAL 2500 or ITAL 2561 or Instructor’s Permission Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ITAL 3011. DANTE AND HIS AGE. (4 Credits)
Readings from Dante’s Comedy in the light of the cultural production of his day including Provencal and Sicilian lyric, influential philosophical texts, and economic and political changes in 13th-century northern Italy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ITAL 3012. MEDIEVAL STORYTELLING. (4 Credits)
Narrative tradition in medieval Italy from the Novellino to Boccaccio and Sercambi. Taught in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ITAL 3020. RENAISSANCE AND BAROQUE NOVELLA. (4 Credits)
This course will investigate the evolution of Italian narrative prose from the Renaissance to the Baroque. Particular attention will be devoted to the tradition of the unframed short story (Novella Spicciolata), but we will also explore collections of Novelle composed by major authors such as Bandello, Straparola and Basile. Taught in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
ITAL 3021. VICE AND VIRTUE IN MEDIEVAL ITALIAN LITERATURE. (4 Credits)
Informed by Aristotle’s Nicomachean Ethics and Aquinas’ Summa as well as by writings of Andrea Capellanus, Abelard and others, this course discusses the ethical value systems sustained in works by Jacopone, G. D’Arezzo, Donte, Petroue, Boccaccio, as they first expressed in Poetry and Prose. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

ITAL 3030. CRIMINAL TALES. (4 Credits)
Representation of violence in its political, organized and subversive manifestations in post-war Italy, its historical evolution, its sociological and anthropological interpretations. Films and various literature will be examined. Authors and directors: Rosi, Saviano, Wermüller, Carofiglio, Camilleri, Mammatrella, Ferrara, Salvatore, Giordana, among others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: INST.

ITAL 3050. ARTS AND POLITICAL ITALIAN HUMANISM. (4 Credits)
This course analyzes the main characters of the early humanist movement in Italy. It focuses on arts and politics and presents authors such as Petrarch, Valla, Lorenti de Medres. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

ITAL 3051. SURVEY OF LITERATURE. (4 Credits)
The social and cultural background of Italian literature with selected readings and analysis of some of the most representative authors of the time. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.
Prerequisite: ITAL 2001.

ITAL 3062. ETHICS AND ECONOMIC VALUE IN MEDIEVAL LITERATURE. (4 Credits)
This course introduces students to the literary representation of economic values such as profit, work, and utility as they emerge in medieval texts. Students will analyze these values within the critical perspective of the 13th to 15th century authors as seen in their political, historical, and literary contexts. This course includes works from early European lyric poetry, and authors such as Dante, Boccaccio, Petrarch, Erasmus, and Leon Battista Alberti. Students will learn to set their discussions in the broad perspective of European intellectual history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

ITAL 3063. SATURIAN SPIRITS: ART AND LITERATURE IN ITALY. (4 Credits)
As an examination of different literary genres of the Italian Renaissance and Baroque (novella, theatre, poetry, autobiography and epic poems), this course will focus on some of the most important courts of the peninsula (Firenze, Urbino, Mantova, Ferrara, Venezia and Roma), and will explore the relation of the visual arts to the literary production of eminent writers and artists (Brunelleschi, Alberti, Pico della Mirandola, Poliziano, Boiardo, Ariosto, Machiavelli, Michelangelo, Leonardo, Cellini, Vasari, Tasso, Striggio, Marino). In addition to engaging in close-readings of key works, students will be encouraged to investigate other art forms such as paintings, sculpture, architecture and music, in an attempt to address the questions: What role did patronage of the arts play during the Renaissance and Baroque? What did it mean to be a writer and an artist in Italy between the 15th and 17th centuries? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

ITAL 3111. NEW ITALIAN CINEMA. (4 Credits)
The representation of social and cultural issues elaborated in the dramatic, multimedia discourse of playwrights and film directors such as Pirandello, Fellini, Moretti; in works that include Six Characters, La Dolce Vita, La Vita e Bella. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ITAL 3120. RENAISSANCE LITERATURE. (4 Credits)
A study of the principal poets and writers of the 15th and 16th centuries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

ITAL 3125. MAGNIFICENCE AND POWER: THE MEDICI AND RENAISSANCE FLORENCE. (4 Credits)
The course is dedicated to the study of the relationship between culture and politics. In particular we will discuss how the practice of power and the exercise of patronage affected Florentine writers in 15th and early 16th centuries, during the period of Medici’s supremacy. It will be central to the course to verify why the Medicean government was surprisingly far from being simply a repressive and propagandistic political regime. Indeed, Florence, during those years, became an extraordinary place for the arts and, in particular, for literature. Many Florentine masterpieces were produced in different genres (novella, theatre, poetry, autobiography, epic poems, dialogue) and were influential in the development and the shaping of 16th century European culture at-large. This course will focus on the literary production of eminent writers and artists such as, but not limited to, Alberti, Pico della Mirandola, Poliziano, Lorenzo de’ Medici, Luigi Pulci, Machiavelli, Michelangelo. In addition to engaging in close-readings of key works, students will be encouraged to investigate other art forms such as paintings, sculpture, architecture and music, in an attempt to address the questions: What role did Medici patronage of the Arts play during the Renaissance in Florence? What did it mean to be a writer and an artist in Florence between the 15th and 16th centuries? Course taught in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.
Prerequisites: ITAL 2500 or ITAL 2561.
ITAL 3215. LOVE AND HONOR IN THE RENAISSANCE COURTS. (4 Credits)
This course will focus on some of the most important courts of the Peninsula (in particular Firenze and Ferrara) and will explore the epic poems of eminent writers such as Pulci, Bolardo, Ariosto, Tasso, and Marino. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

ITAL 3280. THE ITALIAN SHORT STORY. (4 Credits)
Authors such as Boccaccio, Bandello, Basile, Verga and Pirandello. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ITAL 3450. 20TH CENTURY LITERATURE. (4 Credits)
Analysis of the principal current philosophies of the 20th century in Italy from Modernism to the postwar periods. Major representative authors: D'Annunzio, Moravia, and Calvico. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ITAL 3452. ITALIAN MIGRANT LITERATURE. (4 Credits)
In this course we will read works written by contemporary italophone writers, i.e., authors who have adopted the Italian language initially to document their experience of migration, and later to speak creatively about Italian society, its complex recent history and its current cultural and political challenges, contradictions and potentials. We will ask such questions as: What stories do these writers tell? What is the cultural and political significance of their work for contemporary Italy in the European, Mediterranean and global contexts? We will address issues of representation, identity, gender, race and ethnicity, religious pluralism, citizenship and nationhood, with the aim, on the one hand, of exploring how Italian society has changed (or resisted changing) in the last decades, and, on the other hand, of understanding how these new artistic voices have challenged and enriched the Italian literary canon and cultural establishment. Authors may include Cristina Ali-Farah, Saidou Moussa Ba, Christiana de Caldas Brito, Gabriella Ghermandi, Pap Khouma, Amara Lakhous, Ingy Mubiayi, Igiaba Scego, Ornella Vorpisi, among others. Conducted in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: ITAL 2001.

ITAL 3500. COMEDY AND SATIRE IN ITALIAN CINEMA. (4 Credits)
Commedia all'italiana or satirical comedy represents a major contribution to world cinema with a significant approach to modifying social injustice, prejudice, and abuses. A broad range of styles and film techniques provide a forum to analyze film language and visual experiences. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

ITAL 3530. THE STAGE AND SOCIETY SINCE 1700. (4 Credits)
Social changes, traditions and reforms, love, family and economics as they are interpreted and cast on the stage by renowned playwrights such as Goldoni, Giacosa, De Filippo, Di Giacomo, Pirandello and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

ITAL 3540. LIBERTY AND TYRANNY 18 AND 19TH CENTURY. (4 Credits)
The dominant thrust of the 18th and 19th century, these complimentary ideas make up the themes of writers such as Alfie, Foscolo, Leopardi, and Mantoni among others. The course will trace the development of the idea of freedom in the authors mentioned. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC.

ITAL 3542. NATURE ART AND LITERATURE SINCE 1700. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC.

ITAL 3550. ITALIAN UNIFICATION: FILM/LITERATURE. (4 Credits)
Realism and idealism in the achievement of Italian unification analyzed in the works of filmmakers such as Blasetti and Scola, and in writers like Foscolo, Mazzini, Garibaldi, Lampedusa and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

ITAL 3553. ITALY FROM UNIFICATION TO 1945: LITERATURE, CULTURE, AND SOCIETY OF THE MODERN PERIOD. (4 Credits)
This course will focus on major cultural figures such as Carducci, Pascoli, D'Annunzio, Ungaretti, Svevo, Montale, and Calvino, among others, and will explore their relationship with and contribution to the social conditions and developments of their times. Taught in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ITAL 3625. THE MODERN ITALIAN THEATER. (4 Credits)
Italian playwrights such as: Pirandello, Betti, Fabbrì, Dr. Filippo Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ITAL 3630. CONTEMPORARY ITALIAN NOVELS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
ITAL 3650. ITALY AT WAR. (4 Credits)
In this course we will read literary works—narrative, theater and poetry—written in Italy during three key periods of its modern history, namely WWI, WWII, and the so-called “years of lead” (late 1960 through the early 1980’s). We will discuss the response of Italian writers and intellectuals to war, Fascism and terrorism by focusing our attention particularly on the techniques that they use to represent, exalt or denounce individual and collective violence, into support or critique extreme ideologies - whether on the right or on the left. In Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.
Prerequisite: ITAL 2001.

ITAL 3660. AVANT-GUARDE MOVEMENTS. (4 Credits)
Avanguardia and the war: arts and literature in 20th century Italy. This course will explore the artistic and intellectual movements in Italy from the beginning of the 20th century to the eve of WWII. It will discuss the influence that the Italian avanguardia – from Futurism to Hermeticism – had on the formation of ideologies that exalted or opposed the war before WWII and led Italy to the second world conflict through the Fascist dictatorship. The course will look at Italian avanguardia in its European context, exploring the relations with the Russian, German, and French intellectual and artistic movements of the early 20th century. A special emphasis will be given to the relation between literature, the visual arts, and theatre. Readings will include texts by D’Annunzio, Marinetti, Rosso di San Secondo, Montale, and Gadda. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, EP4, VAL.

ITAL 3701. ITALIAN WOMEN WRITERS. (4 Credits)
Outstanding Italian women writers such as Colonna, Morra, Deledda, Ginzburg, Morante, Maraini, Loy. Taught in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, WGS.

ITAL 3901. NARRATIVE AND FILM. (4 Credits)
The development, trends, and interplay of literary texts and Italian film in the history of the Italian cinema from its origins to today. Films by DeSica, Visconti, Bertolucci, Pasolini, Taviani, Bellochio, Rosi, and Tornatore. Literary works by Pirandello, Bassani, Levi, Boccaccio, Cain and Verga. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

ITAL 3910. ITALY TODAY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

ITAL 3920. WORDS ON FIRE: POETRY/SOC. TODAY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ITAL 3980. THE ITALIAN SHORT STORY. (4 Credits)
A study of the evolution of the short story in Italy with relation to style, structure, ideology, and character developments as well as point of view – Boccaccio, Bandelli, Nieve, Pirandello, Maravilla among others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ITAL 4006. DANTE’S COSMOS: MEDIEVAL SCIENCE, THEOLOGY, AND POETRY IN THE DIVINA COMMEDIA. (4 Credits)
This course investigates Dante’s cosmos in the Divine Comedy through medieval science, theology, and poetry. Disentangling the context of the Comedy from Dante’s encyclopedic culture through reading in the disciplines of his time will lead students to a deeper comprehension of the multidimensionality of Dante’s universe than is possible through any singular disciplinary. The course will broaden students’ perception of the medieval cosmos in contrast with contemporary notions of cosmology. Taught in English with readings and writing in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, MVST.

ITAL 4010. ANNI DI PIOMBO / YEARS OF LEAD: CULTURE, POLITICS, AND VIOLENCE. (4 Credits)
The period from the late 1960s to the early 1980s in Italy, known as “anni di piombo” or years of lead, was characterized by intense social and political unrest, and terrorist activities. The 1969 bombing in Piazza Fontana in Milan and the 1980 bombing of the train station in Bologna serve as the tragic bookends of a decade of political violence culminating in the kidnapping and murder of Aldo Moro by the Red Brigades in 1978. In this course, we will study these years by closely examining the cultural production of the time – literature, film and other media. We will pay particular attention to the social and political motivations underlying extremist activism, both left- and right-wing, as represented in literature and the popular press, and to writers’, filmmakers’ and intellectuals’ diverse responses to politically motivated violence, whether to criticize the terrorists themselves or to question the state-sponsored “strategy of tension”. We will also discuss the ways in which these experiences have been revisited and reimagined in recent years, and their relevance for today’s Italy. Taught in English with texts in Italian and English translation. Coursework in Italian for credit toward the Italian major or minor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, EP4, VAL.

ITAL 4800. ITALIAN INTERNSHIP. (2-4 Credits)
ITAL 4998. SENIOR THESIS TUTORIAL. (4 Credits)
Independent research, supervised by a faculty in the language, leading to the completion of a senior thesis.
ITAL 4999. TUTORIAL. (1-6 Credits)
Study of a particular aspect of Italian literature or thought. Independent research and readings. Weekly or bi-weekly meetings with faculty adviser. Designed for majors with permission of instructor.
Japanese (JPAN) courses

JPAN 1001. JAPANESE I. (3-5 Credits)
An intensive introductory course that focuses on the four skills: speaking, reading, writing and listening, providing students with a basic knowledge of Japanese linguistic structures, vocabulary and culture, which, studied interdependently, comprise the Japanese language.
Attribute: ZLB1.

JPAN 1002. INTRODUCTION TO JAPANESE II. (3 Credits)

JPAN 1501. INTERMEDIATE JAPANESE I. (3 Credits)
Through review of grammar, intensive practice in conversation and composition. Reading and discussion of graded literary texts.
Attribute: ZLB1.
Prerequisites: JPAN 1001 or JPAN 1002.

JPAN 1502. INTERMEDIATE JAPANESE II. (3 Credits)
This continuation course finishes the grammar review and provides further intensive practice in conversation and composition. Reading and discussion of graded literary texts.
Attribute: ZLB1.
Prerequisite: JPAN 1501.

JPAN 2001. JAPANESE LANGUAGE AND LITERATURE. (3 Credits)
A critical analysis of selected cultural and literary texts; composition, conversation, and review of pertinent grammatical structures.
Attribute: ZLB1.
Prerequisite: JPAN 1502.

Russian (RUSS) courses

RUSS 1001. INTRODUCTION TO RUSSIAN I. (5 Credits)
An introductory course that focuses on the four skills: speaking, reading, writing and listening providing students with a basic knowledge of Russian linguistic structures, vocabulary and culture, which studied interdependently, comprise the Russian Language.
Attribute: ZLB1.

RUSS 1002. INTRODUCTION TO RUSSIAN II. (3 Credits)
This course will enhance the reading, writing, speaking and listening skills acquired by students in Introduction to Russian I or from prior study. It will further promote a deeper understanding of Russian and its literary and cultural traditions.
Prerequisite: RUSS 1001.

RUSS 1501. INTERMEDIATE RUSSIAN I. (3 Credits)
Attribute: ZLB1.
Prerequisites: RUSS 1001 or RUSS 1002.

RUSS 1502. INTERMEDIATE RUSSIAN II. (3 Credits)
The second semester continues and amplifies the work of the first. Conducted in Russian.
Attribute: ZLB1.
Prerequisite: RUSS 1501.

RUSS 1901. GRAMMAR REVIEW RUSSIA SPEAKER. (4 Credits)
For heritage speakers of Russian. Will improve the literacy of native Russian speakers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

RUSS 1999. TUTORIAL. (1 Credit)

RUSS 2001. RUSSIAN LANGUAGE AND LITERATURE. (3 Credits)
A critical analysis of selected cultural and literary texts; composition, conversation, and review of pertinent grammatical structures.
Attribute: ZLB1.
Prerequisite: RUSS 1502.

RUSS 2500. APPROACHES TO LITERATURE. (4 Credits)
This course examines the masterpieces of the nineteenth-century Russian prose, using a broad selection of the excerpts from the literary works of Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy and Chekhov. One of the goals of the course is to analyze how these writers expanded the boundaries of the genres in which they worked, even as they exposed the acute social problems of their time. Taught in Russian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: OCST.
Prerequisite: RUSS 2001.

RUSS 2601. RUSSIAN CONVERSATION AND COMPOSITION. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

RUSS 2640. RUSSIAN SHORT FICTION. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

RUSS 2650. MEDIA AND THE RUSSIAN STATE: NEWS OUTLETS FROM 19TH CENTURY TO PRESENT DAY RUSSIA. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

RUSS 3001. CONTEMPORARY RUSSIAN PROSE. (4 Credits)
This survey course focuses on the works of prose by such late-Soviet period and contemporary Russian authors such as Voynovich, Aksonov, Shukshin, and Yerofeyev. These works, which represent a wide range of stylistic and thematic approaches, marked a major transition from the remnants of Socialist Realism imposed by the Soviet totalitarian regime to the generally free expression found in the Russian literature of the 1990s. In addition to analyzing and discussing these works, this course will also place them in a broader cultural and literary context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
RUSS 3002. GENRES AND STYLES RUSSIAN LITERATURE. (4 Credits)
This course will introduce students to a wide variety of genres in both
synchronous as well as diachronic aspect. It will undertake a close
analytical examination of a number of types of literary and folkloric
texts. These masterworks of Russian literature will be analyzed in terms
of their defining features such as their intrinsic imaginative system,
language devices, themes, and ethical function, which are significant
for the chronologically relevant cultural tradition. The course will enable
students to perceive the literary works in their multi-dimensional depths
as the students will engage in a deeper analysis of each text surveyed.
The course will include texts from the present day to the distant Russian
literary past. Four-credit courses that meet for 150 minutes per week
require three additional hours of class preparation per week on the part
of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

RUSS 3010. 19TH CENTURY RUSSIAN LITERATURE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three
additional hours of class preparation per week on the part of the student
in lieu of an additional hour of formal instruction.
Attribute: ALC.

RUSS 3011. RUSSIAN ROMANTIC NOVEL. (4 Credits)
This course will examine the literary works of the Age of Romanticism
in Russian literature. Four-credit courses that meet for 150 minutes per
week require three additional hours of class preparation per week on the part
of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, OCST.

RUSS 3020. THE RUSSIAN SHORT STORY. (4 Credits)
This course will examine the literary works of the age of Romanticism.
Though it will focus primarily on the prose of Alexander Pushkin and
Mikhail Lermontov, it will also consider the writings of their predecessors
like Vasily Zhukovskiy and Konstantin Batyushkov. Students will
have the opportunity to discover and evaluate the peculiarities of
Russian Romanticism, particularly in the context of the synthesis of the
autochthonic cultural traditions and Western Romantic ideas. Special
attention will be paid to the evolution of the idea of the "hero." Four-credit
courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of
an additional hour of formal instruction.
Attributes: ALC, COLI, OCST.

RUSS 3021. THE MODERN RUSSIAN NOVEL. (4 Credits)
This course will examine the literary works of the age of Romanticism.
Though it will focus primarily on the prose of Alexander Pushkin and
Mikhail Lermontov, it will also consider the writings of their predecessors
Vasily Zhukovskiy and Konstantin Batyushkov. Students will
have the opportunity to discover and evaluate the peculiarities of
Russian Romanticism, particularly in the context of the symbols of the
autochthonic cultural traditions and Western Romantic ideas. Special
attention will be paid to the evolution of the idea of the "hero." Four-credit
courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of
an additional hour of formal instruction.
Attribute: ALC.

RUSS 3025. INTRODUCTION TO RUSSIAN THEATER. (4 Credits)
This course explores the modern Russian theatrical tradition from
the nineteenth century to today and examines a range of plays that
include works by Gogol, Ostrovsky, Chekhov, Bulgakov, Kharns, Shvarts,
Petrushevskaya, Pelevin, Grishkovets, and others. Conducted in Russian.
Four-credit courses that meet for 150 minutes per week require three
additional hours of class preparation per week on the part of the student
in lieu of an additional hour of formal instruction.
Attributes: ALC, OCST.

RUSS 3027. RUSSIAN CINEMA. (4 Credits)
This course serves as a survey of Russian cinema in a variety of
historical, cultural, and social contexts, as well as an introduction to
the work of its major directors. In addition to exploring main styles and
genres in Russian, Soviet, and post-Soviet filmmaking, students will learn
to analyze film as a medium through critical watching, reading, thinking,
and writing. Conducted in Russian. Four-credit courses that meet for 150
minutes per week require three additional hours of class preparation per
week on the part of the student in lieu of an additional hour of formal
instruction.
Attribute: ALC.

RUSS 4999. TUTORIAL. (4 Credits)

Spanish (SPAN) courses
SPAN 1001. INTRODUCTION TO SPANISH I. (5 Credits)
An introductory course that focuses on the four skills: speaking, reading,
writing and listening providing students with a basic knowledge of
Spanish linguistic structures, vocabulary and culture, which studied
interdependently, comprise the Spanish Language.
Attribute: ZLB1.

SPAN 1002. INTRODUCTION TO SPANISH II. (3 Credits)
This course will enhance the reading, writing, speaking and listening skills
acquired by students in Introduction to Spanish I or from prior study. It
will further promote a deeper understanding of Spanish and Hispanic
cultures.
Attribute: ZLB1.
Prerequisite: SPAN 1001.

SPAN 1003. SPOKEN SPANISH I. (3 Credits)
The first semester consists of a study of basic Spanish grammar and
intensive aural-oral practice. The second semester continues the study
of grammar and focuses on developing the student's ability to speak
and understand standard Spanish. No credit toward the language
requirement will be given for SPAN 1003 without successful completion
of SPAN 1004. A single semester of the sequence may be taken as
elective credit. Only offered in Fordham College of Professional and
Continuing Studies.

SPAN 1004. SPOKEN SPANISH II. (3 Credits)
The first semester consists of a study of basic Spanish grammar and
intensive aural-oral practice. The second semester continues the study
of grammar and focuses on developing the student's ability to speak
and understand standard Spanish. No credit toward the language
requirement will be given for SPAN 1003 without successful completion
of SPAN 1004. A single semester of the sequence may be taken as
elective credit. Only offered in Fordham College of Professional and
Continuing Studies.

Updated: 10-11-2017
SPAN 1501. INTERMEDIATE SPANISH I. (3 Credits)
Attribute: ZLB1.
Prerequisites: SPAN 1001 or SPAN 1002.

SPAN 1502. INTERMEDIATE SPANISH II. (3 Credits)
Attribute: ZLB1.
Prerequisite: SPAN 1501.

SPAN 1551. INTERMEDIATE SPANISH I FOR BUSINESS. (3 Credits)
Development of communication skills in everyday and business contexts with attention to vocabulary building, grammar review, conversation, and composition. Reading and discussion of literary, cultural, and business-related texts. Designed primarily for students in the Gabelli School of Business.

SPAN 1552. INTERMEDIATE SPANISH II FOR BUSINESS. (3 Credits)
This course continues and amplifies the work of SPAN 1551. Development of communication skills in business and everyday contexts with attention to vocabulary building, grammar review, conversation, and composition. Reading and discussion of literary, cultural, and business-related texts. Designed primarily for business students.
Attribute: ZLB1.

SPAN 1999. SERVICE LEARNING-1000 LEVEL. (1 Credit)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

SPAN 2001. SPANISH LANGUAGE AND LITERATURE. (3 Credits)
Study of selected literary texts and review of pertinent grammatical structures, textual analysis, composition, and conversation. Conducted in Spanish.
Attribute: LALS.
Prerequisite: SPAN 1502.

SPAN 2301. ADVANCED FOR SPANISH SPEAKERS. (3 Credits)
An advanced review of grammar for students with bilingual experiences in English and Spanish. Study of selected literary texts. Textual analysis, continued development of written and oral skills.
Attribute: LALS.
Prerequisite: SPAN 1501.

SPAN 2305. SPANISH CONVERSATION AND COMPOSITION. (4 Credits)
Intensive practice of the spoken and written language with emphasis on proper use of idioms and buildings of vocabulary based on topics of interest and relevance. A basic course for prospective majors and minors, not open to Spanish native speakers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: LALS.
Prerequisites: SPAN 2001 or SPAN 2301.

SPAN 2500. APPROACHES TO LITERATURE. (4 Credits)
A basic course in Spanish literature. Close readings in the major forms, prose fiction, poetry and drama, and an introduction to the varieties of critical strategies for reading them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2001 or SPAN 2301.

SPAN 2610. ADVANCED READING AND WRITING. (4 Credits)
In depth review of grammar topics through exercises on reading and writing intended to improve sentence and paragraph construction, expand vocabulary and create awareness of regional/cultural differences. The course will be centered on different types of readings such as essays, newspaper articles, short poems and fiction, and significant number of short writing essays. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: LALS.

SPAN 2620. SPANISH PHONETICS. (4 Credits)
Sounds of the Spanish language. Analysis of standard Spanish pronunciation in contrast with regional variants in the Hispanic world through tape models and live presentations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: LALS.

SPAN 2625. HISTORY OF THE SPANISH LANG. (4 Credits)
Examination of the beginnings and evolution of Spanish from Pre-Roman era to the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SPAN 2640. SPANISH AND NEW YORK CITY. (4 Credits)
This course works to achieve greater linguistic fluency and cultural understanding of the Spanish-speaking world. We will examine the Latin Americans and Latino experience in NYC through a variety of written and visual texts. Students will work in community to improve their language skills and cultural understanding in a highly contextualized environment. Community service required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: LALS, URST.

SPAN 2650. BUSINESS SPANISH. (4 Credits)
This course emphasizes key communicative skills to provide students with tools to work in Spanish in a wide variety of capacities. Students will learn essential vocabulary and discuss different cultural practices in the professional Spanish-speaking world. The class will explore important sectors of the economy in Spain, Latin America, and the United States as well as geographic elements (trade agreements, political circumstances, etc.) that shape them. Attention will be paid to both for-profit and non-profit models. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: LALS.
SPAN 2655. CREATIVE WRITING IN SPANISH. (4 Credits)
This course will explore various modes of creative writing (journals, short stories, microcuentos, poems, etc.). Readings about the process of writing by Hispanic authors, and certain exemplary texts will serve as guide and inspiration, while a workshop format will allow for revising and developing as second language writers. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: SPAN 2500.

SPAN 2700. HISPANIC LEGENDS. (4 Credits)
This course will introduce students to fundamental myths, folktales, and fables from a variety of Spanish-speaking countries and periods. Special attention will be paid to sources, interpretation, and analysis of these stories. Among topics to be considered are the types, structure and patterns of legends, the role of the hero, common devices such as personification, and orality. Written assignments include analytical essays, response papers, and creative writing. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2001 or SPAN 2301.

SPAN 2999. SERVICE LEARNING-2000 LEVEL. (1 Credit)
This student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

SPAN 3001. SPAIN: LITERATURE AND CULTURE SURVEY. (4 Credits)
A broad survey of Spanish culture through the study of some of its major literary figures and texts. The course will examine representative texts from important artistic movements in Spain, such as the Renaissance, the baroque, neoclassicism, romanticism, realism and postmodernism. By the end of the course, students will be able to define the main characteristics of these movements and will be familiar with important literary figures, such as Garcilaso de la Vega, Calderón de la Barca, Lope de Vega, Moratín, Bécquer, Larra, Leopoldo Alas, Pardo Bazán, Antonio Machado, Unamuno, Ramón Sénider, Aleixandre and Martín Gaite. Students will also be familiar with Spanish history and its relationship to the cultural field. Prereq: SPAN 2500 or Instructors Permission; Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisite: SPAN 2500.

SPAN 3002. LATIN AMERICA: LITERATURE AND CULTURE SURVEY. (4 Credits)
(May be applied to other groups depending on topic offered) The study of Spanish-American society through its cultural expressions: literature, art, music, film, and print journalism. To focus, in a given semester, on topics such as: "Literature and Art in Colonial Spanish America," "Literature and Film in Contemporary Spanish America," "Revolution in Spanish American Literature and Art," "Civilization and Barbarism," "National Identity, Race, and Gender in Spanish America," "Dictatorship and Resistance in Spanish America," and others. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, GLBL, LALS.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3005. THEMES IN LATINA/O AND LATIN AMERICAN STUDIES. (4 Credits)
This course allows students to explore ways to synthesize key topics in Latin American and Latina/o Studies (LALS) as an interdisciplinary field of study. It will compare the distinct approaches to these topics of the different disciplines represented by the LALS faculty (including History, Literature, Film Studies, Theology, Art History, Sociology, and Anthropology). Conducted in English. Coursework in Spanish for credit toward the Spanish major and minor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COMC, COMM, LALS.
Prerequisite: SPAN 2500.

SPAN 3007. SPANISH LINGUISTICS. (4 Credits)
This course focuses on the linguistic study of the Spanish language. The course discusses the formal domains of language structure - including speech sounds and their mental representations, sentence structure and semantic meaning, as well as social realities of language use and language change across different varieties of Spanish in the world. The course is taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASC.
Prerequisite: SPAN 2501.

SPAN 3051. SURVEY OF SPANISH LITERATURE. (4 Credits)
Major developments in Spanish literature from the early modern period to the 21st century. We will study the major literary movements, themes and genres through representative works. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3052. SURVEY OF SPANISH-AMERICAN LITERATURE. (4 Credits)
Major developments in Spanish American literature from the Colonial period to the 20th century. Representative works from various genres and their cultural context will be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, GLBL, LALS.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3066. SURVEY OF LATIN AMERICAN FILM. (4 Credits)
A panoramic view of the cinema of Hispanic America and Brazil, from the Golden Age of Mexican film to the present. Particular emphasis will be placed on students’ use of the language itself of film studies, as well as on the connections between transnational networks of filmmakers and the emergence of pan-Latin American identities. Taught in Spanish. Prereq: SPAN 2500 or Instructor’s Permission. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

Updated: 10-11-2017
SPAN 3070. THE LATIN-AMERICAN URBAN CHRONICLE. (4 Credits)
This course will cover the urban chronicle from the late 19th century to the present, exploring how this hybrid genre negotiates its link to literature, media, public space and the cultural economy of the city. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, AMST, COLI, LALS, URST.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3072. GEOGRAPHIES OF POWER/INJUSTICE. (4 Credits)
Throughout this course, the aim is to develop in students a critical perspective on the spatiality of social life, that is, to foster students understanding of how relations of power and dispossession are inscribed into the built environment in both urban and rural landscapes. Through in-depth study of 20th and 21st century Spanish American works of fiction and film, we will study how space (which simultaneously shapes, and is shaped by, social life) is politically produced and reproduced, thus creating structures of privilege and advantage for some, and of social control and cultural, gender and class exclusion or domination for others. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: LALS.

SPAN 3075. Crime Fiction in Hispanic Literature. (4 Credits)
The socio-cultural particularities of the crime narrative. Short stories and novels by major Spanish and Latin American writers in the context of globalization. Authors may include Sabato, Garcia Marquez, Ampuero, Vazquez Montalban, Valenzuela. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2500 (may be taken concurrently) or SPRU 2500 (may be taken concurrently) or SPEU 2500 (may be taken concurrently) or SPLU 2500 (may be taken concurrently).

SPAN 3126. SPANISH GOLDEN AGE: THE AGES. (4 Credits)
This course examines the Spanish Golden Age through texts from the 16th through the 21st centuries to examine how different artists, theorists, and governments define the Golden Age period and to what end. Possible artists include Eduardo Marquina, Federico Garcia Lorca, Camilo Jose Cela, Juan Goitysolo, Ernesto Caballero, Arturo Perez-Reverte, Michele foucault, Joel-Peter Witkin, Pilar Miro. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3180. POETRY IN CONTEXT. (4 Credits)
This course proposes a social, historical and cultural contextualization of what is known as the Golden Age of Spanish poetry (16th-17th centuries). The major poets and poems of the time will be examined through their relationship with the main sources of social and political power and other forums of art and artists. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3200. MULTICULTURAL SPAIN. (4 Credits)
Since the formation of the Spanish state in early modern times the struggle between central and peripheral political powers has determined Spanish culture and society. This course explores the tensions between cultural diversity and unified identity of the Spanish nation in works from a broad spectrum of cultural production, from surrealism to postmodernism, from zarzuela to flamenco. The course explores the tension between cultural diversity and the unified identity of the Spanish nation and focuses on theories of nation-building, ideology, repression and political violence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3210. TRANSATLANTIC PICARESQUE. (4 Credits)
Exploration of the origins of this uniquely entertaining genre, its most exemplary manifestation in Spain, and its transatlantic resource in the New World. Texts include Lazarillo de Tormes, El Buscon, De Don Catrin de La Fachenda, El Lazarillo de Ciegos Caminantes, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3230. SINFUL BUSINESS. (4 Credits)
Analysis of greed in Colonial and Golden Age writings on New World treasure. Exploration of Classical and Jungian roots of negativity toward commercial navigation. Prose and poetry by authors such as Horace, Ovid, Cabesa de Vacca, Siguenza y Gongora, Quevedo, and Gongora. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC.
Prerequisites: SPAN 2500 (may be taken concurrently) or SPRU 2500 (may be taken concurrently) or SPEU 2500 (may be taken concurrently) or SPLU 2500 (may be taken concurrently).

SPAN 3250. GOD, GOLD, AND GLORY. (4 Credits)
In-depth examination of colonial narratives of exploration and conquest. Comparative study of text and film representations of this powerful moment of Spanish imperialism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3275. HYBRID FUTURES: A PANORAMA OF MEXICAN SHORT FICTION. (4 Credits)
This course will explore the main themes of Mexican science fiction, from the late nineteenth century to today, using a panoramic approach that encompasses different forms of cultural production and media (literature, film, comics, street art, etc.). Through the science fiction lenses we will examine Mexico’s relation to technology and the processes of modernization, as well as the imagined future of labor, gender, and immigration, among other issues. We will frame Mexican science fiction as part of a larger Latin American tradition, while also discussing the connections to more mainstream (i.e. American and English) visions of the genre. All materials will be available online.
Attributes: ALC, LALS.
Prerequisite: SPAN 2500.
SPAN 3300. MODERN LATIN AMERICAN VISUAL CULTURE. (4 Credits)
In this course, we will identify, follow, and compare a number of narrative and historical currents as they are represented in Latin American visual culture, from independence to the present. We will do this across a broad variety of media, including concrete poetry, performance art, photography, painting, film, television, sculpture, comics, and theater. We will focus on theoretical, historical, ethical, political, and identitarian approaches to these different disciplinary categories of visual culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3301. FEDERICO GARCIA LORCA AND HIS WORLD. (4 Credits)
The course is an in-depth study of the works and person of Spanish author Federico Garcia Lorca (1898-1936) in its socio-historical, artistic and cultural contexts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisite: SPAN 2500.

SPAN 3398. GENERATION OF 1898. (4 Credits)
The relationship between literary form and the ideological, aesthetic and sociopolitical issues characteristic of this crucial moment in Spanish history and literature. Includes works by major representative authors from this period: Azorin, Baroja, Antonio Machado, Unamuno, and Valle-Inclan. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3401. MODERN SPANISH FICTION. (4 Credits)
Spanish novel and/or short story. Major figures in 20th-century Spanish fiction. Authors may include: Baroja, Perez de Ayala, Sender, Cela, Matute, Delibes, Goytisolo and Tusquets. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3420. MODERN SPANISH POETRY. (4 Credits)
Study, explanation, interpretation of the creative new burst of the great poets of the 20th century Spain, of the various poetic movements which influenced them. Particular attention is given to the 19th century's prehistory of the 20th century Spanish poetry, the poetic "isms" of those periods and their influences. The study of Spanish metrics also will demonstrate their relevance to each poet. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3425. MODERN SPANISH THEATER. (4 Credits)
Examination of the various trends in Spanish Peninsular theater from the generation of 98 to the 1960's (tragedy, comedy, theater of the absurd, fantasy, realist theater and theater of protest) including those of two dramatist Nobel Prize laureates. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3426. MODERN HISPANIC THEATER. (4 Credits)
Through the study of a series of contemporary plays, this course addresses theatre as testimony to social and political changes in the Hispanic world during the Twentieth century. From pre-to-post Franco Spain, and from the naturalist drama in the early Twentieth century to postmodern experiments in the theatre of the absurd in Argentina, we will focus on issues of rebellion, abuse of power, and tyrannies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3450. NOBEL PRIZES IN HISPANIC LITERATURE. (4 Credits)
Study and critical analysis of selected works in poetry, fiction, and theater, of the 10 Nobel Prize winners from Spain and the Americas, since the first awards in 1901. From Jose de Echegary (Spain, 1904) to Octavio Paz (Mexico, 1990). Film and other media versions of their works will be complemented with textual studies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3500. LITERATURE OF DISCOVERY. (4 Credits)
In-depth examination of four essential chroniclers of Spanish-American discovery: Colon, Cabeza de Vaca, Cortes, and Las Casas. Exploration of the concept of discovery, supported by study of several foremost critics of colonial literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3510. SPAIN AT WAR. (4 Credits)
This course will explore the main political and social conflicts in Spanish history from early modern times to the 20th century and its impact on literature and art. Works by Cervantes, Goya, and Picasso, among many others, will be analyzed and discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.
SPAN 3530. EXCESS IN SPANISH LIT. (4 Credits)
National identity in Spain was constructed beyond European ethics and aesthetics. This course focuses on the tragic consequences of presenting Spain as the Other, examining representations in modern literature and film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Attributes: ALC, COLI, LALS. 
Prerequisites: SPAN 2500 or SPRU 2500 or SPLU 2500 or SPEU 2500.

SPAN 3535. UNIVERSITY OF THE TIME THROUGH SPANISH LITERATURE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Attributes: ALC. 
Prerequisite: SPAN 2500.

SPAN 3540. SPAIN AND ISLAM. (4 Credits)
Islam has been a major constant in the construction of Spanish national and cultural identity from the Middle Ages to our present day. This course will explore the nature of this Islamic constant through the different political and cultural contexts of Spanish history. Course material will include literary sources from Medieval lyric to modern fiction as well as other cultural forms, including Medieval music and contemporary cinema. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Attributes: ALC, COLI, LALS, MEST. 
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3550. EXPRESSING THE COLONIES. (4 Credits)
This course will consider Colonial texts following the age of discovery and conquest. Exploration of Sor Juana, Inca Garcilaso, Balbuena, Acosta, Vazquez, de Espinosa, and others will seek to identify how the writings contributed to the expression of the newly established colonies and institutions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Attributes: ALC, LALS. 
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3560. REIMAGINING THE COLONIES. (4 Credits)
Study of modern Latin American historical fiction (novels and short stories) set in the Colonial period. Exploration of the factors that inform contemporary authors’ literary imagination as they envision and recreate this crucial period in Latin American history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Attribute: ALC. 
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3561. REPRESENTING THE GYPSY. (4 Credits)
This course will explore the representation of the gypsy in Spanish literature and culture from the late Middle Ages to the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Attributes: ALC, COLI, INST, LALS, PJST. 
Prerequisites: SPAN 2500 or SPEU 2500 or SPLU 2500 or SPRU 2500.

SPAN 3570. STORIES OF A NEW WORLD. (4 Credits)
Panorama of the first three centuries of Spanish American Literature. Narratives, poems and letters by conquistadors, priests, sailors, nuns, nobles, commoners, indigenous, crioles, and Spaniards. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Attributes: ALC, LALS. 
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3575. PAINTING THE EMPIRE: UNDERSTANDING THE SPANISH EMPIRE THROUGH ART AND LITERATURE. (4 Credits)
The Golden Age of Spanish art and literature (known as “el Siglo de Oro”) coincided with the configuration of Spain as a global empire after the rise of the Habsburg dynasty to the Spanish throne (from around 1550 to around 1650). This course proposes a study of the main social, political and cultural conflicts that confirmed that empire from a multidisciplinary perspective that combines the works of the empire’s most famous painters (El Greco, Diego Velázquez, José de Ribera, among others) with the works of its most representative writers (Lope de Vega, Miguel de Cervantes, María de Zayas, among others); topics such as the symbolic construction and shaping of space, gender, national identity or social and religious relationships will be approached through a combination of visual and textual representations. The course will also take great advantage of the important collections of Spanish Renaissance and Baroque painting held at several New York institutions such as the Metropolitan Museum of Art of the Hispanic Society of America, including visits to those institutions and field work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Attributes: ALC, COLI, LALS, MEST. 
Prerequisites: SPAN 2500.

SPAN 3580. FRANCOIST SPAIN. (4 Credits)
This course in cultural production during the regime of Francisco Franco (1939-1975) examines the regime’s ideological approach to the arts by studying the personalities and legislature that shaped Francoist aesthetics. The course puts state sponsored and subversive art in dialogue with official policies and the struggle for their control to produce a more advanced understanding of Franco’s Spain. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3582. NEW YORK IN LATINO LITERATURE AND FILM. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Attributes: ALC, COLI, LALS, PLUR. 
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.
SPAN 3583. NEW YORK CITY LATINO THEATRE AND PERFORMANCE. (4 Credits)
Explores the diversity of Latino performance styles in NYC, from theatrical performances to performance art and spoken word, by studying the works presented in NYC’s Latino repertory theaters, musical theater venues, performance art and spoken word presentations, such as El Repertorio Espanol, Teatro Circulo, the Puerto Rican Travelling Theater/Pregones Theater, and INTAR. It will study the works of performance artists such as Carmelita Tropicana and Josefina Baez, of spoken word poets such as Willie Perdomo, Edwin Torres and Caridad del la Luz, and Alberto Sandoval-Sanchez, and Diana Taylor. Conducted in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: LALS, PLUR.
Prerequisite: SPAN 2500.

SPAN 3610. CHILDREN’S GAZE IN LATIN AMERICAN LITERATURE. (4 Credits)
This course examines Latin American short stories, novels and poetry which focus on the way children and adolescents view the world and how they process their immediate socioeconomic and geographic contexts to construct their world view and find their place in society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, GLBL, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3625. SPANISH-AMERICAN SHORT FICTION. (4 Credits)
The short story and the short novel in Spanish America from its beginnings in the 19th-century. Authors may include: Echeverria, Quiroga, Borges, Rufio, Fuentes, Carpenter, Cortar, Onetti, Garcia Marquez, Piera, Garro and Allende. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, GLBL, LALS.
Prerequisites: SPAN 2500 or SPEU 2500 or SPLU 2500 or SPRU 2500.

SPAN 3630. CULTURAL JOURNEY THROUGH MEXICO CITY. (4 Credits)
An overview of the literature, culture, and history of Mexico City, from the first colonial encounters to a contemporary look at what cultural critic Carlos Monsivais has called "post-apocalyptic" city. Course will include texts by Balbuena, Calderon de la Barca, Gutierrez Najera, Novo, Villaurutia, Pacheco, Fuentes, Poniatowska, Blanco, Monsivais, as well as photography, music, urban history and film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS, URS1.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3642. SPANISH-AMERICAN LITERATURE AND POPULAR MUSIC. (4 Credits)
The significant role of popular music such as bolero, tango, milonga in Latin American Postmodern Novel. Authors may include: M. Puig, R. Sanchez, G. Cabrera Infante, L. Otero, M. Montero, R. Ampero. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3685. MEDIA AND LITERATURE IN SPANISH AMERICA. (4 Credits)
How did the sphere of literature react to the technological changes in media during the 19th and 20th centuries? This course will focus on five cases: telegraph, radio, photograph, film, and internet. We will read texts by Gutierrez Najera, Maples Arce, Biyo Caseras, Cortazar, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3701. SPANISH-AMERICAN WOMEN WRITERS. (4 Credits)
Texts by Spanish-American women writers from the Colonial period to the present. Issues of female writing and representation. Evaluation of the status of writing as a woman in recent critical theory. Authors may include: Sor Juana, Mistral, Bombal, Castellanos, Poniatowska, Ferre, and Allende. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, GLBL, LALS, WGSS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3710. CONTEMPORARY LATIN AMERICAN FICTION. (4 Credits)
In this course we will study the major trends in Latin American fiction from the second half of the 20th Century onwards. Significant attention will be placed on writers of the 1960’s "boom" generation, their technical innovations and their role as intellectuals. Major post-boom authors will then be studied focusing on themes such as migration, transnationalism, memory, end-of-the-century politics of identity, and the increasing professionalization of the Latin American writer. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3712. LITERATURES OF THE LATIN AMERICAN BOOM AND POST-BOOM. (4 Credits)
We will first explore the "Boom," a time in the 1960s and 70s when certain Spanish American authors (such as Garcia Márquez, Cortázar, Vargas Llosa, Fuentes, and Donoso) became known internationally for their sophisticated narrative techniques, engagement with politics, and re-imagining of national identity. We will then examine how more contemporary works of Spanish American fiction (by such authors as Poniatowska, Bolano, Fuguet, and Elit) grapple with the legacy of the "Boom." Other issues to be discussed include modernism, "magical realism," historical fiction, and works by authors transitioning between the Boom and Post-Boom (including Puig, Sarduy, and Allende). Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.

SPAN 3715. LATIN AMERICAN CYBERLITERATURE. (4 Credits)
Latin American Cyberliterature explores the articulation of cyberspace and literature and analyzes the use of hypertexts, blogs and blognovels by Favorón, Neuman, Paz Soldán, Volpi, Rivera Garza and Pron. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisite: SPAN 2500.
SPAN 3727. Writing Disease in Latin American Literature. (4 Credits)
An examination of disease as key metaphor for Latin America’s political crises in canonical, marginal, fictional and testimonial texts, essays, and film. The course will focus on the three emblematic diseases: tuberculosis (as a sign for artistic character and marginality), cancer (as a sign for emotional incapacity and revolutionary crisis), and AIDS (as a “homosexual disease” related to exile and global travel). Through the study of the metaphorical representation of these diseases we will explore important artistic, cultural, and political debates in diverse Latin American contexts. Special emphasis will be given to the strategies through which the diseased portray themselves and are portrayed by others in relation to concepts of national identity and to the crises of the nation-state in the context of globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes:

Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3728. Popular Culture in Latin America. (4 Credits)
An examination of the multiple and contradictory meaning of “lo popular” in contemporary Latin American fiction and film. The course traces the shifting representation of the popular subject as an idealized symbol of the rural, folkloric “essence of national identity” to the popular subjects as a sign for a negative and menacing urban, illiterate and criminal other. It will review the critical literature on the popular and discuss how fictional representations of the popular subject contribute to forging, endorsing, or challenging dominant social views. Special attention will be paid to topics such as class, race, sexuality, religious practice and immigration to the U.S., as well as to the extent which these fictional works acknowledge the popular subject’s agency and subversive potential to transform society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes:

Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3730. WRITING VIOLENCE: PERU, 1980-2000. (4 Credits)
In this course we will study the different representations of violence in Peruvian narrative, poetry and film whose main subject was the armed conflict during the 1980's and 90's between the Peruvian state and subversive groups (Shining Path and MRTA). Most reading will be literary but the course has a strong interdisciplinary nature since a thorough study of historical, sociological and anthropological texts related to this period of Peruvian history and culture will be included. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes:

Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3750. CONTEMPORARY PERUVIAN LITERATURE. (4 Credits)
This course offers an overview of the major themes of Peruvian literature and intellectual discourse of the 20th and early 21st Centuries. Reading works by major authors such as Vallejo, Manatge, Ardeugas, Vargas Llosa, Varela, Ribeyro, and others we will explore topics such as cultural syncretism marginality, modernity and tradition, machismo, political violence and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes:

Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3751. ADAPTING SPANISH DRAMA. (4 Credits)
Study of film adaptations of Spanish drama. Authors and directors may include Garcia Lerco, Lope de Vega, Saura, Miro, Alonso de Santos, Colomo, Benet, Jernet, Pons. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes:

Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3755. SPANISH AMERICAN LITERATURE AND GLOBALIZATION. (4 Credits)
This course explores our current era of intense globalization, the expansion of transnational network of global capital via technology and mass media through Latin American literature and films. It discusses the economic, political and security challenges created by globalization and the impact of technology in Latin America. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes:

Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3770. CULTURES OF MEMORY AND POSTMEMORY IN CONTEMPORARY CHILE. (4 Credits)
This course will explore artifacts and movements of cultural memory – literature, criticism, film, photography, and other media – that illuminate efforts in Chile to come to terms with the country’s recent dictatorial past. We will also discuss these artifacts in light of the idea of “postmemory”: how affiliations to, and representations of, this past are (re)constructed in the present and projected into the future. The course will meet once a week during the semester, and then include an optional, one-credit, two-week-long trip to Santiago, Chile immediately after the semester ends. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes:

Prerequisite: SPAN 2500.

SPAN 3771. CULTURES OF MEMORY AND POST-MEMORY IN CONTEMPORARY CHILE. (1 Credit)
This course will explore artifacts and movements of cultural memory – literature, criticism, film, photography, and other media – that illuminate efforts in Chile to come to terms with the country’s recent dictatorial past. We will also discuss these artifacts in light of the idea of “postmemory”: how affiliations to, and representations of, this past are (re)constructed in the present and projected into the future. The course will meet once a week during the semester, and then include an optional, one-credit, two-week-long trip to Santiago, Chile immediately after the semester ends.

SPAN 3800. THE SPANISH DIASPORA. (4 Credits)
This course proposes a study of the main religious, political and intellectual Spanish diasporic waves from 1492 to 1939. By exploring different literary and cultural sources produced both inside and outside Spain it aims to determine the impact of exile and displacement in the formation of Spanish national identity. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes:

Prerequisites: SPAN 2500 (may be taken concurrently) or SPRU 2500 (may be taken concurrently) or SPEU 2500 (may be taken concurrently) or SPLU 2500 (may be taken concurrently).
SPAN 3809. ARGENTINE LITERATURE AND FILM. (4 Credits)
The course will examine in Argentina the fruitful dialogue between
literature and film. Analysis of the writers who incorporated into their
writing procedures derived from film and created new models of
representing reality. Among the authors to be explored are: Manuel Puig,
Jorge Luis Borges, Julio Cortazar, Adolfo Bioy Casares, Eduardo Sacheri,
Guillermo Martinez. Four-credit courses that meet for 150 minutes per
week require three additional hours of class preparation per week on the
part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, FCRH, INST.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3820. CARIBBEAN LITERATURE. (4 Credits)
Important topics in Caribbean literature such as national identity
and gender, national identity and race, discourses of modernity and
modernization, dictatorship and resistance, revolution in literature,
migration and exile as literary tropes, and the appropriation of popular
cultural forms. Authors may include: Marti, Pales Matos, Guillen,
Carpentier, Lezama Lima, Mir, Sanchez, Arenas, Verges, and Vega.
Four-credit courses that meet for 150 minutes per week require three
additional hours of class preparation per week on the part of the student
in lieu of an additional hour of form. Attributes: ALC, COLI, GLBL, LALS.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3826. LATIN AMERICAN AND WORLD LITERATURE. (4 Credits)
The course will examine contemporary Latin American writers who are
exploring the incursion in the world literature through relevant topics
such as economic globalization, the influence of international films and
concepts of probability and truth clarified by Godel in mathematics. This
contemporary Latin American narrative wraps itself in an international
space and produces a global narrative with a plurality of discourses and
voices. Among the authors to be explored are: Ampuro, Fuguet, Martinez,
Paszkowski, Volpi. Taught in Spanish. Four-credit courses that meet for
150 minutes per week require three additional hours of class preparation
per week on the part of the student in lieu of an additional hour of formal
instruction. Attributes: ALC, COLI, INST, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3850. NARRATING THE CITY. (4 Credits)
The course uses Spanish, Latin American and United States Latino texts
and films to discuss the representation of contemporary urban spaces
such as Madrid, Buenos Aires, Mexico City, Havana, Lima and New York.
Issues such as globalization, migration from the country to the city,
urban subcultures and urban politics will be discussed in relation to
readings from authors such as Garcia Lorca, Monsivais, Art, Borges,
Piega, Ribeyro, Pacheco, Garcia Canclini, Sanchez, Fusco, and filmmakers
such as Nielsinsky, Gonzalez Inaritu. Four-credit courses that meet for
150 minutes per week require three additional hours of class preparation
per week on the part of the student in lieu of an additional hour of formal
instruction. Attributes: ALC, COLI, IIST, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3855. FASCISMS, AESTHETICS, AND THE HISPANIC WORLD. (4
Credits)
This course will explore various iterations of fascism in Spain, Latin
America, and the United States in the 20th and 21st centuries. We will
concentrate first on debates among historians about the definitions
and origins of fascism, and then move on to its aesthetic embodiments
throughout the Spanish-speaking world. We will examine primary texts
that both uphold and undermine fascist ideals, as well as theoretical texts
that illuminate the mechanisms by which this works. Our discussions
will be informed by historical, philosophical, and literary approaches to
fascism's beginnings its transnational and transatlantic repercussions;
and the persistence today of fascist rhetoric and aesthetics on three
continents, particularly vis-à-vis the growing Hispanic presence in the
US. Four-credit courses that meet for 150 minutes per week require three
additional hours of class preparation per week on the part of the student
in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.
Prerequisite: SPAN 2500.

SPAN 3908. FRANCOIST SPAIN. (4 Credits)
This course focuses on cultural production during the regime of
Francisco Franco (1939-1975), and examines the regime's ideological
approach to the arts by studying the personalities and legislature that
shaped the Francoist aesthetics. The course puts state sponsored and
subversive art and dialogue with official policies and the struggle for their
control to produce a more nuanced understanding of Franco's Spain.
Four-credit courses that meet for 150 minutes per week require three
additional hours of class preparation per week on the part of the student
in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3950. THE FANTASTIC IN SPANISH LITERATURE AND FILM. (4
Credits)
An exploration of the fantasy genre and subgenres in Spanish culture
(its evolution, its social and political implications) from medieval chivalry
novels and miracles to 21st century horror movies. Four-credit courses
that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an
additional hour of formal instruction.
Attributes: ALC, COLI.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3990. SPANISH IMMERSION IN SPAIN. (3 Credits)
Students will receive instruction at their appropriate level of language
competency. Classes will meet four hours per day, five days a week for
a total of 80 hours. The course will be substituted for the correspondent
level of Spanish language at the home university. In addition, participants
will engage in a number of cultural excursions within Granada as well as
take short trips to other parts of Andalusia. Cultural visits are organized
by Prof. Lamas, who also supervises the academic progress of the
students. Granada, a recognized World Heritage Site by UNESCO, is one
of the most beautiful cities in the world and a center of flamenco culture.
The program is based at the University of Granada.
Attribute: ALC.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3999. TUTORIAL. (3 Credits)
Independent research and readings with supervision from a faculty
member.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

Updated: 10-11-2017
SPAN 4001. CERVANTES AND DON QUIXOTE. (4 Credits)
Lectures, readings and discussion of Don Quixote. Cervantes’ importance for the development of modern fiction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 4018. CONTEMPORARY CUBAN CULTURE IN HAVANA. (4 Credits)
This interdisciplinary capstone course will study the representation of the Cuban revolutionary process in literature, history, and film. It will explore some of the major topics on the Cuban revolutionary process from the vantage point of historical, literary and cinematic accounts: the relationship of intellectuals to the state, the revision of the past as antecedent to the Cuban revolution and its policies, the place of race, gender and sexuality in revolutionary culture, the Mariel exodus and the revolution’s relationship to Cuban diasporic communities, the critique of revolutionary rhetoric during the post-Soviet “special period” and issues related to consumption, gender, sexuality, race, urban development and subjectivity during the current period of economic and cultural transition from socialism. It will use an interdisciplinary historical, literary and cinematic approach to examine the Cuban revolutionary process and will offer as a complement to the course an optional Spring Study-Tour of Havana. Conducted in English with texts in Spanish and English translation. Coursework in Spanish for credit toward the Spanish major and minor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMC, COMM, FITV, GLBL, ICC.

SPAN 4020. NOVELS OF PEREZ GALDOS. (4 Credits)
The works of Galdos, Spain’s foremost novelist after Cervantes and the central figure in the rise and development of the modern Spanish novel. Emphasis on trends in the novel in the Spain and Europe of his period. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 4100. SPEAKING FOR/AS THE OTHER. (4 Credits)
What are the implications of giving voice to those who are "voiceless"?
This course explores the role of writing and speaking during the encounter of black, Indian, mestizo and Hispanic cultures in Latin America and Latina/o United States. By examining these cultural encounters, the course examines the political and ethical implications of speaking for and as the other. Conducted in English with texts in Spanish and English translation. Coursework in Spanish for credit toward the Spanish major and minor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, EP4, LALS, VAL.

SPAN 4347. LATINOS: FACT AND FICTION. (4 Credits)
This course uses an interdisciplinary approach to examine the experiences of Latin Americans and Latinos. It employs literature and history to introduce students to the benefits of using multiple ways of acquiring knowledge. It then relies on other academic areas such as art and sociology to reinforce its interdisciplinary. As a capstone course, it allows students to incorporate disciplines from their own academic foundation. It covers topics such as politics, social justice, race, gender, and identity.
Attributes: COLI, GLBL, ICC, LALS.
Prerequisite: SPAN 2500.

SPAN 4511. SPANISH CIVIL WAR. (4 Credits)
This course examines how the Spanish Civil War has been represented in Spanish Cultural Production both during the war and in the decades following Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, ICC, INST.
Prerequisite: SPAN 2500.

SPAN 4520. SPAIN IN CONTEXT. (4 Credits)
Focusing on the relationship between creativity and society, the course explores the literature and culture of Spain’s diverse regions. The course comprises the following elements: classes taught by Dr. Lamas, trips, cultural visits, and gatherings/workshops with prestigious Spanish intellectuals and artists (at the so-called tertulias). Students work in groups towards a final project, which will be presented in class as a podcast, and handled to the instructor as a journal article ready for publication in the magazine Por Granada, available in print and on line. The course is offered in conjunction with Fordham in Granada. Only students enrolled in the Program can register for this class. Granada, a recognized World Heritage Site by UNESCO, is one of the most beautiful cities in the world. It is the hometown of Federico García Lorca, and a center of flamenco culture. The Alhambra Palace, the Albaicín neighborhood, the Cathedral, and the numerous Baroque churches of the city are testimonies of its rich past, which continues to be alive through its vibrant university community. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, LALS, PJST.

SPAN 4900. SEMINAR: HISPANIC LITERATURE. (4 Credits)
(May be applied to Groups II, III and IV depending on topics offered.) Intensive consideration of an author or a specialized topic in Spanish and Spanish-American literature. To focus on topics such as: “Revolution in Literature,” “Discourses of Modernity,” “National Identity, Gender, and Race,” “Literature,” “Dictatorship and Resistance,” “The Avantgarde,” and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 4998. SENIOR THESIS TUTORIAL. (4 Credits)
Independent research, supervised by a faculty in the language, leading to the completion of a senior thesis.

SPAN 4999. TUTORIAL. (1-4 Credits)
Study of a particular aspect of Hispanic literature or thought. Independent research and readings. Weekly or bi-weekly meetings with faculty adviser. Designed for majors with permission of instructor.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.
ITALIAN MAJOR

The major in Italian provides students with a comprehensive knowledge of Italian language, literature, and culture from the Middle Ages to the present.

Requirements

Majors in Italian will take a minimum of 10 courses numbered ITAL 1501 INTERMEDIATE ITALIAN I and higher, to be selected in consultation with the assigned departmental Italian major adviser. (Courses numbered lower than ITAL 1501 will not count toward the major.)

The 10 courses required for the major, to be completed all in Italian, will normally include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITAL 2001</td>
<td>ITALIAN LANGUAGE AND LITERATURE</td>
<td></td>
</tr>
<tr>
<td>ITAL 2500</td>
<td>APPROACHES TO LITERATURE</td>
<td></td>
</tr>
<tr>
<td>or ITAL 2561</td>
<td>READING CULTURE THROUGH LITERATURE</td>
<td></td>
</tr>
</tbody>
</table>

**Group I: The Middle Ages**

*Select one course from this group*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITAL 2800</td>
<td>ITALY AND THE ARTS</td>
<td></td>
</tr>
<tr>
<td>ITAL 3010</td>
<td>POLITICS AND POETRY IN THE MIDDLE AGES: THE RISE OF VERNACULAR CULTURE IN THE MEDITERRANEAN</td>
<td></td>
</tr>
<tr>
<td>ITAL 3011</td>
<td>DANTE AND HIS AGE</td>
<td></td>
</tr>
<tr>
<td>ITAL 3012</td>
<td>MEDIEVAL STORYTELLING</td>
<td></td>
</tr>
<tr>
<td>ITAL 3021</td>
<td>VICE AND VIRTUE IN MEDIEVAL ITALIAN LITERATURE</td>
<td></td>
</tr>
<tr>
<td>ITAL 3050</td>
<td>ARTS AND POLITICAL ITALIAN HUMANISM</td>
<td></td>
</tr>
<tr>
<td>ITAL 3062</td>
<td>ETHICS AND ECONOMIC VALUE IN MEDIEVAL LITERATURE</td>
<td></td>
</tr>
<tr>
<td>MLAL 3010</td>
<td>POLITICS AND POETRY IN THE MIDDLE AGES: THE RISE OF VERNACULAR CULTURE IN THE MEDITERRANEAN</td>
<td></td>
</tr>
</tbody>
</table>

**Group II: The Renaissance and Baroque**

*Select one course from this group*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITAL 2800</td>
<td>ITALY AND THE ARTS</td>
<td></td>
</tr>
<tr>
<td>ITAL 2805</td>
<td>GODS, DEMIGODS, AND MEN: RENAISSANCE AND BAROQUE ITALIAN THEATER</td>
<td></td>
</tr>
<tr>
<td>ITAL 3020</td>
<td>RENAISSANCE AND BAROQUE NOVELLA</td>
<td></td>
</tr>
<tr>
<td>ITAL 3050</td>
<td>ARTS AND POLITICAL ITALIAN HUMANISM</td>
<td></td>
</tr>
<tr>
<td>ITAL 3051</td>
<td>SURVEY OF LITERATURE</td>
<td></td>
</tr>
<tr>
<td>ITAL 3120</td>
<td>RENAISSANCE LITERATURE</td>
<td></td>
</tr>
<tr>
<td>ITAL 3125</td>
<td>MAGNIFICENCE AND POWER: THE MEDICI AND RENAISSANCE FLORENCE</td>
<td></td>
</tr>
<tr>
<td>ITAL 3215</td>
<td>LOVE AND HONOR IN THE RENAISSANCE COURTS</td>
<td></td>
</tr>
<tr>
<td>COLI 3200</td>
<td>MACHIABLE'S UTOPIA</td>
<td></td>
</tr>
<tr>
<td>MLAL 3200</td>
<td>MACHIABLE'S UTOPIA</td>
<td></td>
</tr>
</tbody>
</table>

**Group III: Modern and/or Contemporary Literature and Culture**

*Select one course from this group*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITAL 2640</td>
<td>CLASSICS OF ITALIAN CINEMA</td>
<td></td>
</tr>
</tbody>
</table>

ITAL 2700 FILMING THE CITY INSIDE AND OUT: A CINEMATIC JOURNEY THROUGH ITALY
ITAL 2705 THE SOUTH OF ITALY
ITAL 2910 EMIGRATION IN LITERATURE AND FILM 1850-PRESENT
ITAL 3030 CRIMINAL TALES
ITAL 3280 THE ITALIAN SHORT STORY
ITAL 3530 THE STAGE AND SOCIETY SINCE 1700
ITAL 3550 ITALIAN UNIFICATION: FILM/LITERATURE
ITAL 3625 THE MODERN ITALIAN THEATER
ITAL 3630 CONTEMPORARY ITALIAN NOVELS
ITAL 3650 ITALY AT WAR
ITAL 3660 AVANT-GUARDE MOVEMENTS
ITAL 3701 ITALIAN WOMEN WRITERS
ITAL 3901 NARRATIVE AND FILM
ITAL 3910 ITALY TODAY
ITAL 3920 WORDS ON FIRE: POETRY/SOC. TODAY

**Electives**

Select any five electives

1 Any course with the ITAL subject code (p. 1188) or the ITAL attribute code (p. 488) may fulfill this requirement.

Students who place out of ITAL 1501, ITAL 1502, or ITAL 2001 will replace them with upper-level elective courses.

The department encourages students to study abroad for one or two semesters. Students who opt to apply study abroad credits toward their major must have these courses approved by the Italian major adviser prior to their going abroad. Students studying abroad for one year may apply up to four study abroad courses toward their major. Students studying abroad for one semester may apply up to three study abroad courses toward their major. Additional study abroad credits accepted by Fordham University may be applied as elective credits toward graduation, but not toward the Italian major.

Honors in Italian will be awarded to students who have a GPA in the major of 3.67 or higher, and who complete an outstanding senior thesis under the direction of an Italian faculty member. Students should consult their Italian major adviser for advice and guidelines on this option early in their junior year.

Availability

The Italian major is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in Italian only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

**Fordham College at Rose Hill students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Fordham College at Lincoln Center students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Professional and Continuing Studies students:** The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
ITALIAN MINOR

Requirements

Minors in Italian will take a minimum of six courses numbered ITAL 1501 INTERMEDIATE ITALIAN I and higher, to be chosen in consultation with the assigned departmental Italian minor adviser.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITAL 2500</td>
<td>APPROACHES TO LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>or ITAL 2561</td>
<td>READING CULTURE THROUGH LITERATURE</td>
<td></td>
</tr>
</tbody>
</table>

Select a minimum of two 3000-level courses 8
Select three additional electives in Italian 1

1 Any course with the ITAL subject code (p. 1188) or the ITAL attribute code (p. 488) may fulfill this requirement.

Students who place out of ITAL 1501, ITAL 1502, or ITAL 2001 will replace them with upper-level elective courses.

Up to two courses for the Italian minor may be taken abroad. These courses must be approved by the Italian minor adviser prior to studying abroad.

Availability

The minor in Italian is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may minor in Italian only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.
ITALIAN STUDIES MAJOR

Requirements

The Italian studies major is an individualized interdisciplinary major consisting of 10 courses numbered ITAL 1501 INTERMEDIATE ITALIAN I and higher. All Italian studies major will develop an individual course of study with concentration on a particular target area or track in close consultation with the assigned departmental Italian studies major adviser.

The Italian studies major will normally include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITAL 2001</td>
<td>ITALIAN LANGUAGE AND LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>ITAL 2500</td>
<td>APPROACHES TO LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>or ITAL 2561</td>
<td>READING CULTURE THROUGH LITERATURE</td>
<td></td>
</tr>
</tbody>
</table>

Eight additional courses

Students who place out of ITAL 1501, ITAL 1502, or ITAL 2001 will replace them with upper-level elective courses. Courses numbered lower than ITAL 1501 will not count toward the major.

In close consultation with an Italian studies major adviser, students design an individualized course of study, which may include up to three courses taught in English or offered by other departments and programs on topics relevant to Italian culture and history. Sample areas of study may include:

- Italy and the Arts
- Italy, Film, and Media Studies
- Italy, Europe, and the Mediterranean
- Italy and the Italian American Experience/Italy and the Italian Diaspora

Students who wish to take courses outside of the department must provide their Italian studies major adviser with a copy of the course syllabus for approval before registering for the course. They will also be required to keep a portfolio of all of their work, and make a final oral or written presentation during the spring of their senior year, in which they demonstrate their independent work in the target field.

A maximum of three courses taken abroad for one semester and a maximum of four courses taken abroad for one year may apply to the Italian studies major. These courses must be approved by the Italian studies major adviser prior to studying abroad.

Honors in Italian studies will be awarded to students who have a GPA in the major of 3.67 or higher, and who complete an outstanding senior thesis under the direction of an Italian faculty member. Students should consult their Italian studies major adviser for advice and guidelines on this option early in their junior year.

Availability

The major in Italian studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in Italian studies only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
MANDARIN CHINESE MINOR

Requirements
Students minoring in Mandarin Chinese will take a minimum of six courses numbered MAND 1501 INTERMEDIATE MANDARIN I and higher, to be selected in consultation with the assigned departmental Mandarin Chinese minor adviser. These courses normally include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAND 2500</td>
<td>APPROACHES TO LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>Select at least one 2000-level elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Select at least one 3000-level elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Select three additional elective courses</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Students who place out of MAND 1501, MAND 1502, or MAND 2001 will replace them with 2000- or 3000-level elective courses:

Up to one course in translation may be applied toward the minor if the readings and assignments are done in Mandarin Chinese. Students interested in the Mandarin Chinese minor are strongly encouraged to study in a Chinese-speaking country for at least one semester. A maximum of two courses for the Mandarin Chinese minor may be taken abroad; a maximum of three courses, if they are taken at the university-affiliated Beijing Center in China. Students who opt to apply study abroad credits toward their minor must have these courses approved by the Mandarin Chinese minor adviser prior to their going abroad.

Availability
The minor in Mandarin Chinese is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may minor in Mandarin Chinese only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.
RUSSIAN MINOR

Requirements

Students minoring in Russian will take a minimum of six courses numbered RUSS 1501 INTERMEDIATE RUSSIAN I and higher, to be selected in consultation with the assigned departmental Russian minor adviser. These courses normally include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS 2001</td>
<td>RUSSIAN LANGUAGE AND LITERATURE</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two additional 2000-level courses

Select at least one 3000-level elective course

Students who place out of RUSS 1501, RUSS 1502, or RUSS 2001 will replace them with 2000- or 3000-level elective courses.

Up to one course in translation may be applied toward the minor if the readings and assignments are done in Russian.

Students interested in the Russian minor are strongly encouraged to study in Russia for at least one semester. A maximum of two courses for the Russian minor may be taken abroad. Students who opt to apply study abroad credits toward their minor must have these courses approved by the Russian minor adviser prior to their going abroad.

Availability

The minor in Russian is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may minor in Russian only if their schedules are sufficiently flexible to permit them to take day courses at the Lincoln Center campus. All Russian courses are offered only at Lincoln Center.
SPANISH LANGUAGE AND LITERATURE MAJOR

Requirements

Students majoring in Spanish language and literature will take a minimum of 10 courses numbered 2001 (Spanish Language and Literature) and higher, to be selected in consultation with the assigned departmental Spanish language and literature major adviser. Heritage speakers of Spanish, who are initially placed in SPAN 2301 ADVANCED FOR SPANISH SPEAKERS, will fulfill the language core requirement with this course and will begin the Spanish language and literature major at this level. (Courses numbered lower than 2001 will not count toward the major.)

All 10 courses for the major must be taken in Spanish and within the department. These courses must include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 2001</td>
<td>SPANISH LANGUAGE AND LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>or SPAN 2301</td>
<td>ADVANCED FOR SPANISH SPEAKERS</td>
<td></td>
</tr>
<tr>
<td>SPAN 2500</td>
<td>APPROACHES TO LITERATURE ¹</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3001</td>
<td>SPAIN: LITERATURE AND CULTURE SURVEY</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3002</td>
<td>LATIN AMERICA: LITERATURE AND CULTURE SURVEY</td>
<td>4</td>
</tr>
<tr>
<td>Select six additional upper-level courses ²</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

¹ A prerequisite for all courses numbered 3000 and above.
² Or SPAN 2301 ADVANCED FOR SPANISH SPEAKERS, when applicable.

In addition to SPAN 2001 SPANISH LANGUAGE AND LITERATURE (or SPAN 2301 ADVANCED FOR SPANISH SPEAKERS, when applicable), only two more courses can be taken at the 2000 level, and a minimum of six courses, including SPAN 3001 SPAIN: LITERATURE AND CULTURE SURVEY and SPAN 3002 LATIN AMERICA: LITERATURE AND CULTURE SURVEY, must be numbered 3000 and above.

Students who place out of SPAN 2001 SPANISH LANGUAGE AND LITERATURE or SPAN 2301 ADVANCED FOR SPANISH SPEAKERS of the following will replace them with an upper-level elective course.

The department encourages students to study abroad for one or two semesters. Students who opt to apply for study abroad credits toward their major must have these courses approved by the Spanish language and literature major adviser prior to their going abroad. Students studying abroad for one year may apply up to five study abroad courses toward their major. Students studying abroad for one semester may apply up to four study abroad courses toward their major. Additional study abroad credits accepted by Fordham University may be applied as elective credits toward graduation, but not toward the Spanish major.

Students who exhibit exceptional potential and intellectual curiosity and have a minimum GPA of 3.67 in the major may choose to write a senior thesis for Honors in Spanish language and literature. Students should consult their Spanish major adviser for advice and guidelines on this option early in their junior year.

Availability

The major in Spanish language and literature is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in Spanish language and literature only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
SPANISH MINOR

Requirements

Students minoring in Spanish must take a minimum of six courses numbered SPAN 2001 SPANISH LANGUAGE AND LITERATURE and higher, to be chosen in consultation with the assigned departmental Spanish minor advisor.

The six courses for the minor normally include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 2001</td>
<td>SPANISH LANGUAGE AND LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>or SPAN 2301</td>
<td>ADVANCED FOR SPANISH SPEAKERS</td>
<td></td>
</tr>
<tr>
<td>SPAN 2500</td>
<td>APPROACHES TO LITERATURE 1</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3001</td>
<td>SPAIN: LITERATURE AND CULTURE SURVEY</td>
<td>4</td>
</tr>
<tr>
<td>or SPAN 3002</td>
<td>LATIN AMERICA: LITERATURE AND CULTURE SURVEY</td>
<td></td>
</tr>
</tbody>
</table>

Select four electives numbered above SPAN 2302.

Two of these must be above the 3000 level.

Other possible electives include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLAL 3007</td>
<td>SPANISH LINGUISTICS</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3115</td>
<td>HISTORY AND THE NOVEL: DON QUIXOTE AND MODERN LITERATURE</td>
<td>4</td>
</tr>
</tbody>
</table>

1 A prerequisite for all courses numbered 3000 and above.

Students who place out of either SPAN 2001 SPANISH LANGUAGE AND LITERATURE or SPAN 2301 ADVANCED FOR SPANISH SPEAKERS must replace them with an upper-level elective course.

Courses numbered lower than 2001 will not count toward the minor.

Heritage speakers of Spanish, who are initially placed in SPAN 2301 ADVANCED FOR SPANISH SPEAKERS, may fulfill the language core requirement with this course and begin the Spanish minor at this level.

All six courses must be taken in Spanish and in the department except when studying abroad. At least three courses, including SPAN 3001 SPAIN: LITERATURE AND CULTURE SURVEY and/or SPAN 3002 LATIN AMERICA: LITERATURE AND CULTURE SURVEY, must be numbered 3000 or above.

A maximum of two courses taken abroad for one semester, and a maximum of three courses taken abroad for a year may be applied toward the Spanish minor. These courses must be approved by the Spanish minor advisor prior to studying abroad.

Availability

The minor in Spanish is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may minor in Spanish only if their schedules are sufficiently flexible to permit them to take day classes at the Rose Hill or Lincoln Center campuses.
SPANISH STUDIES MAJOR

Requirements

The Spanish studies major is an individualized interdisciplinary major consisting of 10 courses numbered SPAN 2001 SPANISH LANGUAGE AND LITERATURE and higher.

All Spanish studies majors will develop an individual course of study with concentration on a particular target area or track in close consultation with the assigned departmental Spanish studies major adviser.

The Spanish studies major will normally include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 2001 or SPAN 2301</td>
<td>SPANISH LANGUAGE AND LITERATURE ADVANCED FOR SPANISH SPEAKERS</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 2500</td>
<td>APPROACHES TO LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3001 or SPAN 3002</td>
<td>SPAIN: LITERATURE AND CULTURE SURVEY LATIN AMERICA: LITERATURE AND CULTURE SURVEY</td>
<td>4</td>
</tr>
<tr>
<td>Select seven additional upper-level courses</td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

1 A prerequisite for all courses numbered 3000 and above.

2 A minimum of four courses must be at the 3000 level or above. A list of courses with the SPAN subject code can be found here (p. 1370).

All Spanish studies majors will develop an individual course of study on a particular area in close consultation with the assigned departmental Spanish studies major adviser. Sample tracks include:

- Spanish and Visual Arts
- Spanish and the Global Market
- Spanish and Another Related Field in the Humanities
- Spanish in the U.S.

A minimum of four courses, including SPAN 3001 SPAIN: LITERATURE AND CULTURE SURVEY and/or SPAN 3002 LATIN AMERICA: LITERATURE AND CULTURE SURVEY, must be at the 3000 level.

Courses numbered lower than 2001 will not count toward the major. Heritage speakers of Spanish, who are initially placed in SPAN 2301 ADVANCED FOR SPANISH SPEAKERS, will fulfill the language core requirement with this course and will begin the Spanish studies major at this level.

Students who place out of SPAN 2001 SPANISH LANGUAGE AND LITERATURE or SPAN 2301 ADVANCED FOR SPANISH SPEAKERS of the following will replace them with an upper-level elective course.

Students will be required to keep a portfolio of all their work, provide a written proposal of their unique course of study, and give a final written or oral presentation during the spring of their senior year, in which they discuss a topic that demonstrates the coherence of the chosen track. The majority of classes will be taught in Spanish, but up to three related courses in the target area or track may be taken in English, when necessary. All such courses must be approved in advance by the Spanish studies major adviser. To this end, students will need to provide their adviser with the course syllabus for approval prior to registering for the class.

A maximum of three courses taken abroad for one semester and a maximum of four courses taken abroad for one year may apply toward the Spanish studies major. These courses must be approved by the Spanish studies major adviser prior to studying abroad.

Students who exhibit exceptional potential and intellectual curiosity and have a minimum GPA of 3.67 in the major may choose to write a senior thesis for Honors in Spanish studies. Students should consult their Spanish major adviser for advice and guidelines on this option early in their junior year.

Availability

The major in Spanish studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in Spanish studies only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

**Fordham College at Rose Hill students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Fordham College at Lincoln Center students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Professional and Continuing Studies students:** The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
MUSIC

Note: "Art History and Music" is a single academic department at Fordham, but the academic information for each subject is listed on a separate web page. Information about Art History programs is listed under Art History (p. 162).

The music major offers students the opportunity to study music historically as a force in the shaping of Western culture and technically as a practical skill, craft, and art. Emphasizing music as a humanistic pursuit integrated into the liberal arts curriculum, it covers a range of courses that include music history, theory, composition, and performance. While the program offers ample opportunities to take private lessons and to participate in campus performance ensembles, it leads to an academic B.A. degree rather than a performance-oriented one. Students are prepared to go on to graduate school, seek careers in music education, and pursue professions that combine music with other fields of study.

No course in which the student earns a grade of D or F may be used toward a departmental major or minor.

Double Majors
The music major can be combined with other courses of study, including a double major. A music major interested in a career in the music industry or in arts management, for example, might consider taking economics or business courses related to the arts. Fordham’s Gabelli School of Business offers a minor in business that can be combined with the music major.

Program Activities

Internships
Music majors can receive credit for a music internship with a recording company or concert agency in New York City during their junior or senior years. With the approval and supervision of the department, majors may receive elective credit for one internship graded on a pass/fail basis.

For more information
Visit the Music department web page.

Contribution to the Core

The Music program offers MUSC 1100 INTRODUCTION TO MUSIC HISTORY and MUSC 1101 OPERA: AN INTRODUCTION, both of which also fulfill the Fine Arts Core requirement. These courses are also available as Eloquentia Perfecta 1 Seminars. In addition, the department offers American Pluralism and Global Studies courses each year as well as a variety of EP3, EP4, and ICC courses.

Programs

- Music Major (p. 538)
- Music Minor (p. 539)

Courses

MUSC 1100. INTRODUCTION TO MUSIC HISTORY. (3 Credits)
This course presents a survey of music history, with a focus on developing the skills of thinking and writing critically about music. Students will learn to listen in a focused way and relate what they hear to issues of musical "meaning" and general culture. Students will learn some technical vocabulary that will help them describe or advocate for any music they encounter, and they will apply this vocabulary to examples throughout the semester, for instance a Beethoven Symphony or a Duke Ellington jazz arrangement. Sections may have different focuses in terms of geography or chronology.
Attributes: FACC, FRFA.

MUSC 1101. OPERA: AN INTRODUCTION. (3 Credits)
Through recordings and in live performance, this course studies the changing form of musical theater called opera. It focuses on skills to analyze an opera’s basic elements: the drama, the words, the music, the voices, the staging. It surveys the history of opera from its beginnings around 1600 to the present, emphasizing the works of Mozart, Verdi, Wagner, and Puccini. It fosters critical thinking in placing the development of opera in its intellectual, social, and cultural contexts.
Attributes: FACC, FRFA.

MUSC 1210. MUSIC FOR DANCERS I. (3 Credits)
This two-course sequence develops general knowledge of the major historical periods, styles and genres of western music, as well as familiarity with world music. It also provides critical tools to understand the basic components of music: melody, harmony, rhythm, texture, tempo, dynamics, instrumentation. To cultivate musicality, class taught, in part, through practical application: singing and rhythm exercises, elementary score reading etc. Open to B.F.A. students only.

MUSC 1211. MUSIC FOR DANCERS II. (3 Credits)
This two-course sequence develops general knowledge of the major historical periods, styles and genres of western music, as well as familiarity with world music. It also provides critical tools to understand the basic components of music: melody, harmony, rhythm, texture, tempo, dynamics, instrumentation. To cultivate musicality, class taught, in part, through practical application: singing and rhythm exercises, elementary score reading etc. Open to B.F.A. students only.

MUSC 1221. FLUTE ENSEMBLE. (1 Credit)
Weekly rehearsals, coaching, and semester-end performance for flute choir, in which the chamber music literature for flute ensemble is explored. Pass/Fail only. Lab fee.

MUSC 1230. CHAMBER MUSIC INSTRUCTION. (1 Credit)

MUSC 1231. CHAMBER MUSIC INSTRUCTION. (1 Credit)
Consists of ten weekly coachings for ensembles of 3-5 musicians (can be instrumental, vocal, or a combination of the two). Interested students should contact the Dept. of Art History and Music for more information. Groups are formed at the start of the semester and includes an end-of-semester performance. Pass/Fail only. Lab fee.
MUSC 1232. CHAMBER MUSIC INSTRUCTION. (1 Credit)
MUSC 1233. CHAMBER MUSIC INSTRUCTION. (1 Credit)
MUSC 1234. CHAMBER MUSIC INSTRUCTION. (1 Credit)
MUSC 1235. CHAMBER MUSIC INSTRUCTION. (1 Credit)
MUSC 1236. CHAMBER MUSIC INSTRUCTION. (1 Credit)
MUSC 1237. CHAMBER MUSIC INSTRUCTION. (1 Credit)
MUSC 1238. CHAMBER MUSIC INSTRUCTION. (1 Credit)
MUSC 1239. CHAMBER MUSIC INSTRUCTION. (1 Credit)
MUSC 1241. CONCERT CHOIR-ROSE HILL. (1 Credit)
Rehearsal and performance of selected choral music. Requirements include regular attendance at two weekly rehearsals, dress rehearsals, and regularly scheduled performances. By audition and permission of the instructor. Interested students should contact Campus Ministry for more information. For Rose Hill-based students. Pass/Fail only.
MUSC 1242. CONCERT CHOIR-LINCOLN CENTER. (4 Credits)
Rehearsal and performance of selected choral music. Requirements include regular attendance at two weekly rehearsals, dress rehearsals, and regularly scheduled performances. By audition and permission of the instructor. Interested students should contact Campus Ministry for more information. For Lincoln Center-based students. Pass/Fail only.
MUSC 1243. CHAMBER SINGERS. (0 Credits)
Rehearsal and performance of selected choral music. Requirements include regular attendance at rehearsals and performances. By audition and permission of the instructor. Pass/Fail only.
MUSC 1244. CHAMBER SINGERS. (2 Credits)
Students earn two credits for Chamber Singing by taking MULU 1243 and then successfully completing this course in the following semester. Requirements include regular attendance at weekly rehearsals, dress rehearsals and scheduled performances. By audition and permission of the instructor. Pass/Fail only. (Sequence MULU 1243-1244 may be repeated once)
MUSC 1260. VOCAL INSTRUCTION: CLASSICAL. (1 Credit)
A sequence of private weekly lessons in classical voice, available for credit to all students. Students’ progress is monitored by the department. Pass/Fail only. Lab fee.
MUSC 1261. VOCAL INSTRUCTION: JAZZ. (1 Credit)
A sequence of private weekly lessons in jazz voice, available for credit to all students. Students’ progress is monitored by the department. Pass/Fail only. Lab fee.
MUSC 1262. INSTRUMENTAL INSTRUCTION: PIANO CLASSICAL. (1 Credit)
A sequence of private weekly lessons in classical piano, available for credit to all students. Students’ progress is monitored by the Department. Pass/Fail only. Lab fee.
MUSC 1263. INSTRUMENTAL INSTRUCTION: PIANO JAZZ. (1 Credit)
A sequence of private weekly lessons in jazz piano, available for credit to all students. Students’ progress is monitored by the Department. Pass/Fail only. Lab fee.
MUSC 1264. INSTRUMENTAL INSTRUCTION: GUITAR CLASSICAL. (1 Credit)
A sequence of private weekly lessons in classical guitar, available for credit to all students. Students’ progress is monitored by the Department. Pass/Fail only. Lab fee.
MUSC 1265. INSTRUMENTAL INSTRUCTION: GUITAR JAZZ. (1 Credit)
A sequence of private weekly lessons in jazz guitar, available for credit to all students. Students’ progress is monitored by the Department. Pass/Fail only. Lab fee.
MUSC 1266. INSTRUMENTAL INSTRUCTION: FLUTE. (1 Credit)
A sequence of private weekly lessons in flute, available for credit to all students. Students’ progress is monitored by the Department. Pass/Fail only. Lab fee.
MUSC 1267. INSTRUMENTAL INSTRUCTION: CLARINET. (1 Credit)
A sequence of private weekly lessons in clarinet, available for credit to all students. Students’ progress is monitored by the Department. Pass/Fail only. Lab fee.
MUSC 1268. INSTRUMENTAL INSTRUCTION: BRASS HORNS/ SAXOPHONE. (1 Credit)
A sequence of private weekly lessons in a brass instrument, available for credit to all students. Students’ progress is monitored by the Department. Pass/Fail only. Lab fee.
MUSC 1269. INSTRUMENTAL INSTRUCTION: VIOLIN/VIOLA. (1 Credit)
A sequence of private weekly lessons in violin/viola, available for credit to all students. Students’ progress is monitored by the Department. Pass/Fail only. Lab fee.
MUSC 1270. INSTRUMENTAL INSTRUCTION: CELLO. (1 Credit)
A sequence of private weekly lessons in cello, available for credit to all students. Students’ progress is monitored by the Department. Pass/Fail only. Lab fee.
MUSC 1271. CONCERT BAND INTERNSHIP. (4 Credits)
Rehearsal and performance of selected band music. Requirements include regular attendance at rehearsals and performances. By audition and permission of the instructor. Pass/Fail only.
MUSC 1272. CONCERT BAND INTERNSHIP. (4 Credits)
Instrumentalists may earn 4 credits by participating in the band for 4 consecutive semesters. Students register for MUSC 1271 in the first 3 semesters and MUSC 1272 in the 4th semester. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
MUSC 1280. INSTRUMENTAL INSTRUCTION: MISCELLANEOUS. (1 Credit)
MUSC 1281. ORCHESTRA INTERNSHIP. (0 Credits)
Rehearsal and performance of selected orchestral music. Requirements include regular attendance at rehearsals and performances. By audition and permission of the instructor. Pass/Fail only.
MUSC 1282. ORCHESTRA INTERNSHIP. (4 Credits)
Instrumentalists may earn 4 credits by participating in the orchestra for 4 consecutive semesters. Students register for MUSC 1281 in the first 3 semesters and 1282 in the 4th. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
MUSC 1291. JAZZ ENSEMBLE. (1 Credit)
The Jazz Ensembles are hosted in collaboration with Jazz at Lincoln Center (JALC) and meet weekly in the Irene Diamond Education Center at JALC (20 West 60th St.). The ensembles are taught by Fordham University instructors and focus on a wide range of jazz styles and levels for each ensemble. Students will have the opportunity to work with Fordham University instrumental instructors, JALC teaching artists, and other special guests throughout the semester. All Chamber Jazz Ensembles perform a concert at the end of the term. Credit toward the music major/minor ensemble performance requirement is offered.

Attribute: Z207.

MUSC 1292. JAZZ ENSEMBLE. (1 Credit)
The Fordham Jazz Ensembles are hosted in partnership with Jazz at Lincoln Center (JALC) and meet weekly in JALC studio spaces (20 West 60th St.). The ensembles are taught by JALC and Fordham University instructors focusing on a wide range of jazz styles for each ensemble. Students will have the opportunity to work with Fordham University instrumental instructors, JALC Teaching Artists, and other special guests throughout the semester. All Jazz Ensembles perform a final concert at the end of the semester. Credit toward the music major/minor ensemble performance requirement is offered.

Attribute: Z207.

MUSC 1293. JAZZ ENSEMBLE. (1 Credit)
The Fordham Jazz Ensembles are hosted in partnership with Jazz at Lincoln Center (JALC) and meet weekly in JALC studio spaces (20 West 60th St.). The ensembles are taught by JALC and Fordham University instructors focusing on a wide range of jazz styles for each ensemble. Students will have the opportunity to work with Fordham University instrumental instructors, JALC Teaching Artists, and other special guests throughout the semester. All Jazz Ensembles perform a final concert at the end of the semester. Credit toward the music major/minor ensemble performance requirement is offered.

MUSC 1294. JAZZ ENSEMBLE. (1 Credit)
The Fordham Jazz Ensembles are hosted in partnership with Jazz at Lincoln Center (JALC) and meet weekly in JALC studio spaces (20 West 60th St.). The ensembles are taught by JALC and Fordham University instructors focusing on a wide range of jazz styles for each ensemble. Students will have the opportunity to work with Fordham University instrumental instructors, JALC Teaching Artists, and other special guests throughout the semester. All Jazz Ensembles perform a final concert at the end of the semester. Credit toward the music major/minor ensemble performance requirement is offered.

MUSC 1295. JAZZ ENSEMBLE. (1 Credit)
The Fordham Jazz Ensembles are hosted in partnership with Jazz at Lincoln Center (JALC) and meet weekly in JALC studio spaces (20 West 60th St.). The ensembles are taught by JALC and Fordham University instructors focusing on a wide range of jazz styles for each ensemble. Students will have the opportunity to work with Fordham University instrumental instructors, JALC Teaching Artists, and other special guests throughout the semester. All Jazz Ensembles perform a final concert at the end of the semester. Credit toward the music major/minor ensemble performance requirement is offered.

MUSC 1296. JAZZ ENSEMBLE. (1 Credit)
The Fordham Jazz Ensembles are hosted in partnership with Jazz at Lincoln Center (JALC) and meet weekly in JALC studio spaces (20 West 60th St.). The ensembles are taught by JALC and Fordham University instructors focusing on a wide range of jazz styles for each ensemble. Students will have the opportunity to work with Fordham University instrumental instructors, JALC Teaching Artists, and other special guests throughout the semester. All Jazz Ensembles perform a final concert at the end of the semester. Credit toward the music major/minor ensemble performance requirement is offered.

MUSC 1297. JAZZ ENSEMBLE. (1 Credit)
The Fordham Jazz Ensembles are hosted in partnership with Jazz at Lincoln Center (JALC) and meet weekly in JALC studio spaces (20 West 60th St.). The ensembles are taught by JALC and Fordham University instructors focusing on a wide range of jazz styles for each ensemble. Students will have the opportunity to work with Fordham University instrumental instructors, JALC Teaching Artists, and other special guests throughout the semester. All Jazz Ensembles perform a final concert at the end of the semester. Credit toward the music major/minor ensemble performance requirement is offered.

MUSC 1298. JAZZ ENSEMBLE. (1 Credit)
The Fordham Jazz Ensembles are hosted in partnership with Jazz at Lincoln Center (JALC) and meet weekly in JALC studio spaces (20 West 60th St.). The ensembles are taught by JALC and Fordham University instructors focusing on a wide range of jazz styles for each ensemble. Students will have the opportunity to work with Fordham University instrumental instructors, JALC Teaching Artists, and other special guests throughout the semester. All Jazz Ensembles perform a final concert at the end of the semester. Credit toward the music major/minor ensemble performance requirement is offered.

MUSC 1300. CHAMBER ORCHESTRA. (1 Credit)
The Chamber Orchestra is a Lincoln Center-based musical ensemble open to all students, University wide. The group will hold weekly rehearsals culminating in one or more performances each semester. The Chamber Orchestra invites all orchestral instruments to join, including string, woodwind, brass, and percussion players. Both 0- and 1-credit options are available.

MUSC 1301. JAZZ ORCHESTRA. (1 Credit)
The Fordham Jazz Orchestra is open to students interested in learning about and performing music by great jazz composers and arrangers, including Duke Ellington, Benny Carter, Thad Jones, Count Basie, Dizzy Gillespie, Mary Lou Williams, Charles Mingus, John Clayton, and Wynton Marsalis, among others. The Jazz Orchestra will provide ensemble, sectional, and solo experience in a big band jazz format. Improvisation is encouraged, but not required for participation. The Jazz Orchestra is hosted by Jazz at Lincoln Center (JALC) and meets weekly in the Irene Diamond Education Center at Jazz at Lincoln Center (20 West 60th St). Members will have the opportunity to work with Fordham University instrumental instructors, JALC Teaching Artists, and other special guest artists. The Jazz Orchestra will perform a concert at the end of the term. Credit toward the music major/minor ensemble performance requirement is offered.

Attribute: ZCGO.
MUSC 1999. TUTORIAL. (1 Credit)

MUSC 2014. JAZZ: A HISTORY IN SOUND. (4 Credits)
This course studies jazz historically from the turn of the 20th century to the present, through both the shifting relations between white and black cultures in America, and the changes in musical styles and practices over time. It considers the development of New Orleans, Swing, bebop, modal, fusion, and contemporary jazz styles, with special attention to the contributions of Armstrong, Ellington, Parker, Davis and Coltrane. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, PLUR, URST.

MUSC 2022. BROADWAY MUSICALS. (4 Credits)
This course studies Broadway’s musical theater in its ever-changing forms. It surveys the history of musicals from the 19th century to the present, drawing on the work of influential figures such as the Gershwin brothers, Rodgers & Hammerstein, and Stephen Sondheim. It focuses on skills to analyze how books, lyrics, and music work in a musical. And it fosters critical thought in probing how musicals reflect and engage the political, economic, and social concerns at given moments in American culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

MUSC 2025. AMERICAN POPULAR MUSIC. (4 Credits)
Music not only reflects the history and cultures of the US, it shapes them. This course takes a tour of American musical styles, from those of indigenous groups before the arrival of Europeans, to the present in NYC. We will analyze musical styles and consider broader issues including: African-American experience, commerce and mass media, “high” vs. “low” culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: OSS.

MUSC 2031. ROCK AND POP MUSIC SINCE WORLD WAR II. (4 Credits)
Rock and pop music have played key roles in Western culture for over half a century. This course considers the roots and musical features of rock and related styles, their changing status within “mainstream” culture, and the musical and ethical issues they raise. From the R&B music of the early 1950's to the British Invasion, punk, disco, rap, alternative and the spread of electronica, pop musicians have moved billions of people, while raising questions about race, gender, generation gaps, commercialism, and globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

MUSC 2048. WORLD MUSIC AND DANCE. (4 Credits)
This course will take an approach based on the premise that to study music is to study people, community, history, religion, politics and dance, as well as to study musical styles, forms and instruments. This approach provides the student with an appreciation of the sound, power and meaning of music as it exists within culture. Previously titled Worlds Of Music. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: GLBL.

MUSC 2060. SACRED SOUNDS: MUSIC AND RELIGION IN CULTURE AND TIME. (4 Credits)
Music gives voice to our deepest hopes and fears, beliefs and uncertainties; it is therefore central to many religions. In this course we will deepen our musical knowledge through an exploration of music and spirituality. We will examine musical practices spanning many centuries and several religious traditions: Judaism, Christianity (Catholic, Orthodox, and Protestant), Islam, Hinduism, and Buddhism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 2120. INTRODUCTION TO MUSIC THEORY. (4 Credits)
Intro to Music Theory is a course designed for the student who wants to learn the basics of reading music notation (music written on the staff using treble and bass clefs), as well as the fundamentals of music theory such as scales, keys and key signatures, and intervals. This course assumes little to no formal musical training, and students need not be able to read music before taking this class. Students who do read music already, but lack some knowledge in theory fundamentals, are also encouraged to take this course. This class is a pre-requisite to Music Theory I (MUSC 2145) for those with no formal music theory training.

MUSC 2121. EAR TRAINING. (4 Credits)
Ear Training is an aural skills class designed to enhance the student musician’s ability to hear music in context as well as increase fluency in sight-reading and performance. Students will learn to both recognize by ear, and sing on command, the diatonic intervals, as well as training in rhythm and solfège. While there is no course pre-requisite, students must be fluent in reading music and have some knowledge of music theory fundamentals, such as the topics covered in Introduction to Music Theory (MUSC 2120).

MUSC 2140. KEYBOARD FUNDAMENTALS: A MUSIC-THEORY APPROACH. (3 Credits)
An intensive hands-on course in the basic skills necessary for the expression of musicianship at the keyboard. First, we learn to read, write, and interpret the fundamental elements of music theory: pitch, clef, and interval; rhythm and meter; scales and key signatures. Then, we apply these tools to the analysis and realization of triads and seventh chords, using both Roman numerals and jazz lead-sheet notation. No prior background assumed.
Corequisite: MUSC 2141.

MUSC 2141. KEYBOARD LAB. (1 Credit)
Offered in conjunction with MUSC 2140. This practical lab focuses on applying music-theoretical skills at the keyboard: playing diatonic scales and chord progressions; mastering specific compositions from the classical repertoire; developing a reliable sense of rhythm and meter; acquiring basic improvisational strategies and the technique of realizing jazz and popular styles from lead sheets.
Corequisite: MUSC 2140.

MUSC 2145. MUSIC THEORY I. (4 Credits)
Music Theory I is the first in a series of three required semester-long courses designed to offer a comprehensive overview of the theory of tonal music, especially of classical music during the Common Practice era, but also relating to the other genres, such as jazz and popular music. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
MUSC 2146. MUSIC THEORY II. (4 Credits)
Music Theory II is a continuation of the required three-course music theory sequence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: MUSC 2145.

MUSC 2147. MUSIC THEORY III. (4 Credits)
This course is the last in the required three-course music theory sequence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: MUSC 2146.

MUSC 2148. MUSIC THEORY IV. (4 Credits)
This final music theory course focuses on further exploration of counterpoint, musical forms, and advanced analytical approaches. Students will study imitative counterpoint, such as fugal writing, the Sonata Principe in the 19th and 20th centuries, and will learn to write about music using technical language. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: MUSC 2147.

MUSC 2222. MUSIC COMPOSITION. (4 Credits)
This class will engage in the study of instrumental music composition covering a wide range of stylistic approaches and historical genres. Students will compose several short musical works over the course of the semester culminating in a final project that will be performed in a workshop setting by professional musicians. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: MUSC 2145 and MUSC 2146.

MUSC 2231. INTRODUCTION TO JAZZ IMPROVISATION. (4 Credits)
Introduction to the practice of jazz improvisation including scales, chords, transcription, stylistic analysis and performance. Students will play through exercises in class and transcribe solos for their own instruments. Open to all students regardless of background and experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 2233. JAZZ ARRANGING AND ORCHESTRATION. (4 Credits)
This class covers basic tools and skills for learning about the sounds of different instruments and voices used in a jazz ensemble. We will learn how these elements can be combined to create various styles and effects specific to jazz music. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 2300. ELECTRONIC MUSIC AND MUSIC PRODUCTION. (4 Credits)
An introduction to the creation, editing, and sequencing of electronic and recorded music using MIDI, computer software, sampling, and audio recordings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 3110. MUSIC BEFORE 1600. (4 Credits)
This course spans 2000 years: from Pythagoras and Ancient Greek musical culture, to the birth of a commercial music industry in Renaissance Italy. We will examine carefully a number of musical worlds in order to extend our abilities as listeners, writers, analysts, and musicians. We will combine a study of musical style and technique with discussions of mysticism, gender and sexuality morality, science, economics (class, commerce, and colonialism), and art and architecture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: MVST, REST.

MUSC 3121. BAROQUE MUSIC: MUSIC BETWEEN ANCIENTS AND MODERNS. (4 Credits)
Musicians of the Baroque era (c. 1600-1750) distinguished themselves through the creation of distinctively modern sounds even as they found inspiration in the past: Monteverdi, Vivaldi, Handel, Bach (and their contemporaries) created music that continues to be performed. To understand what music meant during the Baroque, and what Baroque music might mean to us today, we will combine a study of musical style and technique with discussions of: sexuality, science and the occult, drama, morality, religion, class, colonialism, and the cultural upheavals of the Enlightenment. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 3122. MUSIC, ENLIGHTENMENT, AND REVOLUTION. (4 Credits)
From the 1750’s to Beethoven’s music in the early nineteenth century, this course examines the cultural issues of this crucial period in music history and their reflection in the compositions of such composers as Pergolesi, Gluck, Haydn, Mozart, and Beethoven. It considers how changing ideas about nature, government, social class, improvisation, dance, and language—as well as national rivalries, war, and technological advances—shaped the music that has come to represent the "classical" era in European art music. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 3123. MUSIC IN THE ROMANTIC CENTURY. (4 Credits)
Most of our current behaviors and beliefs with respect to Western music were first shaped in the cultural discourse of the 19th century. This course examines these as part of the interactions of 19th-century music composition, performance, and criticism with the major social, intellectual and cultural movements of the age, focusing on the work of Beethoven, Rossini, Berlioz, Wagner, Verdi, Brahms and Mussorgsky. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 3124. MUSIC IN THE 20TH CENTURY. (4 Credits)
Beginning with the innovations of Mahler, Debussy, Schoenberg, and Stravinsky, this course traces the main developments in the history of the 20th century Western music to the present. It examines both the music and its engagement with such social and cultural issues as the challenge of modernism; the technological revolution, high vs mass culture, art in democratic and totalitarian societies; and the impact of jazz, popular and world music. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
MUSC 3800. INTERNSHIP. (3 Credits)

MUSC 4000. MUSIC AND NATIONALISM. (4 Credits)
Since modern nationalism first emerged in the eighteenth century, music has been used in many ways by nationalists to shape and to stand for their cultural and political claims. This interdisciplinary course will examine how music helped motivate the earliest interest in "folklore," and how "classical" and even recently "popular" musics have drawn on these foundations. We will examine how historians, musicologists, folklorists, composers, sociologists and others have treated music in this context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP3, ICC.

MUSC 4800. MUSIC INTERNSHIP. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 4999. TUTORIAL. (1-4 Credits)
Independent research and readings with supervision from a faculty member.
MUSIC MAJOR

Requirements

The music major program consists of 10 one-semester departmental courses and four semesters of campus-based vocal or instrumental ensembles:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 1100</td>
<td>INTRODUCTION TO MUSIC HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 1101</td>
<td>OPERA: AN INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>MUSC 2140 &amp; MUSC 2141</td>
<td>KEYBOARD FUNDAMENTALS: A MUSIC- THEORY APPROACH and KEYBOARD LAB</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 2145</td>
<td>MUSIC THEORY I</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 2146</td>
<td>MUSIC THEORY II</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 2147</td>
<td>MUSIC THEORY III</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 3110</td>
<td>MUSIC BEFORE 1600</td>
<td></td>
</tr>
<tr>
<td>MUSC 3121</td>
<td>BAROQUE MUSIC: MUSIC BETWEEN ANCIENTS AND MODERNS</td>
<td></td>
</tr>
<tr>
<td>MUSC 3122</td>
<td>MUSIC, ENLIGHTENMENT, AND REVOLUTION</td>
<td></td>
</tr>
<tr>
<td>MUSC 3123</td>
<td>MUSIC IN THE ROMANTIC CENTURY</td>
<td></td>
</tr>
<tr>
<td>MUSC 3124</td>
<td>MUSIC IN THE 20TH CENTURY</td>
<td></td>
</tr>
</tbody>
</table>

Electives

Select two electives at the 2000-level or higher

Music Ensembles

Select four semesters in a campus-based vocal or instrumental ensemble

1 Taken concurrently.
2 Taken in sequence.

The theory courses, which must be taken in sequence, are offered on a two-year cycle. Students unprepared for MUSC 2145 MUSIC THEORY I are required to take MUSC 2120 INTRODUCTION TO MUSIC THEORY and MUSC 2121 EAR TRAINING, which will not apply toward the major. Students with keyboard proficiency may have the Basic Keyboard/Keyboard Lab requirement waived with approval of the department and should then substitute a music elective instead.

Music majors with a concentration in performance may take up to eight credits of private lessons on an instrument or voice, one credit per semester, on a pass/fail basis. (Students register for Vocal/Instrumental Instruction MUSC 1261 VOCAL INSTRUCTION: JAZZ-MUSC 1268 INSTRUMENTAL INSTRUCTION: BRASS HORNS/SAXOPHONE.) A lab fee covers the cost of the lessons. On the basis of annual auditions, the department may award some college grants covering the lab fee.

Ensembles

Music majors must also participate in a minimum of four semesters in a campus-based vocal or instrumental ensemble. At least two of the four semesters must be spent in the same ensemble, chosen from among the following:

• MUSC 1241-MUSC 1242 CONCERT CHOIR-LINCOLN CENTER
• MUSC 1243-MUSC 1244 CHAMBER SINGERS
• MUSC 1271-MUSC 1272 CONCERT BAND INTERNSHIP
• MUSC 1281-MUSC 1282 ORCHESTRA INTERNSHIP

Other similar faculty-led ensembles:

• MUSC 1301 JAZZ ORCHESTRA
• MUSC 1291-MUSC 1298 JAZZ ENSEMBLE
• MUSC 1300 CHAMBER ORCHESTRA
• MUSC 1230-MUSC 1239 CHAMBER MUSIC INSTRUCTION
• or other approved organizations may count for the remaining semesters

For MUSC 1230-MUSC 1239 CHAMBER MUSIC INSTRUCTION, MUSC 1291-MUSC 1298 JAZZ ENSEMBLE, and MUSC 1301 JAZZ ORCHESTRA, the ensemble incurs a lab fee.

Availability

The major in music is available at Fordham College at Rose Hill and at Lincoln Center. Students in the School of Professional and Continuing Studies may major in music only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill and/or Lincoln Center campus.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).

Updated: 10-11-2017
MUSIC MINOR

Requirements
The department offers a minor consisting of six one-semester departmental courses in music.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 1100</td>
<td>INTRODUCTION TO MUSIC HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 1101</td>
<td>OPERA: AN INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>MUSC 2145</td>
<td>MUSIC THEORY I</td>
<td>4</td>
</tr>
<tr>
<td>or MUSC 2146</td>
<td>MUSIC THEORY II</td>
<td></td>
</tr>
</tbody>
</table>

Electives
Select four additional courses which can be chosen from the remaining music offerings of the department.

Any course with the MUSC subject code (p. 1259) may fulfill this requirement.

Music minors are also eligible to participate in the Vocal/Instrumental Instruction Program (MUSC 1261-MUSC 1268) but may only take up to four semesters of lessons for credit (one credit per semester on a pass/fail basis) to count as one of the required electives. Alternatively (but not in addition), they may receive one four credit elective equivalent by participating for four semesters in the faculty-led campus performance groups. As is the case for majors, at least two of the four semesters must be spent in the same ensemble, chosen from among the following:

- MUSC 1241-MUSC 1242 CONCERT CHOIR-LINCOLN CENTER
- MUSC 1243-MUSC 1244 CHAMBER SINGERS
- MUSC 1271-MUSC 1272 CONCERT BAND INTERNSHIP
- MUSC 1281-MUSC 1282 ORCHESTRA INTERNSHIP

Other similar faculty-led ensembles:

- MUSC 1301 JAZZ ORCHESTRA
- MUSC 1291-MUSC 1298 JAZZ ENSEMBLE
- MUSC 1300 CHAMBER ORCHESTRA
- MUSC 1230-MUSC 1239 CHAMBER MUSIC INSTRUCTION

- Or other approved organizations may count for the remaining semesters

For MUSC 1230-MUSC 1239, MUSC 1291-MUSC 1298, and MUSC 1301, the ensemble incurs a lab fee.

Availability
The minor in music is available at the Fordham College at Rose Hill and at Lincoln Center. Students in the Fordham School of Professional and Continuing Studies may minor in music only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill and/or Lincoln Center campus.
NATURAL SCIENCES

The department offers a major in natural science which is designed for both the students who wish to complete their academic training at the bachelor level and for those who plan to continue in graduate schools. The major is designed to provide the students with a flexible program enabling the graduate to pursue a variety of careers, including medicine, dentistry, veterinary medicine, and graduate training in life sciences, life science research, or the teaching of science. Students may also major in other fields and complete the pre-medical or pre-dental program.

Most natural science majors conduct scientific research projects at the Lincoln Center campus or at medical research centers in Manhattan and elsewhere.

For more information
Visit the Natural Sciences department web page.

Contribution to the Core
Core Curriculum NSCI courses for nonmajors are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSCI 1010</td>
<td>PHYSICAL SCIENCES: FROM PAST TO PRESENT</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 1020</td>
<td>PHYSICAL SCIENCE: TODAY’S WORLD</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 1030</td>
<td>HUMAN FUNCTION AND DYSFUNCTION</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 1040</td>
<td>PEOPLE AND THE LIVING ENVIRONMENT</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 1050</td>
<td>HEALTH AND DISEASE I</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 1051</td>
<td>HEALTH AND DISEASE II</td>
<td>3</td>
</tr>
</tbody>
</table>

Students are required to take their physical science requirement (NSCI 1010 PHYSICAL SCIENCES: FROM PAST TO PRESENT or NSCI 1020 PHYSICAL SCIENCE: TODAY’S WORLD) before taking their life science requirement (NSCI 1030 HUMAN FUNCTION AND DYSFUNCTION or NSCI 1040 PEOPLE AND THE LIVING ENVIRONMENT).

In addition, the physical/life science requirement can be met by fulfilling the two semester sequence with NSCI 1050 HEALTH AND DISEASE I and NSCI 1051 HEALTH AND DISEASE II.

Programs
- Natural Sciences Major (p. 545)

Courses

NSCI 1010. PHYSICAL SCIENCES: FROM PAST TO PRESENT. (3 Credits)
Designed to introduce the non-science major to the development of concepts and theories in chemistry and physics. Topics will include atomic theory, interactions of energy and matter, light, and astronomy. Laboratory sessions will complement the lecture topics.
Attribute: PSCI.
Prerequisites: MATH 1100 or MATH 1203 or MATH 1206 or CISC 1100 or CISC 1400 or CISC 1600.

NSCI 1020. PHYSICAL SCIENCE: TODAY’S WORLD. (3 Credits)
This course will introduce the non-science major to the applications of physics and chemistry to medical, industrial, and environmental issues. Laboratory sessions will complement the lecture topics.
Attributes: ENST, PSCI.
Prerequisites: MATH 1100 or MATH 1203 or MATH 1206 or CISC 1100 or CISC 1400 or CISC 1600.

NSCI 1030. HUMAN FUNCTION AND DYSFUNCTION. (3 Credits)
Introduces the non-science major to intrinsic and extrinsic factors affecting the human body. Topics include genetic engineering, neuroscience, behavior, and disease. Laboratory sessions will complement the lecture topics.
Attributes: BIOE, LSCI.
Prerequisites: NSCI 1010 or NSCI 1020.

NSCI 1040. PEOPLE AND THE LIVING ENVIRONMENT. (3 Credits)
Introduces the non-science major to the place of humans in global biological systems. Topics include principles of population and community ecology, learning and behavior, evolution and sustainability. Laboratory sessions will complement the lecture topics.
Attributes: ENST, LSCI.
Prerequisites: NSCI 1010 or NSCI 1020.

NSCI 1050. HEALTH AND DISEASE I. (3 Credits)
Designed to introduce the non-science major to basic and applied physics and chemistry impacting human health. Topics include: radiation, medical imaging, pharmacology, toxicology, and biochemistry. Laboratory sessions will complement the lecture topics. This is the first of a two-course sequence. Health and Disease II (NSCI 1051) must be taken to complete the Physical and Life science core requirements.
Attribute: PSCI.
Prerequisites: MATH 1100 or MATH 1203 or MATH 1206 or CISC 1100 or CISC 1400 or CISC 1600.

NSCI 1051. HEALTH AND DISEASE II. (3 Credits)
Designed to introduce the non-science major to basic and applied life sciences as they impact human health. Topics to include diseases associated with genetic, pathogenic, immunologic and neurologic dysfunction, and current and future treatments of these disorders. Laboratory sessions will complement the lecture topics. This is the second of a two-course sequence that fulfills the science core requirement.
Prerequisite: NSCI 1050 (may be taken concurrently).

NSCI 1321. GENERAL CHEMISTRY LECTURE I. (4 Credits)
An introductory course covering treachemical bonding, thermochemistry, properties of gases. Lecture: three hours; recitation: one hour. (Every fall.) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENVS, ZLB3.
Corequisite: NSCI 1331.
Prerequisite: MATH 1203 (may be taken concurrently).
Mutually Exclusive: CHEM 1321.
NSCI 1322. GENERAL CHEMISTRY LECTURE II. (4 Credits)
A continuation of NSCI 1321. Properties of liquids, solids and solutions; chemical kinetics, equilibria, and thermodynamics. Lecture: three hours; recitation: one hour. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENVS.
Corequisite: NSCI 1322.
Prerequisite: NSCI 1321.

NSCI 1331. GENERAL CHEMISTRY LAB I. (2 Credits)
The laboratory to accompany NSCI 1321. Lab fee.
Attributes: ENVS, ZLB3.
Corequisite: NSCI 1321.

NSCI 1332. GENERAL CHEMISTRY LAB II. (2 Credits)
The laboratory to accompany NSCI 1322. Lab fee.
Attributes: ENVS, ZLB3.
Corequisite: NSCI 1322.
Prerequisite: NSCI 1331.

NSCI 1403. GENERAL BIOLOGY LECTURE I. (3 Credits)
Theoretical and experimental aspects of biology through study of structural and functional interrelationships at the cellular and organismal levels. Chemical and cellular basis of life, integrating and functional systems and maintenance of homeostasis. Lecture: three hours. (Every Fall)
Attribute: ENVS.
Corequisite: NSCI 1413.
Mutually Exclusive: BISC 1403.

NSCI 1404. GENERAL BIOLOGY LECTURE II. (3 Credits)
Attribute: ENVS.
Corequisite: NSCI 1414.
Prerequisites: NSCI 1403 or NSCI 1423.
Mutually Exclusive: BISC 1404.

NSCI 1413. GENERAL BIOLOGY LAB I. (2 Credits)
The laboratory to accompany NSCI 1403. Lab fee.
Attributes: ENVS, ZLB3.
Corequisite: NSCI 1403.

NSCI 1414. GENERAL BIOLOGY LAB II. (2 Credits)
The laboratory to accompany NSCI 1404. Lab fee.
Attributes: ENVS, ZLB3.
Corequisite: NSCI 1404.
Prerequisite: NSCI 1413.
Mutually Exclusive: BISC 1414.

NSCI 1423. CONCEPTS IN BIOLOGY LECTURE I. (3 Credits)
Theoretical and experimental aspects of the biology of animals emphasizing structural and functional interrelationships at the cellular and organismal levels. Topics include cellular and biochemical basis of life, functional anatomy, neurobiology and homeostasis. Lecture: three hours. (Every Fall)
Corequisite: NSCI 1433.

NSCI 1424. CONCEPTS IN BIOLOGY LECTURE II. (3 Credits)
Theoretical and experimental aspects of the biology of animals emphasizing structural and functional aspects of self-perpetuation. Topics include reproduction, heredity, behavioral biology, evolution and organism-environment interactions. Lecture: three hours. (Every Spring)
Corequisite: NSCI 1434.
Prerequisites: NSCI 1423 or NSCI 1403.

NSCI 1433. CONCEPTS IN BIOLOGY LAB I. (2 Credits)
The laboratory to accompany NSCI 1423. Lab fee.
Attribute: ZLB3.
Corequisite: NSCI 1423.

NSCI 1434. CONCEPTS IN BIOLOGY LAB II. (2 Credits)
The laboratory to accompany NSCI 1424. Lab fee.
Attribute: ZLB3.
Corequisite: NSCI 1424.

NSCI 1501. GENERAL PHYSICS LECTURE I. (3 Credits)
The fundamental physics course for majors in natural sciences. A study of physical quantities, phenomena, and laws in mechanics, heat and sound. Lecture: three hours; recitation: one hour. (Every fall.)
Corequisite: NSCI 1511.
Prerequisites: MATH 1203 or MATH 1205.

NSCI 1502. GENERAL PHYSICS LECTURE II. (3 Credits)
The continuation of General Physics I with studies in electromagnetism, optics, relativity, atomic and nuclear physics. Lecture: three hours; recitation: one hour. (Every spring.)
Corequisite: NSCI 1512.
Prerequisite: NSCI 1501.

NSCI 1511. GENERAL PHYSICS LAB I. (1 Credit)
The laboratory to accompany NSCI 1501 and NSCI 1061. Lab fee.
Attribute: ZLB3.
Corequisite: NSCI 1501.

NSCI 1512. GENERAL PHYSICS LAB II. (1 Credit)
The laboratory to accompany NSCI 1502 and NSCI 1062. Lab fee.
Attribute: ZLB3.
Corequisite: NSCI 1502.
Prerequisite: NSCI 1511.

NSCI 1999. TUTORIAL. (1 Credit)

NSCI 2010. GLOBAL ECOLOGY LECTURE. (3 Credits)
An introduction to the principles of ecology, with emphasis on global environmental problems of the present day. The interaction of biological principles with social, political and economic systems. Selected topics include the ecology of global habitats, population biology, air and water pollution, waste disposal and environmental impacts. (Fall, even years)
Attributes: ENST, ENVS.
Prerequisites: NSCI 1030 or NSCI 1040 or NSCI 1051 or NSCI 1404.

NSCI 2011. GLOBAL ECOLOGY LAB. (2 Credits)
The laboratory to accompany NSCI 2010. Lab fee.
Attribute: ENST.
Prerequisite: NSCI 2010 (may be taken concurrently).

NSCI 2018. BIOLOGY OF AGING. (3 Credits)
The emphasis in this course is on present knowledge regarding biological, anatomical, physiological, and cytological changes in people during the aging process. Topics include somatic mutation, cancer and changes in the genetic material, immune systems in aging, free radicals, hormones, sensory systems, neurobiology of aging, and possible directions for future research.
Prerequisites: NSCI 1404 or NSCI 1424.
NSCI 2030. NEUROSCIENCE. (3 Credits)
Introduction to chemical bases of psychology, neurodegenerative and behavior disorders. Structure/function of endogenous and exogenous neuroactive agents, neuromediators, genetic susceptibility, receptor theory, current research on depression, schizophrenia, obsessive-compulsive behavior, eating disorders and neuroimmunology. (Spring- even years.)
Prerequisites: (NSCI 1000 and NSCI 1100) or (NSCI 1322 and (NSCI 1404 or NSCI 1424)).
Mutually Exclusive: BISC 4532.

NSCI 2040. RESEARCH DESIGN AND ANALYSIS. (3 Credits)
Modern methods in the natural sciences generate an embarrassment of riches with respect to data. Scientists need effective methods for acquiring, interpreting, and presenting data. This course provides an overview of the theory and practice of data handling in the modern natural sciences. Topics will include efficient and effective study designs, statistical and graphical aids to summarizing, presenting, and drawing conclusions from data, and accessing and drawing conclusions from biological data bases. The course will reflect the fact that the data handling today is heavily computer based. (Spring, every year)

NSCI 2060. ENVIRONMENT: SCIENCE, LAW, AND POLICY. (3 Credits)
Using problem-based investigations and case studies, students will examine scientific, legal and policy aspects of selected topics. The course includes field trips to environmentally sensitive sites and guest speakers.
Attribute: ENVS.
Prerequisites: NSCI 1404 or NSCI 1040.

NSCI 2122. IMMUNOLOGY LECTURE. (3 Credits)
(Formerly NSCI 2012 or 2022.) An introduction to the concepts of immunology, including theory, clinical applications and techniques.
Mutually Exclusive: NSCI 2012.

NSCI 2141. VERTEBRATE ANATOMY LECTURE. (3 Credits)
(Formerly NSCI 2041.) The origin, relationships and anatomy of vertebrates. Current concepts in evolutionary theory. Emphasis is given to mammals, particularly humans. A systems approach is used to consider the embryological origins as a guide to the anatomical structures in the adult. Prerequisites: NSCI 1404 and 1414; Recommended: NSCI 3154.
Corequisite: NSCI 2841.
Prerequisites: (NSCI 1404 and NSCI 1414) or HPLC 1604.
Mutually Exclusive: NSCI 2041.

NSCI 2800. INTERNSHIP. (2 Credits)

NSCI 2822. IMMUNOLOGY LAB. (2 Credits)
(Formerly part of NSCI 2022.) Optional lab for NSCI 2122 Immunology. Lab fee.
Attribute: ZLB3.
Corequisite: NSCI 2122.

NSCI 2841. VERTEBRATE ANATOMY LAB. (2 Credits)
(Formerly part of NSCI 2041.) Lab for NSCI 2141, required. Lab fee.
Attribute: ZLB3.
Corequisite: NSCI 2141.
Prerequisites: NSCI 1404 and NSCI 1424.

NSCI 2999. NATURAL SCIENCE TUTORIAL. (2 Credits)

NSCI 3014. MOLECULAR ECOLOGY LAB. (2 Credits)
This course will introduce students to the field of Molecular Ecology, the use of molecular methods to address evolutionary, behavioral, conservation, and ecological questions. This laboratory course will provide hands-on training in molecular ecology experimental and analytical skills. In addition, students will gain experience in experimental design, the critical evaluation of the scientific literature and in written and oral scientific communication. This will be accomplished in the context of semester projects that the students design and implement.
Attribute: ZLB3.

NSCI 3121. ORGANIC CHEMISTRY LECTURE I. (4 Credits)
(Formerly NSCI 3021.) Comprehensive organic chemistry course which includes an understanding of how structure relates to activity, pi bond chemistry, stereochemistry, elimination versus substitution reactions, and an introduction to infrared and nuclear magnetic resonance spectroscopies, and mass spectroscopy.
Attribute: ENVS.
Corequisite: NSCI 3821.
Prerequisite: NSCI 3122.
Mutually Exclusive: CHEM 2521.

NSCI 3122. ORGANIC CHEMISTRY LECTURE II. (4 Credits)
(Formerly NSCI 3031.) A continuation of NSCI 3121. Topics include electrophilic aromatic substitution carbonyl chemistry, condensation reactions, UV and mass spectroscopy, proteins, carbohydrates and lipids. Every spring. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENVS.
Corequisite: NSCI 3822.
Prerequisite: NSCI 3121.

NSCI 3133. GENETICS LECTURE. (3 Credits)
(Formerly NSCI 3031.) This course will examine aspects of genetics including the biological basis of inheritance, the molecular and cellular biology of genes, genetic engineering, and evolution and population genetics. We will focus on classic and cutting edge genetic experiments, tools, and model organisms in order to understand fundamental genetics principles and to explore real-world applications in medicine, agriculture, and industry.
Attribute: ENVS.
Prerequisites: (NSCI 1404 and NSCI 1414) or (HPLC 1604) and (NSCI 1331 and NSCI 1332).
Mutually Exclusive: BISC 2539.

NSCI 3154. CELL AND DEVELOPMENT BIOLOGY LECTURE. (3 Credits)
(Formerly NSCI 3054 or 3044.) Study of growth, patterning, and differentiation in multicellular organisms, with an emphasis on vertebrate and invertebrate model organisms. This course discusses our current understanding of how multicellular organisms are formed based on experiments in classical embryology, cell biology and developmental genetics. This course emphasizes interpretation and analysis of experiments. (Spring, even years)
Prerequisites: NSCI 1404 and NSCI 1414 and NSCI 1322 and NSCI 1332.
Mutually Exclusive: BISC 3754.

NSCI 3821. ORGANIC CHEMISTRY LAB I. (2 Credits)
(Formerly NSCI 3022.) A laboratory course introducing the student to the experimental techniques of organic chemistry. Lab Fee.
Attributes: ENVS, ZLB3.
Corequisite: NSCI 3121.
Mutually Exclusive: CHEM 2541.
NSCI 3822. ORGANIC CHEMISTRY LAB II. (2 Credits)  
(Formerly NSCI 3032.) A continuation of NSCI 3821. Lab Fee.  
Attribute: ZLB3.  
Corequisite: NSCI 3122.  
Mutually Exclusive: CHEM 2542.  
NSCI 3833. GENETICS LAB. (2 Credits)  
(Formerly part of NSCI 3033.) Optional lab for NSCI 3133 Genetics. Lab fee.  
Attribute: ZLB3.  
Corequisite: NSCI 3133.  
Prerequisites: (NSCI 1404 and NSCI 1414) or (HPLC 1604) and (NSCI 1331 and NSCI 1332) and (NSCI 3133 (may be taken concurrently) or NSCI 3023).  
Mutually Exclusive: BISC 2549.  
NSCI 3854. CELL AND DEVELOPMENT BIOLOGY LAB. (2 Credits)  
(Formerly part of NSCI 3054.) Optional lab for NSCI 3154 Cell & Development Biology. Lab fee.  
Attribute: ZLB3.  
Corequisite: NSCI 3154.  
NSCI 3999. TUTORIAL. (3 Credits)  
Independent research and reading with supervision from a faculty member.  
NSCI 4032. NEUROBIOLOGY LABORATORY. (2 Credits)  
Laboratory course designed to complement Neuroscience (NSCI 2030) or Physiology Without Lab (NSCI 4022).  
Prerequisites: NSCI 2030 (may be taken concurrently) or NSCI 4112 (may be taken concurrently).  
Mutually Exclusive: NSCI 4812.  
NSCI 4080. PHARMACOLOGICAL CHEMISTRY. (3 Credits)  
This course presents the chemistry of molecular recognition between drugs and their targets (receptors, ion-channels, enzymes and nucleic acids) and how this information is used to design new drugs with specific biological functions. In addition to traditional theories of structure and function in drug design, the course will include the most recent research publications in nanoparticle drug delivery, pharmacogenetics (the study of genetic factors and gene-environment interactions that influence drug delivery, bio-availability, metabolism, clearance, and toxicity) and innovative methods for treating cancer. Ethical considerations of the use and misuse of drugs will also be addressed. Prerequisites NSCI 3031 or NSCI 3122.  
Prerequisite: NSCI 3031.  
NSCI 4081. NEUROCHEMISTRY. (3 Credits)  
This course explores the function of the nervous system on the chemical level, with emphasis on the structure and function of the neurotransmitters and their receptors and psychoactive drugs of use and abuse.  
Prerequisite: NSCI 3031 (may be taken concurrently).  
NSCI 4112. ANIMAL PHYSIOLOGY LECTURE. (3 Credits)  
(Formerly NSCI 4012 or 4022.) Processes by which homeostasis is maintained particularly in humans. Basic cell properties; development of biopotentials; the integrating systems: nerve, muscle, and endocrine; and the functional systems: cardiovascular, respiratory, digestive, reproductive, and excretory. Prerequisites: NSCI 1404 and NSCI 1414 or NSCI 1424 and 1434, NSCI 1322 and NSCI 1332; strongly recommended: NSCI 2141.  
Attribute: ENVS.  
Corequisite: NSCI 4112.  
Mutually Exclusive: NSCI 4012.  
NSCI 4143. ADVANCED MICROBIOLOGY LECTURE. (3 Credits)  
(Formerly NSCI 4043.) Study of structural and functional characteristics of bacteria, fungi, viruses, and unicellular and multicellular eukaryotic animal parasites. Topics will include cell structure, physiological pathways, microbial genetics, disease mechanisms, and ecology. Laboratory experiments will acquaint students with techniques of isolation, culture, and identification of organisms from soil, water, food, and air; bacterial genetics and ecology.  
Attributes: ENVS, ZLB3.  
Corequisite: NSCI 4843.  
Prerequisites: (HPLC 1604 or NSCI 1404 and NSCI 1414) and NSCI 1322.  
Mutually Exclusive: NSCI 4043.  
NSCI 4144. MICROANATOMY LECTURE. (3 Credits)  
(Formerly NSCI 4044.) Microscopic anatomy of mammalian cells and tissues. Theoretical analysis and practical techniques illustrate the interrelationships of structure and function in tissues and organs. Histological slides and histochemical preparations will be used to identify and correlate structure with physiological/biochemical activities. Spring, odd years.  
Corequisite: NSCI 4844.  
Prerequisites: NSCI 1404 and NSCI 1414.  
Mutually Exclusive: NSCI 4044.  
NSCI 4153. BIOLOGICAL CHEMISTRY LECTURE. (3 Credits)  
An introduction to the chemistry of biological molecules (carbohydrates, proteins, polynucleic acid and their constituents, and lipids), emphasizing their biosynthesis and role as biostructural building blocks. Other specialized topics to be covered include enzyme kinetics, mechanism and regulation; energy conversion and dynamics. (Every fall) Prerequisite: NSCI 3031 or NSCI 3122.  
Attribute: ENVS.  
Prerequisite: NSCI 3031.  
Mutually Exclusive: CHEM 4221.  
NSCI 4176. MOLECULAR BIOLOGY LECTURE. (3 Credits)  
(Formerly part of NSCI 4043.) Lab for NSCI 4143, required. Lab fee.  
NSCI 4812. ANIMAL PHYSIOLOGY LAB. (2 Credits)  
(Formerly part of NSCI 4012.) Optional lab for NSCI 4112 Animal Physiology. Lab fee.  
Attribute: ZLB3.  
Corequisite: NSCI 4112.  
Mutually Exclusive: NSCI 4012.  
NSCI 4844. MICROANATOMY LAB. (2 Credits)  
(Formerly part of NSCI 4044.) Lab fee.  
NSCI 4843. ADVANCED MICROBIOLOGY LAB. (2 Credits)  
(Formerly part of NSCI 4043.) Lab for NSCI 4143, required. Lab fee.  
Corequisite: NSCI 4143.
NSCI 4844. MICROANATOMY LAB. (2 Credits)
(Formerly part of NSCI 4044.) Lab for NSCI 4144, required. Lab fee.
Attribute: ZLB3.
Corequisite: NSCI 4144.

NSCI 4853. BIOLOGICAL CHEMISTRY LAB. (2 Credits)
(Formerly NSCI 4065.) A one-semester laboratory course to familiarize advanced students with the research techniques applied to proteins and nucleic acids. Included are subcellular fractionation, spectrophotometry, gel electrophoresis, centrifugation, and column chromatography. Lab fee. (Every semester) Prerequisites: NSCI 3031 or NSCI 3122; corequisite NSCI 4153 or NSCI 4065.
Attribute: ZLB3.
Corequisite: NSCI 4153.
Mutually Exclusive: CHEM 4231.

NSCI 4876. MOLECULAR BIOLOGY LAB. (2 Credits)
(Formerly part of NSCI 4076.) Lab for NSCI 4176, required. Lab fee.
Attribute: ZLB3.
Corequisite: NSCI 4176.

NSCI 4999. TUTORIAL. (1-4 Credits)
As above, except that a laboratory project under faculty supervision is an integral component of the course. One course may be counted as a laboratory elective in the major. (Every semester)
NATURAL SCIENCES MAJOR

Requirements

The following courses are required for the Natural Sciences major:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSCI 1403 &amp; NSCI 1413</td>
<td>GENERAL BIOLOGY LECTURE I and GENERAL BIOLOGY LAB I</td>
<td>5</td>
</tr>
<tr>
<td>NSCI 1404 &amp; NSCI 1414</td>
<td>GENERAL BIOLOGY LECTURE II and GENERAL BIOLOGY LAB II</td>
<td>5</td>
</tr>
<tr>
<td>NSCI 1321 &amp; NSCI 1331</td>
<td>GENERAL CHEMISTRY LECTURE I and GENERAL CHEMISTRY LAB I</td>
<td>6</td>
</tr>
<tr>
<td>NSCI 1322 &amp; NSCI 1332</td>
<td>GENERAL CHEMISTRY LECTURE II and GENERAL CHEMISTRY LAB II</td>
<td>6</td>
</tr>
<tr>
<td>NSCI 1501 &amp; NSCI 1502</td>
<td>GENERAL PHYSICS LECTURE I and GENERAL PHYSICS LECTURE II</td>
<td>6</td>
</tr>
<tr>
<td>NSCI 1502 &amp; NSCI 1512</td>
<td>GENERAL PHYSICS LECTURE II and GENERAL PHYSICS LAB II</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 3121 &amp; NSCI 3821</td>
<td>ORGANIC CHEMISTRY LECTURE I and ORGANIC CHEMISTRY LAB I</td>
<td>6</td>
</tr>
<tr>
<td>NSCI 3122 &amp; NSCI 3822</td>
<td>ORGANIC CHEMISTRY LECTURE II and ORGANIC CHEMISTRY LAB II</td>
<td>6</td>
</tr>
<tr>
<td>NSCI 4222</td>
<td>SCIENCE, TECHNOLOGY, AND SOCIETY VALUES</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1203 or MATH 1206</td>
<td>APPLIED CALCULUS I or CALCULUS I</td>
<td>3-4</td>
</tr>
<tr>
<td>NSCI 2040</td>
<td>RESEARCH DESIGN AND ANALYSIS</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select at least six electives. Of these:

- Four must include a lab
- Two electives do not need to include a lab

1. NSCI 1423 CONCEPTS IN BIOLOGY LECTURE I and NSCI 1424 CONCEPTS IN BIOLOGY LECTURE II may be substitute, respectively, for NSCI 1403 GENERAL BIOLOGY LECTURE I and NSCI 1404 GENERAL BIOLOGY LECTURE II.

2. One Independent Study course, NSCI 4999 TUTORIAL, may count toward one of the four lab elective courses.

As listed in the table below, NSCI 2030 NEUROSCIENCE is counted as a non-lab elective if taken alone, but may be counted as a lab-elective if taken with NSCI 4032 NEUROBIOLOGY LABORATORY. Note that NSCI 4032 NEUROBIOLOGY LABORATORY may not be taken on its own and does not fulfill an elective requirement unless taken concurrently with NSCI 2030 or NSCI 4112.

Other courses may be counted at the department chair’s discretion. It is possible to select electives in order to follow special interests and career goals. This must be done in consultation with the student’s departmental adviser. A grade of C- or better is required in all courses taken to fulfill the major. A student may not take the second half of a one-year course if the grade for the first half is below a C-.

Concentrations

Students may pursue one of three concentrations within the major: chemical sciences (CHS), organismal biology (ORB), or cell and molecular biology (C+M). Students may major in natural sciences without declaring a concentration. Students opting for one of the concentrations must fulfill the following additional requirements:

1. One of the four lab electives must be NSCI 4999 TUTORIAL, in the field of the student’s chosen concentration.
2. At least two of the three remaining lab electives must be in classes in the chosen concentration, designated in the table below.
3. At least four of the six electives overall (lab or non-lab) must be in classes in the chosen concentration, designated in the table below.

Elective and Concentration Courses

The following table indicate (a) which courses count toward the required lab elective courses and (b) which courses count toward the respective concentrations in CHS, C+M and ORB.

<table>
<thead>
<tr>
<th>Course</th>
<th>Electives including lab (minimum 4)</th>
<th>Electives: No lab</th>
<th>Counts toward CHS</th>
<th>Counts toward C+M</th>
<th>Counts toward ORB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial</td>
<td>NSCI 4999</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Microbiology</td>
<td>NSCI 4143 / NSCI 4843</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aging</td>
<td>NSCI 2018</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Biological Chemistry</td>
<td>NSCI 4153 / NSCI 4153</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Cell and Developmental</td>
<td>NSCI 3154 / NSCI 3154</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>NSCI 2030 / NSCI 4032</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Science/Law/Policy</td>
<td>NSCI 2060</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genetics</td>
<td>NSCI 3133 / NSCI 3133</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Global Ecology</td>
<td>NSCI 2010 / NSCI 2011</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Immunology</td>
<td>NSCI 2122 / NSCI 2122</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Microanatomy</td>
<td>NSCI 4144 / NSCI 4844</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Molecular Biology</td>
<td>NSCI 4176 / NSCI 4876</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neurochemistry</td>
<td>NSCI 4081</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacology</td>
<td>NSCI 4080</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animal Physiology</td>
<td>NSCI 4112 / NSCI 4112</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Vertebrate Anatomy</td>
<td>NSCI 2141 / NSCI 2841</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods of Chemical</td>
<td>CHEM 3141</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Updated: 10-11-2017
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Chemistry 1 with lab</td>
<td>CHEM 3621 / CHEM 3631</td>
<td>X</td>
</tr>
<tr>
<td>Physical Chemistry 2 with lab</td>
<td>CHEM 3622 / CHEM 3632</td>
<td>X</td>
</tr>
<tr>
<td>Quantitative Analysis</td>
<td>CHEM 3721</td>
<td>X</td>
</tr>
<tr>
<td>Instrumental Analysis</td>
<td>CHEM 3722</td>
<td>X</td>
</tr>
<tr>
<td>Inorganic Chemistry with lab</td>
<td>CHEM 4422 / CHEM 4432</td>
<td>X</td>
</tr>
</tbody>
</table>

Students are advised that the lecture and laboratory components of general biology, general chemistry, general physics, and organic chemistry should always be taken concurrently.

Advanced placement course credit may be substituted in partial fulfillment of these requisites. Students without two semesters’ advanced placement in chemistry should note that NSCI 1321 GENERAL CHEMISTRY LECTURE I and NSCI 1322 GENERAL CHEMISTRY LECTURE II is the prerequisite for NSCI 3121 ORGANIC CHEMISTRY LECTURE I and NSCI 3122 ORGANIC CHEMISTRY LECTURE II.

**Availability**

The major in natural science is available at Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in natural science only if their schedules are sufficiently flexible to permit them to take some day courses on the Lincoln Center campus.

**Fordham College at Lincoln Center students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Professional and Continuing Studies students:** The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
NEW MEDIA AND DIGITAL DESIGN

We are in the midst of a constantly changing and ever shifting digital revolution, and new generations are leading the way, discovering new media and new forms of communication seemingly every day. Fordham's new undergraduate interdisciplinary program in New Media and Digital Design aims to lead the way to train students to actively engage with the media and design worlds on practical as well as theoretical levels. Combining the forces of the Departments of Communication and Media Studies, Visual Arts, English, Computer and Information Science, and the Gabelli School of Business, this interdisciplinary major aims to create such leaders, whose career success will be propelled equally by innovative capability and deep social, historical, and ethical understanding of new media. Students will emerge with a deep understanding of how new media functions, how it makes meaning, and how to use it practically, and wisely, in a wide variety of "real world" settings.

The major's objectives are as follows:

- To integrate the various disciplinary learning components with the goal of providing a broad foundation for the fields of new media and digital design.
- To use the variety of disciplines to encourage innovative thinking and new applications in the fields.
- To examine, in an analytical manner, the new modes of information-gathering, collaboration, democratic participation, and self-expression in the rapidly changing world of technologically-based media.
- To continually stress the need for students to understand the social and ethical implications of these new forms of human engagement.

Courses outside the program

The following courses offered outside the department have the NMDD attribute and count toward the New Media and Digital Design major and minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 2350</td>
<td>INFORMATION AND WEB PROGRAMMING</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2500</td>
<td>INFORMATION AND DATA MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2530</td>
<td>DIGITAL VIDEO AND MULTIMEDIA</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2540</td>
<td>INTRODUCTION TO VIDEO GAME DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2850</td>
<td>COMPUTER AND DATA ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 3850</td>
<td>INFORMATION RETRIEVAL SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4001</td>
<td>COMPUTERS AND ROBOTS IN FILM</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4650</td>
<td>CYBERSPACE: ISSUES AND ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4660</td>
<td>MINDS, MACHINES, AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>CMBU 4471</td>
<td>SPECIAL TOPIC: BUSINESS OF NEW MEDIA</td>
<td>3</td>
</tr>
<tr>
<td>COMC 2271</td>
<td>MEDIATED COMMUNICATION AND SOCIAL THEORY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3172</td>
<td>PRINCIPLES OF ADVERTISING</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3350</td>
<td>MEDIA LAW</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3370</td>
<td>ETHICAL ISSUES IN MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3374</td>
<td>MEDIA EFFECTS</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3380</td>
<td>INTERNATIONAL COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4340</td>
<td>FREEDOM OF EXPRESSION</td>
<td>4</td>
</tr>
</tbody>
</table>

For more information

Visit the New Media and Digital Design program web page.

Programs

- New Media and Digital Design Major (p. 549)
- New Media and Digital Design Minor (p. 551)
Courses

NMDD 1001. EXPLORE NEW MEDIA AND DIGITAL DESIGN. (3 Credits)
This course critically explores notable histories, geographies and practices of digital design. Students will gain an understanding of fundamentals of contemporary design paradigms, internet architecture and governance and the politics of designing media that operates at intimate, local and global scales.

NMDD 1800. INTERNSHIP. (1 Credit)

NMDD 3020. EXPLORATIONS IN DIGITAL STORYTELLING. (4 Credits)
This class explores storytelling in emerging platforms. From the still image and the soundscape, we will evolve to discuss digital filmmaking, game design and interactive web narratives. Integrated workshops in cinematography, sound and video editing, and other storytelling technologies will enable students to create story projects of their own. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMC, COMM, CVW.

NMDD 3220. INTRODUCTION TO GAME NARRATIVE. (4 Credits)
Students will examine how game stories motivate players and propel games from beginning to end. By examining games old and new, analog and digital, students will identify themes and narrative strategies while the class offers both design and technology instruction to enable them to create their own game stories. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMM, DTEM, FITV.

NMDD 3308. PROFESSIONAL SOCIAL MEDIA. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMC, COMM, DTEM, JOUR.

NMDD 3338. DIGITAL STRATEGY FOR CAUSE MARKETING. (4 Credits)
This course provides a comprehensive overview of the current landscape of digital cause marketing. Students will have a chance to explore the variety of tools, best practices and strategies commonly found in the industry while taking a deep dive into case studies of digital content marketing for social causes in action. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMC, COMM, DTEM, JOUR.

NMDD 3450. USER EXPERIENCE DESIGN: DESIGN FOR EMPOWERMENT. (4 Credits)
This course focuses on how human-centered design and participatory design methods can be used as approaches to empowerment. Students will gain a hands-on experience with conducting user research, synthesizing findings into insights, ideating, sketching, rapid prototyping, and validating concepts with users. Course reading, discussions, and activities will be organized into a user-experience project to help students get out and interact with real users, needs, and challenges.
Attribute: DTEM.

NMDD 3880. DESIGNING SMART CITIES. (4 Credits)
"Smart Cities" represents the rapid integration of digital media and communication networks into all modes of urban living and the reorientation of urban economies toward digital industries. This course combines an introduction to smart urbanism with a community-based research and design project for service-learning credit. Students gain experience in the field both conducting a digital needs assessment and designing digital networks that prioritize access, empathy and local participation. (Community service required.) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMC, COMM, DTEM, JOUR.

NMDD 3890. DATA VISUALIZATION AND REPRESENTATION. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: DTEM.

NMDD 3900. INTERNSHIP SEMINAR. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

NMDD 4600. SENIOR CAPSTONE SEMINAR. (4 Credits)
A seminar and hands-on working group for senior capstone projects in the New Media and Digital Design program. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: NMDD 1001.

NMDD 4800. INTERNSHIP. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

NMDD 4999. TUTORIAL. (4 Credits)
NEW MEDIA AND DIGITAL DESIGN MAJOR

The major consists of a total of 11 courses with four required courses; an ethics, new media and digital design requirement; and six electives. Students declare one of three concentrations: new media and information; art, text and design; new media and commerce, and choose their six electives from their concentration with some flexibility.

As part of the core requirements, all students would be required to do at least one internship during the course of their undergraduate careers in order to gain valuable practical experience for future employment. Our unique location in the heart of New York City will allow us to build bridges with the local media industry. NMDD will work closely with the career center to facilitate internship and eventual job placement. In addition, all NMDD students will be required to produce a capstone project. We intend to develop a curated, online showcase for these projects, and to incorporate them whenever possible into the research fairs and other existing venues for undergraduate work.

Requirements

The total number of courses for the major is 11.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMDD 1001</td>
<td>EXPLORE NEW MEDIA AND DIGITAL DESIGN (new course)</td>
<td>3</td>
</tr>
<tr>
<td>CISC 2500</td>
<td>INFORMATION AND DATA MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>NMDD 3900</td>
<td>INTERNSHIP SEMINAR</td>
<td>4</td>
</tr>
<tr>
<td>NMDD 4600</td>
<td>SENIOR CAPSTONE SEMINAR</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2530</td>
<td>DIGITAL VIDEO AND MULTIMEDIA</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2350</td>
<td>INFORMATION AND WEB PROGRAMMING</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2850</td>
<td>COMPUTER AND DATA ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 3020</td>
<td>COMPUTER GRAPHICS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 3850</td>
<td>INFORMATION RETRIEVAL SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4001</td>
<td>COMPUTERS AND ROBOTS IN FILM</td>
<td>4</td>
</tr>
<tr>
<td>CMBU 4471</td>
<td>SPECIAL TOPIC: BUSINESS OF NEW MEDIA</td>
<td>3</td>
</tr>
<tr>
<td>COMC 3350</td>
<td>MEDIA LAW</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3374</td>
<td>MEDIA EFFECTS</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3380</td>
<td>INTERNATIONAL COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 1401</td>
<td>INTRODUCTION TO DIGITAL TECHNOLOGIES AND EMERGING MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 1402</td>
<td>DIGITAL CULTURES</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 2417</td>
<td>DATA VISUALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 2421</td>
<td>DIGITAL PRODUCTION FOR NEW MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 2425</td>
<td>DIGITAL VIDEO PRODUCTION I</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 2427</td>
<td>DIGITAL AUDIO PRODUCTION</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 2450</td>
<td>COPYRIGHT AND DIGITAL MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 3425</td>
<td>DIGITAL VIDEO PRODUCTION II</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 3463</td>
<td>CIVIC MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 3476</td>
<td>SOCIAL MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>INSY 3442</td>
<td>WEB APPS DESIGN AND DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>INSY 4431</td>
<td>WEB ANALYTICS</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 3717</td>
<td>ONLINE JOURNALISM</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 4713</td>
<td>AUDIO REPORTING AND PODCASTING</td>
<td>4</td>
</tr>
<tr>
<td>MKBU 3434</td>
<td>INTEGRATED MARKETING COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td>NMDD 3020</td>
<td>EXPLORATIONS IN DIGITAL STORYTELLING</td>
<td>4</td>
</tr>
<tr>
<td>NMDD 3308</td>
<td>PROFESSIONAL SOCIAL MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>NMDD 3880</td>
<td>DESIGNING SMART CITIES</td>
<td>4</td>
</tr>
<tr>
<td>VART 1161</td>
<td>FORM AND SPACE</td>
<td>4</td>
</tr>
<tr>
<td>VART 2003</td>
<td>GRAPHIC DESIGN &amp; DIGITAL TOOLS</td>
<td>4</td>
</tr>
</tbody>
</table>

Concentrations

A concentration is required. Four courses must be taken for the concentration.

Concentration in New Media and Information

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 2530</td>
<td>DIGITAL VIDEO AND MULTIMEDIA</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2350</td>
<td>INFORMATION AND WEB PROGRAMMING</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2850</td>
<td>COMPUTER AND DATA ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 3020</td>
<td>COMPUTER GRAPHICS</td>
<td>4</td>
</tr>
<tr>
<td>CMBU 4471</td>
<td>SPECIAL TOPIC: BUSINESS OF NEW MEDIA</td>
<td>3</td>
</tr>
<tr>
<td>DTEM 2417</td>
<td>DATA VISUALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 2421</td>
<td>DIGITAL PRODUCTION FOR NEW MEDIA</td>
<td>4</td>
</tr>
</tbody>
</table>

Select two elective courses from among those required for any of the concentrations. ¹

¹ Any course with the NMDD subject code (p. 1268) or the NMDD attribute code (p. ) may fulfill this requirement.

Concentration in Art, Text, and Design

Select four courses in one of the following:

New Media and Information

Art, Text, and Design

New Media and Commerce

Electives
### Concentration in New Media and Commerce

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 2540</td>
<td>INTRODUCTION TO VIDEO GAME DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2850</td>
<td>COMPUTER AND DATA ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 3020</td>
<td>COMPUTER GRAPHICS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 3850</td>
<td>INFORMATION RETRIEVAL SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4001</td>
<td>COMPUTERS AND ROBOTS IN FILM</td>
<td>4</td>
</tr>
<tr>
<td>CMBU 4453</td>
<td>SOCIAL MEDIA</td>
<td>3</td>
</tr>
<tr>
<td>CMBU 4471</td>
<td>SPECIAL TOPIC: BUSINESS OF NEW MEDIA</td>
<td>3</td>
</tr>
<tr>
<td>COMC 2112</td>
<td>STRATEGIC COMMUNICATION: THEORY AND PRACTICE</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3172</td>
<td>PRINCIPLES OF ADVERTISING</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3350</td>
<td>MEDIA LAW</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 2421</td>
<td>DIGITAL PRODUCTION FOR NEW MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 2425</td>
<td>DIGITAL VIDEO PRODUCTION I</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 2450</td>
<td>COPYRIGHT AND DIGITAL MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 3425</td>
<td>DIGITAL VIDEO PRODUCTION II</td>
<td>4</td>
</tr>
<tr>
<td>DTEM 3476</td>
<td>SOCIAL MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>INSY 3442</td>
<td>WEB APPS DESIGN AND DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>INSY 4431</td>
<td>WEB ANALYTICS</td>
<td>3</td>
</tr>
<tr>
<td>INSY 4432</td>
<td>MOBILE COMMERCE &amp; APPS</td>
<td>3</td>
</tr>
<tr>
<td>INSY 4505</td>
<td>E-COMMERCE</td>
<td>3</td>
</tr>
<tr>
<td>MGBU 3226</td>
<td>SPECIAL TOPIC: EXPLORING ENTREPRENEURSHIP</td>
<td>3</td>
</tr>
<tr>
<td>MGBU 3227</td>
<td>SPECIAL TOPIC: INNOVATION AND RESILIENCE</td>
<td>3</td>
</tr>
<tr>
<td>MKBU 3434</td>
<td>INTEGRATED MARKETING</td>
<td>3</td>
</tr>
<tr>
<td>MKBU 3439</td>
<td>ST: BRANDING</td>
<td>3</td>
</tr>
<tr>
<td>NMDD 3308</td>
<td>PROFESSIONAL SOCIAL MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>NMDD 3880</td>
<td>DESIGNING SMART CITIES</td>
<td>4</td>
</tr>
<tr>
<td>VART 2003</td>
<td>GRAPHIC DESIGN &amp; DIGITAL TOOLS</td>
<td>4</td>
</tr>
<tr>
<td>VART 2050</td>
<td>DESIGNING THE CITY</td>
<td>4</td>
</tr>
<tr>
<td>VART 2055</td>
<td>ENVIRONMENTAL DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>VART 2400</td>
<td>FUNDAMENTALS OF WEBSITE DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>VART 2700</td>
<td>LOGOS, BRANDING, AND PRESENTATION</td>
<td>4</td>
</tr>
<tr>
<td>VART 3268</td>
<td>FILM/ANIMATION</td>
<td>4</td>
</tr>
</tbody>
</table>

Students may substitute appropriate courses in each concentration and for the ethics requirement with approval from the program director.

### Availability

The major in new media and digital design is available at Fordham College at Rose Hill (FCRH), Fordham College at Lincoln Center (FCLC), and Fordham School of Professional and Continuing Studies at Lincoln Center.

**Fordham College at Rose Hill students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Fordham College at Lincoln Center students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Professional and Continuing Studies students:** The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
# NEW MEDIA AND DIGITAL DESIGN MINOR

## Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMDD 1001</td>
<td>EXPLORE NEW MEDIA AND DIGITAL DESIGN</td>
<td>3</td>
</tr>
<tr>
<td>CISC 2500</td>
<td>INFORMATION AND DATA MANAGEMENT</td>
<td>4</td>
</tr>
</tbody>
</table>

Select four additional courses from one of the following groups:

1. New Media and Information
2. Art, Text, and Design
3. New Media and Commerce

---

1 The list of courses that apply to each of these options are the same as those required for the concentrations under the New Media and Digital Design Major (p. 549).
ORTHODOX CHRISTIAN STUDIES

As an interdisciplinary program, the minor in Orthodox Christian studies explores the artistic, historical, literary, and philosophical and theological aspects of the 2000-year history of Orthodox Christianity.

Program Activities
The minor in Orthodox Christian studies is part of the Orthodox Christian studies program, which also includes the annual Orthodoxy in America Lecture and the Orthodox Christian Fellowship (OCF) student club.

Courses outside the department
The following courses offered outside the department have the OCST attribute and count toward the Orthodox Christian studies minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARHI 2305</td>
<td>GREEK ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2315</td>
<td>ROMAN ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2340</td>
<td>EARLY MEDIEVAL ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2341</td>
<td>MEDIEVAL DESIRE AND DEVOTION</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2360</td>
<td>ILLUMINATED MANUSCRIPTS</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2551</td>
<td>RUSSIAN ART OF THE AVANT-GARDE</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 3316</td>
<td>ART AND ARCHITECTURE OF ROME</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3364</td>
<td>NOVELS OF IDEAS: 19TH CENTURY</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4016</td>
<td>REWRITING THE MEDITERRANEAN</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4005</td>
<td>THE MEDIEVAL TRAVELER</td>
<td>4</td>
</tr>
<tr>
<td>HIST 1300</td>
<td>UNDERSTANDING HISTORICAL CHANGE: MEDIEVAL</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1700</td>
<td>UNDERSTANDING HISTORICAL CHANGE: MIDEAST</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1750</td>
<td>UNDERSTANDING HISTORICAL CHANGE: ISLAMIC HISTORY AND CULTURE</td>
<td>3</td>
</tr>
<tr>
<td>HIST 3011</td>
<td>BYZANTIUM AND THE WEST</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3208</td>
<td>THE MEDIEVAL OTHER</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3270</td>
<td>THE CRUSADES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3614</td>
<td>REVOLUTIONARY AND SOVIET RUSSIA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3985</td>
<td>OTTOMAN EMPIRE/ 1300-1800</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3986</td>
<td>RELIGION AND POLITICS IN ISLAMIC HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3060</td>
<td>MAGIC AND REALITY IN RUSSIAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3065</td>
<td>DOSTOEVSKY</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3070</td>
<td>RUSSIAN VISIONS: THE INTERPLAY BETWEEN RUSSIAN LITERATURE AND ART IN MID-19TH/EARLY 20TH CENTURY</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3402</td>
<td>INTRODUCTION TO RUSSIAN DRAMA</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3405</td>
<td>MASTERPIECES OF RUSSIAN FILM</td>
<td>4</td>
</tr>
<tr>
<td>MVST 4005</td>
<td>THE MEDIEVAL TRAVELER</td>
<td>4</td>
</tr>
<tr>
<td>MVST 4009</td>
<td>MEDIEVAL JERUSAEM</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3501</td>
<td>ANCIENT PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3552</td>
<td>MEDIEVAL PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3557</td>
<td>CONFESSIONS OF AUGUSTINE</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3591</td>
<td>MEDIEVAL POLITICAL PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3930</td>
<td>PHILOSOPHY AND LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4408</td>
<td>HOSPITALITY AND COSMOPOLITANISM</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3651</td>
<td>COMPARATIVE POLITICS OF THE MIDDLE EAST</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 2500</td>
<td>APPROACHES TO LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 2650</td>
<td>MEDIA AND THE RUSSIAN STATE: NEWS OUTLETS FROM 19TH CENTURY TO PRESENT DAY RUSSIA</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 3011</td>
<td>RUSSIAN ROMANTIC NOVEL</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 3020</td>
<td>THE RUSSIAN SHORT STORY</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 3025</td>
<td>INTRODUCTION TO RUSSIAN THEATER</td>
<td>4</td>
</tr>
<tr>
<td>Theo 1050</td>
<td>SYRIAC LANGUAGE AND LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>Theo 3310</td>
<td>EARLY CHRISTIAN WRITINGS</td>
<td>3</td>
</tr>
<tr>
<td>Theo 3314</td>
<td>ST. AUGUSTINE OF HIPPO</td>
<td>3</td>
</tr>
<tr>
<td>Theo 3316</td>
<td>BYZANTINE CHRISTIANITY</td>
<td>3</td>
</tr>
<tr>
<td>Theo 3330</td>
<td>MEDIEVAL THEOLOGY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>Theo 3332</td>
<td>CHRISTIANS, MUSLIMS, JEWS IN THE MEDIEVAL PERIOD</td>
<td>3</td>
</tr>
<tr>
<td>Theo 3711</td>
<td>SACRED TEXTS OF THE MIDEAST</td>
<td>3</td>
</tr>
<tr>
<td>Theo 3832</td>
<td>CHRISTIAN THOUGHT AND PRACTICE I</td>
<td>4</td>
</tr>
<tr>
<td>Theo 3836</td>
<td>CAPPADOCIAN THEOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>Theo 3858</td>
<td>GENDER AND ASCETICISM</td>
<td>4</td>
</tr>
<tr>
<td>Theo 3882</td>
<td>COMPARATIVE MYSTICISM</td>
<td>3</td>
</tr>
<tr>
<td>Theo 4009</td>
<td>MEDIEVAL JERUSAEM</td>
<td>4</td>
</tr>
<tr>
<td>Theo 4570</td>
<td>ORTHODOX CHRISTIAN ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>Theo 5075</td>
<td>SYRIAC LANGUAGE AND LITERATURE I</td>
<td>3</td>
</tr>
</tbody>
</table>

For more information
Visit the Orthodox Christian Studies Center web page.

Programs
• Orthodox Christian Studies Minor (p. 553)
ORTHODOX CHRISTIAN STUDIES MINOR

The Orthodox Christian Studies minor is an interdisciplinary minor focusing on the faith, history, and cultural significance of the Orthodox Christian tradition.

No matter your major, critical study of the Orthodox Christian tradition offers insights and context for understanding some of the world’s most significant issues:

- You’ll find a rich trove of artistic, cultural, historical, literary, philosophical, and religious resources for exploring the human condition past and present.
- Orthodox Christian studies acts as a cultural bridge, connecting religious traditions from throughout Asia Minor, the Balkans, Eastern Europe, the Middle East, and Russia.
- You’ll gain a greater familiarity with the range of modern Orthodox cultures—from Moscow to Baghdad—that is essential for success in today’s global environment.

Students are required to take Byzantine Christianity and can choose from elective courses across several disciplines, including art and music history, classics, history, modern languages and literature, philosophy, and theology. Courses could include:

- Byzantine and Western Art
- Understanding Historical Change: Medieval
- Russian Short Fiction
- Byzantium and the West
- Hospitality and Cosmopolitanism
- The Crusades

*Courses that meet general college requirements or other major/minor requirements may be applied toward the completion of the Orthodox Studies minor. For example, THEO 3316, Byzantine Christianity, currently fulfills the sophomore theology core requirement.

Fordham University is the only university in the United States that offers a minor in Orthodox Christian Studies, supported by the Orthodox Christian Studies Center. The center’s mission is to foster intellectual inquiry by supporting scholarship and teaching in a way that is relevant to the ecclesial community, public discourse, and the promotion of Christian unity. The center serves as the locus of all curricular, research, and outreach activities related to the interdisciplinary study of Orthodox Christian traditions.

Requirements

The minor consists of the following six courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 3316</td>
<td>BYZANTINE CHRISTIANITY</td>
<td>3</td>
</tr>
</tbody>
</table>

One course in Art History

Select one of the following:

- ARHI 2340  EARLY MEDIEVAL ART
- ARHI 2360  ILLUMINATED MANUSCRIPTS
- ARHI 2551  RUSSIAN ART OF THE AVANT-GARDE

Students should apply courses that meet general college requirements or other major/minor requirements towards the completion of this minor. For example, THEO 3316 BYZANTINE CHRISTIANITY currently fulfills the sophomore theology core requirement.

Should faculty sabbaticals or other developments create a situation that limits the availability of courses, the directors of the program would have the authority to amend the guidelines regarding the distribution of electives.

Availability

The minor in Orthodox Christian studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center.
BUSINESS MAJOR

Fordham School of Professional and Continuing Studies offers a bachelor’s degree in business that provides adult undergraduates with the skills necessary for becoming effective leaders in the business world. The major provides a broad base of business knowledge in both a theoretical and an applied context, placing students in an optimal position to build a career focused on the future.

The curriculum emphasizes real-world financial and economic issues, accounting, ethics, management, and marketing, and best organizational practices. By mastering this comprehensive business curriculum and a specialized liberal arts core, Fordham’s adult students are not only able to comprehend the relationships among the functional areas of business but are also able to develop the knowledge base and professional skills required for career advancement in the evolving global business environment.

The program combines an excellent business curriculum with an outstanding liberal arts program so that students graduate with strong analytic, verbal, and writing skills.

The business curriculum is overseen and taught by faculty from Fordham’s Gabelli School of Business and is accredited by AACSB International (the Association to Advance Collegiate Schools of Business).

For more information
Visit the business program page.

Requirements
The major consists of six prerequisites and 12 business courses, several of which also satisfy requirements of the University core curriculum.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 1100</td>
<td>BASIC MACROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1200</td>
<td>BASIC MICROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1108</td>
<td>MATH FOR BUSINESS: FINITE</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1109</td>
<td>MATH FOR BUSINESS: CALCULUS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2140</td>
<td>STATISTICS I</td>
<td>4</td>
</tr>
<tr>
<td>Required Business Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INSY 2300</td>
<td>INFORMATION SYSTEMS</td>
<td>6</td>
</tr>
<tr>
<td>&amp; INSY 2400 &amp;  &amp;  &amp;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACBU 2222</td>
<td>PRINCIPLES OF FINANCIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>ACBU 2223</td>
<td>PRINCIPLES OF MANAGERIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>CMBU 2665</td>
<td>BUSINESS COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td>BLBU 2234</td>
<td>LEGAL FRAMEWORK OF BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td>MGBU 2142</td>
<td>STATISTICAL DECISION-MAKING</td>
<td>3</td>
</tr>
<tr>
<td>MGBU 3438</td>
<td>OPERATIONS AND PRODUCTION MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>BLBU 3443</td>
<td>ETHICS IN BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td>FNBU 3221</td>
<td>FINANCIAL MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MGBU 3223</td>
<td>PRINCIPLES OF MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MKBU 3225</td>
<td>MARKETING PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>MKBU 4441</td>
<td>MARKETING STRATEGY</td>
<td>3</td>
</tr>
</tbody>
</table>

Availability
The Business major is available at Fordham School of Professional and Continuing Studies.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
CERTIFIED MANAGEMENT ACCOUNTANT (CMA) EXAM PREP

For more information
Visit the professional and certificate programs page.

Requirements
Fordham School of Professional and Continuing Studies offers CMA exam preparation, delivered in two convenient courses that mirror the two parts of the exam:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part I: Financial Planning, Performance, and Control</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part II: Statistical Decision Making</td>
<td></td>
</tr>
</tbody>
</table>

While the primary focus of this course is to prepare students for the CMA exam, the course is also an excellent professional development tool that will enhance skills in accounting, finance, and business management.
COLLEGE AT SIXTY

Fordham’s School of Professional and Continuing Studies offers the College at 60 Program for men and women who have both the time and desire to be stimulated by new ideas and new friends. College at 60, a nationally recognized program for over 40 years, serves as a springboard into the classroom for persons over age 60 interested in learning among a community of peers in a relaxed, intellectual environment. The program welcomes adults from many walks of life and varied educational backgrounds. Some are recently retired or work part-time. Others may have left college early on to marry and raise a family, while many completed college and advanced degrees. What all have in common is a strong desire to learn.

College at 60 offers small, noncredit, liberal arts college courses taught by experienced faculty members, many of whom also teach in Fordham’s undergraduate and graduate schools. These seminars cover a variety of topics, such as creative writing, art history, literature, classical music, science, theatre, psychology, philosophy, religious studies and history.

Program Activities

The College at 60 provides a weekly, free lecture series on Wednesday afternoons during each semester, which usually begins in mid-October and mid-March. At the beginning of each term, the program publishes a newsletter with university information, contact phone numbers, upcoming events, updates on various activities, and policies. At the end of each academic year in May, we host a Spring Gala reception for all students and faculty. Participation in the College at 60 also entitles you to attend campus events and to use all Fordham facilities, including libraries, computer centers, bookstores, cafeterias, and health centers at the Manhattan, Bronx, and Westchester campuses.

The College at 60 courses are offered at the Lincoln Center campus in Manhattan and at the Westchester campus in West Harrison during the fall and spring semesters. The courses are noncredit, nondegree undergraduate classes.

The fall semester runs from September to December and the spring term from February to May. Daytime courses are offered once a week for a two-hour class session either from 10:30 a.m. to 12:30 p.m. or from 1:30 to 3:30 p.m. to take advantage of off-peak commuting hours. Course schedules are listed in a separate brochure that College at 60 distributes in April and November and which is available online.

Eligibility for the program is limited to adults over age 60 who have a desire to develop their intellectual interests and a capacity for college-level reading. Making sure that this is the right program for you is done through an introductory meeting with the program director and the completion of a brief application form.

The tuition cost of the courses is modest and indicated in the course schedule brochure.

For more information

Visit the College at 60 program page.

Courses

CASP 1100. Religion and Culture. (0 Credits)
Looks at various topics in the intersection of religious beliefs and traditions and broader societal issues.
Attribute: CL60.

CASP 1110. ART OF FILM. (0 Credits)
Study of film genres, film periods and aesthetics of film making.
Attribute: CL60.

CASP 1111. FILM FRIDAYS. (0 Credits)
This course will include film presentations and a discussion/lecture about films and how they illuminate the course themes. Course themes will vary from term to term.

CASP 1120. CREATIVE WRITING. (0 Credits)
Workshop in various kinds of creative writing- memoir, drama, short prose and poetry.
Attribute: CL60.

CASP 1130. STUDIES IN PHILOSOPHY. (0 Credits)
Examination of different theories and philosophers in various cultural and historical settings.
Attribute: CL60.

CASP 1140. STUDIES IN AMERICAN LITERATURE. (0 Credits)
Analysis of texts by prominent British authors from various periods and genres.
Attribute: CL60.

CASP 1150. STUDIES IN ENGLISH LITERATURE. (0 Credits)
Analysis of texts by prominent British authors from various cultural backgrounds and historical periods.
Attribute: CL60.

CASP 1160. ISSUES IN PSYCHOLOGY. (0 Credits)
Topics and issues in psych theory and practice will be explored. Current research, film, and personal narrative will be used.
Attribute: CL60.

CASP 1170. AMERICA'S PAST. (0 Credits)
A look at American history by exploring various periods, events, movements, and figures.
Attribute: CL60.

CASP 1180. EUROPE'S PAST. (0 Credits)
A look at European history by exploring various periods, events, movements, and figures.
Attribute: CL60.

CASP 1190. ISSUES IN MIDEAST HISTORY. (0 Credits)
Each semester, a non-credit course in a new topic in Mideast History will be explored.

CASP 1200. TOPICS IN ECONOMICS. (0 Credits)
An exploration of issues, problems, and analyses of important economic concepts, crises, and topics.
Attribute: CL60.

CASP 1250. ISSUES IN HISTORY. (0 Credits)

CASP 1260. STUDIES IN SOCIAL SCIENCE. (0 Credits)
Analysis of prominent artists and their works in architecture, painting, and sculpture.
Attribute: CL60.

CASP 1300. STUDIES IN ART ARCHITECTURE. (0 Credits)
Examination of important works of classical music in various historical periods and cultures, the artists and their influences.
Attribute: CL60.

Updated: 10-11-2017
CASP 1320. THEATRE HISTORY. (0 Credits)

CASP 1400. TOPICS IN SCIENCE. (0 Credits)
An exploration of topics in current scientific inquiry in biology, chemistry, and physics.

Attribute: CL60.

CASP 1500. CULTURAL STUDIES. (0 Credits)

CASP 1510. CLASSICAL STUDIES. (0 Credits)
CREDIT FOR EXPERIENTIAL LEARNING

As part of its mission to educate working adults and part-time learners, Fordham School of Professional and Continuing Studies enables students to earn credit for learning that has taken place outside formal academic settings but through which students have mastered knowledge or skills equivalent to what would have been achieved in college-level courses.

There are several ways in which students can demonstrate this learning and be awarded credit toward the baccalaureate degree. These programs provide a substantial savings of time and tuition for students and recognize the experiences and accomplishments that they have already attained:

- CLEP and DANTES/DSST Exams
- ACE/NPONSI National Program on Noncollegiate Sponsored Instruction
- Life Experience Portfolio

For more information
Visit the webpage for receiving credit for experiential learning.

Requirements
Students are eligible for the experiential learning programs after successful completion of at least five courses in residence at Fordham, which must include the courses Composition II and Texts and Contexts.

Students who are in their last two semesters of the degree program are not eligible to participate in the Life Experience Portfolio Program.

A maximum award of 32 credits towards the undergraduate degree may be earned for work completed through any combination of the experiential learning options.

Credits earned through CLEP or DANTES exams, ACE/NPONSI, or the Life Experience Portfolio will be counted within the total number of 75 allowable transfer credits and will not, therefore, reduce the Fordham residency requirement of 49 credits.

CLEP AND DANTES/DSST Exam Programs
Students can earn up to 18 credits for successful completion of exams sponsored by the College-Level Examination Program (CLEP) and the Defense Activity for Non-Traditional Support Subject Standardized Tests (DANTES/DSST). The exams are offered at the Rose Hill and Westchester campuses throughout the year. Information and a full listing of the subject exams are available in the campus deans’ offices. There is a fee of approximately $70 per exam, payable online at the time of the test.

Students who have taken CLEP or DANTES exams elsewhere can request that their scores be sent to PCS for transfer acceptance (school code #2259 for Rose Hill or #7280 for Lincoln Center or #2406 for Westchester).

ACE/NPONSI National Program on Noncollegiate Sponsored Instruction
The American Council on Education and the New York State Board of Regents have reviewed many educational programs sponsored by corporations, governmental agencies, and the military and found some to be the equivalent of college-level coursework. Students who have completed such programs successfully should submit documentation of the courses and, generally, Regents or ACE recommendations will be honored.

Life Experience Portfolio Program
Students whose experiential learning is in an area of knowledge that cannot be verified by examination or ACE/NPONSI may register for a two-credit Life Experience Portfolio Workshop intended to assist them in articulating one or more areas of skill or knowledge.

In the workshop course, students will assemble the documentation or validations of their experience, will prepare one or more outlines of the essays they will produce, and will complete at least one such essay. Working with a course syllabus, the workshop mentor will work with the student directly or refer the student to a faculty supervisor whose expertise is necessary. The faculty supervisor will meet with the student, review the documentation, offer suggestions on the outline, critique a first draft of the essay, and review the final essay—usually at least 25 to 30 pages and including reference to standard work in the field, where appropriate. At least one such essay must be completed by the end of the semester for the student to earn a grade of pass for the workshop course and there is no maximum limit on the number of essays which may be included in a portfolio.

The faculty supervisor will work with the dean’s office in recommending either zero-credit, three-credits (lower level), or four-credits (upper level) per essay for the course-equivalent experiential learning which the student has demonstrated in the portfolio. Credits earned shall count as electives only and will not be charged the per-credit tuition rate; a posting fee per credited essay will be charged to the student’s tuition account.

Within one year, a student may register for a second Life Experience Portfolio Workshop on an audit basis, for the purpose of continuing in the development of essays in other areas of learning.

Updated: 10-11-2017
DIGITAL AND SOCIAL MEDIA PROFESSIONAL CERTIFICATE PROGRAM

The social media revolution has transformed the buying process and changed the way consumers discover and choose products and services. Businesses must now harness the power of digital technologies to reach buyers directly with an authentic and trustworthy voice. This program, offered at Fordham’s Westchester campus, helps managers, business owners, and professionals, improve their skills in using digital technologies, including social media and mobile marketing techniques.

For more information
Visit the digital and social media certificate webpage.

Requirements
Fordham offers a selection of digital media marketing courses each semester. Students can take individual classes or a series of courses to quality for a professional certificate in digital and social media marketing. The program consists of courses held in the evenings and on Saturdays.

The program is designed to provide students at all stages the tools necessary to create, implement, manage and monitor successful digital marketing strategies. These strategies attract and retain customers and clients, increase revenues, and enhance online traffic and reputation.

Classes are designed to benefit professionals working at nonprofit and for-profit organizations and offer valuable skills to seasoned managers, as well as to recent college graduates.

Certificate Requirement
The Digital and Social Media Professional Certificate will be awarded to students completing any 6 DSMM courses (p. 1001) with passing grades. At present, students are required to take at least one social media core course and the search engine marketing course along with 4 additional elective courses. Students are able to enroll in individual courses without registering for the certificate and elect to complete the certificate at a later date within a four-year time frame. Core courses will be repeated and new courses will be added every semester. Individual expertise will be factored into possible course waivers for professionals working in the digital marketing field.

Availability
The Digital and Social Media Professional Certificate Program is available at Fordham School of Professional and Continuing Studies.

Courses

DSMM 1010. SOCIAL MEDIA MARKETING INTRODUCTION. (0 Credits)
This course is designed to provide an introduction to the operational mechanics and key marketing and communication strategies associated with Facebook, Twitter, LinkedIn, Google+ and Pinterest. Students will no longer be confused by all the hype associated with social media or overwhelmed by the prospect of tweeting, pinning, connecting and updating their status. The course will also help business owners, professionals and not-profit managers understand how to hire, guide and monitor social media professionals. In addition, participants will learn how to leverage social media to enhance their online reputation and expand their career opportunities.
Attribute: Z354.

DSMM 1020. SOCIAL MEDIA MARKETING ADVANCE. (0 Credits)
As businesses, brands, professionals and not-for-profit organizations increase their participation in social media marketing, it has become even more critical that social media strategies be effectively integrated into the overall marketing mix. In this course we will examine how to develop and implement a successful content marketing strategy to engage customers and generate leads and sales through social media channels. Through a combination of readings, case study discussions and exercises, we will examine the various paid promotional opportunities and inbound marketing techniques including blogging that provide the foundation for social media marketing. This course assumes that the participants have a basic familiarity with the key social media sites including Facebook, Twitter, LinkedIn, and YouTube. We will also review the common tools and metrics associated with monitoring and measuring social media engagement.
Attribute: Z354.

DSMM 1030. LINKEDIN-GET LINKEDIN TO BUS. (0 Credits)
LinkedIn has gained the reputation among popular social media platforms as the grown-up social network; a place to spotlight your accomplishments, expand your professional network, identify strategic partners, be found by prospective customers, attract clients and even locate a new job. Whether are new to LinkedIn or you have an existing LinkedIn profile but haven’t fully understood how to use it, this class will provide you with the fundamental strategies to create and improve your profile, leverage the platform’s key customer relationship management features, navigate the messaging and publishing opportunities, research contacts and competitors, attract new clients and generate sales leads. In addition, you will gain an in-depth understanding of how to increase the visibility of your business or organization using the site’s advanced promotional tools. Following the merger with Microsoft, LinkedIn is positioning itself to become a business development hub for entrepreneurs as well as established professionals. Sophisticated LinkedIn users will be in the best position to take advantage of the site’s valuable new functions.
Attribute: Z35E.
DSMM 1110. Search Engine Marketing. (0 Credits)
Ever since the World Wide Web was launched close to 20 years ago, business owners, online marketers, content managers, professional service providers, website developers, web masters and entrepreneurs have needed to focus attention and resources on improving their position in search engine response results and on driving traffic to their websites. Google and the other search engines are continually refining the algorithms they use to assign rankings. This course will provide an overview of the key techniques used to optimize the content on a website and landing page including keyword research and analysis, meta tagging, link building and blogging. Students will learn how to integrate paid search Adwords advertising, on-site optimization and social media marketing to form the core of a successful online marketing effort. In addition, students will develop an understanding of how to use Google Analytics data to improve their online conversion rates.
Attribute: Z354.

DSMM 1210. MOBILE MARKETING STRATEGY. (0 Credits)
More than 50% of the U.S. population owns a smartphone and over 40% of the time spent engaging with digital media occurs on a handheld device. Mobile is becoming an increasingly important marketing channel. Brands and agencies are focusing on ways to satisfy the increasing consumer demand for content and applications that can be accessed while on the go. This course will offer an in-depth analysis of all facets of mobile marketing including SMS (text) campaigns, QR codes, mobile applications, mobile advertising, location-based services such as Foursquare and mobile optimized websites. Students will gain an understanding of how to develop and implement a mobile strategy for the near term and the future as capabilities and budgets increase in scale.
Attribute: Z354.

DSMM 1310. EMAIL MARKETING. (0 Credits)
This course will provide methods to integrate email tactics and strategies into goal-oriented campaigns that support other marketing efforts to enhance brand awareness, motivate response and encourage direct sales. Students will learn how to leverage third party lists or build their own in-house file of recipients, understand the legal issues related to CAN-SPAM Compliance, design and execute a winning email message, and gain insight into the measurement of each deployment—which, when understood, will encourage the success of future email campaigns.

DSMM 1410. CYBER LAW: RISKS AND TRENDS. (0 Credits)
Cyber risk management is not unique to a specific industry, but affects anyone who is online. This course provides the information you need to protect your business from a computer security breach, which could result in financial loss; loss of intellectual property; and loss of your brand's positive reputation. The first half of this course provides an overview of the cyber threats and trends you will face and possible solutions. The second half of this course offers a review of the relevant aspects of Cyber Law. Cyber Law covers a broad spectrum of data security issues affecting intellectual property, privacy, freedom of speech, jurisdiction, and digital transactions. Students will explore some of the more common "hot topic" legal issues that arise when using social media and managing digital assets. Topics will include Digital Rights Management; COPPA; Cease and Desist orders; Copyright and Fair Use; US Patent Law and Amazon's One-Click; Privacy Notice and Terms of Service and other current issues that arise in internet marketing.

DSMM 1510. Paid Advertising on Social Media: Everything You Need and Want to Know. (0 Credits)
Social media marketing has become an integral part of the promotional strategy for most companies, professionals and well-known brands. Consumers are spending more than 2 hours a day engaging with social media. However, today social media marketing has become more challenging and requires more resources as the rules of the game have changed dramatically over the past 5 years. Facebook has limited the organic reach of a business' posts to less than 1% of its fan base. This is due to the need to generate revenue through advertising. The other platforms will soon follow Facebook's lead. Therefore, it is critical that companies learn how to create and implement social advertising campaigns to generate awareness, conversion and revenue from their social media activities. Students will learn how, what, when and where to use the Ad Management platforms on Facebook, Twitter, LinkedIn and Instagram to successfully target, measure, monitor and improve their ongoing advertising activities on these social media platforms. The class will also explore the multiple types of advertising options available across devices.
Attribute: Z354.

DSMM 1610. DIGITAL MARKETING ANALYTICS. (0 Credits)
"Marketing Metrics" and "Data Science" have become important buzz-worthy phrases for businesses today. Many marketing professionals capture as much data as they can, but feel like they are reading tea leaves when trying to interpret the numbers. As a result they may end up spending a large chunk of their marketing budget on analytics tools, but not know how to use the information to optimize their marketing efforts. Understanding the message behind the numbers is the key to making informed marketing decisions. This course is designed to help students develop marketing strategies and make resource allocation decisions that are driven by quantitative analysis. Students will obtain the skills to use Google Analytics and email metrics to:
- Measure the success of online and offline paid advertising campaigns.
- Identify the best social channels and messaging for customer acquisition.
- Determine the performance of premium content for lead generation such as watching a video, requesting a demo or downloading an E-book or whitepaper.
- Discover which content on each page produces the most engagement and ultimately the best leads.
- Calculate conversion rates and ROI for each integrated digital marketing campaign. In addition, students will learn best practices for setting up and capturing website analytics including referral traffic, differentiating among basic and advanced data sets, establishing tracking mechanisms and generating customized reports. Through class discussions, in-class exercises and case studies, students will also learn how to use Google Analytics techniques such as Events and UTM tags to track performance and conversion data as well as how to implement A/B and multivariate tests.

Updated: 10-11-2017
LGPO 3015. US CONSTITUTIONAL MOMENTS. (4 Credits)
This course is a study of the watershed moments in US Constitutional history. Several times in the history of the United States, the US Constitution has undergone dramatic change, calling into question the meaning and legal definitions of personal rights and liberties. Often, these moments changed the path of civil rights in the country, for example: the passage of the Bill of Rights, the Reconstruction Amendments, and the New Deal era. Students will explore these moments – and the moments change was considered but not accomplished – within the greater historical and legal policy context of the United States. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LGPO 3100. HEALTHCARE IN THE U.S.: A RIGHT OR A PRIVILEGE. (3 Credits)
There is a national debate on health care in the U.S. as the Affordable Care Act with mandated insurance coverage is creating a sea change in the health care industry away from fee-for-service toward performance-based delivery of health care services. This course examines the debate, government’s role in providing health care coverage and services, how to formulate policy and who is entitled to coverage.

LGPO 3200. REGULATING BUSINESS: WHO NEEDS IT? (3 Credits)
With the implementation of provisions of the Dodd-Frank Wall Street Reform and Consumer Protection Act in the wake of the recent economic downturn, this course will examine the regulatory climate for businesses and corporations in the United States as well as U.S.-based transnational corporations. An analysis of recent trading practices and efforts to regulate previously self-policing financial industry members through pursuit of insider trading investigations by the SEC and other government agencies will be included in the analysis of consumer protection in an assessment of what is the role of government in regulating business.

LGPO 3300. GOVERNMENT AND PUBLIC ADMINISTRATION. (3 Credits)
An overview of the implementation of government policy with the view to prepare individuals for working in the public service. This course will analyze how the management of public programs and policies is accomplished so that government can function and politics is translated into reality. The course will include examination of government decision making and analysis of the policies themselves, the various interest groups and individuals that give rise to these policies and the creation of alternative policies when necessary.

LGPO 3400. BASIC ECONOMIC POLICYMAKING. (3 Credits)
This course surveys the major economic policies made by the government, political influences on economic policymaking, and the consequences of economic policy on politics. Some concepts covered will include macroeconomic policy and indicators (e.g., GDP, inflation and unemployment), fiscal and monetary policy, taxes, regulation and trade, deficits and debts, structural reform, fiscal stimulus vs. austerity and the influences on economic policymaking by the executive, legislative, and judicial branches of government as well as interest groups and the public.

LGPO 3500. EFFECTING CHANGE: ACTIVISM, ADVOCACY, LOBBYING, AND PACS. (3 Credits)
The process of effecting policy change may involve a complex interplay of forces at many levels operating both within and outside government, ranging from individual activists, community organizers advocating on behalf of a cause or group, lobbyists employed by private or corporate special interest groups or political action committees organized to aggregate financial resources to support or block a particular agenda. This course examines the variety of mechanisms utilized to implement policy change, the constraints (or lack thereof) under which they operate and the efficacy of their respective approaches.
Organizational Leadership courses

ORGL 2000. THEORIES OF LEADERSHIP. (4 Credits)

Designed to provide a context for the beginning student in the Organizational Leadership major, this course presents a range of theoretical perspectives and a common vocabulary for discussing leadership. It includes an analysis of historical concepts and contemporary theories, focusing on the idea of leadership and the contributions of several disciplines to our understanding of it. Designed to provide a context for the beginning student in the Organizational Leadership major, this course presents a range of theoretical perspectives and a common vocabulary for discussing leadership. It includes an analysis of historical concepts and contemporary theories, focusing on the idea of leadership and the contributions of several disciplines to our understanding of it. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ORGL 2300. ISSUES IN HUMAN RESOURCE MANAGEMENT. (4 Credits)

An overview of current issues in human resource management in organizations. Topics include: career development, recruitment, retention, training, interviewing, performance appraisal and improvement, employee relations, technology, legal issues, compensation, motivation, ethics, work-life balance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ORGL 2500. ORGANIZATIONAL BEHAVIOR, CHANGE, AND LEADERSHIP. (4 Credits)

This course will explore individual and group behavior in organizations. Scholarly perspectives, theoretical frameworks, practitioner methods, measurement instruments within the field of organizational behavior and change management will be presented. Course academic content and skills exercises emphasize the social, psychological, and cultural dynamics and practices influencing individual and group behavior. Key focus areas of the course include theories of organizational behavior, cultural change models, and the leader’s role in assessing, facilitating and achieving change. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ORGL 2600. MEDIATION, NEGOTIATION, ALTERNATIVE DISPUTE RESOLUTION. (4 Credits)

A review of the history principles and practices of ADR (Alternative Dispute Resolution) including mediation, negotiation, arbitration, conflict resolution–increasingly used in all areas of society (Law, Business, Family). Combines lectures and exercises. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ORGL 2700. ORGANIZATIONAL COMMUNICATION. (4 Credits)

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ORGL 2800. U.N. AND POLITICAL LEADERSHIP. (4 Credits)

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ORGL 2900. ENTREPRENEURSHIP. (4 Credits)

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ORGL 3000. LEADERSHIP CONCEPTS AND CASES. (4 Credits)

This course combines historical examples with vision into the future of organizational development to identify the qualities and responsibilities that will dramatically redefine and improve leadership performance in today’s rapidly changing world of work. This course, through case study analysis, will help students identify and understand fundamental shifts in leadership development shifts that are essential if organizations are to grow and prosper. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Professional Studies/New Media courses

PSNM 2000. PROFESSIONAL COMMUNICATIONS IN NEW MEDIA. (3 Credits)

A comprehensive overview of the history and forms of the new media and the possibilities they offer for participation and interaction. Explorations of the cognitive and cultural implications and issues surrounding computers and computer-mediated communication, digital technologies, gaming, the internet, the web, social media, and online communication.

PSNM 2001. BUSINESS AND PRACTICE OF NEW MEDIA. (3 Credits)

An introduction to new media industries covering matters of economics, technology and regulation; convergence in media and entertainment industries as well as social and cultural consequences.

PSNM 2350. PROGRAMMING FOR THE WEB. (4 Credits)

Using a process of incremental development, students will learn the latest technologies used in developing dynamic, database-driven websites. Principle of good web design will be covered, as well as techniques and languages for layout and scripting. The course is open to all students. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
**PSNM 3307. SOCIAL MEDIA MARKETING AND PUBLIC RELATIONS. (4 Credits)**
An exploration of computer-mediated communication, electronic networking, online internet communication and emerging interactive social contexts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**PSNM 4000. NEW MEDIA INTERNSHIP. (1 Credit)**
Weekly intern duty and regular meetings with a faculty adviser, during which time students extend classroom experience into the real world. Written projects and readings relating to the internship are assigned. Can be repeated for credit.

**PSNM 4001. SPECIAL PROJECT IN DIGITAL DESIGN. (1-4 Credits)**
Independent project supervised on a tutorial basis. Can be repeated for credit.

**PSNM 4002. INDEPENDENT RESEARCH IN NEW MEDIA. (1-4 Credits)**
Independent study supervised on a tutorial basis. Can be repeated for credit.

**PSNM 4010. SPECIAL TOPICS IN NEW MEDIA. (4 Credits)**
An examination of current issues, practices, or trends in new media. Specific topics to be covered vary by semester. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

---

**Interdisciplinary Study (IDIS) courses**

**IDIS 1005. COLLEGE SKILLS DEVELOPMENT-1. (3 Credits)**
For pre freshmen students accepted through HEOP. This is a developmental course to enhance student skills related to college composition, critical reading, mathematical analysis, science and economics. It is offered as part of the mandatory HEOP Summer Program for new freshmen. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**IDIS 1006. COLLEGE SKILLS DEVELOPMENT. (4 Credits)**
For pre freshmen students accepted through HEOP. This is a developmental course to enhance student skills related to college composition, critical reading, mathematical analysis, science and economics. It is offered as part of the mandatory HEOP Summer Program for new freshmen. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**IDIS 1007. COLLEGE SKILLS DEVELOPMENT-2. (3 Credits)**

**IDIS 1010. CRITICAL READING - DISCIPLINES. (3 Credits)**

**IDIS 1100. ADULT LEARNER: IDENTITY, CHANGE AND DEVELOPMENT. (3 Credits)**
This seminar has been designed to encourage each student to study his or her own unique identity development in adulthood. Each adult learner will be assisted in examining their skills, values, goals, experience, educational background, learning style and personality. Students can use this information for both short and long term career, educational and life planning. This new self-discovery will be developed through assessment testing, occupational research, informational interviewing and consultations with career development and educational specialists. The course utilizes a combination of readings, lecture, class discussions, presentations, exercises, guest speakers and video material.

**IDIS 1200. SEMINAR: CAREER TRANSITION LEADERS. (1 Credit)**
Designed to enhance students’ personal/professional understanding of career development and life management skills to transition to a professional/corporate career. The course will assist students to obtain internships in a structured, interactive, open form. It will also offer access and networking with employers.

**IDIS 3015. CULTURE AND COMMUNITY. (4 Credits)**
A study of culture and community in contemporary American society and lifestyles. The course will study the entire way of life that is faced by various groups in American life. An interdisciplinary consideration of the concepts of culture and community will be studied. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**IDIS 3020. WAR AND NEW YORK CITY. (4 Credits)**
This course is an explanation of the impact of war on the political, social, economic, and cultural development of New York City. The course will examine wars and times of conflict from several periods in American history, including, but not limited to: the American Revolution, the Civil War, WWII, and September 11th. An integral element of this course will be using the City itself as our classroom. We will be making several field trips to various locations of historical events, museums, etc. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**IDIS 3025. SOCIAL PROBLEMS IN AMERICA. (4 Credits)**
This course will examine and study major issues and problems in contemporary American society in the context of individuals and community in a complex society. Research and writing will use an interdisciplinary approach. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**IDIS 3040. GETTYSBURG: A STUDY TOUR. (4 Credits)**
Three days and $1,000 casualties ¿ the Battle of Gettysburg was the turning point of the Civil War and a seminal moment in the history of the United States. So striking was the battle, President Abraham Lincoln vowed that the men who died there did not do so in vain ¿ in fact their sacrifice gave ¿a new birth of freedom¿ to the idea of democracy for the world. Robert E. Lee, deeply depressed at his failure, fearing he cost his nation the possibility of independence and peace, offered his resignation to Confederate President Jefferson Davis. This course will examine Gettysburg from several perspectives, including military and political strategy, Lincoln¿s Gettysburg Address, Davis¿ and Lee¿s reactions, and the battle¿s long-lasting impact on American society and mythology. The course includes an overnight field trip to the Gettysburg Battlefield. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**IDIS 3050. A BLOODY LANE AND FOREVER FREE: ANTIETAM, A STUDY TOUR. (4 Credits)**
Antietam – September 17, 1862 was the single bloodiest day in American military history. The 23,000 casualties on that single day were four times the number of casualties at Normandy. The number of men who died in combat that day was twice the number who died in combat during the War of 1812, the Mexican War, and the Spanish-American War combined. Antietam ended the British and French momentum for recognition of the Confederacy and gave President Abraham Lincoln the opportunity to issue the Emancipation Proclamation. This course will examine Antietam from several perspectives, including military and political strategy, Lincoln's Emancipation Proclamation, Davis' and Lee's reactions, and the battle's long-lasting impact on American society. The course includes a two night field trip to the Antietam Battlefield. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
IDIS 3060. CIVIL WAR IN POPULAR MEMORY. (4 Credits)
The Civil War has been the topic of over 50,000 books, thousands of websites, and hundreds of multimedia sources – ranging from films to television shows to comic books to video games. Americans have long been fascinated by the Civil War, which cost more Americans their lives than WW I, WWII, the Korean War, and Vietnam War combined. Much of what Americans know about the Civil War did not come from textbooks or scholarly sources or the classroom, but rather from popular culture. This course will explore how the Civil War is portrayed in popular culture and examine how Americans’ perception and memory of the Civil War has changed over time – change that often had more to do with American society at the time than the “facts” of the War itself Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IDIS 3070. BASEBALL - THE NEW YORK GAME. (4 Credits)
Interdisciplinary course that will trace the relationship between baseball and New York society and culture. The course will study the early history of the game and historical developments as the emergence of the New York City professional teams in connection with government, culture and issues of society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IDIS 3080. WINNERS AND LOSERS IN LITERATURE AND FILM. (4 Credits)
Literature and film are filled with so-called “winners” and so-called “losers.” Who can claim these titles and why? Who decides and how? In analyzing these topics, we’ll explore what can be learned about the human condition in the individual and in society. Works discussed will include, Snow White; Goldilocks and the Three Bears; Death of a Salesman; Charlie Chaplin’s Little Tramp; Glengarry Glen Ross; My Left Foot, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IDIS 3090. DEMOCRACY AND SOCIAL JUSTICE: A GLOBAL PERSPECTIVE. (4 Credits)
Through a multi-disciplinary analysis, this course will explore global definitions of freedom, solidarity and the self within a social context. Readings will lead to discussions on resistance models influencing World Order and the criterion of an underclass, that must organize for transformative change for the sake of survival. Analysis of texts and classroom discourse will explore the development of a nation state, its emphasis on economic globalization, cultural difference and liberationist criticism, in conjunction with an analysis of social ethics and morality Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IDIS 3800. INTERNSHIP. (3 Credits)
IDIS 3999. TUTORIAL. (3 Credits)
IDIS 4999. TUTORIAL. (1-4 Credits)
INFORMATION TECHNOLOGY AND SYSTEMS MAJOR

The Computer and Information Sciences Department offers a Bachelor of Science degree in information technology and systems (ITS). The ITS major provides students with skills and hands-on experience in systems analysis, database management, web programming, cybersecurity, network administration, and software development. This major emphasizes the needs of capable new technology users across virtually every field of employment. The structure of the information technology systems major allows students to tailor their programs to current workplace demands and long-term career objectives.

For more information
Visit the information technology and systems program webpage.

Requirements
Information technology and systems majors must complete 10 courses in computer science:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CISC 1100</td>
<td>STRUCTURES OF COMPUTER SCIENCE</td>
<td>3-4</td>
</tr>
<tr>
<td>or CISC 1400</td>
<td>DISCRETE STRUCTURES</td>
<td></td>
</tr>
<tr>
<td>CISC 1600</td>
<td>COMPUTER SCIENCE I</td>
<td>3</td>
</tr>
<tr>
<td>CISC 2000</td>
<td>COMPUTER SCIENCE II</td>
<td>3-4</td>
</tr>
<tr>
<td>or CISC 3400</td>
<td>JAVA PROGRAMMING</td>
<td></td>
</tr>
<tr>
<td>CISC 2201</td>
<td>SYSTEMS ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 2350</td>
<td>INFORMATION AND WEB PROGRAMMING</td>
<td>4</td>
</tr>
<tr>
<td>CISC 3500</td>
<td>DATABASE SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>CISC 3580</td>
<td>CYBERSECURITY AND APPLICATIONS</td>
<td>4</td>
</tr>
<tr>
<td>or CISC 3600</td>
<td>SECURE CYBER NETWORKS</td>
<td></td>
</tr>
<tr>
<td>CISC 4615</td>
<td>DATA COMMUNICATIONS AND NETWORKS</td>
<td>4</td>
</tr>
<tr>
<td>or CISC 4700</td>
<td>NETWORK AND CLIENT SERVER</td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>Select two elective computer science courses 1</td>
<td>8</td>
</tr>
</tbody>
</table>

1 These electives are chosen with approval of the academic advisor and selected from CISC 2000 COMPUTER SCIENCE II - CISC 4999 TUTORIAL.

Availability
The major in information technology and systems is available through Fordham School of Professional and Continuing Studies at Lincoln Center and Rose Hill.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
LEGAL AND POLICY STUDIES MAJOR

The major in legal and policy studies enables students to combine work in several disciplines with the aim of developing a critical and practical understanding of legal and policy issues that underlie the mechanisms of policymaking in the U.S. Working with a legal and policy studies adviser, students may elect to cluster their courses in healthcare policy, government and public policy, or business and corporate policy. Students may also select courses focusing on human rights, criminal justice, or the historical basis of policymaking and the legal system in the U.S. The program is supported by the departments of political science, economics, and sociology with contributions from business, organizational leadership, history, philosophy and theology, and communications. Courses in other areas, such as environmental science, psychology, and social work, may be relevant to the student’s career goals as well and will be applied if pertinent to the student’s interests.

The Fordham School of Professional and Continuing Studies major in legal and policy studies assures that students will develop oral and written comprehension and expression, achieve an understanding of public policy—that array of government decisions and acts, born of private and public sector interactions, that shape a nation’s political, economic and moral structures—and practice legal and policy analysis. Please note, however, for students interested in pursuing a career in law, that law schools do not specify any particular major as prerequisite for admission. Rather, they look for a broad liberal arts education and LSAT scores.

For more information
Visit the legal and policy studies program webpage.

Requirements
The legal and policy studies major requires completion of 10 courses. Along with completing the foundation courses, each student majoring in legal and policy studies may also complete one of the three concentrations listed below. Each concentration consists of two required courses and four electives (one of the electives may be the optional Senior Seminar/Capstone course listed below):

Pre- or Corequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1200</td>
<td>BASIC MICROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2140</td>
<td>STATISTICS I</td>
<td>4</td>
</tr>
<tr>
<td>or SOCI 2850</td>
<td>METHODS SOCIAL RESEARCH I</td>
<td></td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LGPO 1105</td>
<td>INTRODUCTION TO LEGAL AND POLICY STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>LGPO 3000</td>
<td>POLICY AND FEDERAL AGENCIES? WHO MAKES THE RULES YOU LIVE BY?</td>
<td>4</td>
</tr>
<tr>
<td>POSC 1100</td>
<td>INTRODUCTION TO POLITICS</td>
<td>3</td>
</tr>
<tr>
<td>POSC 3321</td>
<td>AMERICAN PUBLIC POLICY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3708</td>
<td>LAW AND SOCIETY</td>
<td>4</td>
</tr>
</tbody>
</table>

Concentrations
Select one of the following:
- Healthcare Policy
- Business and Corporate Policy
- Government and Public Policy

Concentrations
Healthcare Policy
This concentration focuses on the development of federal, state, and local policies implementing government mandates that impact healthcare delivery at the institutional and individual levels affecting all members of the society.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGPO 3100</td>
<td>HEALTHCARE IN THE U.S.: A RIGHT OR A PRIVILEGE</td>
<td>3</td>
</tr>
<tr>
<td>POSC 3131</td>
<td>POLITICS, URBAN HEALTH, AND ENVIRONMENT</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives
Select four of the following:
- LGPO 3400 BASIC ECONOMIC POLICYMAKING (recommended)
- LGPO 3500 EFFECTING CHANGE: ACTIVISM, ADVOCACY, LOBBYING, AND PACS (recommended)
- CISC 3270 HEALTH AND MEDICAL INFORMATICS (recommended)
- ECON 3580 ECONOMICS OF DIVERSITY
- ECON 3876 HEALTH COSTS AND BENEFITS (recommended)
- POSC 3231 JUDICIAL POLITICS
- SOCI 3021 SOCIOLOGY OF MEDICINE (recommended)
- SOCI 3102 CONTEMPORARY SOCIAL ISSUES AND POLICIES
- PHIL 4418 ISSUES OF LIFE AND DEATH
- THEO 4010 DEATH AND DYING
- THEO 4030 MORAL ASPECTS OF MEDICINE (recommended)

Business and Corporate Policy
This concentration focuses on the role of the public and private sectors in regulating or self-policing the constraints within which corporate business and financial markets operate.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGPO 3200</td>
<td>REGULATING BUSINESS: WHO NEEDS IT?</td>
<td>3</td>
</tr>
<tr>
<td>ECON 3455</td>
<td>ECONOMICS AND REGULATION</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives
Select four of the following:
- LGPO 3400 BASIC ECONOMIC POLICYMAKING (recommended)
- LGPO 3500 EFFECTING CHANGE: ACTIVISM, ADVOCACY, LOBBYING, AND PACS (recommended)
Government and Public Policy
This concentration focuses on federal, state, and local government development and implementation of policies and regulations impacting myriad areas of daily life for its citizens.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LGPO 3300</td>
<td>GOVERNMENT AND PUBLIC ADMINISTRATION</td>
<td>3</td>
</tr>
<tr>
<td>LGPO 3400</td>
<td>BASIC ECONOMIC POLICYMAKING</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**
Select four of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGPO 3500</td>
<td>EFFECTING CHANGE: ACTIVISM, ADVOCACY, LOBBYING, AND PACS</td>
<td></td>
</tr>
<tr>
<td>COMC 3370</td>
<td>ETHICAL ISSUES IN MEDIA</td>
<td></td>
</tr>
<tr>
<td>COMC 4340</td>
<td>FREEDOM OF EXPRESSION</td>
<td></td>
</tr>
<tr>
<td>ECON 3453</td>
<td>LAW AND ECONOMICS (recommended)</td>
<td></td>
</tr>
<tr>
<td>ECON 3455</td>
<td>ECONOMICS AND REGULATION (recommended)</td>
<td></td>
</tr>
<tr>
<td>ECON 3563</td>
<td>LABOR ECONOMICS</td>
<td></td>
</tr>
<tr>
<td>ECON 3580</td>
<td>ECONOMICS OF DIVERSITY</td>
<td></td>
</tr>
<tr>
<td>ECON 3870</td>
<td>PUBLIC FINANCE (recommended)</td>
<td></td>
</tr>
<tr>
<td>ECON 3884</td>
<td>CONTEMPORARY ECONOMIC PROBLEMS</td>
<td></td>
</tr>
<tr>
<td>NSCI 2060</td>
<td>ENVIRONMENT: SCIENCE, LAW, AND POLICY</td>
<td></td>
</tr>
<tr>
<td>POSC 3131</td>
<td>POLITICS, URBAN HEALTH, AND ENVIRONMENT (recommended)</td>
<td></td>
</tr>
<tr>
<td>POSC 4015</td>
<td>AMERICAN ECONOMIC POLICYMAKING</td>
<td></td>
</tr>
<tr>
<td>POSC 3231</td>
<td>JUDICIAL POLITICS</td>
<td></td>
</tr>
<tr>
<td>SOCI 3102</td>
<td>CONTEMPORARY SOCIAL ISSUES AND POLICIES</td>
<td></td>
</tr>
<tr>
<td>SOCI 3136</td>
<td>INEQUALITY-WHY/EFFECTS</td>
<td></td>
</tr>
<tr>
<td>SOCI 3151</td>
<td>SOCIOLOGY OF EDUCATION</td>
<td></td>
</tr>
<tr>
<td>SOCI 3405</td>
<td>GENDER, RACE, AND CLASS</td>
<td></td>
</tr>
<tr>
<td>SOCI 3601</td>
<td>URBAN POVERTY</td>
<td></td>
</tr>
<tr>
<td>SOCI 3713</td>
<td>CRIMINOLOGY</td>
<td></td>
</tr>
<tr>
<td>SOCI 3714</td>
<td>TERRORISM AND SOCIETY</td>
<td></td>
</tr>
<tr>
<td>SOCI 4020</td>
<td>PLACE, SPACE, AND IMMIGRANT CITIES</td>
<td></td>
</tr>
<tr>
<td>SOCI 4408</td>
<td>DIVERSITY IN AMERICAN SOCIETY</td>
<td></td>
</tr>
<tr>
<td>SOCI 4961</td>
<td>URBAN ISSUES AND POLICIES (recommended)</td>
<td></td>
</tr>
</tbody>
</table>

Students must maintain a C average in major courses.

**Availability**
The major in legal and policy studies is available at Fordham School of Professional and Continuing Studies at Westchester.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
LEGAL AND POLICY STUDIES MINOR

Requirements
The minor in legal and policy studies requires completion of six courses (three foundation courses, and from one of the three concentrations, one required course and two electives)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LGPO 1105</td>
<td>INTRODUCTION TO LEGAL AND POLICY STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>LGPO 3000</td>
<td>POLICY AND FEDERAL AGENCIES? WHO MAKES THE RULES YOU LIVE BY?</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3321</td>
<td>AMERICAN PUBLIC POLICY</td>
<td>4</td>
</tr>
</tbody>
</table>

Concentrations
Select one of the following:

Healthcare Policy

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGPO 3100</td>
<td>HEALTHCARE IN THE U.S.: A RIGHT OR A PRIVILEGE</td>
<td></td>
</tr>
</tbody>
</table>

And two electives from the concentration

Business and Corporate Policy

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGPO 3200</td>
<td>REGULATING BUSINESS: WHO NEEDS IT?</td>
<td></td>
</tr>
</tbody>
</table>

And two electives from the concentration

Government and Public Policy

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGPO 3300</td>
<td>GOVERNMENT AND PUBLIC ADMINISTRATION</td>
<td></td>
</tr>
</tbody>
</table>

And two electives from the concentration

1 See Concentrations (p. 566) under Legal and Policy Studies Major.

Availability
The minor in legal and policy studies is available at Fordham School of Professional and Continuing Studies at Westchester.
ORGANIZATIONAL LEADERSHIP MAJOR

Virtually all advancement for nonspecialist management and supervisory personnel in business, government, cultural institutions and nonprofit organizations is based largely upon the following competencies or skill sets: the ability to communicate effectively; familiarity with essential organizational functions (such as strategic planning, budgeting, information processing, legal issues, and public relations) broad-based learning and critical thinking skills requisite for continual adaptability to changing responsibilities; and, increasingly, the ability to understand and participate with others in multiple task-groups.

The organizational leadership program, offered at Rose Hill, Lincoln Center, and Westchester, is intended to provide an interdisciplinary array of courses tailored to these educational needs of generalist managers and supervisors. It is intended to provide an alternative to the specialist-oriented major programs and the quantitative emphasis characteristic of colleges of business administration. Further, as contrasted with organizational development curricula at most other universities, Fordham's program consists largely of standard, discipline-based courses from the liberal arts tradition, not of program-exclusive courses developed in an ad hoc fashion.

Program Activities

The organizational leadership program sponsors guest speakers on related topics periodically during the academic year.

Requirements

The organizational leadership major consists of nine courses.

Students who are planning to major in organizational leadership must first complete:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1200</td>
<td>BASIC MICROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 1100</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1200</td>
<td>FOUNDATIONS OF PSYCHOLOGY</td>
<td>4</td>
</tr>
</tbody>
</table>

It is also strongly recommended that students in this major develop computer literacy by taking CISC 1250 COMPUTER APPLICATIONS or CISC 2350 INFORMATION AND WEB PROGRAMMING.

Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORGL 2000</td>
<td>THEORIES OF LEADERSHIP</td>
<td>4</td>
</tr>
</tbody>
</table>

Communications Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMC 3114</td>
<td>EFFECTIVE SPEAKING</td>
<td>4</td>
</tr>
<tr>
<td>or CMBU 2665</td>
<td>BUSINESS COMMUNICATION</td>
<td></td>
</tr>
</tbody>
</table>

Social Research Course

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSCI 2650</td>
<td>BASIC RESEARCH METHODS</td>
<td></td>
</tr>
<tr>
<td>SSCI 2606</td>
<td>SOCIAL SCIENCE STATISTICS</td>
<td></td>
</tr>
<tr>
<td>SOCI 2850</td>
<td>METHODS SOCIAL RESEARCH I</td>
<td></td>
</tr>
</tbody>
</table>

Or any other statistics course offered, for example:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 2000</td>
<td>STATISTICS</td>
<td></td>
</tr>
<tr>
<td>or ECON 214</td>
<td>STATISTICS I</td>
<td></td>
</tr>
</tbody>
</table>

Business Courses

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGBU 3223</td>
<td>PRINCIPLES OF MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>BLBU 2234</td>
<td>LEGAL FRAMEWORK OF BUSINESS</td>
<td></td>
</tr>
<tr>
<td>FNBU 3221</td>
<td>FINANCIAL MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>ACBU 2222</td>
<td>PRINCIPLES OF FINANCIAL ACCOUNTING</td>
<td></td>
</tr>
<tr>
<td>ACBU 2223</td>
<td>PRINCIPLES OF MANAGERIAL ACCOUNTING</td>
<td></td>
</tr>
</tbody>
</table>

Additional Courses

Select one course from each group:

**Group I**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 3300</td>
<td>INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSYC 2600</td>
<td>SOCIAL PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>ORGL 2900</td>
<td>ENTREPRENEURSHIP</td>
<td></td>
</tr>
<tr>
<td>ORGL 2500</td>
<td>ORGANIZATIONAL BEHAVIOR, CHANGE, AND LEADERSHIP</td>
<td></td>
</tr>
</tbody>
</table>

**Group II**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMC 3174</td>
<td>PUBLIC RELATIONS</td>
<td></td>
</tr>
<tr>
<td>ORGL 2300</td>
<td>ISSUES IN HUMAN RESOURCE MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>ORGL 2500</td>
<td>MEDIATION, NEGOTIATION, ALTERNATIVE DISPUTE RESOLUTION</td>
<td></td>
</tr>
<tr>
<td>SSCI 4665</td>
<td>CAREER MANAGEMENT/INTERNSHIP</td>
<td></td>
</tr>
</tbody>
</table>

**Group III**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMC 2113</td>
<td>INTERPERSONAL COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>ORGL 2600</td>
<td>MEDIATION, NEGOTIATION, ALTERNATIVE DISPUTE RESOLUTION</td>
<td></td>
</tr>
<tr>
<td>ORGL 2700</td>
<td>ORGANIZATIONAL COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>COMC 2175</td>
<td>PERSUASION AND PUBLIC OPINION</td>
<td></td>
</tr>
</tbody>
</table>

Senior-Level Capstone Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGL 4000</td>
<td>LEADERSHIP CONCEPTS AND CASES</td>
<td></td>
</tr>
</tbody>
</table>

Availability

The major in organizational leadership is available through Fordham School of Professional and Continuing Studies at all three campuses: Lincoln Center, Rose Hill, and Westchester. For students who work, these courses are now offered in different formats: traditional classroom (three hours per week), intensive weekend courses, or online.

**Professional and Continuing Studies students:** The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
ORGANIZATIONAL LEADERSHIP MINOR

Requirements

Students minoring in organizational leadership must complete six courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGL 2000</td>
<td>THEORIES OF LEADERSHIP</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Business Course</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>BLBU 2234</td>
<td>LEGAL FRAMEWORK OF BUSINESS</td>
<td></td>
</tr>
<tr>
<td>BLBU 3443</td>
<td>ETHICS IN BUSINESS</td>
<td></td>
</tr>
<tr>
<td>CMBU 2665</td>
<td>BUSINESS COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>MGBU 3223</td>
<td>PRINCIPLES OF MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Additional Courses</strong></td>
<td>9-12</td>
</tr>
<tr>
<td>ECON 1200</td>
<td>BASIC MICROECONOMICS</td>
<td></td>
</tr>
<tr>
<td>COMC 2113</td>
<td>INTERPERSONAL COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>COMC 2175</td>
<td>PERSUASION AND PUBLIC OPINION</td>
<td></td>
</tr>
<tr>
<td>COMC 3174</td>
<td>PUBLIC RELATIONS</td>
<td></td>
</tr>
<tr>
<td>ORGL 2300</td>
<td>ISSUES IN HUMAN RESOURCE MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>ORGL 2500</td>
<td>ORGANIZATIONAL BEHAVIOR, CHANGE, AND LEADERSHIP</td>
<td></td>
</tr>
<tr>
<td>ORGL 2600</td>
<td>MEDIATION, NEGOTIATION, ALTERNATIVE DISPUTE RESOLUTION</td>
<td></td>
</tr>
<tr>
<td>ORGL 2700</td>
<td>ORGANIZATIONAL COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>ORGL 2900</td>
<td>ENTREPRENEURSHIP</td>
<td></td>
</tr>
<tr>
<td>PSYC 2600</td>
<td>SOCIAL PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSYC 3300</td>
<td>INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>SOCI 3806</td>
<td>INTERPERSONAL BEHAVIOR AND GROUP PROCESS</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Capstone course</strong></td>
<td></td>
</tr>
<tr>
<td>ORGL 4000</td>
<td>LEADERSHIP CONCEPTS AND CASES</td>
<td>4</td>
</tr>
</tbody>
</table>

Availability

The minor in Organizational Leadership is available at Fordham School of Professional and Continuing Studies at Lincoln Center, Rose Hill, and Westchester.
POST-BACCALAUREATE PRE-MEDICAL/PRE-HEALTH PROGRAM

The Fordham Post-Baccalaureate Pre-Medical/Pre-Health Program is for students who have completed their undergraduate degrees and are preparing for entry into the health professions but need the prerequisite science courses. Individuals seeking admission to medical, dental or veterinary schools, or nursing or physician assistant programs may apply to the School of Professional and Continuing Studies (PCS) for the prerequisite science courses as nonmatriculated students. The official Fordham Post-Baccalaureate Pre-Medical/Pre-Health Program description and information on financial aid and course schedules may be found at www.pcs.fordham.edu/postbac.

In keeping with the PCS educational philosophy to serve adult students, the Fordham Post-Baccalaureate Pre-Medical/Pre-Health Program offers its pre-med curriculum primarily in the evening, on weekends and in summer sessions with classes at Rose Hill, Lincoln Center, and Westchester. A limited number of day classes are also available during the academic year.

Committee Evaluation Letter: Residency Requirement

Fordham Post Baccalaureate Pre-Medical/Pre-Health students who will complete the above basic curriculum by the first summer session of the professional school application year may apply for a Committee on Health Professions Evaluation based on their portfolio and personal interview. To be eligible for a Committee Evaluation, students must complete the entire basic curriculum with a minimum 3.2 GPA and meet the minimum residency requirement which is the greater of six courses or 30 credits taken in Fordham School of Professional and Continuing Studies.

For more information
Visit the Post-Baccalaureate Pre-Medical/Pre-Health Program webpage. (p. 571)

Admissions
Candidates submit an application online for PCS admission as nonmatriculated students, provide official undergraduate transcripts and interview with the program director. The general requirement for consideration is a minimum 3.0 GPA. Once admitted to the Fordham Post-Baccalaureate Program, all remaining courses must be taken at Fordham.

Requirements
Program Requirements

Fordham Post-Baccalaureate Pre-Medical/Pre-Health Curriculum

The basic curriculum includes one year of biology, general chemistry, organic chemistry, physics, calculus and statistics, biochemistry and physiology, psychology and sociology, and English required by most medical and professional schools as prerequisites for admission. Additional upper-level science courses are also available and require prior completion of the basic sequence in biology, general chemistry, and calculus. These courses prepare students for the professional school entrance exams, e.g., MCAT, DAT, VCAT, OAT.

### Course Title Credits

#### One year of general biology with lab

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BISC 1403 &amp; BISC 1413</td>
<td>INTRODUCTORY BIOLOGY I and INTRODUCTORY BIOLOGY LAB I</td>
<td>5</td>
</tr>
<tr>
<td>BISC 1404 &amp; BISC 1414</td>
<td>INTRODUCTORY BIOLOGY II and INTRODUCTORY BIOLOGY LAB II</td>
<td>5</td>
</tr>
</tbody>
</table>

#### One year of general chemistry with lab

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1321 &amp; CHEM 1331</td>
<td>GENERAL CHEMISTRY I and GENERAL CHEMISTRY LAB I</td>
<td>6</td>
</tr>
<tr>
<td>CHEM 1322 &amp; CHEM 1332</td>
<td>GENERAL CHEMISTRY II and GENERAL CHEMISTRY LAB II</td>
<td>6</td>
</tr>
<tr>
<td>CHEM 1311</td>
<td>GENERAL CHEMISTRY I RECITATION</td>
<td>0</td>
</tr>
<tr>
<td>CHEM 1312</td>
<td>GENERAL CHEMISTRY II RECITATION</td>
<td>0</td>
</tr>
</tbody>
</table>

#### One year of organic chemistry with lab ¹

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 2521 &amp; CHEM 2541</td>
<td>ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LAB I</td>
<td>6</td>
</tr>
<tr>
<td>CHEM 2522 &amp; CHEM 2542</td>
<td>ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LAB II</td>
<td>6</td>
</tr>
</tbody>
</table>

#### One year of general physics with lab

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 1501 &amp; PHYS 1511</td>
<td>GENERAL PHYSICS I and PHYSICS I LAB</td>
<td>3</td>
</tr>
<tr>
<td>or PHYS 1601 &amp; PHYS 1701</td>
<td>INTRODUCTION TO PHYSICS I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1502 &amp; PHYS 1512</td>
<td>GENERAL PHYSICS II and PHYSICS II LAB</td>
<td>3</td>
</tr>
<tr>
<td>or PHYS 1602 &amp; PHYS 1702</td>
<td>INTRODUCTION TO PHYSICS II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1503</td>
<td>GENERAL PHYSICS I RECITATION</td>
<td>0</td>
</tr>
<tr>
<td>PHYS 1504</td>
<td>GENERAL PHYSICS II RECITATION</td>
<td>0</td>
</tr>
</tbody>
</table>

Additional courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BISC 3232 &amp; BISC 3242</td>
<td>HUMAN PHYSIOLOGY and HUMAN PHYSIOLOGY LAB</td>
<td>5</td>
</tr>
<tr>
<td>BISC 3521</td>
<td>BIOCHEMISTRY</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2140</td>
<td>STATISTICS I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1203</td>
<td>APPLIED CALCULUS I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1205</td>
<td>APPLIED STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1200</td>
<td>FOUNDATIONS OF PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2000</td>
<td>STATISTICS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1100</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 2606</td>
<td>SOCIAL SCIENCE STATISTICS</td>
<td>4</td>
</tr>
</tbody>
</table>

¹ General chemistry, including labs, must be successfully completed before enrollment in organic chemistry.

### Upper Level Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BISC 2539</td>
<td>GENERAL GENETICS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; BISC 2549</td>
<td>and GENERAL GENETICS LAB</td>
<td></td>
</tr>
<tr>
<td>BISC 3221 &amp; BISC 3231</td>
<td>HUMAN ANATOMY and HUMAN ANATOMY LAB</td>
<td>5</td>
</tr>
<tr>
<td>BISC 3643 &amp; BISC 3653</td>
<td>MICROBIOLOGY and MICROBIOLOGY LAB</td>
<td>5</td>
</tr>
</tbody>
</table>

Updated: 10-11-2017
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BISC 3752</td>
<td>MOLECULAR BIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BISC 3754</td>
<td>CELL BIOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

1. Organic chemistry I and II, including labs, must be successfully completed before enrollment in microbiology.
PROFESSIONAL STUDIES IN NEW MEDIA MAJOR

From surfing the web to social networking to smart phones, we live and work in a world shaped by online communications, electronic media, and digital devices. The media industries in this area are expanding rapidly, and every business and organization today needs individuals who understand the new media environment and know how to keep up with emerging trends and innovations in this ever-evolving landscape.

Fordham School of Professional and Continuing Studies’s recently launched Professional Studies in New Media program offers you the knowledge and skills needed to be effective participants in the digital arena.

Designed for adult students in midcareer looking to retool or remain competitive in the workplace, as well as those seeking to further their studies of new media, the program provides students with the principles, theories, and methodologies for success in business, government, and the nonprofit sector.

• Communicate effectively through new media and digital design.
• Learn how to gather data and conduct research online.
• Design websites and mobile applications.

The program—which is rooted in Fordham University’s acclaimed liberal arts curriculum—draws on the fields of communication and media studies, computer and information science, and business, giving students a comprehensive understanding of new media, its history and development, as well as its social and psychological effects.

For more information
Visit the professional studies in new media program webpage.

Requirements
Students majoring in professional studies in new media must complete 10 courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DTEM 2421</td>
<td>DIGITAL PRODUCTION FOR NEW MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>PSNM 2000</td>
<td>PROFESSIONAL COMMUNICATIONS IN NEW MEDIA</td>
<td>3</td>
</tr>
<tr>
<td>PSNM 2001</td>
<td>BUSINESS AND PRACTICE OF NEW MEDIA</td>
<td>3</td>
</tr>
<tr>
<td>PSNM 2350</td>
<td>PROGRAMMING FOR THE WEB</td>
<td>4</td>
</tr>
<tr>
<td>Ethics Requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CISC 4650</td>
<td>CYBERSPACE: ISSUES AND ETHICS</td>
<td></td>
</tr>
<tr>
<td>CISC 4660</td>
<td>MINDS, MACHINES, AND SOCIETY</td>
<td></td>
</tr>
<tr>
<td>DTEM 4480</td>
<td>DIGITAL MEDIA AND PUBLIC RESPONSIBILITY</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select five of the following (under advisement):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CISC 2500</td>
<td>INFORMATION AND DATA MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>CISC 2530</td>
<td>DIGITAL VIDEO AND MULTIMEDIA</td>
<td></td>
</tr>
<tr>
<td>CISC 4631</td>
<td>DATA MINING</td>
<td></td>
</tr>
<tr>
<td>DTEM 2425</td>
<td>DIGITAL VIDEO PRODUCTION I</td>
<td></td>
</tr>
</tbody>
</table>

or FITV 2425 DIGITAL VIDEO PRODUCTION I

or DTEM 2427 DIGITAL AUDIO PRODUCTION

or DTEM 2459 SOCIAL HISTORY OF COMMUNICATION AND TECHNOLOGY

or DTEM 2471 WRITING FOR ONLINE MEDIA

or DTEM 4480 DIGITAL MEDIA AND PUBLIC RESPONSIBILITY

or JOUR 3717 ONLINE JOURNALISM

or MGBU 3223 PRINCIPLES OF MANAGEMENT

or ORGL 2000 THEORIES OF LEADERSHIP

or ORGL 2500 ORGANIZATIONAL BEHAVIOR, CHANGE, AND LEADERSHIP

or PSNM 3307 SOCIAL MEDIA MARKETING AND PUBLIC RELATIONS

or PSNM 4000 NEW MEDIA INTERNSHIP

or PSNM 4001 SPECIAL PROJECT IN DIGITAL DESIGN

or PSNM 4002 INDEPENDENT RESEARCH IN NEW MEDIA

or PSNM 4010 SPECIAL TOPICS IN NEW MEDIA

1 Prerequisite CISC 2350 INFORMATION AND WEB PROGRAMMING.
2 Prerequisite CISC 2500 INFORMATION AND DATA MANAGEMENT.

Availability

The major in professional studies in new media is available Fordham School of Professional and Continuing Studies at the Westchester campus.

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
## Professional Studies in New Media Minor

### Requirements

Students minoring in professional studies in new media must complete six courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>PSNM 2000</td>
<td>PROFESSIONAL COMMUNICATIONS IN NEW MEDIA</td>
<td>3</td>
</tr>
<tr>
<td>PSNM 2001</td>
<td>BUSINESS AND PRACTICE OF NEW MEDIA</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Ethics Requirement</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>4</td>
</tr>
<tr>
<td>CISC 4650</td>
<td>CYBERSPACE: ISSUES AND ETHICS</td>
<td></td>
</tr>
<tr>
<td>CISC 4660</td>
<td>MINDS, MACHINES, AND SOCIETY</td>
<td></td>
</tr>
<tr>
<td>DTEM 4480</td>
<td>DIGITAL MEDIA AND PUBLIC RESPONSIBILITY</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td>9-12</td>
</tr>
<tr>
<td></td>
<td>Select three of the following:</td>
<td></td>
</tr>
<tr>
<td>CISC 2530</td>
<td>DIGITAL VIDEO AND MULTIMEDIA</td>
<td></td>
</tr>
<tr>
<td>CISC 4631</td>
<td>DATA MINING</td>
<td></td>
</tr>
<tr>
<td>CISC 4650</td>
<td>CYBERSPACE: ISSUES AND ETHICS</td>
<td></td>
</tr>
<tr>
<td>CISC 4660</td>
<td>MINDS, MACHINES, AND SOCIETY</td>
<td></td>
</tr>
<tr>
<td>DTEM 2425</td>
<td>DIGITAL VIDEO PRODUCTION I</td>
<td></td>
</tr>
<tr>
<td>or FITV 2425</td>
<td>DIGITAL VIDEO PRODUCTION I</td>
<td></td>
</tr>
<tr>
<td>DTEM 2427</td>
<td>DIGITAL AUDIO PRODUCTION</td>
<td></td>
</tr>
<tr>
<td>DTEM 2421</td>
<td>DIGITAL PRODUCTION FOR NEW MEDIA</td>
<td></td>
</tr>
<tr>
<td>DTEM 2459</td>
<td>SOCIAL HISTORY OF COMMUNICATION AND TECHNOLOGY</td>
<td></td>
</tr>
<tr>
<td>DTEM 2471</td>
<td>WRITING FOR ONLINE MEDIA</td>
<td></td>
</tr>
<tr>
<td>DTEM 4480</td>
<td>DIGITAL MEDIA AND PUBLIC RESPONSIBILITY</td>
<td></td>
</tr>
<tr>
<td>JOUR 3717</td>
<td>ONLINE JOURNALISM</td>
<td></td>
</tr>
<tr>
<td>MGBU 3223</td>
<td>PRINCIPLES OF MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>ORGL 2000</td>
<td>THEORIES OF LEADERSHIP</td>
<td></td>
</tr>
<tr>
<td>ORGL 2500</td>
<td>ORGANIZATIONAL BEHAVIOR, CHANGE, AND LEADERSHIP</td>
<td></td>
</tr>
<tr>
<td>PSNM 2000</td>
<td>PROFESSIONAL COMMUNICATIONS IN NEW MEDIA</td>
<td></td>
</tr>
<tr>
<td>PSNM 2001</td>
<td>BUSINESS AND PRACTICE OF NEW MEDIA</td>
<td></td>
</tr>
<tr>
<td>PSNM 3307</td>
<td>SOCIAL MEDIA MARKETING AND PUBLIC RELATIONS</td>
<td></td>
</tr>
<tr>
<td>PSNM 2350</td>
<td>PROGRAMMING FOR THE WEB</td>
<td></td>
</tr>
<tr>
<td>PSNM 4000</td>
<td>NEW MEDIA INTERNSHIP</td>
<td></td>
</tr>
<tr>
<td>PSNM 4001</td>
<td>SPECIAL PROJECT IN DIGITAL DESIGN</td>
<td></td>
</tr>
<tr>
<td>PSNM 4002</td>
<td>INDEPENDENT RESEARCH IN NEW MEDIA</td>
<td></td>
</tr>
<tr>
<td>PSNM 4010</td>
<td>SPECIAL TOPICS IN NEW MEDIA</td>
<td></td>
</tr>
</tbody>
</table>

### Availability

The minor in professional studies in new media is available at Fordham School of Professional and Continuing Studies at Lincoln Center, Rose Hill, and Westchester.
PEACE AND JUSTICE STUDIES

The peace and justice studies program provides students with the opportunity to address, in interdisciplinary courses and field experiences, some of the most central issues of our day, including the causes and possible resolutions of major conflicts and conceptions of social justice.

The goals of the Peace and Justice Studies Program are

- To increase knowledge and awareness of basic issues of war, peace, social and environmental justice, and nonviolent resolutions to conflicts.
- To enhance motivation to act upon these issues.
- To provide exposure to the religious traditions and themes relating to peace and justice.
- To develop skills needed for active involvement in the field.
- To instill long-term commitment to this field.
- To generate openness for the study of social, racial, and gender equality.

These goals are addressed through the minor.

Key areas covered by both programs are war, political violence, weapons proliferation, and the nuclear-zero movement; social, racial, and gender equality; economic and environmental justice; causes and resolution of conflicts; philosophies of nonviolence; strategies for community and cultural empowerment. Issues of peace and justice are discussed from both local and global perspectives. Each student who plans to receive a certificate in peace and justice studies is asked to complete a program enrollment form, which may be obtained from the program director, and to consult with the director concerning her or his selection of courses. Students who do not plan to fulfill all the requirements for a certificate are nevertheless encouraged to enroll in peace and justice studies courses. Interested students can appeal to pursue an individualized major in peace and justice studies in consultation with the director and the class dean.

Specific requirements for the certificate and the minor are detailed under Program Requirements.

Program Activities

Each semester the program hosts special events to discuss current issues in peace and justice among the wider university community. Panel discussions, guest speakers, films, and videotapes are presented on a regular basis, and audience participation is encouraged.

Courses outside the program

The following courses have the PJST attribute and count toward the Peace and Justice Studies minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 3072</td>
<td>CIVIL WARS IN AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3112</td>
<td>THE SIXTIES</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3115</td>
<td>MARTIN LUTHER KING JR. AND MALCOLM X</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3120</td>
<td>BLACK RELIGION AND BLACK POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3132</td>
<td>BLACK PRISON EXPERIENCE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3141</td>
<td>WOMEN IN AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3148</td>
<td>HISTORY OF SOUTH AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3633</td>
<td>THE BRONX: IMMIGRATION, RACE, AND CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3720</td>
<td>AFRICAN AMERICAN PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4000</td>
<td>AFFIRMATIVE ACTION AND THE AMERICAN DREAM</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4650</td>
<td>SOCIAL WELFARE AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>AMCS 3340</td>
<td>CATHOLICISM AND DEMOCRACY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2650</td>
<td>WHY JOHNNY CAN'T READ</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3110</td>
<td>ANCIENT CULTURES OF THE BIBLE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3260</td>
<td>POLITICS OF REPRODUCTION</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3343</td>
<td>GHETTOS AND GATED COMMUNITIES</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3353</td>
<td>ANTHROPOLOGY OF GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3470</td>
<td>PEOPLE AND CULTURES OF LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4490</td>
<td>ANTHROPOLOGY OF POLITICAL VIOLENCE</td>
<td>4</td>
</tr>
<tr>
<td>ARAB 2400</td>
<td>APPROACHES TO ARABIC CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>BLBU 4437</td>
<td>ST: INTERNATIONAL BUS ETHICS</td>
<td>3</td>
</tr>
<tr>
<td>CEED 3856</td>
<td>INTRODUCTION TO BIOETHICS</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 3030</td>
<td>ATHONIAN DEMOCRACY</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4011</td>
<td>NARRATING CHILDHOOD</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4206</td>
<td>COMPARATIVE STUDIES IN REVOLUTION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3268</td>
<td>MEDIA AND NATIONAL IDENTITY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3330</td>
<td>PEACE, JUSTICE, AND THE MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4222</td>
<td>MEDIA AND THE ENVIRONMENT</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4340</td>
<td>FREEDOM OF EXPRESSION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4360</td>
<td>COMMUNICATION ETHICS AND THE PUBLIC SPHERE</td>
<td>4</td>
</tr>
<tr>
<td>CPBU 4001</td>
<td>FAIR TRADE &amp; MICROFINANCE I</td>
<td>3</td>
</tr>
<tr>
<td>CPBU 4003</td>
<td>SPIRITUALITY &amp; FAIR TRADE</td>
<td>3</td>
</tr>
<tr>
<td>CPBU 4004</td>
<td>ENTREPRENEURSHIP &amp; FAIR TRADE</td>
<td>3</td>
</tr>
<tr>
<td>CPBU 4005</td>
<td>ST: FAIR TRADE ENTREPRENEURSHIP</td>
<td>3</td>
</tr>
<tr>
<td>ECON 3210</td>
<td>ECONOMICS OF DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3215</td>
<td>Bronx Urban Economic Development</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3235</td>
<td>ECONOMY OF LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3240</td>
<td>WORLD POVERTY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3430</td>
<td>ST: SUSTAINABLE BUSINESS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3570</td>
<td>LABOR MARKET AND DIVERSITY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3850</td>
<td>ENVIRONMENTAL ECONOMICS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 4005</td>
<td>FAIR TRADE ENTREPRENEURSHIP</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3632</td>
<td>POSTMODERN FICTION AND ENVIRONMENTAL JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3802</td>
<td>LITERATURE AND IMPERIALISM</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3964</td>
<td>HOMELESSNESS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4140</td>
<td>THE JESUIT RELATIONS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4150</td>
<td>RACE AND HOLLYWOOD FILM</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4407</td>
<td>ROMANTICISM AND REVOLUTION</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3647</td>
<td>GENDER, RACE, CLASS, AND TELEVISION</td>
<td>4</td>
</tr>
<tr>
<td>FITV 4570</td>
<td>FILMS OF MORAL STRUGGLE</td>
<td>4</td>
</tr>
<tr>
<td>FITV 4676</td>
<td>TELEVISION AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3148</td>
<td>HISTORY OF SOUTH AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3305</td>
<td>MEDIEVAL WARFARE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3546</td>
<td>HISTORY OF MODERN HUMANITARIANISM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3566</td>
<td>WAR AND IMPERIALISM</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HIST 3789</td>
<td>MODERN SOUTH AFRICA STORIES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3807</td>
<td>JAZZ AGE TO HARD TIMES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3846</td>
<td>THE HISTORY OF U.S. FOREIGN RELATIONS, 1974 TO PRESENT</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3852</td>
<td>20TH CENTURY U.S. RADICALISM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3915</td>
<td>CONTEMPORARY CHINA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3969</td>
<td>LATIN AMERICA AND THE U.S.</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3986</td>
<td>RELIGION AND POLITICS IN ISLAMIC HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4008</td>
<td>RACE AND GENDER IN THE OLD WEST</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4308</td>
<td>ANTISEMITISM</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4767</td>
<td>SEMINAR: TORTURE AND THE WESTERN EXPERIENCE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4901</td>
<td>Marx’s Capital and the History of Capitalism</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4001</td>
<td>HUMANITARIAN ACTION</td>
<td>4</td>
</tr>
<tr>
<td>INST 4620</td>
<td>THE WORLD OF DEMOCRACY</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3600</td>
<td>LATIN AMERICA: CURRENT TRENDS</td>
<td>4</td>
</tr>
<tr>
<td>LALS 5004</td>
<td>TESTIMONY &amp; REVOLUTION: READING TESTIMONIOS BY MEN AND WOMEN FROM CENTRAL &amp; SOUTH AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>LALS 5008</td>
<td>CUBA:REV,LIT &amp; FILM</td>
<td>3,4</td>
</tr>
<tr>
<td>MAND 3040</td>
<td>TOPICS IN MANDARIN CHINESE LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>MGBU 3446</td>
<td>SPECIAL TOPIC: SOCIAL ENTREPRENEURSHIP</td>
<td>3</td>
</tr>
<tr>
<td>MGBU 4001</td>
<td>FAIR TRADE AND MICROFINANCE</td>
<td>3</td>
</tr>
<tr>
<td>MGBU 4003</td>
<td>SPIRITUALITY &amp; FAIR TRADE</td>
<td>3</td>
</tr>
<tr>
<td>MGBU 4004</td>
<td>ENTREPRENEURSHIP AND FAIR TRADE</td>
<td>3</td>
</tr>
<tr>
<td>MGBU 4005</td>
<td>ST:FAIR TRADE ENTREPRENEURSHIP</td>
<td>3</td>
</tr>
<tr>
<td>MLAL 3450</td>
<td>THE ARAB SPRING IN ARABIC LIT</td>
<td>4</td>
</tr>
<tr>
<td>ORGL 2800</td>
<td>U.N. AND POLITICAL LEADERSHIP</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3109</td>
<td>ENVIRONMENTAL ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3195</td>
<td>POLITICAL LIBERTARIANS AND CRITICS</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3591</td>
<td>MEDIEVAL POLITICAL PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3653</td>
<td>LATIN AMERICAN PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3711</td>
<td>HUMANITARIANISM AND PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3720</td>
<td>AFRICAN AMERICAN PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3722</td>
<td>NATIVE AMERICAN PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3901</td>
<td>PHILOSOPHICAL ISSUES OF FEMINISM</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3904</td>
<td>FEMINIST PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3990</td>
<td>ENVIRONMENTAL WORLDVIEWS AND ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4423</td>
<td>BUSINESS ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4470</td>
<td>LINCOLN: DEMOCRATIC VALUES</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1203</td>
<td>ENVIRONMENTAL PHYSICS</td>
<td>3</td>
</tr>
<tr>
<td>POSC 3131</td>
<td>POLITICS, URBAN HEALTH, AND ENVIRONMENT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3225</td>
<td>HUMAN TRAFFICKING AND THE LAW</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3418</td>
<td>ISLAMIC POLITICAL THOUGHT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3508</td>
<td>THE POLITICS OF HUMANITARIANISM IN AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3511</td>
<td>WAR AND PEACE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3516</td>
<td>CONFLICT ANALYSIS/RESOLUTION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3520</td>
<td>MIDEAST AND THE WORLD</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3522</td>
<td>UNITED NATIONS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3526</td>
<td>DEM TERRORISM AND MODERN LIFE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3527</td>
<td>UNITED NATIONS PEACE OPERATIONS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3510</td>
<td>POLITICAL ECONOMY OF DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3516</td>
<td>POLITICAL ECONOMY OF POVERTY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3645</td>
<td>POLITICS OF IMMIGRATION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3915</td>
<td>INTERNATIONAL POLITICAL ECONOMY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4025</td>
<td>YOUTH AND POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4210</td>
<td>SEMINAR: STATE, FAMILY, AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4400</td>
<td>SEMINAR: GLOBAL JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4515</td>
<td>SEMINAR: INTERNATIONAL POLITICS OF PEACE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4518</td>
<td>INTERNATIONAL DEVELOPMENT COOPERATION: IDEAS, DEBATES, ACTORS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4526</td>
<td>SEMINAR: THE POLITICS OF HUMANITARIIST INTERVENTION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4620</td>
<td>SEMINAR: THE WORLD OF DEMOCRACY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4900</td>
<td>SEMINAR: DEMOCRACY, DEVELOPMENT, AND THE GLOBAL ECONOMY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3600</td>
<td>MULTICULTURAL PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3610</td>
<td>AGING AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 4340</td>
<td>LAW AND PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2420</td>
<td>SOCIAL PROBLEMS OF RACE AND ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2505</td>
<td>RELIGION AND SOCIAL CHANGE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2925</td>
<td>MEDIA, CRIME, SEX, AND VIOLENCE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3044</td>
<td>POVERTY AND COMMUNITY DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3102</td>
<td>CONTEMPORARY SOCIAL ISSUES AND POLICIES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3120</td>
<td>CONTROVERSIES IN RELIGION AND INTERNATIONAL RELATIONS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3136</td>
<td>INEQUALITY-WHY/EFFECTS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3148</td>
<td>POPULATION AND ECONOMIC DEVELOPMENT ISSUES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3242</td>
<td>MENTAL HEALTH AND HUMAN RIGHTS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3260</td>
<td>POLITICS OF REPRODUCTION</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3300</td>
<td>&quot;RACE&quot; AND &quot;MIXED RACE&quot;</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3401</td>
<td>GENDER, CRIME, AND JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3405</td>
<td>GENDER, RACE, AND CLASS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3418</td>
<td>CONTEMPORARY IMMIGRATION IN GLOBAL PERSPECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3456</td>
<td>MODERN AMERICAN SOCIAL MOVEMENTS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3470</td>
<td>GLOBAL REFUGEE MIGRATION</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3601</td>
<td>URBAN POVERTY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3603</td>
<td>URBAN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3714</td>
<td>TERRORISM AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3720</td>
<td>MASS INCARCERATION</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4961</td>
<td>URBAN ISSUES AND POLICIES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4970</td>
<td>COMMUNITY SERVICE/SOCIAL ACTION</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4990</td>
<td>CONFLICT RESOLUTION AND JUSTICE CREATION</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3561</td>
<td>REPRESENTING THE GYPSY</td>
<td>4</td>
</tr>
</tbody>
</table>
For more information
Visit the Peace and Justice Studies program web page.

Programs
- Peace and Justice Studies Minor (p. 579)

Courses

PJST 1800. INTERNSHIP. (1 Credit)

PJST 3110. INTRODUCTION TO PEACE AND JUSTICE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PJST 3210. REVELATION: NIGHTMARE OF GOD. (4 Credits)
The Book of Revelation is rich in imagery, symbolism, numerology, hidden codes, and apocalyptic overtones. Its storytelling devices, universal themes and subtext of remaining faithful to causes despite persecution, provide metaphors to interpret the biblical text in light of current world events. What insights can the book provide about historical and contemporary peace and justice struggles reported in the media? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PJST 3220. PEACE MAKING IN SCRIPTURE. (4 Credits)
In a time of war we will take a close look at scriptural alternatives. Both Hebrew and Christian bibles offer such alternatives through the Prophets and Jesus. We shall study key passages on the subject of peace and peacemaking from the major Prophets: Isaiah, Jeremiah, Ezekiel and Daniel. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PJST 3320. POEMS BY POETS IN TORMENT. (4 Credits)
An examination of poetry of religious or political (or simply prohuman) resistance, written by poets from a variety of cultures who have been surveilled, exiled, jailed, tortured, disappeared, sent to gulags or outright killed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PJST 3321. POETRY OF RESISTANCE. (4 Credits)
How does poetry help a world in crisis and social upheaval? What role does the poet play in historic social movements? We look at poetry from a variety of cultures and assess its contribution to the discourse of social justice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: LALS.

PJST 3322. PAN-AMERICAN POETIC REBELLION. (4 Credits)
This course focuses on the creation of a Pan-American poetic language of rebellion, against the constricting poetic forms of the past, and against political repressions. Iconoclastic poets such as Walt Whitman, Ruben Dario, Pablo Neruda, Allen Ginsburg, and others, form a line of influence, on each other, and every other poet who has come after them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PJST 3323. BIBLICAL WOMEN OF PEACE. (4 Credits)
An in depth study of the lines of David, Jonathan, Naomi, Ruth, Amar, Paul, John the Beloved disciple and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PJST 3324. GENDER, SPIRITUALITY, AND THE BIBLE. (4 Credits)
An exploration of the way in which gender plays a role in the Spiritual lines of Biblical personages, and how their spirit has been handed down through the storytelling of generations to the present biblical reality. An in depth study of the lines of David, Jonathan, Naomi, Ruth, Amar, Paul, John the Beloved disciple and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PJST 3325. THE NEWS IN POEMS. (4 Credits)
What's the good of poetry in a world of crisis? Why bother? Can poetry actually do anything? W.H. Auden said that "poetry makes nothing happen," and William Carlos Williams wrote that "it is difficult to give the news in poetry," He added, however, that "thousands die each day for lack of what is found there," and Auden, that poetry survives in place where the corporate mind never goes. This course will consider poetry of religious, political, or simply pro-human resistance, written by poets from a variety of cultures who have been marginalized, servilled, exiled, jailed, tortured, disappeared, sent to gulags or outright killed. No previous knowledge or extensive reading of poetry is presupposed, only a desire to read poetry relevant to our lives. We will begin with the three weeks of exercices in the reading of poetry, to develop a common vocabulary with which to discuss the poems and deepen our understanding of poetry's place in the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PJST 3999. TUTORIAL. (1-3 Credits)
Independent research and reading with supervision from a faculty member.
PJST 4970. COMMUNITY SERVICE/SOCIAL ACTION. (4 Credits)
This course will deepen students understanding of the meaning of community service and social action in America and challenge them to confront the moral issues and social commitments necessary to be members of a just democratic society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP4, LALS, SL, SOCI, URST, VAL.

PJST 4990. CONFLICT RESOLUTION AND JUSTICE CREATION. (4 Credits)
This course examines the psychological, social, and philosophical foundations of peacemaking and conflict resolution drawing on theories and experience from sociology and philosophy, and to some extent theology. The course will include experiential exposure to workshops on conflict resolution and non-violent social action techniques, drawn from social justice organizations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

PJST 4999. TUTORIAL. (1-4 Credits)
Independent research and reading with supervision from a faculty member.
PEACE AND JUSTICE STUDIES MINOR

The Peace and Justice program, first established as a certificate program in 1986, has served the University mission for nearly three decades by focusing students from all backgrounds on ideals of social justice and by training students in methods of conflict prevention and peacemaking. The program was first inspired by liberation theology, the civil rights movement of the 1950s and 1960s, and philosophies of nonviolence and citizen activism; its goals today are grounded in the global human rights movement and shaped by the UN’s Millennium Development Goals for poverty relief. Peace and justice courses and faculty interests cover a wide range of domestic and international issues, from criminal justice reform, urban renewal, and economic inequality within the United States to global environmental sustainability, causes of war, the responsibility to prevent atrocities, and the role of religions in building a global human community united by common respect for the divine potential in each individual.

The minor involves a thematically connected sequence of six courses. In addition, students will gain credits toward the minor from service learning, approved Global Outreach trips, social innovation activities through Fordham’s new Ashoka programs in social entrepreneurship, approved internships, and related extracurricular work.

The minor is an intensive hands-on venture in experiential learning combined with course work relevant to key global, national, and local problems of our time. It will help train students for future work in community development, criminal justice, nonprofit and charity work, city services, religious organizations, humanitarian relief and development efforts, green business and civic leadership, global governance and international advocacy, teaching, and diplomacy.

For more information
Visit the Peace and Justice department web page.

Requirements
The minor requires six courses and two further credits linked to experiential learning:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PJST 3110</td>
<td>INTRODUCTION TO PEACE AND JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select four electives</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Capstone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PJST/SOCI 4970</td>
<td>COMMUNITY SERVICE/SOCIAL ACTION</td>
<td></td>
</tr>
<tr>
<td>PJST/SOCI 4990</td>
<td>CONFLICT RESOLUTION AND JUSTICE CREATION</td>
<td></td>
</tr>
<tr>
<td>PJST 4999</td>
<td>TUTORIAL</td>
<td></td>
</tr>
<tr>
<td>POSC 3516</td>
<td>CONFLICT ANALYSIS/RESOLUTION</td>
<td></td>
</tr>
<tr>
<td>Experiential Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two credits in experimental learning</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

1. Any course with the PJST attribute code (p. 575) may qualify for this requirement. Ideally these should include at least one peace-focused course and one justice-focused course. Students should select these electives in consultation with the program adviser.

2. Or similar approved capstone course on social justice movements and conflict resolution.

Experiential Learning
Experiential learning: two credits (experience outside the classroom and beyond the University). Such credits may be earned by participating in:

1. an Integrated Service Learning course (all students involved in service work)
2. Dorothy Day Center Interdisciplinary Seminar with service (one credit add-on to course)
3. approved Global Outreach trips, Casa de la Solidaridad program (El Salvador), Ubuntu program (South Africa), or other approved study abroad (e.g., CIEE Capetown)
4. a Day Center workshop, such as "Undoing Racism," or Ignatian Teach-In trip
5. an approved internship in a community or non-governmental organization (one credit)
6. an approved social innovation practicum or internship with peace and/or justice links.

Two of these experiential options involve formal course credit. Option (2) involves a one credit service-learning course added on to a regular course (whose instructor proctors the one-credit); the student normally writes a paper on the implications of her or his experience with social justice issues and problems of peacemaking. Option (5) requires signing up with a faculty mentor to proctor a one-credit or two-credit tutorial in conjunction with the internship; for the course credit, the student writes a paper on his/her work and the significance of the organization where the internship takes place. Students participating in other activities not involving formal credit should consult with the program director.

Availability
The peace and justice studies minor is available to students in Fordham College at Rose Hill, Fordham College at Lincoln Center, and the School of Professional and Continuing Studies.
In Fordham’s liberal arts tradition, philosophy has a special role in the development of the mature individual. Philosophy provides students the opportunity to reflect on the most fundamental questions that concern human beings and the ultimate dimensions of their world. The courses in philosophy acquaint students with the intellectual and moral traditions of their civilization and aim to develop in the student the skills necessary to think clearly and carefully for themselves—to question their assumptions and to judge their principles critically with the depth required for them to act as mature, integrated, free persons in their society and to provide it with enlightened, responsible leadership and service.

The major in philosophy is an excellent preparation for graduate school, for professional schools of law, medicine, education, and the ministry, as well as for positions in industry, government, and business in which a liberal arts degree is welcomed.

**Early Admission to Master’s Program**

Please read the Early Admission to Graduate School of Arts and Sciences Master’s Programs (p. 22) section of this Bulletin for more information. The policy on early admissions to the M.A. program in philosophy allows academically strong philosophy majors presently enrolled in FCRH, FCLC, and PCS to attain a master’s degree in philosophy in one year after graduating with a B.A. degree. Philosophy majors who have a cumulative 3.2 overall grade point average or above and at least a 3.5 in philosophy after five semesters of work in their college are eligible to apply for early admission to the M.A. program. After grades for the fall semester (junior year) have been posted and before registration for fall semester (senior year) begins, students who qualify will receive a description of the program and an invitation to apply from the chair or associate chair of the department.

There are several advantages from the undergraduate perspective in the early admissions policy. The GRE is waived, but becomes necessary if the student applies for the doctoral program. Courses on the graduate level begin before completing the B.A., enriching the undergraduate experience and serving to distinguish graduation transcripts. Students admitted early receive financial aid to a certain extent, since by double-counting three graduate courses, the M.A. total tuition bill is less than it would have been otherwise.

In the spring semester of junior year, students will be required to formally indicate the desire to matriculate in the accelerated M.A. program by filling out an online application (application fee waived) and submitting it to the Graduate Office of Admission along with two letters of recommendation. Applicants will be interviewed by the chair or associate chair for graduate studies. The application will be reviewed by the department’s Admissions Committee, which will make a recommendation regarding admission to the chair, and the department’s recommendation will be forwarded to the graduate school for final action.

Students admitted into the program will take three 5000-level graduate courses in their senior year. The graduate courses count toward both the completion of the B.A. degree and M.A. degree. Students will participate in the normal B.A. graduation ceremonies in May following their senior year. If seven graduate courses at the 5000-level or above are taken in the fifth year, the student will have a total of 10 graduate courses enabling completion of coursework for the M.A. in May of the fifth year. Students consult with the director of graduate studies to design a program of study for their senior year and for the fifth year. Students must fulfill the normal requirements for the M.A. degree.

**Program Activities**

The department sponsors an annual lecture series that brings distinguished philosophers from around the world to campus. The University has a chapter of Phi Sigma Tau, the national honor society in philosophy.

**For more information**

Visit the Philosophy department web page.

**Contribution to the Core**

All freshmen take the core course PHIL 1000 PHILOSOPHY OF HUMAN NATURE. The core course PHIL 3000 PHILOSOPHICAL ETHICS is taken by all students in sophomore or junior year. Selected sections of these two courses are designated EP1 and EP3, respectively. The department also offers Values Seminar/EP4 core courses as well as both American Pluralism and Global Studies courses, interdisciplinary capstone courses.

**Programs**

- Philosophy Major (p. 593)
- Philosophy Minor (p. 595)

**Courses**

**PHIL 1000. PHILOSOPHY OF HUMAN NATURE. (3 Credits)**

A philosophical reflection on the central metaphysical and epistemological questions surrounding human nature, which includes discussion of some or all of the following problems: the body/soul distinction and the mind/body problem; the problem of knowledge, (relativism, skepticism, the objectivity of knowledge, faith and reason); free will and determinism; and self and society (subjectivity, personhood, sociality, historicity and tradition). At least 60 percent of each section of the course is devoted to readings from Plato, Aristotle, Augustine or Aquinas, and Descartes. Each section includes some writings by at least one contemporary figure. Selected sections will be offered as Eloquencia Perfecta I seminars.

**Attribute:** FRPT.

**PHIL 1003. LOST INTERLOCUTOR: PHILOSOPHY OF HUMAN NATURE. (3 Credits)**

This course examines the philosophical views of pre-Socratic thinkers, Plato, Aristotle, Augustine, Aquinas, Descartes, and Ignatius of Loyola and their connections to contemporary science, religion, and Jesuit education. We analyze primary texts, critique theories, compose philosophical arguments, and critically challenge the thinking of multiple perspectives. These skills comprise the greater philosophical tradition that stems from the ancients to us today. Salient themes of our lives—knowledge, understanding, truth, falsity, doubt, goodness, mortality, reality, evidence, belief, love—stir fundamental questions that need systematic investigation in order to make sense of our human nature and give greater purpose to life. Since this Manresa course satisfies the FCRH Freshman Eloquencia Perfecta I requirement, it stresses critical spoken dialogue and writing-intensive assignments. It also consists of interactive (and fun) out-of-class learning experiences, and the professor even feeds you at most of these.

**Attributes:** EP1, FRPT, MANR, PHFR.
PHIL 1010. INTRODUCTION TO CRITICAL THINKING. (3 Credits)
The course is intended to sharpen a student's ability to think clearly, consistently, critically, and creatively. The course objective considers principles of sound judgment and helps students learn how to recognize and analyze arguments present in ordinary spoken and written language, how to distinguish correct reasoning from incorrect reasoning, and how to construct valid, sound arguments.

PHIL 1999. SERVICE LEARNING-1000 LEVEL. (1 Credit)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

PHIL 2999. TUTORIAL. (2 Credits)
Independent research and reading with supervision from a faculty member.

PHIL 3000. PHILOSOPHICAL ETHICS. (3 Credits)
This course involves philosophical reflection on the major normative ethical theories underlying moral decision making in our everyday lives. The principal focus of the course is a systematic introduction to the main normative ethical theories, i.e., eudaimonism, natural law ethics, deontological ethics, utilitarianism, virtue ethics, and feminism. The differences among these approaches are illuminated by studying various moral issues. In each section of the course, at least half the readings will be selected from Aristotle and Kant. Each section will include writings by at least one contemporary figure.

Attribute: PETH.
Prerequisites: PHIL 1000 or PHIL 1001 or PHIL 1002 or PHIL 1003 or HPRH 1002.

PHIL 3099. ENVIRONMENTAL ETHICS. (4 Credits)
This senior values seminar surveys major theories in environmental ethics dealing with our moral duties regarding nature: for example, environmental stewardship, sustainable development, environmental justice, ecological virtue ethics, animal rights, biocentrism, Leopold's land ethic, and ecological feminism. It has not only philosophical but also scientific, economic, political, and design dimensions as it deals with such topics as global warming, alternative energy, pollution control, suburban sprawl, deforestation, biodiversity loss, and the prospect of a sixth mass species extinction event threatening the future of human and nonhuman life as we know it. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ENV, PJST, SRVL, URST.

PHIL 3115. PARADOXES IN VALUE AND MORALITY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3130. PHILOSOPHY OF LAW. (4 Credits)
The nature and philosophical foundations of law. Relations of justice and morality, civil and moral law, and their respective rights and obligations. Types and conceptions of law; natural law, legal realism, legal positivism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3131. PHILOSOPHY OF ECONOMICS. (4 Credits)
Economics grew out of philosophy, carrying forward key philosophical ideas that continue to operate as grounding assumptions, goals, and regulatory ideals in the discipline. Some of these philosophical ideas have been challenged on the grounds of realism, coherence, usefulness, consequences, and compatibility with important values like justice, fairness, human dignity, democracy, liberty, equality, and the general welfare. Philosophy of Economics analyzes, criticizes, and creatively rethinks both classical and contemporary texts that deploy and challenge the philosophical ideas that continue to guide economics as a discipline that has great influence in framing and rationalizing public policy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3195. POLITICAL LIBERTARIANS AND CRITICS. (4 Credits)
An exposition and critique of political libertarianism - a philosophical theory developed by Ayn Rand, Hayek, Friedman, Nozick, Naveson and others - that has come to dominate neoconservative political thought in the U.S. We will read major libertarian texts and criticisms by David Gauthier, Hazlett, Rawls, Singer, and other defenders of public goods. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PJST.

PHIL 3200. INTRODUCTION TO LOGIC. (4 Credits)
A study of the methods and principles that distinguish correct argumentation. Attention is given both to the nature of argument and to its applications. Topics discussed include induction, deduction (including symbolic notation) and the common fallacies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3204. SYMBOLIC LOGIC. (4 Credits)
Humans are capable of altering their behavior, verbal and otherwise, in light of deductive consequences and in conformity with standards of logical consistency. Although Aristotle, the Stoics, and others developed formal techniques for the evaluation of logical consequence and consistency, the early 20th Century witnessed an unprecedented expansion in the scope and power of those techniques through the construction of formal languages based on mathematical principles. Students consider the modern development of formal logical techniques including propositional logic, first-order logic, and if time permits, a system of intentional logic (e.g. modal logic), and then explore some of the philosophical issues surrounding them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3235. THEORIES OF KNOWLEDGE. (4 Credits)
Analysis and study of the central issues in epistemology; illusion and reality, sense perception, and reason; extent, validity and limitations of human knowledge. Classical and contemporary texts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
PHIL 3243. PHILOSOPHY OF COGNITIVE SCIENCE. (4 Credits)
Unlike inanimate objects such as rocks, we are aware of the world around us. Energy from the sun heats both the rock and you, but unlike the rock you also feel the heat, you know that it comes from the sun, you can understand what it is, and can think about it even when it is absent. How exactly are we able to do this? What makes us capable of thinking, feeling, and perceiving? Cognitive science is an interdisciplinary attempt to answer questions like these. This course explores some of the dominant research programs in cognitive science with an eye to understanding and critically evaluating the philosophical assumptions on which they depend. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3253. RELATIVISM AND PHILOSOPHY. (4 Credits)
This course analyzes and evaluates various forms of contemporary relativism: epistemological, ontological, and moral. It also investigates whether human rationality is so diverse as to be relativistic in nature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3254. PHILOSOPHY OF PERCEPTION. (4 Credits)
This course examines a selection from the many contemporary philosophical debates about our perceptual awareness of the external world. The course involves issues in epistemology (e.g., what is perceptual information?), philosophy of mind (e.g. representationalism, perceptual content), neuroscience (e.g. how does the visual system work?), and metaphysics (e.g. color theory). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3257. SKEPTICISM. (4 Credits)
Skepticism about the possibility of knowledge, and in particular about our knowledge of the external world, has a long history, from Sextus Empiricus to Hume and Berkeley up to a wide array of present-day debates. As it is plausible that epistemological theory emerges from a dialectic with skepticism, analysis of skeptical arguments gives substance to our claims to have achieved knowledge. This course examines many of these arguments, historical and contemporary. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3256. PHILOSOPHY OF SCIENCE. (4 Credits)
Critical appreciation of the relation of the physical and social sciences to philosophy. The course takes a historical and systematic approach, dealing with the methods and theories of science from the 17th to the 20th century from a philosophical perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3201. PROBLEM OF GOD. (4 Credits)
A systematic study of the existence of God, of His nature, of His relation to the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3306. FAITH AFTER THE DEATH OF GOD. (4 Credits)
Can belief in God be justified, or are there compelling reasons to suspend judgment or to believe that there is no God? This course will debate the rationality of faith after death of God and the rise of atheism in modernity. The course will investigate whether it is rational to believe in God and what would be the epistemological foundations necessary for beliefs about the existence of God or about the nature of God. Students will examine proofs for the existence of God from classic sources, e.g., Aristotle, Neo-Platonism, Augustine, Aquinas, and rationalism, as well as from defenders of skepticism and atheism. Students will read major authors on these questions, both classic and contemporary, such as Hume, Kant, Nietzsche, Aquinas, Plantinga, Feser, Elia. Prerequisites: PHIL 1000 or HPLC 1001 or HPRH 1002.

PHIL 3307. FAITH AND RATIONALITY. (4 Credits)
The course will focus on the rationality of belief in God. What is required for belief in God to be rational? Are there any proofs that God exists? Does the fact of evil in the world prove that God does not exist? What role does religious experience play in the justification of religious belief? Emphasis on contemporary authors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3310. ISSUES IN PHILOSOPHY OF LAW. (4 Credits)
This course will examine and critically evaluate different accounts of the nature of law; the relationship between law and morality; the rule of law and constitutional government; judicial review and interpretation; foundations of private law; the foundations of public law. These and related issues in the philosophy of law shall be discussed and illustrated by reference to specific legal cases and controversies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3330. PHILOSOPHY OF RELIGION. (4 Credits)
The course will focus on issues in the philosophy of religion from the viewpoint of the divine attributes. Traditional proofs for God's existence, forms of evidentialism and anti-evidentialism, and dilemmas concerning divine simplicity, foreknowledge, as well as the problem of evil, will be treated. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3348. CONCEPTS AND REALITY. (4 Credits)
In the Critique of Pure Reason, Immanuel Kant raised the question of how concepts relate to reality. This course will examine 20th and 21st century attempts to answer Kant's question. Topics discussed may include (1) the nature of concepts, (2) varieties of conceptual schemes, (3) the distinction between descriptive and revisionary metaphysics, and (4) intentionality; authors discussed may include Robert Brandom, John McDowell, Peter Strawson, and Wilfrid Sellars. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
PHIL 3350. PROBLEMS IN METAPHYSICS. (4 Credits)
Nature and methods of metaphysics, our knowledge of being, self-identity and process, the unity and interrelationship of beings, action as unifying principle, causal explanation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: REST.

PHIL 3354. PROBLEM OF EVIL. (4 Credits)
"Do bad things that happen prove that there is no God? This course shall focus on this question and consider what has been said about it form ancient times right up to what people are saying about it today. We shall pay attention to what has been argued for and against the existence of God given that there is much that is bad in our world. We shall try also to evaluate what a number of philosophers have said about this fact."
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMCS.

PHIL 3355. METAPHYSICS. (4 Credits)
This course introduces students to major metaphysical questions and problems, such as free will and determinism, persistence through time, necessity and identity, possible worlds, universals and particulars, change, substance, causation, realism vs. anti-realism, and the prospects of immortality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3360. CONTEMPORARY METAPHYSICS. (4 Credits)
An examination of some issues in metaphysics, with an emphasis on 20th and 21st century texts and figures. Topics may include universals and particulars, space and time, constitution, identity and persistence, free will, necessity and possibility, the mind-body problem and causation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3412. PHILOSOPHY OF EMOTIONS. (4 Credits)
Through class discussions, lectures and readings, this course aims, in phenomenological fashion, to analyze human emotions as lived conscious experiences. Stress is placed on the central importance of emotions in human life. The realm of feeling is related to physical and mental health; to knowing and willing; to art, morality and religion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3422. HARRY POTTER AND PHILOSOPHY. (4 Credits)
This course will use the Harry Potter novels to explore several central themes in philosophy, and will use philosophical analysis to interpret the books and their cultural impact. Some central topics of the course will include: the nature and relationships of minds, souls, and bodies; the conflict of good and evil and some related issues in moral psychology and the ethics of ‘love’; metaphysical implications of the magical world of HP and its enchantment of muggles. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

PHIL 3501. ANCIENT PHILOSOPHY. (4 Credits)
This course aims to acquaint the student with the basic problems and directions of Western philosophy as developed in its early and decisive phase by the principal thinkers of ancient Greece, Pre-Socratics, Plato, Aristotle and Plotinus are among the figures that can be treated, as well as Stoicism and Epicureanism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: CLAS, OCST, REST.

PHIL 3502. PRE-SOCRATIC PHILOSOPHY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CLAS.

PHIL 3504. STOICS AND SKEPTICS. (4 Credits)
This course is an examination of philosophy during the extraordinarily dynamic era that began after Alexander the Great had spread Hellenistic ideals throughout the ancient world. The course will enter into the debates among the five major schools of Hellenistic philosophy - Stoicism, Skepticism, Cynicism, Epicureanism and Neo-Platonism. Students will read representative authors from each school, but since philosophy was regarded as a way of life during this period, students will read authors from many walks of life, such as the Roman emperor, Marcus Aurelius, the statesman, Cicero and the Poet, Virgil. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CLAS.

PHIL 3520. PHILOSOPHY OF ARISTOTLE. (4 Credits)
Perhaps no philosopher in the history of the world has been as influential in as many ways as Aristotle. A paragon of insight, systematicity, and rigor, he has inspired philosophers for over two thousand years. He remains an icon of Western intellectual culture, and his influence can be discerned even now in fields as diverse as history, theology, rhetoric, theatre, psychology, metaphysics, biology, law, political theory, ethics, and logic. This course introduces students to key features of his philosophical framework. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CLAS.

PHIL 3525. PHILOSOPHY OF PLATO. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CLAS.

PHIL 3526. PLATO: THE UNREAD DIALOGUES. (4 Credits)
Although Plato wrote at least 28 dialogues, his philosophy is usually taught from only a few, such as the Apology, Meno, Phaedo, and Republic. This course examines his philosophy as expounded in the many dialogues seldom read in undergraduate courses. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CLAS.
PHIL 3530. PHILOSOPHY AFTER CONSTANTINE. (4 Credits)
This course will discuss some of the various ways in which the Christian East was influenced by and employed ancient philosophy in order to grapple with central philosophical questions such as the nature of the soul, its relation to the body, human freedom and choice, fate and providence, the pursuit of virtues and vices, the role of reason and of beauty, and the divine energies. Thinkers discussed may include Gregory of Nyssa, Nemesius of Emesa, Maximus the Confessor, and John of Damascus. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3552. MEDIEVAL PHILOSOPHY. (4 Credits)
The origins of medieval philosophy. The Carolingian renaissance. Anselm. Abelard and 12th-century humanism. Philosophical currents of the 13th century; introduction of Aristotle into the University of Paris; the reaction of the Augustinian philosophers to Aristotle; Bonaventure, Aquinas and Siger of Brabant. Duns Scotus. William of Ockham and the rise of nominalism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3557. CONFESSIONS OF AUGUSTINE. (4 Credits)
A study of St. Augustine’s most popular philosophical work, The Confessions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3559. DANTE AND PHILOSOPHY. (4 Credits)
By examination of the Divine Comedy and other works by Dante, this course will consider such important philosophical themes and divine providence, free choice of the will, the sources of ethics, and the nature of happiness. The course will involve study of various ancient and medieval thinkers whom Dante used to explore the perennial questions of human existence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3560. PHILOSOPHY OF AQUINAS. (4 Credits)
Historical setting, doctrinal influences, themes of knowledge and the meaning of person; metaphysics and God; freedom and ethics; and reason and revelation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3565. FOUR MEDIEVAL THINKERS. (4 Credits)
This course introduces the thought of Augustine, Anselm, Aquinas and Buridan, and its influence on the development of medieval philosophy, especially in the philosophy of mind and natural theology Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3591. MEDIEVAL POLITICAL PHILOSOPHY. (4 Credits)
An investigation of the major political theories of the Middle Ages from the collapse of the Roman Empire in the West until the eve of the Protestant Reformation. Students will read the classic texts of this era from Augustine’s "City of God" to Masilius of Padua’s "The Defender of Peace." Special attention will be given to different theories of kingship and of the basis of political authority and the relationship between papacy and empire. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3600. DESCARTES AND THE RATIONALISTS. (4 Credits)
The course considers the great rationalist systems of philosophy on the continent in the pre-Kantian period. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3601. MODERN PHILOSOPHY. (4 Credits)
A history of philosophy from Descartes to contemporary times, including Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Hegel and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3604. RATIONALISTS AND EMPIRICISTS EPISTEMOLOGIES. (4 Credits)
This course will address the epistemological problems stemming from Descartes’ "methodological skepticism" and their proposed solutions in early modern philosophy ranging from Descartes through British Empiricism to the rationalism of Kant. The course will also trace the conceptual roots of the problems of modern epistemologies in late-medieval philosophy, and seek their resolutions for contemporary philosophy through this historical analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3609. MODERNITY AND ITS CRITICS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3620. IMMANUEL KANT. (4 Credits)
A study of Kant’s philosophy concentrating on the Critique of Pure Reason. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3623. MARX AS A PHILOSOPHER. (4 Credits)
Karl Marx is more commonly approached as an economist, sociologist, or political theorist than as a philosopher. But this class will explore the original philosophical positions offered by Marx as well as the philosophical basis and results of his often polemical exchanges with others. Topics include Marx’s philosophy of history, philosophical anthropology, materialist critique of idealism, as well as his normative social and political philosophy. We will also discuss Marx’s theory of revolution and his stance on the limits of philosophy itself. The goal is to develop the possible internal consistency, social applicability, and limits of Marx’s philosophy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
PHIL 3643. HEIDEGGER: BEING AND TIME. (4 Credits)
A course on Martin Heidegger's Being and Time, one of the most important philosophical works of the twentieth century. Readings in addition to noteworthy commentary will include some of the political controversies associated with Heidegger's thought. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3652. CONTEMPORARY FRENCH PHILOSOPHY. (4 Credits)
This course introduces the work of French thinkers from the 20th and 21st centuries. Themes under consideration might be subjectivity, violence, justice, embodiment, and epistemology. Figures covered may include Badiou, Deleuze, Derrida, Foucault, Irigaray, Kofman, Le Doeuff, Lyotard, Merleau-Ponty, and Ranciere. Reference may also be made to recent developments of French theory in the Anglo-American context, including in feminist theory and social and political philosophy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3653. LATIN AMERICAN PHILOSOPHY. (4 Credits)
This course will introduce students to select texts in Latin American and Caribbean Philosophy. Central themes will include the (persistent) effects of the colonial period, the inheritance of various European philosophies, and the possibility of a distinctive Latin American Philosophy. Currents and thinkers may include Sor Juana Ines de la Cruz, Simon Bolivar's influence, Leopoldo Zea and Positivism, the Negritude Movement in Martinique, Liberation theology and philosophy, and Latin/a/o Thought in North. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI.

PHIL 3655. PHILOSOPHY AND LANGUAGE. (4 Credits)
Early in the 20th Century, philosophy took what has been called "the linguistic turn." While continental structuralists and post-structuralists developed theories according to which all concepts are interpretative, in analytic philosophy, positivists tried to reduce many key questions of metaphysics and epistemology to issues of usage. This course will survey major contemporary theories of sense, reference, and meaning that have developed since the mid-20th century, explaining their methodological implications for the analysis of other philosophical topics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI, LALS, PJST.

PHIL 3661. HUSSERL AND HEIDEGGER. (4 Credits)
This course investigates the nature, methods, and development of phenomenology through a study of its two major, German thinkers. The course will compare and contrast the views of Husserl and Heidegger on (1) the concept and method of Phenomenology; (2) intentionality; and (3) subjectivity. It will also illustrate the differences between the two by examining their failed collaboration on the Encyclopedia Britannica entry for phenomenology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3667. PHILOSOPHY OF SPACE AND TIME. (4 Credits)
Space and time are fundamental features of the physical universe in which we live, and are essential to our consciousness of the world. Philosophers from Augustine to Leibniz and Kant have asked what time is, whether it is a real feature of the causal order of nature or rather imposed by our conscious experience. Developments in 20th century physics and philosophy have forced us to rethink the relation of space and time, reconsider whether the future might be as real as the past, and whether time really "moves" forward. The course will explore the leading contemporary theories and draw connections with developments in science. No advanced background in physics is required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3670. EXISTENTIALISM. (4 Credits)
A survey of themes in the main 19th and 20th century existentialist writers, such as Jean-Paul Sartre, Martin Heidegger, Soren Kierkegaard and Friedrich Nietzsche. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI.

PHIL 3671. PHENOMENOLOGY AND EXISTENTIALISM. (4 Credits)
An investigation of themes central to the development of phenomenology and existentialism. Themes to be studies might include methodology, intentionality and consciousness, subjectivity, anxiety or dread, embodiment, emotions, the Other, authenticity, freedom, agency and action, history and historicity, the individual versus community, social and political responsibility. Readings will be drawn from Edmund Husserl, Martin Heidegger, Jean-Paul Sartre, Maurice Merleau-Ponty, Soren Kierkegaard, and Friedrich Nietzsche. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3672. CONTINENTAL PHILOSOPHY OF RELIGION. (4 Credits)
An introduction to contemporary philosophy of religion from a Continental perspective, considering issues of religious experience, the manifestation (or "truth") of faith, and/or a philosophical analysis of religious practices. The course may include texts from thinkers such as Paul Ricoeur, Jean-Luc Marion, Michel Henry, Jean-Louis Chrétien, Jean-Yves Lacoste or John D. Caputo. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3673. EXISTENTIALISM AND LITERATURE. (4 Credits)
Existentialism and Literature seeks to examine how the ideas of existentialist philosophy—in such thinkers as Kierkegaard, Nietzsche, Heidegger, Marcel, Sartre, Camus, Blanchot and Merleau-Ponty—are expressed in and through literature. Alongside philosophical writings, we will read literary works by such writers as Dostoevsky, Rilke, Kafka, Sartre, de Beauvoir, and Camus. Themes include the nature and structure of the self, authenticity and inauthenticity, alienation and the fear of death; meaning and meaninglessness, and the existence or absence of God. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3711. HUMANITARIANISM AND PHILOSOPHY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, PJST.
PHIL 3712. GLOBAL ENVIRONMENT AND JUSTICE. (4 Credits)
Ethical principles of sustainability and an "endowment model" of intergenerational justice applied to the world's largest-scale environmental problems, such as usable land and food yields, fresh water supplies, loss of rainforests and biodiversity, clean air and global warming, fossil fuels and alternative energies, and population growth and poverty. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, GLBL, INST.

PHIL 3713. HUMAN RIGHTS AND GLOBAL JUSTICE. (4 Credits)
This interdisciplinary class will focus on the development of the human rights paradigm in international law and philosophical questions about how we can justify universal basic rights. For example, are universal rights consistent with a wide array of varying cultures and ways of life? Are concepts of rights somehow inherently "western" or "individualist", and can relativist doubts about human rights be answered? We will also look at some debates about the content of such rights, e.g. rights to educational opportunity, to welfare or subsistence, to basic health care, to membership in a culture, to immigration, to a sustained environment and other controversial issues. We will also consider humanitarian intervention in the name of rights, problems with the UN system, and ways that the international order could be restructured if we take seriously the idea that there are universal basic rights to freedom from tyranny and to development out of poverty. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: BIOE.

PHIL 3714. KANT AND HEGEL. (4 Credits)
This course will examine the relationship between the philosophical writings of Immanuel Kant and G.W.F. Hegel. Kant's philosophy was understood by many of his contemporaries primarily as a philosophy of freedom, and in the first part of this course we will attempt to understand the pivotal role that the relationship between nature and freedom plays in both Kant's theoretical and moral writings. During the second part of the course, we will examine both Hegel's criticisms of Kant's philosophy and the ways in which Hegel's philosophy, nevertheless, attempts to develop particular Kantian insights. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: (PHIL 1000 or PHEF 1000 or PHEU 1000 or PHLF 1000 or PHLU 1000 or PHRF 1000 or PHRU 1000) and PHIL 3000.

PHIL 3715. KANT ON MORALITY AND RELIGION. (4 Credits)
In the 18th century, Immanuel Kant developed a theory of autonomy that revolutionized moral and religious thought. This course will examine Kant's moral philosophy and philosophy of religion in writings like the Critique of Practical Reason, Critique of Pure Reason, Groundwork for the Metaphysics of Morals, Metaphysics of Morals, and Religion within the Boundaries of Mere Reason. Topics discussed may include (1) Kant's categorical imperative, (2) Kant's theory of human autonomy, (3) Kant's concept of God, (4) Kant's theory of moral belief in God and immortality, (5) Kant's treatment of the problem of evil, and (6) Kant's view of the relationship between morality and revealed religion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: BIOE.

PHIL 3720. AFRICAN AMERICAN PHILOSOPHY. (4 Credits)
Using texts by Frederick Douglass, Sojourner Truth, W.E.B. DuBois, Alain Locke, Martin Luther King, Jr., Malcolm X, James H. Cone, Angela Davis, Cornel West, Patricia Hill Collins, Howard McGary, William E Lawson, Leonard Harris, Lucius Outlaw and others, this course will focus on pillars, prophets and prospects for African American philosophy, a 'philosophy born of struggle' created by profound critical and transformative voices from times of chattel slavery to the present that plays an influential role in American philosophy and American society today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, COLI, PJST, PLUR, WGSS.

PHIL 3722. NATIVE AMERICAN PHILOSOPHY. (4 Credits)
This seminar-style course will explore the philosophical contributions of Native Americans (also known as American Indians, and best known by the names these diverse people have given themselves), including insights about how to preserve our biotic community and to live with one another amidst our American pluralism in ways that are spiritually satisfying. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ENST, PJST, PLUR.

PHIL 3756. CHINESE PHILOSOPHY. (4 Credits)
A study of the philosophical traditions of Confucianism, Taoism, and Buddhism (including Ch'an, which spread to Japan as Zen) with special attention to the tension between ethico-political and mystical-religious dimensions of these traditions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL.

PHIL 3759. BUDDHIST PHILOSOPHY. (4 Credits)
The course is a historically-based introduction to Buddhist philosophy that gives students a basic understanding of the central ideas, issues and approaches in the various Buddhist traditions. Students will be encouraged to bring Buddhist philosophy into dialogue with some Western philosophical perspectives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, REST.

PHIL 3800. INTERNSHIP. (3 Credits)

PHIL 3810. DEMOCRATIC THEORY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3815. POLITICAL PHILOSOPHY. (4 Credits)
This course explores various conceptions of justice on both national and international levels, from the perspective of contemporary political philosophy. Topics include distributive justice, the politics of recognition, reparations for past injustices, the process of transition from unjust to just regime, global justice, and environmental justice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
PHIL 3850. HERMENEUTICS. (4 Credits)
Hermeneutics is the philosophical theory and practice of interpretation. The course will focus especially on Hans-Georg Gadamer’s and Paul Ricoeur’s philosophical approaches to understanding and interpreting texts and experiences in the realms of art, history, religion, literature (especially narrative), formation of the self, politics and justice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI.
Prerequisite: PHIL 1000.

PHIL 3865. CRITICAL THEORY FRANKFURT SCHOOL. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3901. PHILOSOPHICAL ISSUES OF FEMINISM. (4 Credits)
Philosophical exploration of issues raised by historical and contemporary reflection on the relationship between the sexes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PJST.

PHIL 3903. PHILOSOPHY AND FEMINIST THEORY. (4 Credits)
A philosophical exploration of issues raised by historical and contemporary reflection on the relationship between the sexes. In this course, we will explore how the tradition of philosophy has responded to gender and account for the struggles to bring feminist discourse to philosophical theory. We will examine the connections between Marxist, post-modern, existentialist and phenomenological theories to the issues of women and gender-identity politics. Counts for Women’s Studies.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI.

PHIL 3904. FEMINIST PHILOSOPHY. (4 Credits)
A survey of feminist philosophy, focusing on its contributions to social and political philosophy. Balances historical and issue-based approaches, surveying feminist contributions to philosophical accounts of rights, equality, and personhood, as well as power and oppression, liberation and resistance, subjectivity and sociality. Figures studied may include Mary Wollstonecraft, Simone de Beauvoir, Shulamith Firestone, Gayle Rubin, bell hooks, Catharine Mackinnon, Marilyn Frye, Nancy Fraser, Sandra Bartky, Iris Marion Young, Audre Lorde, Patricia Hill Collins, Monique Wittig, Judith Butler, Sally Haslanger, and Martha Nussbaum. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PJST, WGSS.

PHIL 3906. EMOTIONS AND THE GOOD LIFE. (4 Credits)
Whereas Oscar Wilde thought "The advantage of the emotions is that they lead us astray," Francis Bacon thought the emotions were essential to our experiencing the world as we do: "For a crowd is not company; and faces are but a gallery of pictures; and talk but a thinking cymbal, where there is no love." George Santayana thought our humanity diminished without a proper emotional life: "The young man who has not wept is a savage, and the old man who will not laugh is a fool." This course will investigate the nature of the emotions, their relation to cognition, and the role they play in the good life for humans. Readings will be drawn from authors as diverse as Aristotle, Descartes, Hume, William James, Jean-Paul Sartre, and Nancy Sherman. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3907. EXISTENTIALIST FEMINISM. (4 Credits)
Existential Feminism includes the classical existentialism of Jean-Paul Sartre in dialogical exchange with the feminist thinking of Simone de Beauvoir. Philosophies like Nietzsche, Heidegger, Bataille, Merleau-Ponty, Marcuse, Foucault, and Bourdieu (via the sociology of Michel de Certeau), in addition to Lacanian psychoanalytic theory can illuminate thinkers like Luce Irigaray but also, and in another context, the writings of authors like Elfriede Jelinek and the political thinker, Hannah Arendt. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3908. PHILOSOPHY OF HAPPINESS. (4 Credits)
The class examines the major theories of happiness in the Western philosophical tradition. Attention will also be given to some religious traditions, Asian philosophies, and contemporary discussions of happiness in philosophy and psychology. Throughout there will be consideration of the relationship between happiness and morality.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3910. SHAKESPEARE AND AQUINAS. (4 Credits)
A philosophical study of human emotions by reading "in tandem" certain plays of Shakespeare and the treatises by Thomas Aquinas on the passions and on human nature in general. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: MVST.
PHIL 3920. EVIL CHOICES. (4 Credits)
What makes a bad choice evil? And what motivates somebody to do evil? Are only morally depraved persons capable of making evil choices? Or can an evil choice be made by someone who might be considered good or even admirable under other circumstances? Is it possible to choose evil for evil’s sake? Or is every evil choice motivated by a desire to obtain some good, for oneself or for others? This course explores these questions with the help of great philosophers throughout history. We consider ancient accounts of eildoing (Plato and Aristotle), medieval views on Lucifer (Augustine, Anselm, and Aquinas), modern approaches to radical evil (Kant), and contemporary reflections on the Holocaust. We will also read some contemporary psychological research. Our goal is not only to better understand evil, but also to shed some light on human nature and our capacity to choose good in the face of evil. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: PHIL 3000.

PHIL 3930. PHILOSOPHY AND LITERATURE. (4 Credits)
Philosophy and Literature is devoted to the study of philosophical theories of literature, including studies of literary and poetic language, of the relationship between literary and other kinds of knowledge, of the philosophical meaning of literary works, and of questions regarding the status of the author and reader in the work of literature. The course covers readings from the history of philosophy and from recent philosophical and literary sources. Philosophers and authors studied include Plato, Aristotle, Nietzsche, Heidegger, Iser, Blanchot, Bachelard, Sartre, Nehamas, and de Bolla, as well as literary works by Rilke, Proust, Moravia, and writers of Holocaust literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, OCST.

PHIL 3945. PHILOSOPHY AND ART. (4 Credits)
Philosophy and Art is a course in philosophical aesthetics for upper-level students with interests both in philosophy and in the various artistic and literary disciplines. Starting from a historical survey of discussions of art, we consider issues such as mimesis and representation, the ontological and epistemological value of art, the structure of artistic experience, and the status of the artist as the origin of the work of art. Readings include selections from Plato, Aristotle, Hume, Kant, Hegel, Nietzsche, Freud, Dewey, Merleau-Ponty, Heidegger, Danto, Foucault and de Bolla, and are presented in conjunction with studied attention to works of visual art as well as works in other media. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: COLI.

PHIL 3970. HUMANITY’S VALUE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: BIOE.
Prerequisite: PHIL 3000.

PHIL 3975. PHILOSOPHY AS A WAY OF LIFE. (4 Credits)
This course considers the role of philosophy in a happy life. Is a philosophical reflection necessary for a life worth living? Special attention will be given to the ancient Greek conception of philosophy as a way of life, especially in the writings of Plato and the Stoics, but modern understandings of philosophy will be considered as well. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3977. PHILOSOPHY AND MEDIA. (4 Credits)
Participants in this course will examine the classic distinction, beginning with Plato, between orality and literacy, with an overview of the signal changes in mass reproduction from books to lithographs, photographs, film, and audio recording to today’s digital, online and cell-phone mediated culture, including texting and the Twitter and Instagram suffusion of everyday life, old new media like faxes and email, not to mention the ever changing varieties of social media, blogs, feeds, etc. To explore the changes wrought by the various technological means of ‘reproduction,’ ‘communication,’ and ‘representation,’ on human life and expression, authors to read include Walter Benjamin and Martin Heidegger as well as Theodor Adorno, in addition to McLuhan, Anders, Kittler, Baudrillard, and a bunch of ever changing new names. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: PHIL 1000.

PHIL 3979. PHILOSOPHY AND MEDIA. (4 Credits)
Philosophy has been concerned with media since Plato’s Phaedo. Beginning with a discussion of orality and literacy and moving to explore so-called “new media,” including cell phone accessibility and its texting culture to the Twitter and Instagram suffusion of everyday life, faxes/ email, Facebook, YouTube, etc. Participants will also review the signal change in the 19th C. from traditional print forms to photography, films, and recording. Examining the change wrought by technological means of reproduction on human life and expression. Possible authors include Benjamin, Adorno, Illich, de Certeau, Anders, Kittler, Attali, Baudrillard, Vinilio, and Laruelle. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3980. CONTEMPORARY ISSUES IN METAETHICS. (4 Credits)
Metaethics steps back from moral debates to ask metaphysical, epistemological, and semantic questions about morality itself. The metaphysical questions seek to understand the nature of morality, asking questions such as: are there objective moral facts, or is morality culturally determined? If there are objective moral facts, are they like scientific facts? The epistemological questions seek to understand how we can know or be justified in believing moral claims. The semantic questions seek to understand what we mean when we use moral terms: are we making truth claims or are we just expressing our feelings? In this course, we will explore contemporary answers to these kinds of questions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: BIOE.

Updated: 10-11-2017
PHIL 3990. ENVIRONMENTAL WORLDVIEWS AND ETHICS. (4 Credits)
Survey of environmental philosophy worldviews and ethics such as the universe story, deep ecology, the land ethic, zoocentrism, biocentrism, ecofeminism, ecotheology, utilitarian economics, environmental pragmatism, ecological virtue ethics, and environmental justice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ENST, ENVS, PJST.

PHIL 3999. TUTORIAL. (3 Credits)
Independent research and reading with supervision from a faculty member.

PHIL 4001. POLITICS AND BIOPOWER. (4 Credits)
This course will examine the recent trend in Continental Philosophy that makes central the concept of life in understanding contemporary politics. The primary focus will be on the work of Michel Foucault and Giorgio Agamben, with readings also by Carl Schmitt, Hannah Arendt, Judith Butler, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: BIOE.

PHIL 4044. MODERN ETHICAL THEORIES. (4 Credits)
This course is an introductory survey of major theories and themes in twentieth-century moral philosophy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: BIOE.

PHIL 4205. SEMINAR: JUSTICE AND SOCIAL IDENTITY. (4 Credits)
This senior values seminar examines the multicultural environment of today's Western democracies which demands group recognition that challenges prevailing conceptions of justice and selfhood, and forces philosophers to rethink how our personal identity is formed and interpreted in relation to society. Ethnic and cultural aspects of personal identity and their implications for pressing issue in democratic justice will be studied. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: SRVL.

PHIL 4301. HAPPINESS AND WELL-BEING. (4 Credits)
An investigation into the nature and value of happiness and well-being (understood as connected concepts) from the perspective of both psychology and philosophy. Emphasis will be placed on research about the topic in each discipline, but efforts will also be made to explore fruitful interactions between the two disciplines in understanding the topic. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

PHIL 4302. ENVIRONMENTAL POLICY & ETHICS. (4 Credits)
This seminar is designed primarily for philosophy, environmental studies and natural science majors and presuppose substantial previous course work in one or more of these disciplines. Using these disciplines, the ethical dimensions of environmental problems will be explored from an interdisciplinary perspective. Requirements include a 40 page essay blog, three class presentations, and a hands-on learning practicum outside of class (minimum 1 hr per week). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ENST, EP3, ICC.

PHIL 4303. HUMAN ERROR: PHILOSOPHICAL AND PSYCHOLOGICAL PERSPECTIVES. (4 Credits)
This course takes error in human judgment and reasoning as its central topic. Human error is something we know about firsthand: we all make mistakes. That’s a platitude, but in this course we will try to say more. Through reading and discussion of classic and recent work by philosophers and psychologists, we'll think carefully about error and the significance of error for our intellectual lives. What factors lead us to err? What kinds of mistakes are there to make? What's the reasonable response to learning that we may have make an error? What can be done to get things right more often? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

PHIL 4304. THE PHILOSOPHY AND ECONOMICS OF LAW (Interdisciplinary Capstone Core). (4 Credits)
This course examines the different ways in which philosophers and economists think about the law, with a focus on property, tort, contract, and criminal law. Readings are both historical and contemporary. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

PHIL 4305. THE CITY AS TEXT: MODERNITY AND MODERISM IN LONDON. (4 Credits)
This course examines the relationship between theoretical ideas of modernity and the literature and art criticism of modernism, with London as its cultural geography. Philosophical descriptions of modernity and theories of Marx, Darwin and Freud serve as a basis for understanding transformations in human self-understanding that characterize the mid 19th to early 20th centuries. We examine modern literary works influenced by these transformations, all written and set in London, by Dickens, Kipling, Rhys, Woolf, Eliot, Yeats, and the modernist art critics Fry and Hulme. Interconnections between theory, literature, and art are emphasized through readings and excursions in the city. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
PHIL 4310. HUMAN RIGHTS IN CONTEXT. (4 Credits)
Human rights have become a universal language of protest. When and how did this happen? What are human rights and how are they justified? Do they mean the same thing in all the contexts in which they are invoked around the world? To address such questions we focus on how different methodologies — mainly historical, philosophical, and ethnographic — produce knowledge about human rights. For instance, what can we learn by identifying historical continuities and discontinuities between different conceptions of rights? What can we learn about human rights from the kind of conceptual analysis that many philosophers do? How can the "thick description" of ethnography help us understand the meaning and effects of human rights discourse in various settings? Finally, can historical, philosophical, and ethnographic approaches to human rights be fruitfully combined? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.
Prerequisite: PHIL 3000.

PHIL 4407. GENDER, POWER, AND JUSTICE. (4 Credits)
The seminar examines the impact of gender norms, roles and assumptions on the moral structure of social life. The seminar will draw on the extensive materials available from feminist theory of ethics, law, and society; the developing body of work on the cultural construction of masculinity, and its moral and social impacts; and new interest in gender differences and women's welfare in global context. The subject cannot fail to be fundamental to student's personal experiences of social and political life, especially as they make the transition from college years to the workplace or to professional training. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, EP4, VAL, WGSS.

PHIL 4408. HOSPITALITY AND COSMOPOLOITANISM. (4 Credits)
This course examines contemporary approaches to hospitality as it relates to "otherness" and cosmopolitanism. Issues addressed include personal and political forgiveness, representations of cultural and racial "others" in media and literature, and the relation between the search for identity and openness to foreigners. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, OCST, VAL.

PHIL 4409. ENVIRONMENTAL ETHICS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, EP4, VAL.

PHIL 4410. LOVE AND EMPIRE. (4 Credits)
Previously PHIL 3510. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CLAS, EP4, SRVL, VAL.

PHIL 4412. CLASSICAL VALUES: ART OF LIVING. (4 Credits)
This course considers the art of living a human life, focusing on classical values including poetry and philosophy, with special attention to the Stoic conception of the cultivation or care of the self. Readings include Homer and Pindar as well as Epictetus and Marcus Aurelius and commentaries ranging from Nietzsche and Foucault to Pierre Hadot, Alasdair MacIntyre, and Alexander Nehamas. Previously PHIL 3512. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CLAS, EP4, SRVL, VAL.

PHIL 4413. RELIGION AND MORALITY. (4 Credits)
An exploration of the religious life in terms of the question, What does it mean to be religious? The seminar will then study differing views of the relation of the religious to the moral life, personal and social, including the formation of conscience and moral judgment, from writers such as Augustine, Kierkegaard, Kant, Levinas and Marx. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: SRVL.

PHIL 4416. ART, MORALITY, AND POLITICS. (4 Credits)
The seminar explores the inter-relationship among artistic, moral and political values. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, COLI, EP4, SRVL, VAL.

PHIL 4418. ISSUES OF LIFE AND DEATH. (4 Credits)
The objective of this course is to make students aware of several issues in biology and medicine that require moral reflection, judgment, or decision, while also indicating how justified moral conclusions are reached. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMCS, AMST, BIOE, EP4, REST, SRVL, VAL.

PHIL 4422. HARRY POTTER AND PHILOSOPHY (ICC). (4 Credits)
This course will use the Harry Potter novels to explore several central themes in philosophy, and will use philosophical analysis to interpret the books and their cultural impact. Some central topics of the course will include: the nature and relationships of minds, souls, and bodies; the conflict of good and evil and some related issues in moral psychology and the ethics of ‘love’; metaphysical implications of the magical world of HP and its enchantment of muggles. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

PHIL 4423. BUSINESS ETHICS. (4 Credits)
Business ethics is the study of moral values and conduct in business institutional contexts. The seminar will combine study of ethical theories with analysis of case studies involving real-world ethical issues that managers, employees, firms and other business stakeholders are dealing with today and that members of the class may face in the future. Previously PHIL 3123. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, PJST, SRVL, VAL.
PHIL 4425. BUDDHIST MORAL THOUGHT. (4 Credits)
This course focuses on Buddhist ethical thought and practice, as well as interpretations and developments of this from Western perspectives. We will discuss topics such as karma, happiness, enlightenment (nirvana), meditation and moral development, emotions such as compassion and anger, as well as free will, responsibility, and determinism. We will also examine practical issues such as human rights, environmental ethics, and war and violence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, INST, VAL.

PHIL 4430. EDUCATION AND DEMOCRACY. (4 Credits)
In this seminar we will investigate the relationship between education and democracy. In what ways does democracy depend on education? Do some educational practices promote democratic values better than others? Should education be in the service of politics at all? We will examine answers to these questions and others found in a number of different philosophical traditions, reading the work of authors such as John Dewey, Paolo Friere, bell hooks, Martha Nussbaum, and Jacques Ranciere. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, VAL.

PHIL 4442. FANTASY AND PHILOSOPHY. (4 Credits)
An interdisciplinary study of moral themes in J.R.R. Tolkien's "Lord of the Rings." The course focuses on Tolkien's artistic treatment of such philosophical questions as the lure of power, good and evil, freedom and fate, the nature of the divine, the natural environment and the function of literature in human life. We may consider similar themes in the works of other prominent fantasy authors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, SRVL, VAL.

PHIL 4444. AI, SCI FI, AND HUMAN VALUE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMC, COMM, EP4, VAL.
Prerequisite: PHIL 3000.

PHIL 4455. RESPECTFUL DISAGREEMENT. (4 Credits)
This seminar concerns a problem that has broad practical implications, concerns how we should conduct our intellectual lives, and is of great interest in philosophy: what should we do when we find out that someone we consider just as intelligent and informed as we are on a certain topic disagrees with us on that topic? If we stick with our opinion are we being arrogant? If we give up our old belief are we considered spineless? We all hold opinions we know are denied by people we consider our peers or even superiors on the relevant topic, whether it's religious, political, or specific to our favorite fields of study. This seminar examines this common situation. Previously PHIL 3255. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, SRVL, VAL.

PHIL 4469. SEX, LOVE, AND THE VIRTUES. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, VAL.

PHIL 4470. LINCOLN: DEMOCRATIC VALUES. (4 Credits)
This senior seminar will survey key themes in American political philosophy from the Federalist Papers to the Lincoln-Douglas Debates, focusing on rival conceptions of the moral conditions that must be met for democratic government to count as legitimate, or capable of making law that deserves our principled allegiance. Using famous texts by Henry Jaffa and Gary Wills, we will consider the relation between popular sovereignty and human rights; the balance between personal conscience and constitutional order; and arguments for greater centralization of power for essential coordination and to secure basic justice. We will reconstruct this ideal of democratic justice from the tradition of ‘civic republicanism’ as it developed in the Federalist and Whig parties up to 1860. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, PJST, VAL.

PHIL 4473. WAR AND PEACE: JUST WAR THEORY. (4 Credits)
This seminar in applied ethics will examine the history and development of just war doctrine with special attention given to its medieval and classical theorists, e.g., Augustine, Aquinas, Vitoria, Suarez and Grotius. Students will debate the central questions just war theory was developed to address: what war is, whether war may be waged, and if so under what circumstances and in what ways. Before investigating just war theory, students will examine two rival ethical theories about war, namely pacifism and realism. The closing weeks of the semester will focus on current issues and challenges for just war doctrine, especially preemptive war, terrorism, and counter-insurgency. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, SRVL, VAL.

PHIL 4480. TECHNOLOGY AND VALUES. (4 Credits)
This senior values seminar examines the challenge that modern technology presents to our traditional ethical standpoints and, ultimately, to the very idea of an ethical culture insofar as modern technology has shifted from merely serving the culture to shaping the culture in fundamental ways regarding the measure of our humanity. Previously PHIL 3180. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, SRVL, VAL.

PHIL 4484. FREEDOM AND RESPONSIBILITY. (4 Credits)
The course will investigate several problems concerning freedom, responsibility and the morality of punishment. Is freedom possible in a world completely governed by physical laws? How can I be blamed (or praised) for my actions, given that upbringing, character, and environment are largely matters of luck? Is the practice of punishing criminals morally justifiable? How? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: BIOE, EP4, VAL.
PHIL 4486. EVIL, VICE, AND SIN. (4 Credits)
This senior values seminar takes a negative strategy in approaching moral questions by focusing on actions labeled "evil", "vicious", "sinful" in order to create an opportunity for reflecting on the reality and experience of evil from which we might evolve some positive conception of "value" as well as the context and nature of moral choice and conscience.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP4, SRVL, VAL.

PHIL 4800. INTERNSHIP. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 4990. SENIOR THESIS: PHILOSOPHY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 4999. INDEPENDENT STUDY. (1-4 Credits)
Supervised individual study project.
PHILOSOPHY MAJOR

Requirements

Philosophy majors must complete a minimum of ten philosophy courses. Courses fulfilling the period and area requirements are listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 1000</td>
<td>PHILOSOPHY OF HUMAN NATURE</td>
<td></td>
</tr>
<tr>
<td>PHIL 3000</td>
<td>PHILOSOPHICAL ETHICS</td>
<td></td>
</tr>
</tbody>
</table>

**Other Courses**

**Option A:**

- One course in each of three of the four historical periods
- One course in each of two of the four topical areas

**Option B:**

- One course in each of two of the four historical periods
- One course in each of three of the four topical areas

**Elective courses**

Three additional courses

1. Any course with the PHIL subject code (p. 1274) may fulfill this requirement.

All majors are strongly encouraged to acquire a broad background in the history of philosophy and to take at least one course in logic. Majors planning to do graduate work are advised to take Symbolic Logic.

Philosophy majors who wish to concentrate on political philosophy may do so through an individualized major program as described under Interdisciplinary Programs. For details, see the associate chair for undergraduate studies.

Upon declaring a major or minor in philosophy, students should contact the associate chair on the relevant campus to select a faculty adviser to assist in planning his or her program.

Historical period courses

Courses are offered across four historical periods: (1) ancient; (2) medieval; (3) classical modern and 19th-century; and (4) contemporary, which is 20th- and 21st-century.

**Ancient philosophy courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 3501</td>
<td>ANCIENT PHILOSOPHY</td>
<td></td>
</tr>
<tr>
<td>PHIL 3502</td>
<td>PRE-SOCRATIC PHILOSOPHY</td>
<td></td>
</tr>
<tr>
<td>PHIL 3504</td>
<td>STOICS AND SKEPTICS</td>
<td></td>
</tr>
<tr>
<td>PHIL 3520</td>
<td>PHILOSOPHY OF ARISTOTLE</td>
<td></td>
</tr>
<tr>
<td>PHIL 3525</td>
<td>PHILOSOPHY OF PLATO</td>
<td></td>
</tr>
<tr>
<td>PHIL 3526</td>
<td>PLATO: THE UNREAD DIALOGUES</td>
<td></td>
</tr>
<tr>
<td>PHIL 3530</td>
<td>PHILOSOPHY AFTER CONSTANTINE</td>
<td></td>
</tr>
<tr>
<td>PHIL 4410</td>
<td>LOVE AND EMPIRE</td>
<td></td>
</tr>
</tbody>
</table>

**Medieval philosophy courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 3552</td>
<td>MEDIEVAL PHILOSOPHY</td>
<td></td>
</tr>
<tr>
<td>PHIL 3557</td>
<td>CONFESSIONS OF AUGUSTINE</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 3560</td>
<td>PHILOSOPHY OF AQUINAS</td>
<td></td>
</tr>
<tr>
<td>PHIL 3565</td>
<td>FOUR MEDIEVAL THINKERS</td>
<td></td>
</tr>
<tr>
<td>PHIL 3591</td>
<td>MEDIEVAL POLITICAL PHILOSOPHY</td>
<td></td>
</tr>
<tr>
<td>PHIL 3910</td>
<td>SHAKESPEARE AND AQUINAS</td>
<td></td>
</tr>
</tbody>
</table>

**Classical modern and 19th century philosophy courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 3600</td>
<td>DESCARTES AND THE RATIONALISTS</td>
<td></td>
</tr>
<tr>
<td>PHIL 3601</td>
<td>MODERN PHILOSOPHY</td>
<td></td>
</tr>
<tr>
<td>PHIL 3604</td>
<td>RATIONALISTS AND EPISTEMOLOGIES</td>
<td></td>
</tr>
<tr>
<td>PHIL 3609</td>
<td>MODERNITY AND ITS CRITICS</td>
<td></td>
</tr>
<tr>
<td>PHIL 3620</td>
<td>IMMANUEL KANT</td>
<td></td>
</tr>
<tr>
<td>PHIL 3623</td>
<td>MARX AS A PHILOSOPHER</td>
<td></td>
</tr>
<tr>
<td>PHIL 3714</td>
<td>KANT AND HEGEL</td>
<td></td>
</tr>
<tr>
<td>PHIL 3715</td>
<td>KANT ON MORALITY AND RELIGION</td>
<td></td>
</tr>
</tbody>
</table>

**Contemporary philosophy courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 3643</td>
<td>HEIDEGGER: BEING AND TIME</td>
<td></td>
</tr>
<tr>
<td>PHIL 3652</td>
<td>CONTEMPORARY FRENCH PHILOSOPHY</td>
<td></td>
</tr>
<tr>
<td>PHIL 3653</td>
<td>LATIN AMERICAN PHILOSOPHY</td>
<td></td>
</tr>
<tr>
<td>PHIL 3661</td>
<td>HUSSERL AND HEIDEGGER</td>
<td></td>
</tr>
<tr>
<td>PHIL 3670</td>
<td>EXISTENTIALISM</td>
<td></td>
</tr>
<tr>
<td>PHIL 3671</td>
<td>PHENOMENOLOGY AND EXISTENTIALISM</td>
<td></td>
</tr>
<tr>
<td>PHIL 3672</td>
<td>CONTINENTAL PHILOSOPHY OF RELIGION</td>
<td></td>
</tr>
<tr>
<td>PHIL 3673</td>
<td>EXISTENTIALISM AND LITERATURE</td>
<td></td>
</tr>
<tr>
<td>PHIL 3865</td>
<td>CRITICAL THEORY FRANKFURT SCHOOL</td>
<td></td>
</tr>
<tr>
<td>PHIL 3907</td>
<td>EXISTENTIALIST FEMINISM</td>
<td></td>
</tr>
</tbody>
</table>

**Topical area courses**

Courses are offered across four topical areas: metaphysics; knowledge and method; human nature; moral political, and social philosophy.

**Metaphysics courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 3301</td>
<td>PROBLEM OF GOD</td>
<td></td>
</tr>
<tr>
<td>PHIL 3330</td>
<td>PHILOSOPHY OF RELIGION</td>
<td></td>
</tr>
<tr>
<td>PHIL 3348</td>
<td>CONCEPTS AND REALITY</td>
<td></td>
</tr>
<tr>
<td>PHIL 3350</td>
<td>PROBLEMS IN METAPHYSICS</td>
<td></td>
</tr>
<tr>
<td>PHIL 3354</td>
<td>PROBLEM OF EVIL</td>
<td></td>
</tr>
<tr>
<td>PHIL 3355</td>
<td>METAPHYSICS</td>
<td></td>
</tr>
<tr>
<td>PHIL 3360</td>
<td>CONTEMPORARY METAPHYSICS</td>
<td></td>
</tr>
<tr>
<td>PHIL 3667</td>
<td>PHILOSOPHY OF SPACE AND TIME</td>
<td></td>
</tr>
</tbody>
</table>

**Knowledge and method courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 3200</td>
<td>INTRODUCTION TO LOGIC</td>
<td></td>
</tr>
<tr>
<td>PHIL 3204</td>
<td>SYMBOLIC LOGIC</td>
<td></td>
</tr>
<tr>
<td>PHIL 3235</td>
<td>THEORIES OF KNOWLEDGE</td>
<td></td>
</tr>
<tr>
<td>PHIL 3243</td>
<td>PHILOSOPHY OF COGNITIVE SCIENCE</td>
<td></td>
</tr>
<tr>
<td>PHIL 3253</td>
<td>RELATIVISM AND PHILOSOPHY</td>
<td></td>
</tr>
<tr>
<td>PHIL 3254</td>
<td>PHILOSOPHY OF PERCEPTION</td>
<td></td>
</tr>
</tbody>
</table>
### Meaning and human experience courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 3257</td>
<td>SKEPTICISM</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3266</td>
<td>PHILOSOPHY OF SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3307</td>
<td>FAITH AND RATIONALITY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3655</td>
<td>PHILOSOPHY AND LANGUAGE</td>
<td>4</td>
</tr>
</tbody>
</table>

### Moral political, and social philosophy courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 3412</td>
<td>PHILOSOPHY OF EMOTIONS</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3422</td>
<td>HARRY POTTER AND PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3559</td>
<td>DANTE AND PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3672</td>
<td>CONTINENTAL PHILOSOPHY OF RELIGION</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3901</td>
<td>PHILOSOPHICAL ISSUES OF FEMINISM</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3903</td>
<td>PHILOSOPHY AND FEMINIST THEORY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3906</td>
<td>EMOTIONS AND THE GOOD LIFE</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3914</td>
<td>PHILOSOPHY OF HAPINESS</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3920</td>
<td>EVIL CHOICES</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3930</td>
<td>PHILOSOPHY AND LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3945</td>
<td>PHILOSOPHY AND ART</td>
<td>4</td>
</tr>
</tbody>
</table>

### Availability

The major in philosophy is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in philosophy only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

**Fordham College at Rose Hill students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Fordham College at Lincoln Center students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Professional and Continuing Studies students:** The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
PHILOSOPHY MINOR

Requirements
Minors in philosophy must complete the following six courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 1000</td>
<td>PHILOSOPHY OF HUMAN NATURE</td>
<td></td>
</tr>
<tr>
<td>PHIL 3000</td>
<td>PHILOSOPHICAL ETHICS</td>
<td></td>
</tr>
</tbody>
</table>

Elective courses
Select four additional courses ¹

¹ Any course with the PHIL subject code (p. 1274) may fulfill this requirement.

A Senior Value Seminar in philosophy may also be included.

Upon declaring a major or minor in philosophy, students should contact the associate chair on the relevant campus to select a faculty adviser to assist in planning his or her program.

Availability
The minor in philosophy is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at the Lincoln Center campus.
ENGINEERING PHYSICS
MAJOR

Requirements

Students majoring in engineering physics are required to take the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>PHYS 1601 INTRODUCTION TO PHYSICS I</td>
<td>5</td>
</tr>
<tr>
<td>&amp; PHYS 1511 PHYSICS I LAB</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 1602</td>
<td>INTRODUCTION TO PHYSICS II</td>
<td>5</td>
</tr>
<tr>
<td>&amp; PHYS 1512 PHYSICS II LAB</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 1206</td>
<td>CALCULUS I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1207</td>
<td>CALCULUS II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>18</td>
</tr>
<tr>
<td>Sophomore</td>
<td>PHYS 2005 INTRODUCTION TO MODERN PHYSICS</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MATH 2004 MULTIVARIABLE CALCULUS I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MATH 2005 MULTIVARIABLE CALCULUS II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PHYS 2201 CLASSICAL MECHANICS I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A two-semester introductory sequence in either biology or chemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>16</td>
</tr>
<tr>
<td>Junior</td>
<td>PHYS 3001 ELECTRICITY AND MAGNETISM I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PHYS 3012 ENGINEERING EXPERIMENTATION</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHYS 3101 MATH METHODS IN PHYSICS I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PHYS 3401 THERMO AND STAT PHYSICS</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Two related engineering electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>15</td>
</tr>
<tr>
<td>Senior</td>
<td>Two related engineering electives</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>57</td>
</tr>
</tbody>
</table>

3-2 Cooperative Program in Engineering

Students enrolled in the 3-2 Cooperative Program in Engineering complete the requirements for the physics degree through the junior year. They then transfer to an engineering program and complete an additional two years. They earn a double bachelor’s degree in physics and engineering.

Availability

The major in engineering physics is available at Fordham College at Rose Hill. Students in Fordham School of Professional and Continuing Studies may major in engineering physics only if their schedules are sufficiently flexible to permit them to take day courses on the Rose Hill campus.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).
ENGINEERING PHYSICS MINOR

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 1601</td>
<td>INTRODUCTION TO PHYSICS I</td>
<td>5</td>
</tr>
<tr>
<td>&amp; PHYS 1511</td>
<td>and PHYSICS I LAB</td>
<td></td>
</tr>
<tr>
<td>PHYS 1602</td>
<td>INTRODUCTION TO PHYSICS II</td>
<td>5</td>
</tr>
<tr>
<td>&amp; PHYS 1512</td>
<td>and PHYSICS II LAB</td>
<td></td>
</tr>
<tr>
<td>MATH 1203</td>
<td>APPLIED CALCULUS I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1204</td>
<td>APPLIED CALCULUS II</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select three of the following: 11-12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 2101</td>
<td>ENGINEERING STATICS AND DYNAMICS</td>
<td></td>
</tr>
<tr>
<td>PHYS 2102</td>
<td>MECHANICS OF MATERIALS</td>
<td></td>
</tr>
<tr>
<td>PHYS 3012</td>
<td>ENGINEERING EXPERIMENTATION</td>
<td></td>
</tr>
<tr>
<td>PHYS 3201</td>
<td>FLUID MECHANICS</td>
<td></td>
</tr>
<tr>
<td>PHYS 4010</td>
<td>INTRODUCTION TO ELECTRICAL ENGINEERING</td>
<td></td>
</tr>
</tbody>
</table>

Availability

The minor in engineering physics is available at Fordham College at Rose Hill. Students in Fordham School of Professional and Continuing Studies may minor in physics only if their schedules are sufficiently flexible to permit them to take day courses on the Rose Hill campus.
PHYSICS AND ENGINEERING PHYSICS

The physics department prepares students for a wide variety of technical careers. We offer three distinct programs of study and two minors. The physics major provides students with a solid physics foundation with advanced courses in physics. It primarily prepares students for graduate study in physics, however students could pursue other graduate degrees in, for example, architecture, business, finance, law, medicine, or secondary education. Additionally, physics majors are in high demand in many careers straight out of college. The engineering physics major builds on the same physics foundation and gives students a direct focus in one of various concentrations in a related applied field. Such students can pursue many of the same postcollege goals that the physics majors do, but have a more applied background to pursue a career in industry or to attend graduate school in engineering. The 3-2 Cooperative Program in Engineering includes three years at Fordham followed by two years at an engineering school (either Columbia University or Case Western Reserve University) resulting in a double major.

All majors in physics should have four years of secondary school mathematics, including trigonometry and courses in secondary school physics and chemistry. Because of the sequential nature of physics courses, it is important to arrange a program at the earliest possible date. Incoming freshmen are advised to indicate an interest in physics on their admission forms and to contact the physics department before the beginning of their first semester.

Program Activities

The department carries on active research programs in nuclear and particle physics (theory) and in theoretical condensed matter (mesoscopic and nanoscale) physics. The focus of the experimental research is on materials science, polymer physics, low-temperature physics, liquid crystals, medical physics, and laser optics. Student participation in these programs is strongly encouraged. Through external and internal grants and alumni generosity, the department has funded summer research experiences for approximately six students per year. Many of our students have also obtained summer research experiences at major universities and research labs through programs such as the National Science Foundation’s Research Experiences for Undergraduates program. Students have presented their results from these summer research programs at national meetings (such as the American Physical Society).

For more information

Visit the Physics and Engineering Physics department web page.

Contribution to the Core

Physics offers PHYS 1201 INTRODUCTION TO ASTRONOMY-PHYS 1207 PHYSICS OF LIGHT AND COLOR, which count as the core physical science course for nonmajors.

Programs

- Engineering Physics Major (p. 596)
- Engineering Physics Minor (p. 597)
- Physics Major (p. 602)
- Physics Minor (p. 603)

Courses

PHYS 1201. INTRODUCTION TO ASTRONOMY. (3 Credits)
Includes discussions of the solar system, stars, galaxies and cosmology. Method of making observations. An investigation of physical phenomena including lenses spectroscopy and refraction. Direct observation through the telescope of celestial objects depending on their position and weather conditions. Astro photography and film development is also available. The lab is intended for the student with little mathematical background. Note that there will be regular night-time observation labs. (No lab fee).
Attribute: PSCI.

PHYS 1203. ENVIRONMENTAL PHYSICS. (3 Credits)
An introductory course for nonscience majors. Topics include heat engines, energy supply and consumption, nuclear fission and fusion; renewable energy resources, fossil fuels and acid rain. Emphasis will be on basic physical principles as applied to environmental issues. Course requirements include several laboratory experiments. The laboratory is designed to investigate various physical properties of the environment. Experiments will include water-testing and air quality measurements as well as the rudiments of electronic circuitry and the investigation of radioactivity in the environment. (Freshmen and sophomores only). (No lab fee).
Attributes: ENVS, PJST, PSCI, URST.

PHYS 1206. PHYSICS OF EVERYDAY LIFE. (3 Credits)
An introductory course for nonscience majors. Topics include physical phenomena that one comes across in everyday life. Physical principles will be explained and numerous examples (many from sports) will be presented. There will be several laboratory experiments that will give students a better understanding of several physical quantities. The experiments will illustrate aspects of mechanics, wave motion, heat and electricity and magnetism. (Freshmen and sophomores only). (No lab fee).
Attribute: CO09.

PHYS 1207. PHYSICS OF LIGHT AND COLOR. (3 Credits)
An introductory course for nonscience majors. Topics include laser light and how lasers influence our lives, with examples from telecommunications, compact disk players, laser surgery and holograms. An investigation of the human eye and the mechanism of color vision. Course requirements include several laboratory experiments. The laboratory is designed to investigate various physical properties of laser light and color. (Freshmen and sophomores only). (No lab fee).
Attribute: PSCI.

PHYS 1501. GENERAL PHYSICS I. (3 Credits)
An introductory course in physics at the noncalculus level. A study of the basic laws of classical and modern physics, including mechanics, heat, sound, electricity and magnetism.
Attribute: ENVS.
Corequisite: PHYS 1503.

PHYS 1502. GENERAL PHYSICS II. (3 Credits)
Continuation of PHYS 1501.
Corequisite: PHYS 1504.

PHYS 1503. GENERAL PHYSICS I RECITATION. (0 Credits)
Discussion and problem solving on topics to be covered in PHYS 1501 General Physics I.
Corequisite: PHYS 1501.
PHYS 1504. GENERAL PHYSICS II RECITATION. (0 Credits)
Discussion and problem solving on topics to be covered in PHYS 1502
General Physics II.
Corequisite: PHYS 1502.

PHYS 1511. PHYSICS I LAB. (1 Credit)
Measurements in mechanics, heat, waves, electricity and magnetism,
optics and atomic and nuclear physics. Lab fee.
Attribute: ENVS.

PHYS 1512. PHYSICS II LAB. (1 Credit)
Continuation of PHYS 1511. Lab fee.
Attribute: ZLB3.

PHYS 1601. INTRODUCTION TO PHYSICS I. (4 Credits)
Introductory course for physics majors. A study of mechanics,
thermodynamics, electricity and magnetism, optics and atomic physics.
Four-credit courses that meet for 150 minutes per week require three
additional hours of class preparation per week on the part of the student
in lieu of an additional hour of formal instruction.
Corequisite: PHYS 1604.
Prerequisite: PHYS 1601.

PHYS 1602. INTRODUCTION TO PHYSICS II. (4 Credits)
Continuation of PHYS 1601. Four-credit courses that meet for 150
minutes per week require three additional hours of class preparation per
week on the part of the student in lieu of an additional hour of formal
instruction.
Corequisite: PHYS 1601.

PHYS 1603. INTRODUCTION TO PHYSICS I RECITATION. (0 Credits)
Discussion and problem solving on topics to be covered in PHYS 1601
Introductory Physics I.
Corequisite: PHYS 1601.

PHYS 1604. INTRODUCTION TO PHYSICS II RECITATION. (0 Credits)
Discussion and problem solving on topics to be covered in PHYS 1602
Introductory Physics II.
Corequisite: PHYS 1602.
Prerequisite: PHYS 1601.

PHYS 1701. PHYSICS I. (3 Credits)
Introductory course for students who have completed one year of
college calculus (MT 1206-1207 or equivalent). A study of mechanics,
thermodynamics, electricity and magnetism, optics and atomic physics.

PHYS 1702. PHYSICS II. (3 Credits)
Continuation of PHYS 1701.
Corequisite: PHYS 1704.

PHYS 1703. PHYSICS I RECITATION. (0 Credits)
Discussion and problem solving on topics to be covered in PHYS 1701
Physics I.
Corequisite: PHYS 1701.

PHYS 1704. PHYSICS II RECITATION. (0 Credits)
Discussion and problem solving on topics to be covered in PHYS 1702
Physics II.
Corequisite: PHYS 1702.

PHYS 2005. INTRODUCTION TO MODERN PHYSICS. (4 Credits)
A survey course of the more important areas of modern physics. Topics
include special theory of relativity, introduction to quantum mechanics,
atomic physics, molecules and solids, nuclear structure and elementary
nuclear physics applications and particle physics. Four-credit courses
that meet for 150 minutes per week require three additional hours
of class preparation per week on the part of the student in lieu of an
additional hour of formal instruction.
Prerequisites: PHYS 1601 and PHYS 1602.

PHYS 2010. LAB METHODS AND TECHNIQUES. (1 Credit)
Topics to be covered are (a) lab safety procedures, (b) machining
techniques using Machine Shop equipment and tools, (c) maintenance
of equipment, (d) handling of high voltage electrical equipment, (e) trouble
shooting and diagnostic tests of electronic equipment, (f) handling of
precision instruments, and (g) any other topics deemed necessary to
make the lab a safe place to work.
Attribute: ZLB3.
Prerequisite: PHYS 1601.

PHYS 2011. INTERMEDIATE LABORATORY. (2 Credits)
Measurements in electricity and magnetism. This course will also include
practical machine shop experience. Lab fee.
Attribute: ZLB3.
Prerequisites: PHYS 2305 or PHYS 2005.

PHYS 2101. ENGINEERING STATICS AND DYNAMICS. (4 Credits)
The following topics will be covered: forced system resultants,
equilibrium or rigid body, structural analysis, internal forces, friction,
center of gravity centroid, moments of inertia, virtual work, impulse and
momentum, rigid-body kinematics, relative motion, Coriolis accelerations,
and rigid-body kinetics. Four-credit courses that meet for 150 minutes per
week require three additional hours of class preparation per week on the
part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PHYS 1601 and PHYS 1602.

PHYS 2102. MECHANICS OF MATERIALS. (4 Credits)
An introduction to the mechanical properties of materials including
their response to: stress, strain, torsion, bending and shear. Four-credit
courses that meet for 150 minutes per week require three additional
hours of class preparation per week on the part of the student in lieu of an
additional hour of formal instruction.
Attribute: FCRH.

PHYS 2111. INTRODUCTION TO INVENTIONS AND PATENTS. (1 Credit)
Introduction to the creative process that drives inovation and
inventorship. Includes discussions on creative development of ideas,
formalizing patent applications, commercialization and technology
transfer.
Attribute: FCRH.

PHYS 2201. CLASSICAL MECHANICS I. (4 Credits)
An introduction to classical mechanics including kinematics and
dynamics of particles and rigid bodies. Includes a discussion of
D’Alembert’s principle, Lagrange’s equations and Hamilton’s principle.
Four-credit courses that meet for 150 minutes per week require three
additional hours of class preparation per week on the part of the student
in lieu of an additional hour of formal instruction.
Prerequisites: PHYS 1601 and PHYS 1602 and PHYS 2005.

PHYS 3001. ELECTRICITY AND MAGNETISM I. (4 Credits)
Electrostatics, dielectric media, direct current circuits, magnetism and
magnetic media, transients and alternating currents, electromagnetic
induction, Maxwell’s equations, electromagnetic waves and wave guides.
Four-credit courses that meet for 150 minutes per week require three
additional hours of class preparation per week on the part of the student
in lieu of an additional hour of formal instruction.
Prerequisites: PHYS 1601 and PHYS 1602 and MATH 2005.

PHYS 3011. ADVANCED LABORATORY I. (2 Credits)
Measurements in electronics, diodes, transistors, and operational
amplifiers. Lab fee.
Attribute: ZLB3.
PHYS 3012. ENGINEERING EXPERIMENTATION. (3 Credits)
Statistical and other measures of data uncertainty, propagations of uncertainty, curve fitting, introduction to basic instrumentation for measuring pressure, temperature, strain. The laboratory component of the course teaches the students how to construct and perform their own experiments. Laboratory experiments include material tensile and hardness testing, beam buckling, pipe flow, flow dynamics, electrical circuits, op-amps, and power circuits.

PHYS 3013. EXPERIMENTAL TECHNIQUES IN ENGINEERING AND PHYSICS. (3 Credits)
Experimental Techniques in Engineering and Physics seeks to provide broad overview of engineering and physics concepts and experimental methods through lectures and laboratory experiments. The experiments are designed to demonstrate the physical principles learned in engineering and physics courses. In addition to experimental procedure, focus will be placed on technical writing and presentation.

Prerequisite: PHYS 2010.

PHYS 3100. MATH METHODS IN PHYSICS. (4 Credits)
Implicit function theorem, Jacobians, curves and line integrals, multiple integrals, surface and volume integrals, divergence theorem, Stokes’ theorem, and Green’s theorem. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHYS 3101. MATH METHODS IN PHYSICS I. (4 Credits)
Matrices and determinants, series expansion, complex numbers and functions, Fourier series, ordinary differential equations, partial differential equations, and special functions of physics, theory of special relativity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: MATH 2005.

PHYS 3102. MATH METHODS IN PHYSICS II. (4 Credits)
Continuation of PHYS 3101. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: PHYS 3101.

PHYS 3103. MATH METHODS IN PHYSICS III. (4 Credits)
Topics to be covered include suffix notation and tensor algebra, theory of complex variables, contour integration, applications of contour integration, Sturm-Liouville Theory, integral equations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHYS 3201. FLUID MECHANICS. (4 Credits)
This course introduces the fundamentals of fluid statics, dimensional analysis and modeling, viscous flow in pipes, channel flows, laminar flow, transition, turbulence; flow past an object, wake, separation, vortices, drag; convection, conduction, transition from periodic to chaotic behavior, compressible flow; transition to turbulence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: PHYS 1601.

PHYS 3205. FUNDAMENTALS OF ENGINEERING THERMODYNAMICS. (4 Credits)
Basic principles and laws of thermodynamics and their relation to pure substances, ideal gases, and real gases. Use of thermodynamic property tables. Development of concepts of reversibility and availability. First and Second Law application to engineering systems; power and refrigeration cycles. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: FCRH.
Prerequisites: PHYS 1601 and PHYS 1602.

PHYS 3211. COMPUTATIONAL PHYSICS AND PROGRAMMING I. (2 Credits)
An introductory course in the use of computers to numerically solve problems in physics using PASCAL or FORTRAN. Topics include numerical solution of non-linear equations, interpolation and extrapolation, numerical differentiation and integration. No prior knowledge of computer language is required.

PHYS 3401. THERMO AND STAT PHYSICS. (4 Credits)
Fundamental principles, first and second laws, thermodynamic functions; a discussion of the kinetic theory of gases and introductory statistical mechanics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PHYS 1602 and PHYS 2005.

PHYS 3555. MODELING, SIMULATION, AND DESIGN. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PHYS 1601 and PHYS 1602.

PHYS 3601. OPTICS. (4 Credits)
Wave propagation, interference, diffraction, and polarization; electromagnetic theory of light. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHYS 4003. CLASSICAL MECHANICS II. (4 Credits)
Lagrange’s equations, variational principles, Hamilton’s equations, canonical transformations, Hamilton-Jacobi theory, rigid body motion, small oscillations, central forces and Kepler’s planetary motion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PHYS 2201 and PHYS 3101.

PHYS 4004. ELECTRICITY AND MAGNETISM II. (4 Credits)
Continuation of PHYS 3001. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PHYS 1601 and PHYS 1602 and PHYS 3001.

PHYS 4005. QUANTUM MECHANICS I. (4 Credits)
Foundations of quantum mechanics, Schrödinger equation, Hermitian operators, solution of the Schrödinger equation, harmonic oscillator, hydrogen atom, angular momentum operators, variational method, perturbation theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PHYS 2005 or PHYS 2305.
PHYS 4006. QUANTUM MECHANICS II. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHYS 4010. INTRODUCTION TO ELECTRICAL ENGINEERING. (4 Credits)
Electrical circuit laws and theorems, transient and steady-state response, phasors, frequency response, resonance. Diode and transistor circuits, digital logic devices. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PHYS 2002 or PHYS 3001.

PHYS 4011. NUCLEAR AND PARTICLE PHYSICS. (4 Credits)
A survey of nuclear and particle physics for advanced undergraduate students. It explores the common roots and tools of the nuclear (medium energy) and particle (high energy) fields. The primary goal is to understand the basic ideas of the Standard Model of quarks, leptons and the fundamental interactions of the universe. Specific topics include properties and simple models of nuclei, fundamental interactions and their mediators, quarks and leptons, symmetries and tests of conservation laws, physics beyond the Standard Model, and other ideas in theoretical and experimental nuclear and particle physics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PHYS 4005 and (PHYS 2005 or PHYS 2305).

PHYS 4012. SOLID STATE PHYSICS. (4 Credits)
An introduction to the elastic, thermal, electromagnetic, and optical properties of solids; energy bands, semiconductors, superconductors, surface and defect structures and device applications. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PHYS 1601 and PHYS 1602 and PHYS 2005.

PHYS 4020. BIOMECHANICS. (4 Credits)
Engineering principles such as mechanics, rigid body dynamics, fluid dynamics and solid mechanics are applied to the study of biological systems such as ligaments, tendons, bone, muscles, joint, etc. Methods for both rigid body and deformatinal mechanics are developed in the context of bone, muscle, and connective tissue. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: PHYS 2102.

PHYS 4021. MEDICAL INSTRUMENT AND IMAGING. (4 Credits)
Introduction to the physics and the practical technology associated with such methods as X-ray computed tomography (CT), magnetic resonance imaging (MRI), functional MRI (f-MRI) and spectroscopy, ultrasonics (echocardiography, Doppler flow), PET scans as well as optical methods such as bioluminescence and optical tomography. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHYS 4025. MACHINE DYNAMICS AND MECHANICAL DESIGN. (4 Credits)
The principles of dynamics as applied to the analysis of the accelerations and dynamic forces in machines such as linkages, cam systems, gears, belts, chains, couplings, bearings, brakes, clutches, and flexible mechanical elements. Concepts of engineering design, material selection, failure theories, fracture and fatigue. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHYS 4401. UNDERGRADUATE RESEARCH I. (4 Credits)
Participation of the undergraduate in research under the direction of one of the faculty. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHYS 4402. UNDERGRADUATE RESEARCH II. (4 Credits)
Participation of the undergraduate in research under the direction of one of the faculty. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHYS 4999. INDEPENDENT STUDY (1-4 CREDITS). (1-4 Credits)
Independent research and reading with supervision from a faculty member.
PHYSICS MAJOR

Requirements

All students planning to major in physics are required to take the following courses. Because of the sequential nature of the curriculum, students should pursue the following plan of study.

Students enrolled in the 3-2 Cooperative Program in Engineering (p. 21) complete the requirements for the physics degree through the junior year. They then transfer to an engineering program and complete an additional two years. They earn a double bachelor's degree in physics and engineering.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 1601</td>
<td>INTRODUCTION TO PHYSICS I</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 1511</td>
<td>PHYSICS I LAB</td>
<td></td>
</tr>
<tr>
<td>PHYS 1602</td>
<td>INTRODUCTION TO PHYSICS II</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 1512</td>
<td>PHYSICS II LAB</td>
<td></td>
</tr>
<tr>
<td>MATH 1206</td>
<td>CALCULUS I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1207</td>
<td>CALCULUS II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 2005</td>
<td>INTRODUCTION TO MODERN PHYSICS</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 2201</td>
<td>CLASSICAL MECHANICS I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1321</td>
<td>GENERAL CHEMISTRY I</td>
<td>6</td>
</tr>
<tr>
<td>CHEM 1331</td>
<td>GENERAL CHEMISTRY LAB I</td>
<td></td>
</tr>
<tr>
<td>CHEM 1322</td>
<td>GENERAL CHEMISTRY II</td>
<td>6</td>
</tr>
<tr>
<td>CHEM 1332</td>
<td>GENERAL CHEMISTRY LAB II</td>
<td></td>
</tr>
<tr>
<td>MATH 2004</td>
<td>MULTIVARIABLE CALCULUS I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2005</td>
<td>MULTIVARIABLE CALCULUS II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 2011</td>
<td>INTERMEDIATE LABORATORY</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 3001</td>
<td>ELECTRICITY AND MAGNETISM I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 3011</td>
<td>ADVANCED LABORATORY I</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 3101</td>
<td>MATH METHODS IN PHYSICS I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 3102</td>
<td>MATH METHODS IN PHYSICS II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 3211</td>
<td>COMPUTATIONAL PHYSICS AND PROGRAMMING I</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 3401</td>
<td>THERMO AND STAT PHYSICS</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 4005</td>
<td>QUANTUM MECHANICS I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 3601</td>
<td>OPTICS</td>
<td></td>
</tr>
<tr>
<td>PHYS 4003</td>
<td>CLASSICAL MECHANICS II</td>
<td></td>
</tr>
<tr>
<td>PHYS 4004</td>
<td>ELECTRICITY AND MAGNETISM II</td>
<td></td>
</tr>
<tr>
<td>PHYS 4006</td>
<td>QUANTUM MECHANICS II</td>
<td></td>
</tr>
<tr>
<td>PHYS 4011</td>
<td>NUCLEAR AND PARTICLE PHYSICS</td>
<td></td>
</tr>
<tr>
<td>PHYS 4012</td>
<td>SOLID STATE PHYSICS</td>
<td></td>
</tr>
<tr>
<td>PHYS 4401</td>
<td>UNDERGRADUATE RESEARCH I</td>
<td></td>
</tr>
</tbody>
</table>

Availability

The major in physics is available at Fordham College at Rose Hill. Students in Fordham School of Professional Studies may major in physics only if their schedules are sufficiently flexible to permit them to take day courses on the Rose Hill campus.

*Fordham College at Rose Hill students:* The requirements above are in addition to those of the Core Curriculum (p. 36).

*Professional and Continuing Studies students:* The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
## PHYSICS MINOR

### Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 1601 &amp; PHYS 1511</td>
<td>INTRODUCTION TO PHYSICS I and PHYSICS I LAB</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 1602 &amp; PHYS 1512</td>
<td>INTRODUCTION TO PHYSICS II and PHYSICS II LAB</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 2005</td>
<td>INTRODUCTION TO MODERN PHYSICS</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 2201</td>
<td>CLASSICAL MECHANICS I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 3001</td>
<td>ELECTRICITY AND MAGNETISM I</td>
<td>4</td>
</tr>
</tbody>
</table>

**Electives**

Select two physics electives.  

---

1. Any course with the PHYS subject code (p. 1289) numbered 2000 or higher may fulfill this requirement.

### Availability

The minor in physics is available at Fordham College at Rose Hill. Students in Fordham School of Professional Studies may minor in physics only if their schedules are sufficiently flexible to permit them to take day courses on the Rose Hill campus.
POLITICAL SCIENCE

The goal of the undergraduate curriculum of the Department of Political Science is to expose students to the study of politics and the diversity of approaches and analytical techniques used by political scientists. The faculty of the political science department of Fordham University reflects this diversity, as does the undergraduate political science curriculum. The study of political phenomena and the nature of public life is an integral component of a liberal arts education. Through the curriculum, students also acquire skills in writing, communication, and analytical thought that are critical to a liberal arts education.

Given Fordham’s role as an urban, Jesuit liberal arts university, the diversity offered by the curriculum of the political science department serves the goals of the university in several key ways:

1. it prepares students to think independently, with a tolerance for alternative viewpoints and a concern for current domestic and international issues;
2. it is committed to the development of written and oral expression among its majors;
3. it forces students to think critically and analytically about the relationship between values and public life; and
4. it is committed to providing students with an education that is marked by a concern for the individual student and with the goal of educating men and women for others.

Early Admission to Master’s Program

Elections and Campaign Management

Please read the Early Admission to Graduate School of Arts and Sciences Master’s Programs section, which is located under the heading of Special Academic Programs in the chapter on Academic Programs, Policies, and Procedures of this bulletin. Outstanding Fordham undergraduate students with a grade point average of 3.2 or better are eligible to apply for early admission to the M.A. program in elections and campaign management. Students submit their application materials in the spring of their junior year and begin the program during the fall of their senior year.

Undergraduate students admitted to the program under the early admissions policy may take up to three graduate courses during their senior year with the approval of the program director. These courses will count toward the B.A. and are accepted for the M.A. in elections and campaign management. Students should also seek the approval of their undergraduate adviser before registering their courses. Students following this option typically complete the degree requirements in their fifth year if they study full time. This policy applies to FCLC, FCRH, GSB, and PCS. Courses will be held at both the Lincoln Center and the Rose Hill campuses. Applications are made online through the Graduate School of Arts and Sciences website.

In their senior year students take three graduate courses that count toward the B.A. degree and are accepted for the M.A. at Fordham. Graduate courses taken while still at the College must be approved by the director of graduate studies of the department. Students are able to complete an M.A. in political science in two semesters of full-time study, which is normally in their fifth year. Applications are made online through the Graduate School of Arts and Sciences website.

Program Activities

Internships

The political science department does not typically grant academic credit for internships. However, when an internship is integrated with an academic component, such as a tutorial, academic credit is possible. Students should see individual faculty members to discuss internship opportunities and the possibility of receiving academic credit.

The political science department also has formal arrangements for semester-long internship experiences off campus:

Internship in New York City Government

POSC 3120 Seminar: Internship in New York City Government. See Thomas DeLuca. Ph.D., 212-636-6384, for information about POSC 3120 at Lincoln Center, which is offered during summers only.

Internship in New York State Legislature

The department offers an internship and courses through the New York State Assembly and New York State Senate Internship Programs. For information on these programs, contact Bruce Berg, Ph.D., 718-817-3957.

Washington Semester Program

Fordham University is formally affiliated with the Washington Semester Program of American University in Washington, D.C. Students interested in the Washington Semester Program must fill out an application, which can be picked up from Luz Lenis, Ph.D., sophomore dean, Keating 302, 718-817-4740.

Political Science Honor Society

Political science majors in Fordham’s undergraduate colleges are eligible to become members of Pi Sigma Alpha, the national honor society in political science. Pi Sigma Alpha was founded in 1920, and Fordham’s chapter, the Delta Zeta chapter, was chartered in 1961. Selection is made by department faculty from among seniors who have earned a minimum of 10 credits in political science courses, including at least one advanced-level course, and have achieved a qualifying grade point average both in the major and in their Fordham coursework as a whole. New members are honored at an induction ceremony held in the spring of each academic year.

For more information

Visit the Political Science Department web page.

Contribution to the Core

Political science offers POSC 1100 INTRODUCTION TO POLITICS, which fulfills the first social science core requirement. The advanced disciplinary requirement can be fulfilled by taking a second advanced-level course in political science. In addition, the department regularly offers courses that fulfill the American Pluralism, Global Studies, Eloquentia Perfecta (EP1 AND EP3), Interdisciplinary Capstone (ICC), and Values Seminar (EP4) core requirements.

Updated: 10-11-2017
Programs

- Political Science Major (p. 617)
- Political Science Minor (p. 619)

Courses

POSC 1100. INTRODUCTION TO POLITICS. (3 Credits)
Introduces students to major approaches to the study of politics. Examines key political concepts such as power, democracy, and freedom; types of political actors, such as political parties, interest groups, and leaders; and important political institutions. Situates contemporary politics within social structure and history.
Attributes: AMST, FRSS, SSCI.

POSC 1298. GOVERNMENT AND POLITICS COMPARATIVE. (3-6 Credits)

POSC 1300. THE ENLIGHTENMENT AND ITS CRITICS. (3 Credits)
The European Enlightenment was an intellectual and political movement committed to preventing religious warfare. This course surveys the work of major Enlightenment political philosophers such as Immanuel Kant, John Locke, and Mary Wollstonecraft; considers the arguments of counter-Enlightenment authors; and surveys contemporary debates in Islamic political thought about religion, politics, and the role of women in Islam.
Attributes: EP1, FRSS, MANR, SSCI.

POSC 1999. TUTORIAL. (1 Credit)
Independent research and reading with supervision from a faculty member.
Attribute: PLUR.

POSC 2001. POLITICAL ANALYSIS. (4 Credits)
Provides students with the essential methods and concepts for the quantitative analysis of political phenomenon, such as polls and election returns. Techniques of analysis introduced will include graphics, descriptive statistics, cross-tabular and correlation analysis, hypothesis testing, and computer applications. The goal of the course is to make the student a competent consumer of political analysis. It will also focus on how political analysis is used in the real world, e.g. by campaign strategists and governments. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 2102. INTRODUCTION TO URBAN POLITICS. (4 Credits)
A study of politics and power within urban political systems, including an examination of their historical development, current political economy, and prospects for the future. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, PLUR, URST.

POSC 2202. INTRODUCTION TO AMERICAN POLITICS. (3 Credits)
An introduction to American government and politics. The course is a 3 credit version of POSC 2201: American Government & Politics, designed for summer sessions.
Attribute: AMST.

POSC 2203. INTRODUCTION TO THE AMERICAN LEGAL SYSTEM. (3 Credits)
This course is an introduction to the American legal system in theory and practice. It will examine issues of jurisprudence, as well as some of the procedural and substantive areas of the law. Among the legal principles/topics to be considered: The Rule of Law; The Bill of Rights; Precedent; Test Case; 'Reasonable Person' Standard; Judicial Standing; U.S. Supreme Court; Organization of U.S. Court Systems; Freedom of Speech ('Hate' Speech); Legal Rights of College Students; Wrongful Convictions.
Attribute: AMST.

POSC 2205. THE U.S. CONGRESS. (4 Credits)
A study of the historical development and current operation of the U.S. Congress. Particular attention is paid to the impact of elections, political parties, formal and informal rules and procedures, and congressional committees on the policies produced by Congress, and to Congress' relation to the executive branch. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

POSC 2401. INTRODUCTION TO POLITICAL PHILOSOPHY. (4 Credits)
This course will study the major philosophers from Plato to Marx, discussing questions such as the best regime, the nature of justice and the relation between the individual and the community. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 2501. INTRODUCTION TO INTERNATIONAL POLITICS. (4 Credits)
A look at modern nation-states in terms of national character, resources, industrial and military capacity, and geography. An examination of their foreign policies in terms of alliance and balance of power theories as influenced by regional and international organizations and movements. A study of war and its alternatives, such as diplomacy, peaceful change, peaceful settlement of disputes, and future models of world order. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, IPE, MEST.

POSC 2610. INTRODUCTION TO COMPARATIVE POLITICS. (4 Credits)
This course involves the systematic study and comparison of the world's political systems. It seeks to explain differences between as well as similarities among countries including the United States. Comparative politics is particularly interested in exploring patterns, processes, and regularities among political systems. It looks for trends, for changes in patterns, and tries to develop general propositions or hypotheses that describe and explain these trends. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, IPE, LALS.
POSC 2800. INTRODUCTION TO POLITICAL ECONOMY. (4 Credits)
An examination of conservative, liberal and radical approaches to the relationship between economics and politics. Topics include: corporate power in politics; government regulation of business; the political economy of class, race and gender; socioeconomic movements; the interrelationship of international and domestic political economies; and the relationship between political democracy and economic systems such as capitalism and socialism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 2999. TUTORIAL. (1-2 Credits)
Independent research and reading with supervision from a faculty member.

POSC 3120. NEW YORK CITY INTERNSHIP. (4 Credits)
The purpose of this course is to help students gain practical experience in the operation of New York government and politics by working in offices of elected officials, governmental agencies, or non-partisan public interest organizations. Requirements will also include readings, short papers and discussions based on the internship experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, URST.

POSC 3121. NEW YORK CITY POLITICS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, PLUR, URST.

POSC 3131. POLITICS, URBAN HEALTH, AND ENVIRONMENT. (4 Credits)
This course will examine the intersection of urban life, individual and community health and public policy. It will examine the evolution of urban public problems, the urban environment and the role and responsibility of society and the political system to respond to individual and health issues in urban settings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, BIOE, ENST, EP3, PJST.

POSC 3205. THE U.S. COURTS IN THE FIGHT FOR AFRICAN AMERICAN CIVIL RIGHTS. (4 Credits)
This course will examine the quest for legal and political rights by the African American community through the lens of the US judicial system. The timeline of the course is from the writing of the federal Constitution to the Voting Rights Act of 1965. Among the topics to be covered: slavery, the Reconstruction Amendments, segregation, the legal strategy of the NAACP, and federal civil rights legislation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 3209. CONSTITUTIONAL LAW. (4 Credits)
A casebook analysis of central issues of constitutional law. Examines the Constitution’s origins, judicial review, federalism, separation and balance of powers, domestic and foreign affairs, the commerce clause, substantive due process, the rise of the administrative state, philosophies of interpretation. Presents the Constitution as defining a structure of government, rights and political economy. Examines the Constitution’s role in American political development and democracy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC.

POSC 3210. CIVIL RIGHTS AND LIBERTIES. (4 Credits)
A casebook analysis of Supreme Court decisions on civil rights and civil liberties. Topics include freedom of speech and religion, the right to privacy, gender and racial equality, the death penalty, and protections against unreasonable searches and seizures. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC.

POSC 3213. INTEREST GROUP POLITICS. (4 Credits)
An examination of pressure groups and their role in the political process. Special attention will be paid to the origins of groups, who joins and who does not and how groups affect their own members. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, PLUR.

POSC 3214. THE U.S. CONGRESS. (4 Credits)
A study of the historical development and current operation of the U.S. Congress. Particular attention is paid to the impact of elections, political parties, formal and informal rules and procedures, and congressional committees on the policies produced by Congress, and to Congress’ relation to the executive branch. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC.

POSC 3215. AMERICAN POLITICAL PARTIES. (4 Credits)
Examines the workings of American political parties and their role in the political system. Analyzes the effect of parties on the campaigns of presidential and congressional candidates, the influence of parties on the electoral decisions of voters, and the impact of parties on the workings of both the presidency and Congress as policymaking institutions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC.

POSC 3217. THE AMERICAN PRESIDENCY. (4 Credits)
An examination of presidential leadership, including the development, growth, and exercise of presidential power. Includes analysis of republican foundations of the presidency, organization and operation of office, role in domestic and foreign policy, relations with Congress, and the importance of character. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, EP3.
POSC 3219. CONSTITUTIONAL LAW AND THE DEATH PENALTY. (4 Credits)
The course will examine the historical, philosophical, religious, and legal roots underlying the use of the death penalty by political systems. Part of the course will focus on contemporary U.S. policy regarding the death penalty, relevant legal cases and social commentary. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

POSC 3220. CRIMINAL LAW AND JUSTICE IN THE U.S. (4 Credits)
This course analyzes criminal law and justice, specifically using the Amendments (4th, 5th, 6th, and 8th) and how they relate to criminal procedure. The course will use current issues with criminal justice reform as a framework. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

POSC 3223. CONSTITUTIONAL LAW: CRIMINAL JUSTICE. (4 Credits)
Case method analysis of Supreme Court decisions in the area of Criminal Justice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

POSC 3225. HUMAN TRAFFICKING AND THE LAW. (4 Credits)
The course will examine human trafficking and the ways in which the legal system addresses it in the United States. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PJST.

POSC 3228. CIVIL RIGHTS. (4 Credits)
A casebook analysis of legal responses to public and private discrimination, with emphasis on race and gender. Examines Supreme Court decisions, laws, and politics, involving the 5th, 13th, 14th, 15th, and 19th amendments, equal protection and level of scrutiny, civil and voting rights, public accommodations, employment, private associations, schools, privacy, "natural" roles, the public/private dichotomy. Studies movements for equality. Evaluates busing, affirmative action, pay equity and other remedies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, PLUR.

POSC 3231. JUDICIAL POLITICS. (4 Credits)
This course provides an introduction to the study of law and courts as political institutions and judges as political actors. Topics include judicial behavior and policymaking, the politics of Supreme Court nominations, the role of public opinion in shaping judicial doctrine, and the impact of courts on society. Because this is an American Pluralism course, a major objective of the course is to increase knowledge of how reform groups have used the courts to combat discrimination based on race, sex, and sexual orientation. The course also explores how the structure of the legal system systematically advantages some litigants more than others based on class. The primary institutional focus is the U.S. Supreme Court, but we also study other courts as well, including the state supreme courts and lower federal courts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, PLUR.

POSC 3232. FAMILY, LAW, AND SOCIETY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: POSC 1100.

POSC 3233. YOUTH AND THE LAW. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: POSC 1100.

POSC 3301. CAMPAIGNS AND ELECTIONS. (4 Credits)
This course undertakes an in-depth study of campaigns and voting, with an emphasis on the presidential and congressional elections. We will examine elections from the perspectives of candidates, political parties, interest groups, the media, political consultants, and voters. In addition, we will address some basic questions about elections in America: What are the rules? Who wins and why? What difference do elections make? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

POSC 3302. VOTING BEHAVIOR AND ELECTIONS. (4 Credits)
Why people vote the way they do; the role of issues in vote choice; the quality of the American electorate; party systems and electoral change. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

POSC 3307. ENVIRONMENTAL POLITICS. (4 Credits)
The course introduces students to the history and evolution of environmentalism and environmental policy from a comparative perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, ENST, ENVIS, INST, IPE, URST.

POSC 3309. WOMEN IN AMERICAN POLITICS. (4 Credits)
This course examines the role of women in three major areas of American politics: women as citizens and voters; women as candidates of elective office; and women as political officeholders. The course analyzes each of these areas in the context of the unique experience woman have had both historically and currently. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, WGSS.

POSC 3310. RACIAL AND ETHNIC POLITICS. (4 Credits)
This course provides an introduction to the major theoretical frameworks in the racial and ethnic politics literature. The class will help students better understand how incorporation, identity, and participation shape political identity in the US. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, LALS.

POSC 3311. AMERICAN SOCIAL MOVEMENTS. (4 Credits)
A survey of American Social Movements. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.
POSC 3313. POLITICAL PSYCHOLOGY. (4 Credits)
This course draws from psychology and political science to explore the psychological sources of political behavior. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC.

POSC 3315. POLITICAL PARTICIPATION. (4 Credits)
Studies the relation between participation, political effectiveness and American democracy. Analyzes who participates and how; who doesn't, and why. Examines political participation and questions of gender, race, education, class and ideology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

POSC 3316. MASS MEDIA AND AMERICAN POLITICS. (4 Credits)
This course looks at the role that the mass media play in American Politics specially and democracy in general. Particular topics will include the evolution of media-governmental relationships, the impact of technological and economic forces on the media's role in politics, and the growth of government concern with media relations. We will also consider the impact of the media on the attitudes and behaviors of citizens, the public agenda and the policy making process. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

POSC 3317. MEDIA AND PUBLIC OPINION. (4 Credits)
A critical examination of the nature, formation, and distribution of public opinion and partisan attitudes in the United States. Emphasis on the importance of the media in the formation of public opinion and the connection between public opinion and democracy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

POSC 3319. FILM AND POLITICS. (4 Credits)
Views and analyzes films as a means of exploring the relationship between popular culture, political values/ideologies, and political socialization in American life. Also studies genre, filmmaking style and structure, and overt versus subtle messages to further examine film's point of view. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

POSC 3321. AMERICAN PUBLIC POLICY. (4 Credits)
Analysis of the process of policy making at the national level, including the politics of selected policy issues. Students examine how some issues never make it to the public agenda and the forces that shape those that do. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

POSC 3324. POLITICS OF IMMIGRATION. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, IRST, LALS, PLUR, URST, WGSS.

POSC 3326. LATINO POLITICS. (4 Credits)
The class will cover the history and contemporary role of Latinos in the U.S. political system. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

POSC 3327. GENDER AND SEXUALITY IN US POLITICS. (4 Credits)
This course locates gender and sexuality central to the study of US politics, looking at how gender and sexuality shape opinion formation, candidacy, election outcomes, group identity formation, political interests, policy design, and political representation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, WGSS.

POSC 3404. AMERICAN POLITICAL THOUGHT. (4 Credits)
What does it mean to be an American? What are the principles of American politics? This course poses these questions to key figures in American political thought, including Jefferson, Hamilton, Madison, Tocqueville, Dubois, Goldman, Rawls, Strauss, and Connolly. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

POSC 3405. RADICAL AND CONSERVATIVE THOUGHT. (4 Credits)
Some modern thinkers have advocated far reaching changes in the political and economic systems, notably the followers of Karl Marx in their pursuit of socialism, or, more radically, communism. Other political thinkers are defenders of classical ideals of liberty or of tradition. We shall read and discuss some key primary writings by thinkers advocating radical political change and by thoughtful defenders of tradition. Writers on the Left include Marx, Lenin, Trotsky and Marcuse. Those on the Right include Ortega y Gasset, Carl Schmitt, Oakeshott and Hayek. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

POSC 3411. CLASSICAL POLITICAL THOUGHT. (4 Credits)
The politics of the Ancient World will be studies through the writings of Sophocles, Euripides, Plato, Aristotle and others in order to understand ideas of family, property, freedom, torture, truth, and the struggles for individual and collective power. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, CLAS.

POSC 3412. MODERN POLITICAL THOUGHT. (4 Credits)
Through selected readings of major political theorists, this course will examine the ideas of the individual, the state, and society, from the 16th through the 19th century. The course will trace the development of such theories as democracy, socialism, communism, and totalitarianism. Writers whose works will be examined include Machiavelli, Hobbes, Locke, Rousseau, Wollstonecraft, Hegel, Marx, and Freud. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.
POSC 3413. CONTEMPORARY POLITICAL PHILOSOPHY. (4 Credits)
This course considers contemporary answers to the perennial questions of political philosophy, including what is human nature? and what political principles accord with human nature? We read leading figures in liberalism (Rawls), conservatism (Strauss), civic republicanism (Arendt), communitarianism (Taylor), and postmodernism (Deleuze and Guattari, Connolly). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

POSC 3414. POLITICS, NATURE, AND HISTORY. (4 Credits)
Some thinkers have appealed to nature as a way of understanding the political community and its concerns. Others have claimed that history is far more important than human nature in understanding politics. We shall be looking at this debate as it unfolds in the writings of political thinkers both in antiquity and in the modern era. We shall be discussing writings from such theorists as Aristotle, Augustine, Hobbes, Kant, Nietzsche, Freud, Skinner, and Heidegger. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

POSC 3415. POLITICS, REASON, AND REVELATION. (4 Credits)
How do different prominent political thinkers, such as Augustine, Maimonides, Locke, Spinoza, and Mill view the compatibility of the demands of religion and the needs of political communities? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

POSC 3416. LIBERALISM AND ITS CRITICS. (4 Credits)
Modern liberal political thought, its intellectual roots and varieties; consideration of the best of liberalism's critics; examples will be drawn from philosophical, popular and public policy sources. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

POSC 3417. ISLAMIC POLITICAL THOUGHT. (4 Credits)
The relationship between religious authority and political legitimacy in the classical and modern Islamic worlds. Various ways Muslims over the past 1,400 years have thought about the proper distribution of power and authority in their societies. What is an "Islamic state," and has there ever actually been such a thing? How did classical Muslim thinkers deal with the disjunction between political reality and political ideals? How have Sunni and Shiite thinkers differed in their conceptions of proper government? How useful a concept is "Islamic fundamentalism," and how modern is it? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, INST, IPE, MEST, PJST, REST.

POSC 3418. POLITICS AND (SCIENCE) FICTION. (4 Credits)
We shall be reading and discussing works of fiction, especially science fiction and fantasy, which center upon political themes and ideas. Such works will deal with modern political movements such as libertarianism, communism and fascism. Authors include, among others C.S. Lewis, R. Heinlein, A. Rand, G. Orwell, and N. Spinrad. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 3420. WOMEN AND FILM. (4 Credits)
Students will examine the representation of women as subject of film and politics. Through texts placing women's history in context with emancipation in political life, students will view films which address these controversies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

POSC 3421. POLITICAL THEORY IN POPULAR CULTURE. (4 Credits)
This course introduces students to political ideologies such as liberalism, conservatism, socialism, anarchism, nationalism, fascism, feminism, ecologism, and multiculturalism. The course then sees how these ideas express themselves in popular movies, comic books, television shows, and video games. In the Summer of 2015, we will focus on the Marvel Universe Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, COMC, COMM, REST.

POSC 3422. POLITICS OF THE PRESENT. (4 Credits)
A survey of recent and contemporary political thought, focusing on 19th- and 20th-century writers. Readings will include Lenin, Goldman, Bernstein, Nietzsche, Freud, Michels, Weber, de Beauvoir, Sartre, Camus, and irigaray. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

POSC 3423. POLITICAL IDEOLOGIES. (4 Credits)
Beginning with a theoretical inquiry into the nature of political movements, this course will examine a variety of political ideologies (including anarchism, socialism, communism, fascism, nationalism, conservatism, liberalism, feminism and minority liberation) which are associated with such movements. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, COMC, COLI, INST, IPE.

POSC 3424. DEMOCRATIC THEORY. (4 Credits)
This course studies theories of modern democracy, their historical antecedents, their foundational assumptions about power, human nature and identity, and areas of agreement and disagreement between them over key ideas such as rights, equality, citizenship, justice, and difference. It evaluates contemporary democratic practices in the "era of globalization" through the lens of each theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, INST.

POSC 3436. CAPITALISM AND ITS ALTERNATIVES. (3 Credits)
What is the philosophical foundation of capitalism? What are the viable alternatives to capitalism? This course considers answers to these questions from the fields of economics, political theory, and humanistic management. Authors covered include Adam Smith, Milton Friedman, and FA Hayek.
POSC 3500. ADVANCED INTERNATIONAL RELATIONS THEORY. (4 Credits)
Writing and speaking intensive examination of international relations and foreign policy theories. Subjects include international security, international organizations, foreign policy analysis, psychological theories, and diplomacy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Attributes: EP3.
Prerequisite: POSC 2501.

POSC 3502. UN AND POLITICAL LEADERSHIP. (4 Credits)
In this summer course, diverse aspects of diplomacy, decision-making and political leadership at the United Nations will be reviewed, theory, research practice and ethical issues considered. Includes exercises, fieldwork, and visits to the U.N or diplomatic community. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, IPE.

POSC 3505. INTERNATIONAL LAW. (4 Credits)
Historical evolution of general principles of international law. Modern transformation of the law of nations under the impact of growing complexity of international relations; relationship between the national and international legal systems. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, IPE.

POSC 3507. INTERNATIONAL HUMAN RIGHTS. (4 Credits)
An examination of the international system for the protection of human rights: legal and political theory, cultural relativism, diplomatic protection and the concept of human rights law; legal instruments and institutions; substantive law. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, COLI, IPE, URST.

POSC 3508. THE POLITICS OF HUMANITARIANISM IN AFRICA. (4 Credits)
This course explores contemporary international politics of humanitarianism in Africa, with a focus on sub-Saharan Africa. Issues to be analyzed include international, regional, and sub-regional responses to complex humanitarian emergencies and natural disasters in Africa; the politics of forced displacement, gender-based violence, famine, civilian protection of women and children in armed conflict, and emergency shelter and camp management; local perceptions of humanitarianism; the relationship between international peacekeeping and humanitarianism; and early engagement and recovery through international peacebuilding on the continent. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, HUST, INST, PJST.

POSC 3509. POL HUMANITARIAN INTERVENTION. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 3510. STATECRAFT AND NEGOTIATION. (4 Credits)
This course explores strategic interaction and interstate bargaining from both theoretical and practical perspectives. It is first and foremost a political science course. We will cover theoretical and policy studies on such topics as nuclear disarmament, trade, and human rights. But theory and policy are fundamentally driven by real world situations and dynamics, which we will elucidate through simulation. These simulations will provide you with an opportunity to test out theories and approaches, understand strategic interaction, and develop as successful negotiators. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: POSC 2501 or POSC 2610.

POSC 3511. WAR AND PEACE. (4 Credits)
This course introduces the student to the leading theories of the causes of war and peace. After an introduction to the major theoretical perspectives on conflict, strategy and interstate wars (wars between political rivals) will be the primary focus in the first half of the course. Later we will examine the role of ethnicity and nationalism in internal conflicts, as well as non-conventional forms of warfare. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, HUST, INST, PJST.

POSC 3516. CONFLICT ANALYSIS/RESOLUTION. (4 Credits)
This course focuses on post-Cold War international conflict analysis as an instrument of peacemaking. We will analyze interstate, internal, state-formation, and protracted social conflict and focus on the development of conflict analysis and resolution as an interdisciplinary component of international studies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, EP3, HUST, PJST.

POSC 3520. MIDEAST AND THE WORLD. (4 Credits)
An introduction to the international politics of the Middle East and North Africa defined as the whole of the Arab world plus Israel, Turkey, Iran, and those states neighboring these countries that have influence on the region's external relations. Emphasis will be placed on the colonial and postcolonial periods with particular attention paid to the post-World War Two era. Competing theoretical approaches to the study of international politics will precede a more issue-based analysis of the key factors that animate the region's behavior in world affairs. Topics receiving in-depth treatment include: state conflict, oil politics, political system types and their relationship to international politics, the role of religion, terrorism, external actors influence on the region, United States foreign policy goals, instruments, and actions, among others. No prior background in Middle East studies is assumed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, GLBL, INST, IPE, MEST, PJST.
POSC 3521. GLOBAL GOVERNANCE. (4 Credits)
This course introduces the student to the leading past and contemporary theories and perspectives in the study of global governance. It provides the student with the ability to survey and understand the wide variety of information regarding multiple aspects of global governance and prepares students to assess the possibilities for the global future and its impact on our lives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, INST, IPE.

POSC 3522. UNITED NATIONS. (4 Credits)
Structure and powers of contemporary international organizations; the role of the U.N., and regional organizations as related to war, peace, change, and development. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, INST, IPE, PJST.

POSC 3526. DEMOCRACY AND MODERN LIFE. (4 Credits)
This course examines the requisites of democracy and modernity as ways of thinking and ways of life and the threat posed to them by terrorism. It asks, what is terrorism, why does it exist, how fundamental are the conflicts it is embedded in, how extensive a threat is it to U.S. and others, and how can it be stopped? It analyzes the vulnerabilities (and considers the strengths) of modern, highly technological, media driven, highly integrated, international liberal social and economic regimes and the modern philosophical systems with regard to terrorism, and considers ways to mitigate points of danger. Finally, it considers the advantages of democracy and modernity in overcoming this threat. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, INST, PJST.

POSC 3527. UNITED NATIONS PEACE OPERATIONS. (4 Credits)
This course examines the challenges of contemporary peacekeeping, peace enforcement, and peacebuilding through the institution of UN peace operations. Students will explore the generational evolution of UN peace operations since 1945, and focus on key issues related to effective peacekeeping, peace enforcement, and peacebuilding, including sovereignty/non-interference; troop-contributing country interests and political will; civil-military interactions; civilian protection; mission mandates and rules of engagement; and regional as well as UN headquarters politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, HUST, PJST.

POSC 3528. CIVIL WARS AND THE DEVELOPING WORLD. (4 Credits)
Civil wars are those conflicts that are internal to a particular country and its sovereign borders. However, contemporary civil wars in the developing world have particular features that merit a deeper study: structural causes related to globalization, complex regional dynamics, and an emerging normative consensus internationally on both the right and responsibility to intervene to halt the violence. The course will examine the the causes, internal dynamics, nature of violence, organizational structure, role of outside interveners, role of gender, and consequences of civil wars in the developing world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, INST.

POSC 3529. Politics of Building and Keeping Global Peace. (4 Credits)
Students in this course will develop and apply theoretical and empirical knowledge to analyze effectively the politics of building and keeping global peace through focused case analyses, as well as interaction and exchange with key actors from the UN’s Department of Peacekeeping Operations; the UN Peacebuilding Commission; the UN Office of the High Commissioner for Human Rights; the UN diplomatic community, and select NGO’s working in the areas of peacebuilding and humanitarian response. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 3530. U.S. FOREIGN POLICY. (4 Credits)
This course will consider the goals and instruments of United States foreign policy, both in the security and economic realms, as well as through an historical context. Students will examine how foreign policy is made, contending explanations, as well as the main actors involved. Current issues and controversies will be used to test different theoretical approaches. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, INST, IPE.

POSC 3531. US SECURITY POLICY. (4 Credits)
This course analyzes US security policy, specifically including the topics of American military operations and policy, the increase in unconventional warfare, and the threats unique to the 21st century world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 3540. POLITICS OF CYBERSPACE. (4 Credits)
This course examines the impact of the Internet on the political system. Topics include the potential of the internet to deepen public debate, the use of the Internet by political parties and social movements, and the challenge of the Internet to prevailing conceptions of privacy and property. Extensive use of web sites. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

POSC 3605. COMPARATIVE DEMOCRACY. (4 Credits)
An examination of current explanations of stable democracy and an attempt to apply them to small, fragmented democracies of Western Europe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, GLBL, IPE.

POSC 3610. POLITICAL ECONOMY OF DEVELOPMENT. (4 Credits)
This course provides an introduction to the politics and comparative study of international development, both human and economic. A central question will help organize the course: why have some countries developed successfully, while others have not? Whereas much of Western Europe, North America and East Asia have experienced economic development, much of Africa has not. Latin America, Eastern Europe and Eurasia are hybrids, with both pockets of success and failure. While defining what success or failure may mean in light of globalization, our collective focus will be on how best to understand such differences Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, GLBL, IPE, LALS, PJST, URST.

Updated: 10-11-2017
POSC 3611. THIRD WORLD POLITICS. (4 Credits)
The study of contemporary politics of the Third World. An examination of state formation, participation, dissent, resistance movements, nationalism, migration development policies, and issues of class, ethnicity, and gender. Case studies will be chosen from Africa, Latin America, and Asia. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attributes: ASSC, GLBL, INST, IPE, LALS, MEST.

POSC 3613. POLITICAL MOVEMENTS. (4 Credits)
Explores modern political resistance to established forms of power. Analyzes goals, programs, and ideologies of political movements. Whether they seek revolution or reform, political movements make urgent moral and political claims on society and can even transform social and political systems. This course evaluates such impact on society and the state. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attributes: ASSC, INST.

POSC 3614. POLITICAL INSTITUTIONS. (4 Credits)
Suppose for a moment that you are a political advisor to the United States government or a major Intergovernmental Organization (IGO) and your task is to come up with an ideal combination of political institutions for a new democracy. You are asked to choose among different types and combinations of institutional rules and practices such as the organization and operation of the executive, the structure of the legislature, the type of electoral system, and the relationship between the central and local governments. Which political institutions would you recommend? Why? We will ask whether an optimal combination of political institutions exists by examining the effect of these institutions on a broad range of outcomes such as political inclusiveness, citizen participation, economic growth and income distribution, political conflict among the branches of government, proximity between government policy and voter preferences, public goods provision, political corruption, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attributes: AMST, ASSC, EP3.

POSC 3616. POLITICAL ECONOMY OF POVERTY. (4 Credits)
This course examines the causes of widespread poverty in the developing world from a political economy perspective. The aim is to understand the relationship between political, economic, and social phenomena in causing, perpetuating, and alleviating poverty across the globe. Course readings include classic texts in the field, policy strategies and debates, and case studies on Latin America, Middle East, South and East Asia, and sub-Saharan Africa. Critical analysis of the issues and approaches is strongly encouraged. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attributes: ASSC, GLBL, INST, IPE, LALS, PJST.

POSC 3621. EUROPEAN POLITICS. (4 Credits)
Introduction to the politics of contemporary Europe including analyses of political economy, democratic governance, and political integration. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attributes: ASSC, IPE.

POSC 3622. POLITICS OF THE EUROPEAN UNION. (4 Credits)
Analysis of the development of the European Union with special emphasis on its enlargement and the reform of the European Union institutions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attributes: ASSC, INST, IPE.

POSC 3623. ISLAM IN EUROPE. (4 Credits)
This course aims at acquainting students with the history and present situation of Muslim communities across Europe. The political significance of identity and image among Muslims in Europe will be addressed in depth. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attributes: ASSC, COLI, INST, IPE, MEST.

POSC 3624. THE QUR’AN AND HADITH IN THE GLOBAL POLITICAL PERSPECTIVE. (4 Credits)
This course analyzes: the Qur’an as a Muslim common constitution and a sacred and historical book; Hadith (Sunnah) as a second source of Muslim faith and of Qur’an interpretation; the relationship between Christians, Jews and Muslims through Qur’an and Hadith; the misunderstanding of Qur’an and Sunnah in the terror era. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attributes: ASSC, MEST, REST.

POSC 3631. CHINA AND RUSSIA IN COMPARATIVE PERSPECTIVE. (4 Credits)
The course will identify and describe recent political and socioeconomic changes in China and Russia while evaluating the relationship between capitalism and autocracy in comparative perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attributes: ASSC, GLBL, INST.

POSC 3632. CHINA AND U.S. IN GLOBAL ERA. (4 Credits)
This course compares China and the U.S. with respect to political system, philosophy, and political economy. It includes lectures, discussion, joint Chinese-American student study projects, and field trips to important historic and contemporary Chinese political and cultural sites in southern China, and in Hong Kong and Macau. The class concludes with a discussion of the future of Chinese-American political and economic relations in the contemporary era of globalization. Fee Required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attributes: ASSC, GLBL, INST, IPE.

POSC 3633. CHINA AND US-GLOBAL ERA/STUDY TO. (4 Credits)
This course compares China and the U.S. with respect to political system, culture, philosophy, and political economy. It includes a two-week study-abroad study tour and lectures, discussions, joint Chinese-American student study projects, and field trips to historic Chinese political and cultural sites in Beijing, Guangzhou, and Hong Kong. It also includes independent research and analysis in conjunction with the professor. Its goal is to enable students to better comprehend the future of evolving Chinese-American political and economic relations in the contemporary era of globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attributes: GLBL, INST.
POSC 3634. THE GREAT LAW OF CHINA. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 3635. CHINA, JAPAN, KOREA, AND THE U.S. IN THE GLOBAL ERA. (4 Credits)
This course is a study tour and independent study to familiarize students with the political systems and cultures of China, Japan, and Korea and the relations between these countries and with the United States.
Attribute: ASSC.

POSC 3641. LATIN AMERICAN POLITICS. (4 Credits)
An examination of Latin American politics from theoretical and case study perspectives. Topics include parties and interest groups, political economy, religion, women, and ethnic groups, among others. The course is designed to introduce students to the politics of the Caribbean. Students will thus examine the politics of ethnicity, class, economic development, revolution and reform, women, and foreign intervention. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, GLBL, INST, IPE, LALS.

POSC 3642. CARIBBEAN POLITICS. (4 Credits)
The course is designed to introduce students to the politics of the Caribbean. Students will thus examine the politics of ethnicity, class, economic development, revolution and reform, women, and foreign intervention. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, IPE, LALS.

POSC 3645. POLITICS OF IMMIGRATION. (4 Credits)
The course examines the politics of contemporary immigration. Topics include the construction of citizen and alien, the (re)negotiation of immigrant sexuality and sexual identity, the racialization of naturalization, the family and immigration law, the formation of social movements around immigrant rights, and a comparative analysis of immigration policies in the U.S. and those in Europe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, INST, IRST, LALS, PJST, PLUR, URST, WGSS.

POSC 3651. COMPARATIVE POLITICS OF THE MIDDLE EAST. (4 Credits)
An introduction to the comparative politics of the Middle East and North Africa (MENA) viewed from the competing theoretical perspectives of political economy and political culture. Focus will be placed on identifying key conceptual and empirical variables that help explain the nature and behavior of MENA states in the modern period. Among the relevant issues to be discussed include political elites, ideologies, institutions, parties, civil society, democracy, authoritarianism, conflict, political economy, religion, women, and ethnic groups, among others. No prior background in Middle East studies is assumed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, GLBL, INST, IPE, MEST, OCST.

POSC 3800. INTERNSHIP. (3 Credits)
Supervised placement for students interested in work experience.
Attribute: ASSC.

POSC 3915. INTERNATIONAL POLITICAL ECONOMY. (4 Credits)
Examines some of the implications of the growing intertwining of foreign and domestic policies, of the economic and political aspects of international relations. Gives special attention to the growth of dependency and interdependence, the importance of transnational actors (such as multinational corporations), and the distribution of benefits and influence between poor and rich areas in the international order. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, INST, IPE, LALS, PJST, URST.

POSC 3999. TUTORIAL. (3 Credits)
Independent research and reading with supervision from a faculty member.

POSC 4013. RELIGION AND AMERICAN POLITICS. (4 Credits)
This interdisciplinary seminar explores the nexus of religion and American public life. After treating topics related to electoral politics (e.g., candidate religion, voter religion, "value voters," religious rhetoric), students will then engage a series of "hot topics" that encompass (and often combine) both religious and political discourse. The goal is to provide students with two alternative, yet complementary methods of analyzing the intersection of religion and American politics - one from a political science perspective and one from a theological perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMCS, AMST, ICC.

POSC 4015. AMERICAN ECONOMIC POLICYMAKING. (4 Credits)
This course surveys the major economic policies made by the U.S. government, political influences on economic policy making and the consequences of economic policy on politics. Some of the policies we will look at will include macroeconomic policy, fiscal and monetary policy, taxes, regulation and trade. Influences on economic policy making include the president, congress, interest groups and the public. We will also discuss the trade off between economic efficiency and equity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC.

POSC 4020. PLACE, SPACE, AND IMMIGRANT CITIES. (4 Credits)
This course will introduce students to the main issues and current debates on immigrant minorities in large urban areas. Due to their density, cities represent microcosms of interaction and identity formation among and between different minority and majority groups. This often manifests itself spatially, as certain neighborhoods become areas of residence and territorial concentration for immigrant minorities. In the process of settling, immigrants also start identifying strongly with their spaces of settlement. This course will trace the historical patterns of this process, as well as explore its contemporary manifestations, as cities are being rediscovered and "gentrified," rendering their neighborhoods into fierce battlegrounds of spatial contestation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC, INST, URST.
POSC 4025. YOUTH AND POLITICS. (4 Credits)
An examination of the sources, functions and impacts of political beliefs and attitudes, with special emphasis on the political culture of the United States. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, INST, PJST.

POSC 4036. HUMAN NATURE AFTER DARWIN. (4 Credits)
This course enters contemporary theological, political and scientific debates about how to conceptualize human nature after Darwin. We read Epicures, Lucretius, Augustine, Aquinas, Darwin and contemporary theologians, political theorists and scientists. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

POSC 4037. SOCIAL MOVEMENTS AND REVOLUTIONS. (4 Credits)
Over the course of world history, various social movements were formed to challenge dominant power relations and bring about social change. Drawing upon literature in history, political science, and sociology, this course examines a wide range of challenger organizations and revolutions. In particular, this course discusses the development of several twenty-first century social movements and revolutions in the United States and abroad, including Black Lives Matter, the Occupy Wall Street, Otpor (Serbia), the Arab Spring (Middle East), Umbrella Revolution (Hong Kong), and EuroMaidan (Ukraine).
Attribute: ICC.

POSC 4210. SEMINAR: STATE, FAMILY, AND SOCIETY. (4 Credits)
This seminar will examine the relationship between political systems and the family by exploring the connection between varying philosophical/ideological perspectives on state intervention in the family. Public policy issues to be discussed will include marriage and divorce, adoption and foster care, child care, family and child autonomy and child and domestic abuse. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP4, PJST, SRVL, VAL, WGSS.

POSC 4215. SEMINAR: PRESIDENTIAL ELECTIONS. (4 Credits)
The course will analyze the dynamics of presidential elections, including pre-nomination stage, nominations, campaigns, and voting behavior. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

POSC 4220. SEMINAR: RELIGION AND THE LAW. (4 Credits)
What does it mean to live a religious life in a country that takes seriously the separation of church and state? What is the proper role of religion in public discourse? This course examines the status of religious expression in the law, examining such issues as school prayer, vouchers for religious education, and the teaching of intelligent design, as well as the role that religion has played in the decision making of the nation’s leaders. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, SRVL, VAL.

POSC 4260. THE POLITICAL HISTORY OF SEX AND SEXUALITY IN THE UNITED STATES. (4 Credits)
This seminar examines the history of activism and political organizing by lesbian, gay, bisexual, and transgender people in the United States between 1950 and 2012. Using an interdisciplinary approach - across gender and sexuality studies, queer theory, critical race theory, political science, and history - we will explore: 1) the ways that lesbian, gay, bisexual, and transgender identities have been constructed in the context of US politics and 2) how lesbian, gay, bisexual, transgendered, and "LGBT" political interests achieve their meaning and are co-constituted by their intersections with other axes of identity, such as race, ethnicity, class, nation, and ability. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, WGSS.
Prerequisite: POSC 1100.

POSC 4305. SEMINAR: AMERICAN POLITICS. (4 Credits)
This course studies contemporary American political development through analysis of the historical and philosophical roots, current ideologies and practices, and likely future of U.S. politics. Using democratic theory, and political, and policy analysis it examines selected aspects of contemporary political behavior, agendas, ideologies, and institutions to explain current trends in American politics. It studies, in particular, the relation between power, social structure, and politics in order to assess the viability and character of political democracy today.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 4315. SEMINAR: POLARIZATION IN AMERICAN POLITICS. (4 Credits)
This course will examine the causes and consequences of partisan polarization in American politics. Topics to be covered include polarization in Congress, are ordinary citizens polarized, the role of religion, class and race in fueling partisan polarization on the policy making process. Since this is a seminar students are expected to be able to work and the impact independently by carrying out an extensive research project addressing some aspect polarization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 4400. SEMINAR: GLOBAL JUSTICE. (4 Credits)
What is global justice and how can we achieve it? This course considers the answers of Immanuel Kant, John Rawls, Martha Nussbaum, Samuel Huntington, Leo Strauss, Tariq Ramadan, and Pema Chodron. Then we apply their ideas to topics such as American foreign policy, The United Nations, human rights, the wars in Afghanistan, Darfur, etc. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 4420. SEMINAR: NATIONALISM AND DEMOCRACY. (4 Credits)
An examination of nationalism with particular attention to its effects on democratic principles and practices and its intersection with identity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
POSC 4430. SEMINAR: FREUD, POLITICS, SEXUALITY. (4 Credits)
The course will explore Freud’s writings on infantile sexuality and sexual
difference in their relation to his writings on culture, civilization, and
politics. Four-credit courses that meet for 150 minutes per week require
three additional hours of class preparation per week on the part of the
student in lieu of an additional hour of formal instruction.

POSC 4515. SEMINAR: INTERNATIONAL POLITICS OF PEACE. (4 Credits)
Students in this course will integrate informed analysis and reflection to
critique, orally debate, and articulate in writing their ideas regarding how
actors in international politics can nurture, envision, (re)build, manage,
enhance, and enforce peace in contemporary international politics.
Four-credit courses that meet for 150 minutes per week require three
additional hours of class preparation per week on the part of the student
in lieu of an additional hour of formal instruction.

POSC 4518. INTERNATIONAL DEVELOPMENT COOPERATION: IDEAS,
DEBATES, ACTORS. (4 Credits)
This course will examine the politics, theory and practice of international
development cooperation, with particular focus on the 20th and 21st
centuries. Issues under focus will include decolonization, modernization,
development/underdevelopment, newly industrialized countries,
sustainable development, financing for development, aid for trade, aid
effectiveness, policy coherence for development, and cooperation for
development along the North-South divide, international humanitarian
cooperation and link between humanitarian and development work.
Bilateral and multilateral mechanisms of development cooperation will
also be explored, alongside major actors – international organizations,
regional organizations, nation-states, and non-state actors. Four-credit
courses that meet for 150 minutes per week require three additional
hours of class preparation per week on the part of the student in lieu of
an additional hour of formal instruction.

POSC 4520. SEMINAR: THE WORLD OF DEMOCRACY. (4 Credits)
This course studies democracies across of the globe. It analyzes the
meaning of democracy in different cultures and theories, and compares
political systems, including democratic nations that aspire to democracy.
Four-credit courses that meet for 150 minutes per week require three
additional hours of class preparation per week on the part of the student
in lieu of an additional hour of formal instruction.

POSC 4525. SEMINAR: GLOBALIZATION. (4 Credits)
This seminar provides an overview over the core theoretical views
on globalization: its historical development, the main actors, and
determinants of “winners and losers” of globalization. The second
part of the seminar will use case studies that highlight specific
issues most contested in the discussion of globalization to foster a
connection between the theories we covered and the actual unfolding
of globalization as experienced by a number of actors. Four-credit
courses that meet for 150 minutes per week require three additional
hours of class preparation per week on the part of the student in lieu of
an additional hour of formal instruction.

POSC 4526. SEMINAR: THE POLITICS OF HUMANITARIAN
INTERVENTION. (4 Credits)
Political decisions about when, how, and whether to intervene in other
countries’ affairs have been framed in humanitarian terms. The course
provides students with an overview of the politics of humanitarian
intervention and asks them to consider a variety of perspectives on the
feasibility, effectiveness, ethics, and altruism of protecting civilians with
force. Four-credit courses that meet for 150 minutes per week require
three additional hours of class preparation per week on the part of the
student in lieu of an additional hour of formal instruction.

POSC 4530. SEMINAR: POLITICAL ECONOMY OF CONFLICT. (4 Credits)
Why do civil wars occur? Why are some conflicts so violent while others
are not? Why are poor countries so conflict prone? Why are abundant
natural resources so often associated with civil war? Why are some
conflicts easier to resolve than others? This course will address these
questions from the perspective of political economy, focusing on
incentive structures, political institutions, and economical development.
Four-credit courses that meet for 150 minutes per week require three
additional hours of class preparation per week on the part of the student
in lieu of an additional hour of formal instruction.

POSC 4535. SEMINAR: POST-COLD WAR HUMAN RIGHTS AND
PROTECTION ARCHITECTURE. (4 Credits)
This seminar will explore the politics surrounding the unprecedented
growth, development and advancement of the global human rights
regime and protection of civilians architecture following the demise
of the Cold War. The context of the emerging global governance order
at the end of the 20th century will form the backdrop for the study of
this transformation, and students will analyze the normative, political
and peace and conflict dynamics that precipitated and informed its
growth and development as well as develop a mastery of the theory and
practice of international human rights and civilian protection. Four-credit
courses that meet for 150 minutes per week require three additional
hours of class preparation per week on the part of the student in lieu of
an additional hour of formal instruction.

POSC 4620. SEMINAR: THE INTERNATIONAL HUMAN RIGHTS
ACTIVISTS. (4 Credits)
This seminar will explore the politics, theory and practice of international
human rights activism, with particular focus on the 20th and 21st
centuries. Issues under focus will include decolonization, modernization,
development/underdevelopment, newly industrialized countries,
sustainable development, financing for development, aid for trade, aid
effectiveness, policy coherence for development, and cooperation for
development along the North-South divide, international humanitarian
cooperation and link between humanitarian and development work.
Bilateral and multilateral mechanisms of development cooperation will
also be explored, alongside major actors – international organizations,
regional organizations, nation-states, and non-state actors. Four-credit
courses that meet for 150 minutes per week require three additional
hours of class preparation per week on the part of the student in lieu of
an additional hour of formal instruction.

POSC 4625. SEMINAR: THE INTERNATIONAL HUMAN RIGHTS
PROTECTORS. (4 Credits)
This seminar will explore the politics, theory and practice of international
human rights protection, with particular focus on the 20th and 21st
centuries. Issues under focus will include decolonization, modernization,
development/underdevelopment, newly industrialized countries,
sustainable development, financing for development, aid for trade, aid
effectiveness, policy coherence for development, and cooperation for
development along the North-South divide, international humanitarian
cooperation and link between humanitarian and development work.
Bilateral and multilateral mechanisms of development cooperation will
also be explored, alongside major actors – international organizations,
regional organizations, nation-states, and non-state actors. Four-credit
courses that meet for 150 minutes per week require three additional
hours of class preparation per week on the part of the student in lieu of
an additional hour of formal instruction.

POSC 4800. INTERNSHIP. (1-4 Credits)
Analysis and discussion of selected topics and problems in political
economy. Provides students the opportunity to work on guided research
projects tailored to the student's interests and the course's objectives.
POSC 4900. SEMINAR: DEMOCRACY, DEVELOPMENT, AND THE GLOBAL ECONOMY. (4 Credits)
This course seeks to understand, analyze, and critique both liberalism and its alternatives. Specifically, we will explore how democracies and nondemocracies integrate into the global economy and how, in turn, the global economy impacts state politics, poverty, and prosperity. The goal of the course is to critically and scientifically assess the significance and success of diverse domestic political institutions and policies in advancing human welfare in our current era of economic interdependence. The course is structured to first cover the fundamental structures and values of democratic and undemocratic political institutions, liberal and state capitalist market models, and various economic development theories. Then, in the second part of the course, we will critically evaluate and discuss the complex relationships between these phenomena (democracy, development, and the global economy), focusing on the capacity, sustainability, and success of liberal goals and organizational structures in advancing the human condition. This is an advanced writing, research, and discussion based course for students interested in international political economy, international development, and/or comparative politics. We will dedicate substantial class time to research design and methodology, including case study analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, IPE, PJST, VAL.

POSC 4999. TUTORIAL. (8 Credits)
Student and faculty member together design a course to meet the student’s needs and interests, and to advance the student’s knowledge and scholarship. The faculty member works directly with the student and guides the student’s reading and research and/or analysis project. A tutorial is dependent on the faculty member’s agreement to participate. It usually is a one-on-one collaboration, but also may be designed to accommodate several students at the same time.
# POLITICAL SCIENCE MAJOR

## Requirements

All majors must complete a minimum of 10 semester courses in political science including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 1100</td>
<td>INTRODUCTION TO POLITICS</td>
<td>3</td>
</tr>
<tr>
<td>POSC 3231</td>
<td>JUDICIAL POLITICS</td>
<td></td>
</tr>
<tr>
<td>POSC 3313</td>
<td>POLITICAL PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>POSC 3610</td>
<td>POLITICAL ECONOMY OF DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>POSC 3616</td>
<td>POLITICAL ECONOMY OF POVERTY</td>
<td></td>
</tr>
</tbody>
</table>

One methods intensive course from the following list:

1. POSC 3231 JUDICIAL POLITICS
2. POSC 3313 POLITICAL PSYCHOLOGY
3. POSC 3610 POLITICAL ECONOMY OF DEVELOPMENT
4. POSC 3616 POLITICAL ECONOMY OF POVERTY

One course at the 2000 or 3000 level from three of the following four subfields:

- **American Politics**
- **Political Theory**
- **International Politics**
- **Comparative Politics**

One 4000-level seminar.

Select four electives from any course in political science above the 1000 level.

1. The Methods Intensive course requirement was added in Fall 2017. Students who declared their major prior to Fall 2017 are not required to take this course, and may take an additional elective instead.
2. In the junior or senior year, majors must complete a 4000-level seminar (or a tutorial, with departmental approval).

## Subfields

### American Politics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 2102</td>
<td>INTRODUCTION TO URBAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 2202</td>
<td>INTRODUCTION TO AMERICAN POLITICS</td>
<td>3</td>
</tr>
<tr>
<td>POSC 3120</td>
<td>NEW YORK CITY INTERNSHIP</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3121</td>
<td>NEW YORK CITY POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3131</td>
<td>POLITICS, URBAN HEALTH, AND ENVIRONMENT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3209</td>
<td>CONSTITUTIONAL LAW</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3210</td>
<td>CIVIL RIGHTS AND LIBERTIES</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3213</td>
<td>INTEREST GROUP POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3214</td>
<td>THE U.S. CONGRESS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3215</td>
<td>AMERICAN POLITICAL PARTIES</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3217</td>
<td>THE AMERICAN PRESIDENCY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3219</td>
<td>CONSTITUTIONAL LAW AND THE DEATH PENALTY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3223</td>
<td>CONSTITUTIONAL LAW: CRIMINAL JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3228</td>
<td>CIVIL RIGHTS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3231</td>
<td>JUDICIAL POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3301</td>
<td>CAMPAIGNS AND ELECTIONS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3302</td>
<td>VOTING BEHAVIOR AND ELECTIONS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3307</td>
<td>ENVIRONMENTAL POLITICS</td>
<td>4</td>
</tr>
</tbody>
</table>

### Political Theory

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 2401</td>
<td>INTRODUCTION TO POLITICAL PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 2942</td>
<td>POLITICAL IDEOLOGIES</td>
<td>4</td>
</tr>
<tr>
<td>POSC 2949</td>
<td>DEMOCRATIC THEORY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3403</td>
<td>HUMAN NATURE AFTER DARWIN</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3404</td>
<td>AMERICAN POLITICAL THOUGHT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3411</td>
<td>CLASSICAL POLITICAL THOUGHT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3412</td>
<td>MODERN POLITICAL THOUGHT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3413</td>
<td>CONTEMPORARY POLITICAL PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3414</td>
<td>POLITICS, NATURE, AND HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3416</td>
<td>LIBERALISM AND ITS CRITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3418</td>
<td>ISLAMIC POLITICAL THOUGHT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3420</td>
<td>WOMEN AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3422</td>
<td>POLITICS OF THE PRESENT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3423</td>
<td>POLITICAL IDEOLOGIES</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3429</td>
<td>DEMOCRATIC THEORY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4106</td>
<td>SEMINAR: GLOBAL JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4107</td>
<td>SEMINAR: NATIONALISM AND DEMOCRACY</td>
<td>4</td>
</tr>
</tbody>
</table>

### International Politics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 2501</td>
<td>INTRODUCTION TO INTERNATIONAL POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 2800</td>
<td>INTRODUCTION TO POLITICAL ECONOMY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3500</td>
<td>ADVANCED INTERNATIONAL RELATIONS THEORY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3505</td>
<td>INTERNATIONAL LAW</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3507</td>
<td>INTERNATIONAL HUMAN RIGHTS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3508</td>
<td>THE POLITICS OF HUMANITARIANISM IN AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3511</td>
<td>WAR AND PEACE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3516</td>
<td>CONFLICT ANALYSIS/RESOLUTION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3518</td>
<td>MIDEAST AND THE WORLD</td>
<td>4</td>
</tr>
</tbody>
</table>

**Updated: 10-11-2017**
POSC 3521 GLOBAL GOVERNANCE 4
POSC 3522 UNITED NATIONS 4
POSC 3526 DEM TERRORISM AND MODERN LIFE 4
POSC 3527 UNITED NATIONS PEACE OPERATIONS 4
POSC 3530 U.S. FOREIGN POLICY 4
POSC 3540 POLITICS OF CYBERSPACE 4
POSC 3915 INTERNATIONAL POLITICAL ECONOMY 4
POSC 4515 SEMINAR: INTERNATIONAL POLITICS OF PEACE 4
POSC 4516 4
POSC 4525 SEMINAR: GLOBALIZATION 4
POSC 4530 SEMINAR: POLITICAL ECONOMY OF CONFLICT 4

Comparative Politics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 2102</td>
<td>INTRODUCTION TO URBAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 2610</td>
<td>INTRODUCTION TO COMPARATIVE POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3605</td>
<td>COMPARATIVE DEMOCRACY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3610</td>
<td>POLITICAL ECONOMY OF DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3611</td>
<td>THIRD WORLD POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3613</td>
<td>POLITICAL MOVEMENTS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3614</td>
<td>POLITICAL INSTITUTIONS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3616</td>
<td>POLITICAL ECONOMY OF POVERTY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3621</td>
<td>EUROPEAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3622</td>
<td>POLITICS OF THE EUROPEAN UNION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3623</td>
<td>ISLAM IN EUROPE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3631</td>
<td>CHINA AND RUSSIA IN COMPARATIVE PERSPECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3632</td>
<td>CHINA AND U.S. IN GLOBAL ERA</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3641</td>
<td>LATIN AMERICAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3642</td>
<td>CARIBBEAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3645</td>
<td>POLITICS OF IMMIGRATION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3651</td>
<td>COMPARATIVE POLITICS OF THE MIDDLE EAST</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4020</td>
<td>PLACE, SPACE, AND IMMIGRANT CITIES</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4025</td>
<td>YOUTH AND POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4620</td>
<td>SEMINAR: THE WORLD OF DEMOCRACY</td>
<td>4</td>
</tr>
</tbody>
</table>

Availability

The major in political science is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Rose Hill and Lincoln Center.

**Fordham College at Rose Hill students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Fordham College at Lincoln Center students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Professional and Continuing Studies students:** The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
# POLITICAL SCIENCE MINOR

## Requirements

All minors must complete a minimum of six one-semester courses in political science, including

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 1100</td>
<td>INTRODUCTION TO POLITICS</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Courses</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select at least one course from two of the four subfields</td>
<td>7-8</td>
<td></td>
</tr>
</tbody>
</table>

1. See Subfields (p. 617) on the Political Science Major page.

## Availability

The minor in political science is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at Rose Hill and Lincoln Center.
PSYCHOLOGY

The Department of Psychology offers the bachelor of science degree for its majors. The department has three primary goals:

1. to prepare students for graduate study in psychology,
2. to enable students to apply psychological skills and knowledge in psychology-related careers, and
3. to foster an understanding of complex human behavior as it is encountered in our personal and vocational lives.

In the Jesuit educational tradition of academic excellence and care of the whole person, students are challenged to develop a capacity for critical thinking, a willingness to submit their efforts to clear and high standards, and an understanding of the ethical dimensions of personal and professional life. A rigorous program of study that provides knowledge of the field of psychology with breadth and depth is complemented by opportunities to engage in psychology in action through research projects, field experiences, and collaborations with professionals in the field. Full-time faculty are highly accessible to students, are committed to teaching and mentoring undergraduates, and engage in one-to-one relationships with all psychology majors as advisers. Students learn about the multiple applications of psychological science to the service of others, and especially those whose human dignity is most threatened in our society. Students are encouraged to integrate their knowledge of psychology with their own developing values and beliefs. Sensitivity to and consideration of cultural, religious, and gender differences are fostered in the study of psychology.

Program Activities
Honors in Psychology
Psychology majors with a minimum cumulative GPA of 3.25 and psychology GPA of 3.4 may graduate with honors in psychology by participating in the Psychology Undergraduate Honors Program. Interested students should contact the associate chair for information about the requirements for the program, which involves writing a senior thesis that is mentored by a department faculty member. Students are notified of invitation in the spring of their junior year. See the Psychology department web page for additional information.

Advising
Major advisers should be consulted regarding all course selections. Students planning to apply for graduate school in psychology are advised to complete PSYC 2010 RESEARCH METHODS LAB in their junior year, and select 3000 and 4000 level courses consistent with their interest to prepare for the Graduate Record Examinations (GRE) and graduate school application process. These preprofessional students are strongly urged to consult a psychology adviser no later than junior year to best plan their program.

Research Opportunities and Clubs
To encourage undergraduate research, the psychology program offers opportunities for research involvement and club activities, including psychology club, and chapter of Psi Chi. Founded on September 4, 1929, at Yale University, Psi Chi is the National Honors Society in Psychology. Its purpose is "to encourage, stimulate, and maintain excellence in scholarship and to advance the science of psychology." Psi Chi is the world’s largest honors society, with 500,000 life members, and chapters at 940 U.S. colleges. Membership is for life, with no annual dues. Fordham’s two chapters of Psi Chi at Lincoln Center and Rose Hill accept undergraduate or graduate students who have completed at least 12 credits of psychology and maintained a cumulative GPA of at least 3.32. Induction ceremonies are held in April and December of each year. Several courses involve field placements and other courses may provide service-learning opportunities.

For more information
Visit the Psychology department web page.

Contribution to the Core

1. The following psychology department Complex-Process Courses satisfy the Social Science (p. 39) core requirement. There are no prerequisites for these courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 2600</td>
<td>SOCIAL PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2700</td>
<td>INFANT AND CHILD DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2710</td>
<td>ADOLESCENT AND ADULT DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2800</td>
<td>PERSONALITY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2900</td>
<td>ABNORMAL PSYCHOLOGY</td>
<td>4</td>
</tr>
</tbody>
</table>

2. PSYC 1100 BIOPSYCHOLOGY satisfies the life-science (p. 37) core requirement for majors and nonmajors.

3. Designated sections of the following are Eloquentia Perfecta (p. 51)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 2010</td>
<td>RESEARCH METHODS LAB</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 2401</td>
<td>MEMORY LABORATORY</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 2501</td>
<td>COGNITION LABORATORY</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 3100</td>
<td>HEALTH PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3330</td>
<td>FAMILY PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3730</td>
<td>MEN AND MASCULINITIES</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3810</td>
<td>TRAUMA AND FAMILY VIOLENCE</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3950</td>
<td>APPLIED BEHAVIOR ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 4245</td>
<td>ETHICS IN RESEARCH</td>
<td>4</td>
</tr>
</tbody>
</table>

4. PSYC 3600 MULTICULTURAL PSYCHOLOGY and PSYC 3730 MEN AND MASCULINITIES meet the American Pluralism (p. 54) requirement.

5. PSYC 3610 GLOBAL HEALTH AND PSYCHOLOGY (ADVANCED SOCIAL SCIENCE CORE/ GLOBALISM) meets the Global Studies (p. 52) requirement.

6. The following meet the Interdisciplinary Capstone Core (p. 49) requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 4000</td>
<td>HISTORY AND SYSTEMS OF PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 4036</td>
<td>PSYCHOLOGY HORROR LITERATURE AND FILM</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 4245</td>
<td>ETHICS IN RESEARCH</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 4310</td>
<td>AGING AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 4370</td>
<td>DISGUST IN LITERATURE AND PSYCHOLOGY</td>
<td>4</td>
</tr>
</tbody>
</table>

7. Designated 3000-level courses meet the Advanced Social Science (p. 46) requirement and are offered by the department each semester.
8. Values Seminar (p. 50) and Eloquencia Perfecta (p. 51) IV seminars are offered by the department each semester.

Programs
- Psychology Major (p. 628)
- Psychology Minor (p. 630)

Courses

**PSYC 1001. HUMAN DEVELOPMENT, ENVIRONMENT, AND PUBLIC POLICY.** (3 Credits)
This course explores three interrelated areas of inquiry in psychology: theories of human development, studies of the role of social environments in development, and the manner in which such research contributes to policymaking and program development for children and families.
**Attribute:** MANR.

**PSYC 1050. DEATH/DYING LIFE/LIVING.** (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**PSYC 1100. BIOPSYCHOLOGY.** (3 Credits)
An introduction to the biological bases of psychology. Research will be presented with an emphasis on how the activity of the nervous system, as shaped by phylogeny and ontogeny, determines behavior. Students will replicate classic studies, analyze the results, and prepare APA style lab reports.
**Attributes:** LSCI, ZLB3.

**PSYC 1200. FOUNDATIONS OF PSYCHOLOGY.** (4 Credits)
A systematic examination of the methods and content of psychology as a life science. A survey of history and development, principles, and theories of psychology related to sensation and perception, learning, cognition, motivation, developmental, personality, abnormal, and social psychology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
**Attribute:** ZLB3.

**PSYC 1800. INTERNSHIP.** (1 Credit)

**PSYC 1999. SERVICE LEARNING-1000 LEVEL.** (1 Credit)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

**PSYC 2000. STATISTICS.** (4 Credits)
This course covers descriptive statistics and (parametric and nonparametric) inferential statistics. It emphasizes mastery of statistical concepts and utilization of statistical software. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
**Prerequisites:** (PSYC 1000 or PSRU 1000 or PSLU 1000 or PSEU 1000 or PSYC 1200).

**PSYC 2010. RESEARCH METHODS LAB.** (5 Credits)
A hands-on introduction to research methods in psychology. In the lab, students will replicate classic studies from different areas of psychology, analyze the results, and write APA-style lab reports. The lectures introduce these areas and relevant methods, placing the methods in broad historical and ethical contexts.
**Attribute:** ZLB3.
**Prerequisites:** (PSYC 2000 or PSRU 2000 or PSLU 2000 or PSEU 2000) and (PSYC 1000 or PSRU 1000 or PSLU 1000 or PSEU 1000 or PSYC 1200).

**PSYC 2100. BIOLOGICAL PSYCHOLOGY.** (4 Credits)
(Formerly Physiological Psychology, PSYC 3600) An introduction to the biological bases of psychology. Research will be presented with an emphasis on how the activity of the nervous system, as shaped by phylogeny and ontogeny, determines behavior. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**PSYC 2101. BIOLOGICAL PSYCHOLOGY LAB.** (5 Credits)
An introduction to the biological bases of psychology. Research will be presented with an emphasis on how the activity of the nervous system, as shaped by phylogeny and ontogeny, determines behavior. Students replicate classic studies, analyze the results, and prepare APA style lab reports.
**Attribute:** ZLB3.
**Prerequisites:** PSYC 2010 (may be taken concurrently) or PSRU 2010 (may be taken concurrently) or PSLU 2010 (may be taken concurrently) or PSEU 2010 (may be taken concurrently).

**PSYC 2200. LEARNING.** (4 Credits)
Course focuses on the research and theories in animal and human learning. Empirical findings are discussed in relation to competing theories of learning, memory, and adaptive behavior. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
**Prerequisites:** (PSYC 1000 or PSRU 1000 or PSLU 1000 or PSEU 1000 or PSYC 1200).

**PSYC 2201. LEARNING LABORATORY.** (5 Credits)
Course focuses on the research and theories in animal and human learning. Empirical findings are discussed in relation to competing theories of learning and adaptive behavior. Students replicate classic learning studies, analyze their results, and prepare APA style lab reports.
**Prerequisite:** Research Methods Lab.
**Attribute:** ZLB3.
**Prerequisites:** PSYC 2010 or PSRU 2010 or PSLU 2010 or PSEU 2010.

**PSYC 2301. SENSATION AND PERCEPTION LAB.** (5 Credits)
A survey of research on the senses, especially vision and hearing. Biological, psychophysical and cognitive perspectives will be considered. Students replicate classic studies, analyze the results and prepare APA style lab reports. **Prerequisite:** Research Methods Lab.
**Attribute:** ZLB3.
**Prerequisite:** PSYC 2000.
PSYC 2401. MEMORY LABORATORY. (5 Credits)
Covers historical approaches to memory, information processing and connectionist models of memory studies, analyze the results, and prepare APA style lab reports.
Attribute: ZLB3.
Prerequisites: PSYC 2010 (may be taken concurrently) or PSLU 1000 (may be taken concurrently) or PSRU 2010 (may be taken concurrently) or PSEU 2010 (may be taken concurrently).

PSYC 2500. COGNITION. (4 Credits)
The analysis of the process of acquiring and using knowledge: perceptual recognition, attention, memory, imagery, language, problem solving, decision making, and the development of these processes throughout one's life. (Spring, odd years). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PSYC 2500. COGNITION LABORATORY. (5 Credits)
The analysis of the process of acquiring and using knowledge: perceptual recognition, attention, memory, imagery, language, problem solving and decision making. Students replicate classic studies, analyze the results, and prepare APA style lab reports.
Attribute: ZLB3.
Prerequisites: (PSYC 1000 or PSRU 1000 or PSLU 1000 or PSEU 1000 or PSYC 1200) and PSYC 2000 or PSLU 2000 or PSEU 2000 and (PSYC 2010 or PSRU 2010 or PSLU 2010 or PSEU 2010).

PSYC 2600. SOCIAL PSYCHOLOGY. (4 Credits)
An examination of how others shape an individual's behavior. A review of selected topics of interpersonal behavior, including antisocial and prosocial behavior, prejudice, attraction, social influence, attitudes and persuasion, research methods. (Every semester) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: SSCI.

PSYC 2601. LAB IN SOCIAL PSYCHOLOGY. (5 Credits)
(formerly PSYC 3470) This course involves social psychological research concerned with relationship formation, nonverbal behavior, attitude change, and group processes. Research on these topics will be conducted using laboratory designs, survey research, and observational techniques. Students will conduct both laboratory and naturalistic observations, analyze the results, and prepare APA-style lab reports and may be offered an opportunity to propose and conduct a research project of their own choosing.
Attribute: ZLB3.
Prerequisites: (PSYC 1000 or PSRU 1000 or PSLU 1000 or PSEU 1000 or PSYC 1200) and (PSYC 2000 or PSRU 2000 or PSLU 2000 or PSEU 2000) and (PSYC 2010 or PSRU 2010 or PSLU 2010 or PSEU 2010).

PSYC 2611. LAB IN REASONING. (5 Credits)
(formerly PSYC 3405) An introduction to the experimental investigation of the cognitive processes underlying reasoning and problem solving. Major theories, research design, and report writing will be emphasized. Relevant topics include: concept formation, inductive and deductive reasoning, planning, and creative problem-solving. Students will replicate classic memory studies, analyze the results, and prepare APA-style lab reports.
Attribute: ZLB3.

PSYC 2700. INFANT AND CHILD DEVELOPMENT. (4 Credits)
A study within the framework of research and theory of emotional, intellectual and social growth of the child, with emphasis on norms in development and child-rearing practices. (Every Fall) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: SSCI.

PSYC 2701. LAB IN DEVELOPMENTAL PSYCHOLOGY. (5 Credits)
An introduction to the study of change in cognitive, personality, and social processes across the life-span. Students will conduct both laboratory and naturalistic observations, analyze the results, and prepare APA-style lab reports.
Attribute: ZLB3.
Prerequisite: PSYC 2100.

PSYC 2710. ADOLESCENT AND ADULT DEVELOPMENT. (4 Credits)
This course reviews the study of physiological, cognitive, emotional, personality and social change from puberty across the remainder of the life span. This course will also consider the influence of theories and methods of research on what we know, and can find out, about people and the contexts in which they live their lives. (Every Spring) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: SSCI.

PSYC 2800. PERSONALITY. (4 Credits)
A critical survey of theories concerned with the origin and development of personality, including psychoanalytic theory, behaviorism, trait theory, field theory and humanistic psychology. Attention will be given to conceptual problems, controversies and empirical verification. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: SSCI.

PSYC 2810. ADOLESCENT PSYCHOLOGY. (3 Credits)

PSYC 2900. ABNORMAL PSYCHOLOGY. (4 Credits)
(Formerly PSRU 3200) Analysis of the development and structure of the abnormal personality. Consideration of neuroses and major psychoses as well as the diagnosis, treatment and prevention of mental disorders is given. (Every semester) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: SSCI.

PSYC 2999. INDEPENDENT STUDY. (1-2 Credits)

PSYC 3000. PSYCHOLOGY OF MOTIVATION. (4 Credits)
The factors that motivate behavior range from the biological to the cultural. This course will focus on the integration of methods and data from the different approaches to motivation ranging from the biological to the humanistic and emphasis the multiple causes and their interactions that lead to human and animal behavior. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1200 or PSYC 1000.

Updated: 10-11-2017
PSYC 3100. HEALTH PSYCHOLOGY. (4 Credits)
(Formerly PSYC 3020) An introduction to the study of psychological factors in health and illness. The major models, research methods, interventions, and issues in health psychology and behavioral medicine will be examined. Topics include stress-illness, compliance, social support and coping, as well as prevention and health education. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1200 or PSYC 1000 or PSRU 1000 or PSLU 1000 or PSEU 1000 or AP Psychology with a score of 004.

PSYC 3110. COGNITIVE NEUROSCIENCE. (4 Credits)
This course reviews the neural basis for cognitive and perceptual processes including attention, vision, sensation, perception, language, motor control, learning and memory, executive functions, emotion, and social behavior. Basic structural and functional neuroanatomy are explored and empirical methods which inform inferences about the brain bases of cognition are reviewed. The course surveys research in cognitive neuroscience and covers a functional analysis of disorders vis a vis cognitive theory and the brain behavior relationship. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, BICB, BIAE, BISE.
Prerequisites: PSYC 1200 or PSYC 1000 or PSRU 1000 or PSLU 1000 or PSEU 1000.

PSYC 3141. PSYCHOLOGY OF ADJUSTMENT. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1200 or PSYC 1000.

PSYC 3200. PSYCHOLOGICAL TESTING. (4 Credits)
An introduction to the science and profession of psychological testing. Covers basic topics common to all psychological testing such as the statistics used in testing, reliability, validity and test construction. In addition, the special properties of various types of psychological tests are considered, e.g., personality tests, interest inventories, and cognitive ability tests. (fall, odd years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1200 or PSYC 1000.

PSYC 3201. LAB IN PSYCHOLOGICAL TESTING. (5 Credits)
After briefly outlining the types and functions of psychological tests, this course will engage students to learn the importance of proper test administration in its historical context of early experimental psychology; the means by which tests are scored and interpreted; explanations of the nature of test scores; test reliability and validity; and in particular, to understand the interactions of these variables (e.g., the importance of proper test administration for proper test interpretation). Students will conduct both laboratory and naturalistic observations, analyze the results, and prepare APA-style lab reports.
Attribute: ZLB3.
Prerequisites: (PSYC 2000 or PSRU 2000 or PSLU 2000 or PSEU 2000) and (PSYC 2010 or PSRU 2010 or PSLU 2010 or PSEU 2010).

PSYC 3300. INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY. (4 Credits)
The application of psychological methods and concepts to business and industry. Includes personnel selection, placement and training, work environment, motivation and morale, the organization as a complex system, and an introduction to organization development. (Every Fall) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3320. CONSUMER BEHAVIOR. (4 Credits)
The role of psychological factors such as learning and memory, perception, motivation, personality, and information processing in the behavior of humans as consumers. Emphasis is placed on the two-way information flow between consumers and producers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.
Prerequisites: PSYC 1000 or PSYC 1200.

PSYC 3330. FAMILY PSYCHOLOGY. (4 Credits)
(Formerly PSYC 4250) An introduction is given to the transgenerational emotional process within the family, that is, to the family as a system across generations. Subsystems (such as parent child, sibling, family of origin) will be studied in relationship to individual development and family functioning. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004 or PSRU 1000 or PSLU 1000 or PSEU 1000.

PSYC 3340. URBAN PSYCHOLOGY. (4 Credits)
How living in a large city can affect an individual's behavior and personality. Investigations into the "urban personality," stress, family, friends and strangers, crowding, the built environment, adaptation. Includes field research. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, URST.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3360. SPORTS PSYCHOLOGY. (4 Credits)
This course involves an application of psychological theory and research to athletes and sport at youth recreational, and elite levels. Special attention is devoted to the connection between sports and spirituality, ethics, character development, and parenting. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.
PSYC 3400. PSYCHOLOGY OF EDUCATION. (4 Credits)
An overview of psychological principles relevant to the process of learning and teaching. The relationship of education to society in general and to the student in particular is stressed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3410. CREATIVITY. (4 Credits)
An investigation of the creative process, both theoretically and phenomenologically. Students conduct case studies of a creative enterprise, based on autobiographical and/or interview material. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3500. APPLICATIONS OF SOCIAL PSYCHOLOGY. (4 Credits)
Learn about origins of applied orientation in experimental social psychology, the conceptualization and measurement of major concepts and consider how these concepts mediate the effects of the physical environment on behavior. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3530. PSYCHOLOGY OF SEX ROLES. (4 Credits)
The study of the development of sex differences and sex roles in women and men. The study of the psychological implications and consequences of sex role development in men and women will be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3550. CONSCIOUSNESS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PSYC 3600. MULTICULTURAL PSYCHOLOGY. (4 Credits)
The focus of this course is the multicultural applicability of scientific and professional psychology. Traditional psychological theories, scientific psychology, psychological tests, and the practice of psychology will be examined and critiqued from cultural and socio-historical perspectives. Contemporary psychological theories and research specific to men, women, gay men, lesbians, and race/ethnicity will be reviewed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, LALS, PJST, PLUR, URST, WGSS.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004 or PSRU 1000 or PSLU 1000 or PSEU 1000.

PSYC 3610. GLOBAL HEALTH AND PSYCHOLOGY (ADVANCED SOCIAL SCIENCE CORE/ GLOBALISM). (4 Credits)
In order to address the needs of diverse populations, culturally-congruent training in health psychology is essential. The goal of this course is to provide a global perspective on understanding and treating significant public health problems and integrating cultural considerations into this framework. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, EP3, PLUR, WGSS.
Prerequisites: PSYC 1000 or PSRU 1000 or PSLU 1000 or PSEU 1000 or PSYC 1200.

PSYC 3640. CROSS-CULTURAL-PSYCHOLOGY. (4 Credits)
This course examines the role of culture in shaping a broad spectrum of human experience around the globe. This course begins with a consideration of three important themes: culture as meaning; the nature of cultural competence & ethnocentrism; and the phenomena of international migrations and acculturation. Then, it examines important conceptual and methodological issues in cross-cultural research. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.
Prerequisite: PSYC 1200.

PSYC 3700. HUMAN SEXUALITY. (4 Credits)
An exploration of the physical characteristics that make up the core of male and female sexuality, as well as the psychological components in all sexual unions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, WGSS.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3720. PSYCHOLOGY OF WOMEN. (4 Credits)
An extensive examination of theory and research findings pertaining to female social and intellectual development, sex differences, sex role socialization and the relationship of women to social structure. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3730. MEN AND MASCULINITIES. (4 Credits)
Traditional/classical psychodynamic theories on masculinity will be reviewed, as well as the more contemporary "new psychology of men" literature and research. Traditional masculinity ideology as a system of values will be examined and critiqued, with focus on examining how masculine values underline men's personal morality and societal mores. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, EP3, PLUR, WGSS.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004 or PSRU 1000 or PSLU 1000 or PSEU 1000.
PSYC 3800. DRUGS: USE AND ABUSE. (4 Credits)
This course examines the use, abuse, and addiction to a variety of licit and illicit drugs from caffeine to heroin. This topic will be viewed from three perspectives: 1) the pharmacological effect of the drug; 2) the setting in which the drug is ingested; 3) the past experience of the drug taker. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3810. TRAUMA AND FAMILY VIOLENCE. (4 Credits)
The goal of this course is to provide an introduction to the field of trauma and family violence, including the causes and consequences of rape, partner violence and child abuse and neglect. Assessment, treatment and prevention issues will also be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3820. FORENSIC PSYCHOLOGY. (4 Credits)
Focuses on the interaction of criminal psychology and the law. Addresses issues related to forensic assessment and expert testimony, understanding and treatment of criminal offenders, similarities and differences between assessment of adult and juvenile offenders. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004 or PSRU 1000 or PSLU 1000 or PSEU 1000.

PSYC 3830. THEORIES OF PSYCHOTHERAPY. (4 Credits)
An exploration of the various psychotherapies, including the psychoanalytic, humanistic, behavioral, cognitive-behavioral, and existential approaches. The theoretical assumptions and the practical applications of each psychotherapeutic orientation are emphasized. (fall, odd years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3900. PSYCHOANALYTIC THEORIES. (4 Credits)
The evolution of psychoanalytic theories from their origins in Freud's writings to contemporary modifications and elaborations. Attention is given to interpersonal psychoanalysis, object-relations theory, ego psychology and self-psychology. Psychoanalytic theory is studied as continually developing within the history of ideas. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1200 or PSYC 1000.

PSYC 3901. LAB IN BEHAVIORAL ANALYSIS. (5 Credits)
(formerly PSYC 3410) Introduction to the experimental analysis of behavior using laboratory animals. Behavior principles, their application, and how to conduct an experimental analysis will be reviewed in lecture and demonstrated in the laboratory.
Attribute: ZLB3.
Prerequisites: PSYC 1000 or PSRU 1000 or PSLU 1000 or PSEU 1000 or PSYC 1200.

PSYC 3910. HUMANISTIC PSYCHOLOGY. (4 Credits)
Origins and development of Humanistic Movement as the "Third Force" in psychology; contemporary methods, theory, and empirical findings in humanistic psychology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3930. INTRODUCTION TO CLINICAL PSYCHOLOGY. (4 Credits)
An introduction to clinical psychology, including major schools of clinical interventions, the relation between assessment and clinical practice, including specific areas of evaluation (such as intellectual, personality, and observational/behavioral). Areas of specialization will also be covered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3940. THE FREUDIAN CASE HISTORY: SCIENCE, STORY, AND THE PROBLEM OF EVIDENCE. (4 Credits)
Students read and evaluate the complete set of Sigmund Freud's case studies: five early studies of hysteria, five major case histories (Dora, Little Hans, the Rat Man, the Wolf Man, and Dr. Schreber), the analysis of Leonardo DaVinci, and the case of a "beautiful and clever" homosexual girl. With a critical, contemporary lens, the course focuses on Freud's evolving theories, therapeutic practices, and research methods. Attention is given to the scientific, psychological, philosophical, sociological, cultural, and historical controversies the cases have generated, for instance issues of gender, narrative versus historical truth, and problems of evidence. For illuminating contrast, several more recent case studies are comparatively analyzed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PSYC 3950. APPLIED BEHAVIOR ANALYSIS. (4 Credits)
The goals of the course are to teach the principles of behavior and their application to complex human behavior. Students will understand basic principles of behavior, how to analyze complex human behavior in terms of those principles, how to collect data and plot it on graphs, how conduct research to determine the causes of behavior, and the basics of how to change behavior. This course does not make a student competent to conduct therapy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1000 or PSYC 1200.

PSYC 3999. TUTORIAL. (1,3 Credits)

PSYC 4000. HISTORY AND SYSTEMS OF PSYCHOLOGY. (4 Credits)
The development of psychological thought through the history of psychology as a science is traced. Attention is given to the application of the philosophy of science to psychology. Systems covered include associationism, structuralism, functionalism, Gestalt psychology, psychoanalysis, behaviorism, and cognition. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

Updated: 10-11-2017
PSYC 4036. PSYCHOLOGY HORROR LITERATURE AND FILM. (4 Credits)
This course focuses on the so-called paradox of horror: Why do we enjoy an experience that is designed to make us feel uncomfortable? If the question is simple, the answer is not. It requires interdisciplinary tools. The course draws on literary criticism and psychology in close conjunction with concrete experiences of the phenomena themselves: reading classic and contemporary horror fiction and watching horror film. By combining literary theory-especially reader-response-with the major psychological theories of emotion, this course centers on the paradox of horror and addresses questions of many kinds from it. Prerequisite: Foundations of Psychology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

PSYC 4245. ETHICS IN RESEARCH. (4 Credits)
This course will examine approaches to responsible research practices across the natural and social sciences, with particular attention to research involving human participants. The course will provide an overview of the research process, foundations in research ethics, and provide examples of research across disciplines that exemplify scientifically valid and ethically sound research methods planning, implementation, and dissemination. In particular, the course will draw on long-standing research traditions in the field of sociology, and psychology in order to provide a foundation upon which ethical issues can be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: BIOE, EP3, ICC.
Prerequisites: PSYC 1000 or PSYC 1200.

PSYC 4310. AGING AND SOCIETY. (4 Credits)
A cross-disciplinary course that draws on research and theory from psychology and such other disciplines as sociology, anthropology, economics and political science to explore the biological, cognitive and psychosocial features of human aging. Attention is given to normal and abnormal development, to the interrelations between physical and mental health and to optimal aging. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, BIOE, ICC, PJST.
Prerequisites: PSYC 1000 or PSRU 1000 or PSLU 1000 or PSEU 1000 or PSYC 1200.

PSYC 4330. MUSIC AND PSYCHOLOGY. (4 Credits)
A cross-disciplinary course that examines what psychological research and theories and an analytical approach tell us about music. Topics include perception and performance of music, emotional responses and cross-cultural approaches. Requires a background in psychology and/or music. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PSYC 4340. LAW AND PSYCHOLOGY. (4 Credits)
An introduction to (a) the issues relevant to understanding human behavior from the perspective of law and psychology and (b) the contributions of psychology as a behavioral science to such legal issues as legal evidence, juries, and criminal and civil responsibility. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP4, PJST, SRVL, VAL.

PSYC 4360. CULTS AND RELIGION. (4 Credits)
An examination of religious phenomena ranging from the traditional to witchcraft and cults with a focus on their social organizations and meanings in the lives of individuals. Spiritual experiences, values, beliefs and ritual practices will be explored in their cultural-historical context in light of sociological and psychological theories of religion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PSYC 4370. DISGUST IN LITERATURE AND PSYCHOLOGY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

PSYC 4510. EVOLUTIONARY PSYCHOLOGY. (4 Credits)
An evolutionary perspective on the behavior of humans and other animals, including sex, aggression, cooperation, altruism, parenting, status, and social dominance. Ideas from Darwin, Freud, Dawkins, Wilson and others will be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PSYC 4600. CONTEMPORARY BEHAVIORISM. (4 Credits)
Survey of the development of contemporary behaviorism, which is a philosophy of science that approaches psychology as a natural science. Among the issues discussed will be culture, determinism, evolution, free will, grammar, individual responsibility, knowledge, meaning, mentalism, pragmatism, perception, purpose, religion and thinking. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1000 or PSYC 1200.

PSYC 4800. INTERNSHIP. (3-4 Credits)
PSYC 4810. CLINICAL CHILD PSYCHOLOGY. (5 Credits)
(Formerly PSYC 3270) This course provides an overview of the descriptive characteristics, diagnosis, and treatment of the primary psychological and behavioral disorders of childhood and adolescence. A fieldwork component offers supervised experience in a setting serving children with problems. (Every Fall).

PSYC 4820. COMMUNITY PSYCHOLOGY. (5 Credits)
This course focuses on the prevention of psychological disorders and the promotion of wellness across the life span. Topics covered include stress, coping, and social support; risk and protective factors for adjustment and maladjustment; empowering disenfranchised groups; developing and evaluating prevention and early intervention programs; and facilitating social change and responsive community organizations. Includes a fieldwork component that is integrated with class discussion.
Attribute: URST.

PSYC 4830. PRACTICUM IN PSYCHOLOGY. (5 Credits)
A fieldwork course in which students spend one full day (or two half-days) in field placement doing work related to psychology. Placements include hospitals, schools, clinics and research facilities, and involve work in clinical, forensic, developmental and social psychology. Application must be filed with instructor in semester prior to enrollment.

Updated: 10-11-2017
PSYC 4900. PSYCHOLOGY AND HUMAN VALUES. (4 Credits)
This senior values seminar explores pioneering theories and research in the psychology of values. Topics include human motives/goals; the sense of right and wrong; cognitive, social, cultural, spiritual and gender aspects of ethical decision making; behavior in morally challenging situation; and virtue in relationships, work and community. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: BIOE, EP4, SRVL, VAL.

PSYC 4920. YOUTH, VALUES, AND SOCIETY. (4 Credits)
This course explores the history and current place of youth in society from a multidisciplinary perspective and consider how this social construction of youth influences their development of values. It explores the history of social constructions of adolescence and youth and the current place of youth in our society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP4, SRVL, VAL.

PSYC 4930. CODES FOR MENTAL HEALTH SERVICES. (4 Credits)
This course introduces students to contemporary standards of research and practice in the delivery of mental health care services to a variety of populations (e.g., children, institutionalized individuals, and cultural minorities) across a variety of contexts (e.g., schools, hospitals, nursing homes, prisons, and industrial settings). Students learn to examine the relationship of current professional codes of conduct to historical and political issues and contemporary social values. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: BIOE, EP4, SRVL, VAL.

PSYC 4997. HONORS THESIS IN PSYCHOLOGY I. (4 Credits)
This course, typically taken in the fall of senior year, involves carrying out the Honors Thesis. Typically, this includes data collection and analysis, and initial work on the written report. Students should have reviewed the relevant literature and completely planned the thesis prior to beginning the course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: (PSYC 1000 or PSRU 1000 or PSLU 1000 or PSEU 1000 or PSYC 1200) and (PSYC 2000 or PSRU 2000 or PSLU 2000 or PSEU 2000) and (PSYC 2010 or PSRU 2010 or PSLU 2010 or PSEU 2010).

PSYC 4998. HONORS THESIS IN PSYCHOLOGY II. (4 Credits)
This course, taken in the spring of senior year, involves completion of the thesis. The student prepares and revises the final written report, and defends the thesis orally. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: (PSYC 2000 or PSRU 2000 or PSLU 2000 or PSEU 2000) and (PSYC 2010 or PSRU 2010 or PSLU 2010 or PSEU 2010).

PSYC 4999. TUTORIAL. (1-5 Credits)
Supervised individual research projects.
PSYCHOLOGY MAJOR

Majors must complete 10 psychology courses.

The psychology major provides a broad and rigorous base of knowledge and skills in the discipline while offering students freedom in shaping a program to suit their individual needs. The University requires 124 credits and 36 courses (of three or more credits) for graduation.

Our undergraduate program prioritizes critical, scientific thinking, teaching you to analyze psychological behavior and processes. We emphasize three primary goals in your undergraduate education:

- To prepare you for graduate study in psychology;
- To enable you to apply psychological skills and knowledge in psychology-related careers, and;
- To foster your understanding of complex human behavior as it is encountered in our personal and vocational lives.

Students officially begin the major with PSYC 1200 FOUNDATIONS OF PSYCHOLOGY, which offers an overview of the field and is a prerequisite for the majority of upper level psychology courses. Psychology majors gain expertise in research methods by studying PSYC 2000 STATISTICS and then PSYC 2010 RESEARCH METHODS LAB. Three content courses at the intermediate (2000) level provide majors with breadth through surveys of the knowledge about at least one basic process (e.g., learning, sensation and perception, cognition) and one complex process (e.g., abnormal, development, personality, social). Two courses at the advanced (3000) level offer students detailed and in-depth explorations of a variety of subject matters. The capstone course (level 4000) gives students an opportunity to integrate diverse areas of psychology or to interrelate psychology with other disciplines.

All students are required to take at least one laboratory course beyond Research Methods Lab, which provides hands-on learning and skills in data analysis and research report writing. In addition to the variety of alternatives offered in the requirements mentioned above, the psychology major allows students to pursue individual interests and goals by including one course at any level that the student chooses as a free elective. Finally, one advanced (3000), capstone (4000), or the Elective course must be a designated Diversity course.

A grade of C- or better is required for each course counted toward the major requirement.

Requirements

The requirements for the Psychology major are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 1200</td>
<td>FOUNDATIONS OF PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2000</td>
<td>STATISTICS</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2010</td>
<td>RESEARCH METHODS LAB</td>
<td>5</td>
</tr>
<tr>
<td>Intermediate (2000 level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one Basic Process courses, numbered 2000-2599</td>
<td></td>
<td>4-5</td>
</tr>
<tr>
<td>Select one Complex Process courses, numbered 2600-2998</td>
<td></td>
<td>4-5</td>
</tr>
<tr>
<td>Select one additional 2000-level course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced (3000 level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two courses numbered 3000-3998</td>
<td>8-10</td>
<td></td>
</tr>
</tbody>
</table>

Free Elective

Select one additional course numbered 2100-4995

Capstone

Select one course numbered 4000-4995

Any course with the PSYC subject code (p. 1315) in the appropriate numeric range may fulfill these requirements.

Content laboratory requirement

This is not an additional course. One of the above courses must be a laboratory course, i.e., the title contains the word “Laboratory,” and the course number (mostly) ends in 01.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 2101</td>
<td>BIOLOGICAL PSYCHOLOGY LAB</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 2201</td>
<td>LEARNING LABORATORY ¹</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 2301</td>
<td>SENSATION AND PERCEPTION LAB</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 2401</td>
<td>MEMORY LABORATORY</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 2501</td>
<td>COGNITION LABORATORY ²</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 2601</td>
<td>LAB IN SOCIAL PSYCHOLOGY ³</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 2701</td>
<td>LAB IN DEVELOPMENTAL PSYCHOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 3201</td>
<td>LAB IN PSYCHOLOGICAL TESTING</td>
<td>5</td>
</tr>
</tbody>
</table>

¹ PSYC 2201 LEARNING LABORATORY and PSYC 2200 LEARNING cannot both apply to the major.
² PSYC 2501 COGNITION LABORATORY and PSYC 2500 COGNITION cannot both apply to the major.
³ PSYC 2601 LAB IN SOCIAL PSYCHOLOGY and PSYC 2600 SOCIAL PSYCHOLOGY cannot both apply to the major.

Diversity requirement

This is not an additional course. All students majoring in psychology must now take at least one course designated as a diversity course. Diversity courses are designated advanced (3000) or capstone (4000) courses that highlight aspects of individual and cultural diversity and the interpersonal challenges that often result from diversity and context; assist students in recognizing potential for prejudice and discrimination in oneself and others; and explore how psychology can promote civic, social, and global outcomes that benefit others.

The diversity course requirement may be fulfilled by an advanced, capstone, or free elective. The course is required of all incoming majors; we encourage all current majors to enroll in a diversity course.

Any of the following courses may count toward the Diversity requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 3530</td>
<td>PSYCHOLOGY OF SEX ROLES</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3600</td>
<td>MULTICULTURAL PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3610</td>
<td>GLOBAL HEALTH AND PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(ADVANCED SOCIAL SCIENCE CORE/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GLOBALISM)</td>
<td></td>
</tr>
<tr>
<td>PSYC 3700</td>
<td>HUMAN SEXUALITY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3720</td>
<td>PSYCHOLOGY OF WOMEN</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3730</td>
<td>MEN AND MASCULINITIES</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 4310</td>
<td>AGING AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 4820</td>
<td>COMMUNITY PSYCHOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 4920</td>
<td>YOUTH, VALUES, AND SOCIETY</td>
<td>4</td>
</tr>
</tbody>
</table>

Updated: 10-11-2017
Students must earn a grade of at least a C- for a psychology course to fulfill the requirements of the major.

**Availability**

The major in psychology is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Rose Hill, Lincoln Center, and Westchester.

*Fordham College at Rose Hill students:* The requirements above are in addition to those of the Core Curriculum (p. 36).

*Fordham College at Lincoln Center students:* The requirements above are in addition to those of the Core Curriculum (p. 36).

*Professional and Continuing Studies students:* The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
PSYCHOLOGY MINOR

Requirements

Minors in psychology are required to take

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 1200</td>
<td>FOUNDATIONS OF PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select five additional electives in psychology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any course with the PSYC subject code (p. 1315) numbered 2000-4995 may fulfill this requirement.

Speak to the associate chair or other psychology faculty for advice about selecting courses to meet your goals. Students must earn a grade of at least a C- for a psychology course to fulfill the requirements of the minor.

Availability

The minor in psychology is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Rose Hill, Lincoln Center, and Westchester.
**RELIGIOUS STUDIES**

The interdisciplinary program in religious studies explores the roles, meanings, and phenomenology of religion. Some courses (for the most part those offered by the theology department) focus on the religious traditions themselves, their classical texts, historical figures and movements, conceptual and affectual concerns, ethical and social teachings, and cultural and political impacts. Other courses (for the most part those offered by other departments) identify the significance of religion and of religious ideas and symbolism within the wider world of history, society, literature, and the arts.

All students interested in majoring, second majoring, or minoring in religious studies should discuss their interests with the director. In consultation with the director, each student will develop a program of study. It is important to note that the courses listed in this bulletin are only representative of the choices available. Consultation with the director is necessary for students to have full access to other courses that fulfill major, second major and minor requirements.

**Program Activities**

The religious studies program offers biyearly roundtables for majors and minors, and cultural outings for all majors.

**Courses outside the program**

The following courses offered outside the department have the REST attribute and count toward the Religious Studies major and minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 3115</td>
<td>MARTIN LUTHER KING JR. AND MALCOLM X</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3120</td>
<td>BLACK RELIGION AND BLACK POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>AMCS 3340</td>
<td>CATHOLICISM AND DEMOCRACY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2619</td>
<td>MAGIC, SCIENCE, AND RELIGION</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3110</td>
<td>ANCIENT CULTURES OF THE BIBLE</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2230</td>
<td>ISLAMIC ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2340</td>
<td>THE FALL OF ANCIENT ROME: A MATERIAL CULTURE INVESTIGATION</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2510</td>
<td>18TH CENTURY ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 3350</td>
<td>AGE OF CATHEDRALS</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 4250</td>
<td>AZTEC ART</td>
<td>4</td>
</tr>
<tr>
<td>CEED 3856</td>
<td>INTRODUCTION TO BIOETHICS</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2258</td>
<td>MYTH AND SYMBOL OF AMERICAN CHARACTER</td>
<td>4</td>
</tr>
<tr>
<td>ECON 4870</td>
<td>ECONOMIC FOUNDATIONS OF CATHOLIC SOCIAL TEACHING</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3207</td>
<td>MILTON</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4005</td>
<td>THE MEDIEVAL TRAVELER</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4129</td>
<td>4 MODERN CATHOLIC WRITERS</td>
<td>4</td>
</tr>
<tr>
<td>FITV 4570</td>
<td>FILMS OF MORAL STRUGGLE</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3150</td>
<td>MEDIEVAL SAINTS AND SINNERS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3205</td>
<td>MEDIEVAL MEDICINE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3270</td>
<td>THE CRUSADES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3357</td>
<td>THE PHOENIX RISES: THE RESTORED SOCIETY OF JESUS, 1800-1983</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3655</td>
<td>WITCHCRAFT IN COLONIAL AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3925</td>
<td>THE HOLOCAUST</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3960</td>
<td>RELIGION AND POLITICS LATIN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3986</td>
<td>RELIGION AND POLITICS IN ISLAMIC HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HPLC 1401</td>
<td>HONORS: THEOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>JWST 3474</td>
<td>THE ARAB ISRAELI CONFLICT: CULTURAL PERSPECTIVES</td>
<td>4</td>
</tr>
<tr>
<td>LATN 3061</td>
<td>CHRISTIAN LATIN</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 3110</td>
<td>MUSIC BEFORE 1600</td>
<td>4</td>
</tr>
<tr>
<td>MVST 4005</td>
<td>THE MEDIEVAL TRAVELER</td>
<td>4</td>
</tr>
<tr>
<td>MVST 4009</td>
<td>MEDIEVAL JERUSALEN</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3301</td>
<td>PROBLEM OF GOD</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3307</td>
<td>FAITH AND RATIONALITY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3330</td>
<td>PHILOSOPHY OF RELIGION</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3350</td>
<td>PROBLEMS IN METAPHYSICS</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3501</td>
<td>ANCIENT PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3557</td>
<td>CONFESSIONS OF AUGUSTINE</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3565</td>
<td>FOUR MEDIEVAL THINKERS</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3759</td>
<td>BUDDHIST PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4418</td>
<td>ISSUES OF LIFE AND DEATH</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4473</td>
<td>WAR AND PEACE: JUST WAR THEORY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3418</td>
<td>ISLAMIC POLITICAL THOUGHT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3421</td>
<td>POLITICAL THEORY IN POPULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3624</td>
<td>THE QURAN AND HADITH IN THE GLOBAL POLITICAL PERSPECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2505</td>
<td>RELIGION AND SOCIAL CHANGE</td>
<td>4</td>
</tr>
<tr>
<td>THEO 1000</td>
<td>FAITH AND CRITICAL REASON</td>
<td>3</td>
</tr>
<tr>
<td>THEO 1050</td>
<td>SYRIAC LANGUAGE AND LITERATURE I</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3200</td>
<td>INTRODUCTION TO NEW TESTAMENT</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3310</td>
<td>EARLY CHRISTIAN WRITINGS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3316</td>
<td>BYZANTINE CHRISTIANITY</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3320</td>
<td>AUGUSTINE, AQUINAS, AND LUTHER</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3330</td>
<td>MEDIEVAL THEOLOGY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3332</td>
<td>CHRISTIANS, MUSLIMS, JEWS IN THE MEDIEVAL PERIOD</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3361</td>
<td>PROTESTANT TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3375</td>
<td>AMERICAN RELIGIOUS TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3390</td>
<td>CHURCH IN CONTROVERSY</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3610</td>
<td>CHRIST IN WORLD CULTURES</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3620</td>
<td>GREAT CHRISTIAN HYMNS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3655</td>
<td>The Journey of Faith: Autobiography as Sacred Text</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3713</td>
<td>CLASSIC JEWISH TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3715</td>
<td>CLASSIC ISLAMIC TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3720</td>
<td>HINDU LITERATURE AND ETHICS</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3728</td>
<td>BUDDHIST MEDITATION</td>
<td>3</td>
</tr>
<tr>
<td>THEO 3822</td>
<td>THE BIBLE IN WESTERN CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3832</td>
<td>CHRISTIAN THOUGHT AND PRACTICE I</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3852</td>
<td>LGBTQ ARTS AND SPIRITUALITY</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3856</td>
<td>INTRODUCTION TO BIOETHICS</td>
<td>4</td>
</tr>
</tbody>
</table>
THEO 3882  COMPARATIVE MYSTICISM  3
THEO 4008  RELIGION AND ECOLOGY  4
THEO 4025  FUTURE OF MARRIAGE 21ST CENTURY  4
THEO 4027  THE ETHICS OF LIFE  4
THEO 4030  MORAL ASPECTS OF MEDICINE  4
THEO 4853  SPIRITUALITY AND POLITICS  4
THEO 4870  ECONOMIC FOUNDATIONS OF CATHOLIC SOCIAL TEACHING  4
THEO 5075  SYRIAC LANGUAGE AND LITERATURE I  3
WGSS 4950  CHRISTIANITY AND SEXUAL DIVERSITY  4

For more information
Visit the Religious Studies program web page.

Programs
• Religious Studies Major (p. 633)
• Religious Studies Minor (p. 634)
REligious Studies Major

Requirements
The major consists of 10 courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 1000</td>
<td>FAITH AND CRITICAL REASON</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Courses
One course on religious text

- AFAM 3115 MARTIN LUTHER KING JR. AND MALCOLM X
- PHIL 3330 PHILOSOPHY OF RELIGION
- THEO 3720 HINDU LITERATURE AND ETHICS
- THEO 3725 BUDDHISM IN AMERICA: A MULTIMEDIA INVESTIGATION

One course on the history of a religion

- ANTH 2619 MAGIC, SCIENCE, AND RELIGION
- HIST 3270 THE CRUSADES
- PHIL 3557 CONFESSIONS OF AUGUSTINE
- THEO 3542 CATHOLIC SOCIAL TEACHING
- THEO 3876 MUSLIMS IN AMERICA
- THEO 3877 RELIGION AND THE AMERICAN SELF

One course on religion in culture, society, or the political order

- ARHI 2340 EARLY MEDIEVAL ART
- ANTH 2619 MAGIC, SCIENCE, AND RELIGION
- ENGL 3103 EARLY ENGLISH DRAMA
- ENGL 3110
- ENGL 3207 MILTON
- THEO 3720 HINDU LITERATURE AND ETHICS
- THEO 3725 BUDDHISM IN AMERICA: A MULTIMEDIA INVESTIGATION

One core values seminar related to religious studies

Electives
Select any four electives from the religious studies program offerings

1. Any course with the THEO subject code (p. 1397) (numbered 3000 to 3999) fulfills this requirement.
2. Any course with the THEO subject code (p. 1397) (numbered 2000 or higher) or the REST (p. 631)attribute code (p. 631) may fulfill this requirement.

Note: Among the Additional Courses and Electives, at least one must have as a major focus a religion or religions other than Christianity. Students may double-count two approved religious studies courses toward the religious studies major and toward a second major, as long as at least 18 different courses are taken to complete both majors.

Availability
The major in religious studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Rose Hill and Lincoln Center.
RELIGIOUS STUDIES MINOR

Requirements
The minor consists of six courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Theology Core Course</td>
<td><strong>THEO 1000</strong> FAITH AND CRITICAL REASON</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Course
Select a second-year theology core course on a religious scripture(s) 1

Electives
Select any four electives from the religious studies program offerings 2

1 Any course with the THEO subject code (p. 1397) numbered 3000 to 3999 may fulfill this requirement.

2 Any course with the THEO subject code (p. 1397) (numbered 2000 or higher) or the REST attribute code (p. 631) may fulfill this requirement.

Among the Additional Course and Electives, at least one must have as a major focus a religion or religions other than Christianity. Students may double-count approved religious studies courses toward the religious studies minor and toward another major, as long as at least 14 different courses are taken to complete the major and minor.

Availability
The minor in religious studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at Rose Hill and Lincoln Center.
CONCENTRATION IN SOCIAL INNOVATION

Requirements

The Social Innovation concentration is available to Gabelli students. Both primary and secondary concentrations must be taken in conjunction with another primary concentration or major.

Primary Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGBU 3446</td>
<td>SPECIAL TOPIC: SOCIAL ENTREPRENEURSHIP</td>
<td></td>
</tr>
<tr>
<td>MGBU 3430</td>
<td>SPECIAL TOPIC: SUSTAINABLE BUSINESS</td>
<td></td>
</tr>
<tr>
<td>FNBU 4441</td>
<td>SPECIAL TOPIC: SUSTAINABILITY AND FINANCE</td>
<td></td>
</tr>
<tr>
<td>MGBU 4005</td>
<td>ST:FAIR TRADE ENTREPRENEURSHIP</td>
<td></td>
</tr>
<tr>
<td>MKBU 3448</td>
<td>ST:SOCIAL MARKETING</td>
<td></td>
</tr>
</tbody>
</table>

Course in Microfinance
Course taught by a social entrepreneur in residence
Two interdisciplinary electives

One co-curricular requirement (see below)

Secondary Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGBU 3446</td>
<td>SPECIAL TOPIC: SOCIAL ENTREPRENEURSHIP</td>
<td></td>
</tr>
<tr>
<td>MGBU 3430</td>
<td>SPECIAL TOPIC: SUSTAINABLE BUSINESS</td>
<td></td>
</tr>
<tr>
<td>FNBU 4441</td>
<td>SPECIAL TOPIC: SUSTAINABILITY AND FINANCE</td>
<td></td>
</tr>
<tr>
<td>MGBU 4005</td>
<td>ST:FAIR TRADE ENTREPRENEURSHIP</td>
<td></td>
</tr>
<tr>
<td>MKBU 3448</td>
<td>ST:SOCIAL MARKETING</td>
<td></td>
</tr>
</tbody>
</table>

Course in microfinance
Course taught by a social entrepreneur in residence
Two interdisciplinary electives

One co-curricular requirement (see below)

Courses vary by semester. A list will be provided by the class dean or faculty coordinator.

Co-Curricular Requirement

Students must select one of the following co-curricular offerings, which should be chosen based on time and commitment level:

- Social innovation practicum
- Service learning with social innovation component
- Social innovation internship
- Global Outreach (GO!) trip
- AshokaU/Clinton Global Initiative conferences

- Social innovation-related academic competitions
- Other (with permission of program director);
SOCIAL INNOVATION

In response to the growing demands for global sustainability from customers, employees, and society in general, more and more companies are discovering the competitive advantages of pursuing social innovation. Students will learn about how this concept is impacting all areas of business activity.

For more information
Visit the Social Innovation program web page.

Programs

- Concentration in Social Innovation (p. 635)
SOCIAL WORK

The mission of the Bachelor of Arts in Social Work (BASW) program at Fordham University is to educate students to promote human rights and social justice and improve the well-being of individuals, families, groups, organizations, and communities through culturally competent evidence-informed generalist social work practice embedded within an agency context. The school’s commitment to excellence in education and scholarship is built on professional social work values and the Jesuit educational tradition with its focus on social justice. The BASW program builds upon a strong liberal arts core to establish the social work competencies necessary to effectively serve diverse populations.

The program builds on students’ strong liberal arts experience and combines classroom and field education with a strong student advising and support system. Following admission into the major, students participate in classes and activities of the Graduate School of Social Service, a social work program of national stature. This design provides a challenging and stimulating educational environment.

The baccalaureate program was granted full national accreditation in November 2001 by the Commission on Accreditation of the Council on Social Work Education. The program received reaffirmation of its accreditation in 2006. and most recently in 2014. Students completing the social work program are eligible to apply for advanced standing at Fordham University’s Graduate School of Social Service, and/or other graduate schools of social work. If accepted, advanced standing will substantially shorten the time needed to complete a master of social work degree.

Preparing for Program Admission

The Core Curriculum provides students with a strong liberal arts platform from which to pursue upper-level study in social work. Students are expected to complete a substantial portion of the Core Curriculum before seeking admission to the social work program. Students may apply for program admission following completion of approximately 50 credit hours and most prerequisites (grades of D are not accepted). Transfer students are welcome to apply, but must be accepted for matriculation at Fordham University before their application to the program can be formally reviewed. Substitution of courses taken at institutions other than Fordham University will be evaluated on a case-by-case basis. The program encourages applicants who demonstrate both academic competency and characteristics that will serve as a sound base for professional development. Therefore, a combination of admission criteria is used. Full descriptions of admission policies, procedures and applications are available at the program office.

The following prerequisites are required:

- American Pluralism
- Biology (with emphasis on human biology)
- One sociology course
- One psychology course
- One course related to contemporary American government or social policy in the United States
- SSCI 2600 INTRODUCTION TO SOCIAL WORK

Early Admission to Master’s Program

Within five years of completion, students graduating with a B.A. in social work from the program are eligible to apply for advanced standing at Fordham’s Graduate School of Social Service or to other graduate programs in social work that consider advanced standing applications.

The evaluation of applications for advanced standing in the Fordham University Graduate School of Social Service leads to one of the following decisions:

1. Acceptance to the Graduate School of Social Service with advanced standing: The school grants advanced standing. Students enter the advanced level of study and choose from one of the advanced concentrations of study.
2. Rejection: The school rejects the application for admission and does not offer matriculation to the applicant.

Program Activities

Once admitted to the social work major, students will be assigned an adviser during their first and second years of the program. This will provide support over the course of the program.

Students will have access to all student activities open to graduate social work students.

For more information

Visit the Bachelor of Social Work program web page.

Programs

- Social Work Major (p. 638)

Courses

SOWK 2600. INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE. (4 Credits)
Introduction to values, knowledge and skills of social work professions. Focus on historical and contemporary rules and relations of social work profession. Also includes social welfare history and policy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOWK 2999. TUTORIAL. (2 Credits)

SOWK 4999. TUTORIAL. (1-4 Credits)
SOCIAL WORK MAJOR

Admissions

Potential applicants should contact the program director, David Koch, Ph.D., 212-636-6656, as early as possible in their planning. All applications and other materials should be sent to:

Fordham University
B.A. Program in Social Work
113 West 60th Street, Room 716
New York, NY 10023

Requirements

Students are expected to complete the 33 credits of the major within a two-year period, either on a full- or part-time basis. The major consists of eight required courses of three credits each, and a 600-hour, yearlong field practicum and integrative seminar of nine credits beginning in September.

Following admission, students complete the social work program in two years. Depending on their full-time or part-time status, students may take courses in addition to social work courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 6050</td>
<td>HUMAN RIGHTS AND SOCIAL JUSTICE</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 6006</td>
<td>SOCIAL WELFARE POLICY AND SERVICE</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 6208</td>
<td>HUMAN BEHAVIOR: SOCIAL ENVIRONMENT I</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 6209</td>
<td>HUMAN BEHAVIOR: SOCIAL ENVIRONMENT II</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits 12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 6321</td>
<td>GENERAL SOCIAL WORK PRACTICES WITH INDIVIDUALS, FAMILIES, AND GROUPS</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 6322</td>
<td>GEN SW PR IND FAM GRP II</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 6801</td>
<td>SOCIAL WORK RESEARCH I</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 6802</td>
<td>SOCIAL WORK RESEARCH II</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 6901</td>
<td>FIELDWORK I</td>
<td>4-5</td>
</tr>
</tbody>
</table>

| Credits 16-17 |

| Total Credits 28-29 |

Courses Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 6006</td>
<td>SOCIAL WELFARE POLICY AND SERVICE</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 6050</td>
<td>HUMAN RIGHTS AND SOCIAL JUSTICE</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 6208</td>
<td>HUMAN BEHAVIOR: SOCIAL ENVIRONMENT I</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 6209</td>
<td>HUMAN BEHAVIOR: SOCIAL ENVIRONMENT II</td>
<td>3</td>
</tr>
</tbody>
</table>

Dual Major Requirements

Fordham College at Rose Hill students are required to complete another major in the University, in combination with the major in social work. The dual-major requirement for students transferring 50 or more credits is evaluated on an individual basis.

Various departments and majors in the University accept particular social work courses in lieu of a required course, or elective courses in the major. Interested students should contact the director of the social work program as well as their faculty adviser.

Availability

The major in social work is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Rose Hill, Lincoln Center, and Westchester.

FCRH and PCS students should keep in mind that all courses for the major in social work are offered at the Lincoln Center and Westchester campuses in the Graduate School of Social Services.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).

Sample Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 6321</td>
<td>GENERAL SOCIAL WORK PRACTICES WITH INDIVIDUALS, FAMILIES, AND GROUPS</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 6322</td>
<td>GEN SW PR IND FAM GRP II</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 6801</td>
<td>SOCIAL WORK RESEARCH I</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 6802</td>
<td>SOCIAL WORK RESEARCH II</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 6901</td>
<td>FIELDWORK I</td>
<td>4-5</td>
</tr>
</tbody>
</table>

| Credits 10-11 |

<table>
<thead>
<tr>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>SOWK 6006</td>
</tr>
<tr>
<td>SOWK 6801</td>
</tr>
<tr>
<td>SOWK 6802</td>
</tr>
<tr>
<td>SOWK 6901</td>
</tr>
</tbody>
</table>

| Credits 10-11 |

Spring

SOWK 6802 | SOCIAL WORK RESEARCH II | 3 |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 6006</td>
<td>SOCIAL WELFARE POLICY AND SERVICE</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 6322</td>
<td>GEN SW PR IND FAM GRP II</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 6901</td>
<td>FIELDWORK I</td>
<td>4.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>13-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>35-37</td>
</tr>
</tbody>
</table>
**SOCIOLOGY**

Note: “Sociology and Anthropology” is a single academic department at Fordham, but the academic information for each subject is listed on a separate web page. Information about anthropology programs is listed under anthropology (p. 137).

Sociology is the study of group life—ranging from the analysis of passing encounters between individuals on a city street to the examination of current trends in globalization. As a social science, it combines scientific and humanistic approaches to study the diversity of social relationships in our modern world. As a liberal arts major, sociology represents excellent preparation for future graduate work by developing critical thinking and research skills, and it similarly provides fundamental grounding for students planning careers in law, business, social work, criminal justice, medicine, and international affairs. The scope of the discipline is quite broad, satisfying a variety of interests. A major or minor in sociology also offers a good background for students whose career goals involve marketing research, teaching, communications, government work, or extensive contact with the public and business. As such, sociology will provide a deeper understanding of the complex social and cultural world that shapes life experiences. The wide selection of courses offers students the opportunity to study crime and criminal justice, urban issues and public policy, social institutions, including education, the economy, religion, the family, and media, as well as social inequalities, including those of class, race, ethnicity, and gender.

**Program Activities**

**Honors and Awards**

The department offers the opportunity for students to become members of Alpha Kappa Delta, the international honor society for sociology students. Each spring, students are inducted into Fordham’s Chapter Iota. At Rose Hill, the department honors its seniors at the end of year awards ceremony, Encaenia, by bestowing the Rev. Joseph P. Fitzpatrick, S.J. Memorial Award and the Rev. J. Franklin Ewing, S.J. Memorial Award for the best submitted essay by a graduating sociology and anthropology major, respectively. At Lincoln Center, the department also recognizes excellence in its graduating seniors with departmental honors in sociology and anthropology at its own diploma ceremony. The department also sponsors a Sociology Club, a Criminology Club, and an Anthropology Club at Rose Hill, and a Society for Sociology and Anthropology at Lincoln Center, all organized and governed by students.

**Internships**

Both sociology and anthropology majors and nonmajors are encouraged to take advantage of the Internship Seminar offered by the department. This course is designed to provide students with the opportunity to develop skills in social analysis, policy development, program evaluation, and interpersonal relations while being of service to others in a real-life setting outside the classroom. Employment opportunities include agencies and corporations in the New York metropolitan area, ranging from organizations in the public sector, including the New York State Department of Corrections, the Legal Aid Society, and the Puerto Rican Family Institute—to organizations in the private sector—including CBS, Merrill Lynch, and IBM. Each student is required to spend a minimum of eight to ten hours per week in an agency (public or private) or organization chosen to fit the individual student’s interests and expertise. All students who enroll in the program are required to do both the internship placement and to take SOCI 4900 INTERNSHIP SEMINAR.

Field placements must be obtained through the internship program coordinator located in the Office of Career Planning and Placement.

**Courses outside the department**

The following courses offered outside the department have the SOCI attribute and count toward the Sociology major and minor.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 3339</td>
<td>IRISH AND MEXICAN MIGRATION: NEW YORK FOCUS</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3341</td>
<td>RACE, SEX, AND SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>CEEF 4245</td>
<td>ETHICS IN RESEARCH</td>
<td>4</td>
</tr>
<tr>
<td>FITV 4676</td>
<td>TELEVISION AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>PJST 4970</td>
<td>COMMUNITY SERVICE/SOCIAL ACTION</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4052</td>
<td>AN ETHICS OF MODERN SELFHOOD: THE PURSUIT OF AUTHENTICITY</td>
<td>4</td>
</tr>
<tr>
<td>WGSS 3341</td>
<td>RACE, SEX, AND SCIENCE</td>
<td>4</td>
</tr>
</tbody>
</table>

**For more information**

Visit the Sociology and Anthropology department web page

**Contribution to the Core**

Sociology and anthropology offer the following which fulfill the first social science core requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1100</td>
<td>INTRODUCTION TO CULTURAL ANTHROPOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 1300</td>
<td>INTRODUCTION TO ARCHAEOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 1100</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

The advanced social science core requirement may be satisfied by an advanced-level course in sociology or anthropology. The course in Physical Anthropology, ANTH 1200 INTRODUCTION TO PHYSICAL ANTHROPOLOGY, fulfills the life science core requirement for nonmajors. In addition, the department regularly offers courses that fulfill the American Pluralism, Global Studies, Interdisciplinary Capstone, and EloquenFecta 1 and 3, and Values Seminar/EP4 core requirements.

**Programs**

- Sociology Major (p. 662)
- Sociology Minor (p. 663)

**Courses**

**ANTH 1050. ANTHROPOLOGY FOCUS. (3 Credits)**

How different is family life around the world? In this course, students will become acquainted with families in several cultures, and they will compare these to their own to discover what they share in common and what they don’t. Emphasis will be placed on definitions of family, types of family, the developmental cycle, domestic space, roles and activities within the family, families in their community, adaptation to external forces, and family and memory. Students will explore how anthropologists look at family life cross-culturally and how they explain the range of diversity observed.

**Attributes:** EP1, FRSS, INST, IPE, SSCI.

Updated: 10-11-2017
ANTH 1100. INTRODUCTION TO CULTURAL ANTHROPOLOGY. (3 Credits)
We live in a shrinking international arena that demands greater sensitivity to the diversity of cultural patterns surrounding us. In this course, students will investigate human beliefs and behavior, particularly in regard to forms of communication, marriage and the family, adaptations to the environment and to political, economic and religious institutions in a variety of past and present cultures.
Attributes: FRSS, GLBL, LALS, MEST, SSCI.

ANTH 1200. INTRODUCTION TO PHYSICAL ANTHROPOLOGY. (3 Credits)
This introduction to physical (or biological) anthropology satisfies a core life science requirement and serves as a general survey of the biological focus of anthropology. The course summarizes the different areas of physical anthropology and covers the history of evolutionary theories, human genetics and adaptation, primate biology, behavioral ecology and conservation, and an extensive overview of the human fossil record. In particular, we emphasize the variations found in non-human primates and the biological and cultural changes that took place in our ancestors over the past 6.8 million years. Lab sessions will provide a practical introduction to human osteology, primate morphology, primate conservation, and comparisons of human fossil morphology.
Attribute: LSCI.

ANTH 1300. INTRODUCTION TO ARCHAEOLOGY. (3 Credits)
How do we study society when no living members of that culture remain? Students will examine the ways by which archaeologists have inferred former patterns of behavior from surviving evidence through a survey of traditional methods as well as new scientific techniques. Students will study artifacts from the University's collection and 'excavate' their own archaeological site on paper to better understand the process of investigation.
Attributes: CLAS, FRSS, GLBL, IPE, MEST, SSCI.

ANTH 1413. LANGUAGE AND CULTURE. (4 Credits)
An introduction to linguistic science emphasizing the structure, functions, and origins of languages as the symbolic system of communication peculiar to humans. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: GLBL.

ANTH 1500. INTRODUCTION TO FASHION AND CULTURE. (4 Credits)
This introductory lecture course is required for students pursuing the Fashion and Culture minor. In this class, students will be introduced to cultural and media studies concepts that will equip them with the theoretical and methodological tools necessary to explore fashion as a historically situated and context dependent form of communication and meaning making. The course considers the implications of fashion within systems of power, every day acts of self-presentation, and larger politics of representation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: FCLC.

ANTH 1600. INTRODUCTION TO HUMAN VARIATION. (3 Credits)
This introductory physical anthropology course explores in detail issues of human biological variation, that is, why humans differ from each other. It satisfies a life science core requirement and examines evolutionary theories, human genetic variations, and human adaptations to environmental stresses. The main focus of investigation of human genotypic and phenotypic variations as observed in contemporary human populations to obtain an understanding of the biological basis for anatomical and physiological variation (incorrectly referred to as 'race' in a social context), including different evolutionary mechanisms that have shaped these variations, and how changing environments may have influenced these directions as well as the emergence of, and adjustment to, various chronic diseases. Lab sessions provide a practical introduction to cellular genetics, population genetics, osteology, anthropometry, statistics, and human evolution.
Attribute: LSCI.

ANTH 1999. SERVICE LEARNING-1000 LEVEL. (1 Credit)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

ANTH 2202. ANTHROPOLOGY OF PERFORMANCE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

ANTH 2447. PASSAGES: LIFE CYCLES. (4 Credits)
Although the life cycle is biologically based, societies differ in the way they conceptualize the stages of life. This course explores differing concepts of personhood and how a person is linked to moral beliefs and ideologies of power. We examine the way rites of passage (e.g., birth, initiation ceremonies, marriage, parenthood, and death) shape personhood in different cultures. We consider how the perspectives of psychology and anthropology complement, challenge, and enrich our understanding of the life cycle. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: INST.

ANTH 2500. TABOO: ANTHROPOLOGY OF THE FORBIDDEN. (4 Credits)
Taboo helps identify sources of social danger, establishing prohibitions designed to protect society from that which it considers dangerous or repulsive. Yet, the prohibitions always exert an undeniable attraction, leading to a fascination with transgression. Through exploration of the anthropological notion of taboo-and related cross-cultural concepts of impurity, contagion, and transgression-this course will explore the extent to which prohibition and danger structure social life. Topics considered will include incest, cannibalism, eroticism, filth, murder, madness, and sin. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE.
ANTH 2520. INTRODUCTION TO FORENSIC ANTHROPOLOGY. (4 Credits)
The course surveys methods in crime scene investigation and forensic archaeology. Often, the commission of a violent act leaves an unidentifiable corpse, which requires the expertise of a forensic anthropologist to identify the guilty party. Students will learn how forensic anthropologists create biological profiles from deceased individuals (using metric, non-metric, odontological, and genetic information). Notable persons and current research in the field will be introduced through the examination of case studies. The applications and abuse of forensic evidence in the courtroom and popular culture are also explored. Students will come to understand the direct relationship between archaeology, physical anthropology, and forensics in the quest not only to solve "Who Dunniit?", but "Who Was It?" Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

ANTH 2525. WHY ARE WE DIFFERENT? THE BASIS FOR HUMAN DIVERSITY. (4 Credits)
This course considers how and why people differ physically, the genetic and functional basis for these differences, and their significance for adaptation and survival. Topics covered will include variations in skin, hair, and eye color, body size and proportions, serological and biochemical distributions, nutritional requirements, diseases such as HIV and cancer, and growth patterns. Theoretical issues will also be discussed, including the concepts of race and the continuing evolution of the human species. There are no prerequisites for this course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 2614. URBANISM AND CHANGE IN THE MIDDLE EAST. (4 Credits)
This course discusses urban traditions and theories in the Middle East. The course material will cover multiple Middle Eastern cities, old and new. Through ethnography we analyze the impact of colonial policies on the politics of space and place. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, MEST.

ANTH 2619. MAGIC, SCIENCE, AND RELIGION. (4 Credits)
Magic, science and religion will be analyzed, compared and contrasted. Problems in the comparative study of these topics, especially of religion, the "supernatural," and world view, are discussed in the context of various cultures. (Every other year). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: BIOE, GLBL, INST, IPE, REST.

ANTH 2620. THE ANTHROPOLOGY OF CITIES. (4 Credits)
This course explores the everyday life of cities in a range of international contexts. We will investigate the formation of urban neighborhoods, urban ties based on ethnicity and religious beliefs, multilingualism and changing notions of the city due to globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, IPE, URST.

ANTH 2650. WHY JOHNNY CAN'T READ. (4 Credits)
What is the role of schooling in US society? This course will explore the socio-cultural contexts of educational institutions in the United States, as well as the historical development of prevalent theories of education and learning. Topics and debates in education include testing and curriculum standards, language policies and classroom literacy practices, dropout rates, minority and low-income population access to education opportunities, the charter school movement, teaching methodologies, school accountability, and the role of technology in the classroom, among others. The class will also investigate what is means to be a student in a linguistically and culturally diverse society. How do young and adult learners form their own educational communities both inside and outside the classroom? How are families, peer networks, religious institutions, workplaces and other community spaces also important educational sites? How have expectations in the US, especially as they relate to and change along with, national and global political ideas of social/ economic development and progress. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PJST.

ANTH 2700. YOU ARE WHAT YOU EAT: THE ANTHROPOLOGY OF FOOD. (4 Credits)
As the center of all significant human rituals and ceremonies, food is studied by a range of natural and social scientists. For the anthropologist, food is connected to the human body, health social relations, identity, and even ideology; we are literally what we eat. This course examines the role food plays in shaping cultural practices throughout the world. Students will explore changing concepts of food through time, beginning with early humans, modes of food production, and consumption. Through primary literature, lectures, local ethnic markets, and sharing meals throughout the semester, this class will immerse you in the theoretical and empirical significance of the cross-cultural significance of food. Bon appetit! Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

ANTH 2770. ANTHROPOLOGY OF CHILDHOOD. (4 Credits)
This course will explore the experience of childhood cross-culturally, including, for example, toddlers in New Guinea, North American tweens, and child soldiers in Sierra Leone. We will address issues such as discipline, emotion, authority, and socialization within the broader context of race, religion and gender. Special attention will be given to the effects of war, poverty, and social inequality on children and the recent development of a set of universal human rights for children. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE.
ANTH 2880. HUMAN SEXUALITY IN CROSS-CULTURAL PERSPECTIVE. (4 Credits)
Human sexuality in Cross-Cultural Perspective. Human sexuality presents a challenge to anthropology which, as a general practice, continues to divide the biological from cultural. Sexuality depends on biology, but its actual practices arise in specific cultural contexts, which vary widely. In this course, we examine older anthropological theories of sexuality as well as a new emerging interactionist paradigm that recognizes the power of both biology and culture. Specific topics include ethnographic method in the study of sexuality, evolutionary theory, cultural constructivism, heteronormativity, and gay, lesbian, bisexual, and transgender issues, in a range of societies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, IPE, WGSS.

ANTH 2885. ANTHROPOLOGY OF ECONOMICS. (4 Credits)
The purpose of this course is to acquaint students with the major theoretical and methodological perspectives in the anthropological study of human economies, past and present. The course will explore the principles and history of economic analysis in anthropology, including the cultural factors that shape and guide economic behavior in diverse societies from the stone age to modern times. Readings will cover topics in ethnography, human ecology, social theory, political economy, and economic development. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 2886. ANTHROPOLOGY OF GENDER AND SEXUALITY. (4 Credits)
Are sex roles biologically determined or culturally defined? A cross-cultural perspective provides a unique opportunity to explore answers to this question through an examination of the roles of men and women in marriage and the family and in economic, political and religious institutions, as well as how such roles are interrelated with conceptions of masculinity, femininity, honor and shame. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE, WGSS.

ANTH 2888. GENDER AND ISLAM. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, MEST.

ANTH 2890. VISUAL ANTHROPOLOGY. (4 Credits)
Culture affects what and how we see, and what we see affects our culture. Film, still photography and video each enable anthropologists to capture and analyze aspects of this relationship, and of culture in general. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 2999. TUTORIAL. (2 Credits)

ANTH 3002. ART AND ANTHROPOLOGY. (4 Credits)
In this class, we will explore the century-long dialogue between anthropology and the creative arts. From Picasso and Matisse appropriating African arts, and Zorah Hurston drawing on her anthropological research for her novels, to Michael Taussig's use of fiction as an ethnographical tool, the study of culture and the creation of art have long been closely intertwined. We will read essays, ethnographies, poems, novels, and life histories, tracing the possibilities of anthropology as a creative discipline and a way of understanding creativity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3110. ANCIENT CULTURES OF THE BIBLE. (4 Credits)
What was it really like in Biblical times? Through an archaeological investigation of the Holy Land, particularly the Canaanite, Israelite and classical cultures of Old and New Testament times, this course provides students with a better understanding of the ancient social and religious background of our modern Judeo-Christian tradition. Extensively slide illustrated. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, CLAS, GLBL, MEST, PJST, REST.

ANTH 3111. NEW WORLD ARCHAEOLOGY. (4 Credits)
What were the Americas like before the arrival of Europeans? This course investigates the prehistory of the western hemisphere with emphasis on the arrival and expansion of hunter-gatherer societies throughout the New World. Explore ancient Native American cultural adaptations from the Ice Age to today's global warming within the diverse and dynamic habitats of early times. Students will gain a broader appreciation of American Indian culture and diversity, as well as its extraordinarily long record of survival and achievement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, LALS, MVST.

ANTH 3115. INTRODUCTION TO MEDICAL ANTHROPOLOGY. (4 Credits)
The interdisciplinary field of medical anthropology focuses on the study of health and healing within cultural, biosocial and cross-cultural contexts. Students will develop an understanding of how to apply core concepts and methods from anthropology to understanding and addressing problems located at the intersection of culture, well-being, disease and death.

ANTH 3152. SPORTS AND NATIONAL POLITICS. (4 Credits)
This course looks at sports as a very serious (and entertaining) enterprise comprising multiple levels, from lighthearted enjoyment needed to keep us sane every week, to the insane passions of national rivalries usually camouflaged in other political and cultural arenas. Sport is also serious business in that it commands so many cultural and financial resources and international media attention. Ultimately the course will look to explore how sports is central to our national and transnational existence and is an essential in post-modern consumerist world that seeks to erase the traces of global capitalism's homogenizing project of domesticating differences. In this light, sport and global culture of the body at play, constitute a fundamental dimension of the contemporary transnational landscape. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, INST.

Updated: 10-11-2017
ANTH 3154. SPORTS: AN ANTHROPOLOGICAL PERSPECTIVE. (4 Credits)
Why is sports so pervasive throughout the world? Sports entertain and
generates billions in revenue, but it has a more profound role in human
society. This course will examine sports as an integral part of human
culture that can both reproduce and challenge cultural structures. We will
discuss how issues such as race, class, gender, sexuality and nationalism
are embodied and performed on the field and in the stands, using the
context of multiple sports. While we will take a critical look at sports, this
course will also approach the topic with an eye to the common human
experience of joy in the game. As Gómez said, “when good soccer
happens, I give thanks for the miracle and I don’t give a damn which team
or country performs it.” Four-credit courses that meet for 150 minutes per
week require three additional hours of class preparation per week on the
part of the student in lieu of an additional hour of formal instruction.

ANTH 3180. ETHNOGRAPHIC METHODS: CULTURES OF NEW YORK
CITY. (4 Credits)
This course explores the cultural diversity of New York City from an
Anthropological perspective. The focus will be on how different groups
use urban public spaces, e.g., ethnic and religious communities within
the city and urban subcultures. Students will use readings to inform
their own ethnographic research on the cultures of New York. Four-credit
courses that meet for 150 minutes per week require three additional
hours of class preparation per week on the part of the student in lieu of
an additional hour of formal instruction.
Attributes: AMST, EP3, URST.

ANTH 3197. PEOPLES OF SOUTH ASIA. (4 Credits)
This course explores the people, history, culture and politics of South
Asia. Four-credit courses that meet for 150 minutes per week require
three additional hours of class preparation per week on the part of the
student in lieu of an additional hour of formal instruction.

ANTH 3220. ARCHAEOLOGY, LANGUAGE, AND GENETICS: THE POLITICS
OF IDENTITY. (4 Credits)
The course explores parallel lines of investigation in archaeology,
linguistics, and evolutionary biology that have been used to construct
social and cultural identity. We will survey ways in which people have
approached this matter, including origin myths, art, text, language
change, material culture, and genetic mutation, then compare the
findings of these disparate fields to consider how they have been used,
and might be used, to assemble a picture of the past from the perspective
of individuals, archaeologists, and political leaders. Four-credit courses
that meet for 150 minutes per week require three additional hours of
class preparation per week on the part of the student in lieu of an
additional hour of formal instruction.
Attribute: ASSC.

ANTH 3260. POLITICS OF REPRODUCTION. (4 Credits)
The biological reproduction of the human species is a complex process
that engages all major institutions of society: family, religion, morality,
health, economy, and government. Using cross-cultural and social
historical materials, this course will examine cases in which the control
over reproduction is contested, focusing on such issues as family
limitation, new reproductive technologies, and child custody. Four-credit
courses that meet for 150 minutes per week require three additional
hours of class preparation per week on the part of the student in lieu of
an additional hour of formal instruction.
Attributes: ASSC, BIOE, GLBL, PJST.

ANTH 3330. RACE AND URBAN LANDSCAPE. (4 Credits)
This course will examine the segregation of whites and blacks in
urban communities in the United States. As blacks moved into urban
communities in the South and migrated to cities in the North and West
from the late 19th century to the mid 20th century, whites segregated
them and instituted “Jim Crow” practices that denied them equal rights.
What did Jim Crow look like on the urban landscape? Students will be
able to answer this question as they learn about the growing confinement
of blacks and establishment of ghettos on the landscape of a number of
U.S. cities including Chicago, and New York. Students will read several
historical and anthropological studies of urban communities in the United
States. They will learn some of the techniques anthropologists use, such
as mapping, observation, and historical research, to study Harlem. In
addition, students will become familiar with the holistic anthropological
approach that explores race in the urban landscape as well as documents
the political, economic, religious, and social forces that shape the city
environment. Four-credit courses that meet for 150 minutes per week
require three additional hours of class preparation per week on the part of
the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

ANTH 3339. IRISH AND MEXICAN MIGRATION: NEW YORK FOCUS. (4
Credits)
The course will take a comparative look at the historical and
contemporary Irish and Mexican migrations to New York City. Special
emphasis will be given to ethnographic exploration and analysis of
the different communities’ migration processes, including how each
has impacted the city, and also transformed the origin populations
back home in Ireland and Mexico. Four-credit courses that meet for 150
minutes per week require three additional hours of class preparation per
week on the part of the student in lieu of an additional hour of formal
instruction.
Attributes: AMST, ASSC, LALS, MVST, SOCI.

ANTH 3340. ANTHROPOLOGICAL PERSPECTIVES ON RACE AND
ETHNICITY. (4 Credits)
A cross-cultural, interdisciplinary consideration of the concepts of
race and ethnicity, this course examines racial and ethnic categories
and explores how they form, how society gives them meaning and
the circumstances under which they change. Four-credit courses that
meet for 150 minutes per week require three additional hours of class
preparation per week on the part of the student in lieu of an additional
hour of formal instruction.
Attributes: AMST, IPE, LALS, PLUR, URST.

ANTH 3341. RACE, SEX, AND SCIENCE. (4 Credits)
This course introduces students to interdisciplinary debates about the
relationship between race, sex, and gender, on the one hand, and science,
technology, and medicine, on the other. We will examine two interrelated
questions: How do scientific claims influence cultural understandings of
race, gender, and sexuality; and how do cultural beliefs about race, sex,
and gender influence scientific research and knowledge production? The
course will explore the role that understandings of race, sex, and gender
have played in the development of Western science; the relationship
among race, sex, gender, and scientific research in genomics and health
disparities research (among other fields); and finally, the ways in which
race, gender, and social inequalities become embodied and affect human
biology. Four-credit courses that meet for 150 minutes per week require
three additional hours of class preparation per week on the part of the
student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, LALS, SOCI, URST, WGSS.
ANTH 3343. GHETTOS AND GATED COMMUNITIES. (4 Credits)
How do humans order their urban landscapes? Do different cultures segregate certain peoples in the urban landscape? Do cultures exclude certain groups from certain neighborhoods? Students will become acquainted with ghettos and gated communities in different cultures around the world and compare them with their own to discover what they share and don't share. Students will learn how anthropologists study global urban communities. Topics to be covered in this course are urbanization, creation of ghettos and gated communities, influences on the urban landscape from gender, political, economic, social, and global forces. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, EP3, GLBL, INST, PJST, URST.

ANTH 3347. ANTHROPOLOGY OF HIV/AIDS. (4 Credits)
This course explores the cultural, historical, political, economic, and public health aspects of HIV/AIDS. We will study the emergence, development, and contemporary meaning of HIV/AIDS in the US and internationally, impacts across multiple sectors of society, experience of affected populations, responses of health, political and social sectors; and varying approaches to prevention and treatment. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3351. COMPARATIVE CULTURES. (4 Credits)
This course will survey the diversity of cultures in the world and the processes that have produced similarities and differences among and within various geographic areas. Some of the central topics of discussion include human adaptation and adaptability, social change, modernization and ideas of development in small scale as well as in complex societies today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, GLBL, INST, IPE, LALS, MEST.

ANTH 3353. ANTHROPOLOGY OF GLOBALIZATION. (4 Credits)
Although globalization began in the 14th century with the voyage of Columbus, it is very much a contemporary concept. More than any other social system, globalization has permeated every institution, structure, and human relationship, thereby generating a whole new structure of values. Even though globalization has resulted in more development, it also brought great inequalities, frustrations, and conflicts among nations. The objective of this course is to provide students with substantive knowledge and understanding of the process from its many anthropological and cultural dimensions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: PJST, URST.

ANTH 3354. RACE, IDENTITY, AND GLOBALIZATION. (4 Credits)
The course will explore the power of racial discourses in the production of global difference over the last five decades. Particular emphasis will be placed on the work of James Baldwin to understand the insights of the North American civil rights movement, and its global influence since the 1960's. The civil rights movement coalesced at an important moment of global historical questioning, and along with the African and Caribbean national liberation movements, anti-Vietnam war protests, feminist and gay struggles and the student uprisings in Europe and Latin America, marked a particular manner in which to re-think global concepts such as democracy, citizenship, transnational identity, and political consciousness. The objective of the course is to make use of Baldwin's racial, national, and global reflections to understand the global effects of the progressive movements initiated five decades ago. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, INST, URST.

ANTH 3355. CULTURE AND ANTICOLONIALISM. (4 Credits)
In this course students will read and discuss major texts in the anticolonial traditions of Africa, Latin America and the Caribbean. The course will also address how the search for a "native" esthetics marked the cultural production of these regions in the Twentieth Century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

ANTH 3371. PEOPLE AND ENVIRONMENT. (4 Credits)
This course problematizes and examines the nature/ culture binary in terms of spaces & subjects through race; gender; technology; city – country/metropole – (neo) colony; "the environment" (as a priori vs. culturally constructed); discourses of environmentalism (values, expert/ local knowledge, politicization/ depoliticization); violence, disaster and ruin. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3380. HAZARDS, DISASTERS, AND HUMAN EXPERIENCE. (4 Credits)
Sandy, Katrina, 9/11. Natural and anthropogenic disasters are not new (consider Pompeii or even Noah's flood), but because of global climate change, the intensity and frequency of storms is increasing along with tragic human suffering and property destruction. Anthropological perspectives are increasingly relevant to disaster prevention and relief efforts, especially since anthropologists participate in inquiry and cleanup in the aftermath of these disasters. By exploring the complexities of recent and past natural and human caused disasters, this course explores the ways in which cultures perceive and respond to disaster. We will identify pragmatic actions which can mitigate or prevent human suffering and improve relief efforts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, ENST.
ANTH 3393. GRAFFITI: THE CHALLENGES AND CONUNDRUMS OF STREET ART. (4 Credits)
The course will focus on the history and development of graffiti since its ancient inceptions in cities like Pompeii to its post-modern expressions. Particular emphasis will be placed on the role of graffiti in resisting and critiquing official state power, and how, over the centuries it has been a focus of state censorship and repression. Scholars and colleagues will also be invited to talk about graffiti from different perspectives. Meanwhile students are expected to carry out a research term paper about the history, development, and unique issues of graffiti in a particular urban center. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attributes: AMST, ASSC.

ANTH 3400. POLITICS OF MEMORY: TORTURE, GUILT. (4 Credits)
The course will explore the politics of historical trauma, particularly looking at the manner in which contemporary societies deal with past forms of violence, oppression and hatred. Emphasis will be placed on the United States, Chile and South Africa in terms of assessing how each of these nationstates have looked to deal with foundational forms of genocide and ethnocide. Part of the course will also look at reparations and the creation of Truth and Reconciliation Commissions as ways to reconcile with past exploitative legacies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3406. RACE AND GENDER IN VISUAL CULT. (4 Credits)
The course will explore how different racial, engendered and class elements affect visual culture. Particular emphasis will be placed upon the cultural production in the Americas but this will be contrasted with other areas and regions from today’s globalized and migrant world. The students will be taught how to assess visual culture and the varying powerful and multi-faceted medium it represents. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3450. THE ANTHROPOLOGY OF NATIONALISM AND IDENTITY. (4 Credits)
Nationalism is a potent force in the modern world, and national affiliation is a major component of social identity. We will start by examining the origins of and main theories on the “nation.” We will discuss how identity is formed in relation to the nation, and the intersection of national identity with other identities such as ethnicity, race, and gender. We will define “nationalism” and look at the role it plays in various aspects of the global world, including migration, national liberation movements, conflict and the rise of the “all-right.” The course will use a variety of case studies, but particular attention will be paid to the development of national identity and the rise of nationalism in the United States.

ANTH 3470. PEOPLE AND CULTURES OF LATIN AMERICA. (4 Credits)
This course surveys the diversity of Latin America as a continent and as a complex mixture of peoples and cultures with an increasing presence in the United States. It will place particular emphasis on the discussion of ethnicity, race, gender, religion, artistic production, and economic and political inequality. The aim of the course is to understand the cultural and social particularities of contemporary Latin America and to place them in a global context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attributes: GLBL, LALS, PJST.

ANTH 3472. LATINO IDENTITY AND CULTURE. (4 Credits)
The course will explore Latino identity and culture. Latinos are the fastest growing ethnicity and largest minority group in the United States. Not surprisingly, defining what unifies and divides Latinos as a whole is a matter of great complexity. In this matter, the course will start with the exploration of the immigrant / migrant experience and assess the central question, woven throughout the group’s experience, “can Latinos ever be from here?” Hence, the subtitle “Ni de Aquí, Ni de Allá” - “Not from here, not from there.” To this degree, the course will also engage the term “Latino”; How was it created? What are its most important personal meanings and political implications?; and what is the Latino potential of power and influence? This also implies that the course also must engage the educational and economic disparities, media stereotypes and perceptions that may cloud the group’s existence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3481. AFRO-BRAZILIAN CULTURE, POLITICS, AND IDENTITY. (4 Credits)
The purpose of this course is to introduce students to the topic of Afro-Brazilian culture through examining aspects of its history and contemporary dynamics. The course offers a panorama of the processes of formation and transformation of Afro-Brazilian culture, analyzing how its main elements, such as samba, capoeira, and Candomble shifted from a marginalized position to become central components of Brazilian national identity. The course also examines the relationship between black culture and local politics in Brazil, and the representations of Africa in the formulation of contemporary black identities in the Diaspora. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attribute: LALS.

ANTH 3483. BOND, BOURNE, AND BRITAIN: THE NOSTALGIA OF EMPIRE. (4 Credits)
“Bond, James Bond,” has become indicative of a particular gendered kind of seductively choreographed “cultured” behavior. It is both telling and theoretically productive that the imperial tenets of this spy character are always hidden under a façade of masculine charm and civilizing ideals. This melodramatic façade has been inherited in the recent Jason Bourne cinema thrillers as well, where it is now an American serviceman, not a British one, who upholds the ideals of democracy and what is right and wrong in a global setting that, more than ever, is exploding into violence and chaos. The course will explore the cultural legacy of the Bond genre, replicated in a “similar but different” manner by the Bourne contributions, in creating ideas about the global ecumene, postcolonial identities, and the production of whiteness in a supposedly post-racial world. Ultimately, the course will focus on the nostalgia of empire exercised by pomities such as Great Britain, and most recently the United States, that keep reproducing greater popular cultural products (in films and music) as their own political and financial stronghold on old colonies continues to wane. Perhaps the British Nobel laureate, Doris Lessing, most succinctly highlighted this problematic when she turned down the prestigious Order of the British Empire, publicly wondering what would be the purpose of joining an order of something (i.e., British Empire) that no longer exists. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attribute: ASSC.
ANTH 3487. LONDON UNDERGROUND: HISTORY, MYTHS, AND TRADITIONS. (4 Credits)
The city of London is one of the most cosmopolitan and culturally diverse cities in the world, with over a third of its current residents having been born outside of Great Britain. It has experienced a long history of occupations, its name itself coming from the Latin Londinium given to the city by its Roman conquerors. Since then, it has seen centuries of cultural life and political organization, becoming the pride of the British Empire and the destination of hundreds of thousands of current and former members of the empire. This course will use the metaphor of the London Underground to explore the multiple layers of history, myth, and tradition that make up the city of London. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3510. MUSEUMS: CULTURES ON DISPLAY. (4 Credits)
This course will explore the purposes museums serve and the meanings museums create in New York City and throughout the world. We will consider practices of collecting and displaying both objects and people, and we will cover both the historical development of museums and contemporary museums-related controversies. The course will frequently meet at New York City museums for in-situ learning experiences. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3520. FORENSIC INVESTIGATION OF THE HUMAN SKELETON. (4 Credits)
To understand how the human skeleton is utilized to identify the deceased and sometimes solve crimes, knowledge of skeletal biology and anatomy is paramount. This course has two primary objectives: first to provide basic but solid knowledge of the human skeleton, and second to explain the application of that knowledge to forensic anthropology. Students can expect to obtain a critical understanding of human skeletal anatomy and forensic osteology, as well as the ability to think critically about the recent media glamorization of forensic practice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3570. APPLIED HUMAN RIGHTS. (1 Credit)
Most people working on international affairs, and other disciplines internationally oriented, might confront cases of human rights violations. Some international workers try to prevent those directly, or to deal with these impacts, and others need to document, at least partially, those violations as the relate to their core mission (e.g. implement health programs for teenagers in a conflict area, or address displacement of indigenous peoples by corporations). How can we understand the relations between different international programs and human rights works? What are the similarities, differences and intersections? What abilities and methods are required for all international workers confronting human rights violations? What are some of the most recent successes in international law and domestic regulations? In this seminar, we will present diverse examples in several domestic regulations? In this seminar, we will present diverse examples in several countries that intersect with human rights violations. We will describe the professional roles of different team members (lawyers, psychologists, social workers, doctors, community actors, etc.) and the tools and protocols needed in order to successfully register their experiences (in context of warfare, environmental damage, and even in natural disasters). We will listen to the testimonies of survivors and human rights workers, and will present specific cases emphasizing the security needs and the risks involved in those.

Attributes: ASSC, BIOE.

ANTH 3605. MOTHERING AND MOTHERHOOD. (4 Credits)
This course provides an in-depth look at what is often assumed to be the most basic and fundamental building blocks of all human relations: mothering. But what does it mean to be a mother? Who is allowed to mother? Whose motherhood is lost or denied? What qualifications does it take mother? And how does what appears to be the private practice of motherhood, intersect with larger political processes, gender ideals and hierarchies, science and technology, and public expressions of intimacy? We will explore the concepts of mothering and motherhood to understand its dynamics beyond birth, bake sales, and kissed boo-boos. This course provides an opportunity to question and rethink mothering and motherhood in a variety of social and cultural contexts both within and outside the U.S. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: WGSS.

ANTH 3610. FAMILIES IN ECONOMIC CRISIS. (4 Credits)
At times in US history, millions of American families have been in economic crisis. Such crises have significantly altered patterns of household composition and social relations, especially regarding jobs, home, and family life. This course will examine theories and policies of economic conditions and labor market trends across a broad spectrum of income brackets and culturally diverse households, including housing, alternative living arrangements, educational access, job security, occupational and industry specific employment and unemployment trends, and customs and traditions of marriage and social relations between the sexes. The course will use a comparative and historical approach by reviewing the influence of the Great Recession on American families as compared to the impact of previous recessions (for example, the mid-1970s, the early to mid 1980s and early 1990s). Readings will be drawn from the social sciences in such disciplines as: cultural anthropology, political economy, sociology, and gender and sexuality studies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.
ANTH 3620. BORDER CULTURES IN THE CITY: SUMMER IN NEW YORK. (1 Credit)
The course will explore a migrant New York City normally not visible to most of the native inhabitants of the city. In this manner, the course will allow students to meet and understand the different struggles and lived-in reality of migrants, particularly Mexican ones, as they strive to make a dignified living for themselves and their families. The course will look to assess and discuss the physical, cultural and emotional border culture that migration has created between Mexico and the United States but also between many of the Central and South American nations. To this degree it will also explore the newly invigorated Latino culture in the United States, one that figures more and more prominently in the future of the United States and the continent. Finally, through daily lectures and site visits to migrant organizations and communities students will explore the myriad of manners in which politics of identity and culture have taken shape and have shaped our city.

Attribute: ASSC.

ANTH 3710. BILINGUALISM: LOCAL PRACTICES AND GLOBAL PERSPECTIVES. (4 Credits)
Human beings have produced at least 7,000 languages in the history of the world, many communities support the use of more than one of these within their boundaries and many individuals acquire multiple languages over the course of a lifetime, sometimes switching among tongues within the same conversation even in today's global English. The course examines the many approaches that sociolinguists and linguistic anthropologists have developed for studying how and why humans do this. What are the causes and consequences of retaining more than one language in our domestic lives, cultural institutions, and nation-states? What are the costs and benefits? Why, in short, do humans continue to value and invest in bilingualism, both locally and globally? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: INST.

ANTH 3725. CULTURE AND CULTURE CHANGE. (4 Credits)
Selected issues in the relationship of human behavior and culture. Issues dealt with in this course include the concept of culture, culture and the individual, culture contact, and culture change. (Every other year) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, INST, IPE, MEST.

ANTH 3726. LANGUAGE, GENDER, AND POWER. (4 Credits)
An examination of how everyday language use is constituted by cultural ideas about gender, power, and identity. Various theoretical frameworks are analyzed through ethnographic case studies which include Mexico, Malagasy, Senegal, Hungary, Nepal and the United States. We focus on issues such as prestige, politeness, inequality and hierarchy, language shift, multilingualism, code-switching, and literacy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: INST.

ANTH 3771. PYRAMIDS, GODS, AND MUMMIES. (4 Credits)
The course looks to explore the myriad of manners in which these politics of identity and culture have taken shape over the last centuries (and even millennia). Through lectures, readings and site visits to archaeological and historical sites around Puebla and Mexico City the course will assess how these migrating notions of culture have served to enable contesting identities across and through the border production between the United States and Mexico. It is particularly useful to view this dynamic from down below to better complete the authoritative picture officially espoused by the governing bodies of both countries. To this degree the value of the course will be to explore, first through lectures, secondly through site visits, and thirdly through small research papers and a final small research project how sometimes similar, and at other times differing, notions of what it means lobe American has permeated the landscape of the continent, and continues to fuel our cultural and political identities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3800. INTERNSHIP. (3 Credits)

ANTH 3888. ARAB WOMEN AND SOCIAL MOVEMENTS. (4 Credits)
This course explores the participation of Arab women in social movements before and after the 2011 “Arab Spring”. The course will be examining why and how women contribute to political and social changes, the challenges they encounter, and the changes in their understanding of their roles as citizens in the postcolonial nation-state. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: INST.

ANTH 3999. SERVICE LEARNING-3000 LEVEL. (3 Credits)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

ANTH 4004. Art Worlds: Anthropology and Sociology Perspectives. (4 Credits)
Incorporating methods and insights from sociology and anthropology, and drawing on the resource of the immediate context of New York City's cultural communities and institutions, this course will analyze many of the arts and artistic communities of New York City. The study of culture generally, and art worlds more specifically, allows us to understand art and culture not only as aesthetic experiences, but also as institutional, economic, social and political phenomena. Our summer mid-day time slot will allow us to avail ourselves of numerous field trips and cultural excursions to support our discussions, readings, and lectures. This course currently fulfills an Interdisciplinary Capstone Core requirements for Fordham College students and is expected to be listed as an EP3 course by Summer 2014. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
ANTH 4005. ANTHROPOLOGY OF J.R.R. TOLKIEN. (4 Credits)
The fictional writing of J.R.R. Tolkien, including The Hobbit, and The Lord of the Rings, has many direct correlations with historical Europe, and beyond its literary value, it can serve in some ways as an ethnographic account of the curious land of Middle Earth. The works describe and extraordinary panorama of myth and borrowed facts, from which we can refine our understanding of the "other" through analysis of sociolinguistics, funerary ritual, cultural norms, and archaeology while simultaneously exploring the sources of Tolkien's imaginative creations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

ANTH 4114. ANTHROPOLOGY OF HEALTH HEALING AND SOCIAL JUSTICE. (4 Credits)
Health and illness will be studied as an interrelationship of biology, ecology, and culture in antiquity and contemporary societies. Among concepts of health and healing explored in Euro-American and non-Western cultures are: What is "normal"? What causes disease? Who can heal? What treatments are provided? What impact does modernization have on these cultural patterns? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, ENST, ENVS, GLBL, ICC, INST, IPE, PJST.

ANTH 4344. REPRODUCTIVE TECHNOLOGIES: GLOBAL PERSPECTIVE. (4 Credits)
The interdisciplinary course will focus on issues in technology and reproduction, emphasizing the view that reproduction is not simply a biological process, but one that is laden with symbolic, political, and ideological meanings. Drawing on the fields of anthropology, sociology, history, public health, law, and science, technology and society. We will examine the contested meanings of reproduction, in particular how reproductive technologies are changing lives around the globe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, ICC.

ANTH 4373. ENVIRONMENT AND HUMAN SURVIVAL. (4 Credits)
This course is an inquiry into the biological and cultural processes by which human populations have adapted to the world's diverse ecosystems. Particular attention is devoted to issues of group survival in difficult habitats and the environmental impact of preindustrial and recently Westernized cultures. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ENVS, GLBL, ICC, IPE.

ANTH 4490. ANTHROPOLOGY OF POLITICAL VIOLENCE. (4 Credits)
Political violence happens everyday, whether we endure it personally or hear about it through the media. But seldom do we ask ourselves what it is. This course investigates the nature of political violence and articulate its many forms from the anthropological perspectives of gender, class, ethnicity, economics, and of course, politics. Specific areas of study include Northern Ireland, Germany, Sudan, Palestine, Mexico, Argentina, China, Australia, and the U.S. The course will discuss the motivations for action (or inaction) by governments, elites, and insurgents, and students will get to know some of the organizations working against political violence. Field trips will include visits to the United Nations, The United Holocaust Museum, and Ground Zero. Podcasts, news broadcasts, movies and audio documentation of events will provide further access to examples of global political violence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, INST, IPE, PJST.

ANTH 4722. PRIMATE ECOLOGY AND CONSERVATION. (4 Credits)
This course is an introduction to primates. Through lectures, readings, discussions, and observation projects, students will investigate the emergence of the order and explore the diversity of primates around the world. The course will address issues of ecological adaptation, social organization, and conservation, especially of the species most threatened by extinction, and it will illustrate how habitation projects make it possible to conduct effective field studies. The evolutionary basis of the special characteristics of primates will be discussed, as well as the question of what nonhuman primate behavior can tell us about ourselves. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ENVS, ICC.

ANTH 4802. ARCHAEOLOGY OF NEW YORK. (4 Credits)
The history of New York City and its environs takes on a completely different feel when the people and times are illustrated using material culture, the artifacts representing the daily activities of previous lives. Borrowing from the university's extensive collection of objects dating from prehistory to the 20th century, the course will examine former times through the lens of the items recovered from archaeological excavations, landfills, subsurface trash accumulations, and construction worksites in order to provide a more personal and intimate view of the past. Historical in the broadest sense, the curriculum will not include a detailed chronology of the city but instead explore the worlds of household, industrial production, urban infrastructure, and other social dimensions that the real objects make accessible. Aspects of conservation and curation of these rare documents of the past will be covered as well. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 4998. SENIOR THESIS. (4 Credits)
Independent research under mentor guidance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 4999. TUTORIAL IN ANTHROPOLOGY. (1-4 Credits)
Supervised individual study project.

Attribute: GLBL.
SOCI 1025. SOCIOLOGY OF AMERICAN CULTURE. (3 Credits)
A course for international students that introduces them to the study of American culture and identity; readings from the social sciences, literature, and history.
Attributes: AMST, ESL, PLUR, SSCI.

SOCI 1050. SOCIOLOGY FOCUS. (3 Credits)

SOCI 1100. INTRODUCTION TO SOCIOLOGY. (3 Credits)
An introduction to sociology with a focus on its nature as a scientific discipline. The analysis of society through the use of sociological theories, concepts, and methods. This course serves as a prerequisite to all other sociology courses and seeks to stimulate students to continue to deepen their understanding of societies.
Attributes: FRSS, SSCI.

SOCI 1999. TUTORIAL. (1-3 Credits)
Independent research and reading with supervision from a faculty member.

SOCI 2200. SOCIOLOGY OF CULTURE. (4 Credits)
"Culture" is a people's entire way of life expressed in language, art, law, religion, and other collective practices such as work, leisure, sports, food, and dress. Aspects of contemporary cultures including multiculturalism groups identity, and global consciousness are studied. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 2410. INEQUALITY: CLASS, RACE, AND ETHNICITY. (4 Credits)
The recent history of the U.S. as a nation of distinct socioeconomic classes and the persistence of racial and ethnic conflict as a factor affecting inequality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, LALS, PLUR, URST.

SOCI 2420. SOCIAL PROBLEMS OF RACE AND ETHNICITY. (4 Credits)
This course explores the historical and contemporary issues surrounding the impact that race and ethnicity have in society. Students will examine how racial and ethnic criteria often guide important economic, political, and social decisions that affect access to resources by various groups and which usually have major consequences for the individual. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, LALS, MVST, PJST, PLUR, URST.

SOCI 2505. RELIGION AND SOCIAL CHANGE. (4 Credits)
The course explores questions about religion and social change in domestic and international contexts and how religious institutions adapt to changes in gender roles, urbanization, migration, and religious and ethnic pluralism. What roles have religious movements, including fundamentalism, played in modernization? Students examine under what conditions religion is compatible with the global spread of democracy, environmentalism or individualist conceptions of human rights. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, IPE, PJST, REST.

SOCI 2570. SOCIOLOGY OF FUNDAMENTALISM. (4 Credits)
The attack on the twin towers of New York, the assassination of doctors and bombing of abortion clinics, and the proliferation of suicide bombers and suicide cults are examples of true believers—Muslim, Jew, Christian, and Hindu—at war with others in the name of faith. Dissent seems to be considered a heresy, and dogmatism seeks domination over democracy. Using film, selected readings, and occasional guest speakers, this course examines why in the 21st century, the most technologically-advanced, pluralistic, and globally unified era in the history of humanity, fundamentalism has become a dominant force on the world stage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 2600. INTRODUCTION TO SOCIAL WORK AND WELFARE. (4 Credits)
Introduction to values, knowledge and skills of social work professions. Focus on historical and contemporary rules and relations of social work profession. Also includes social welfare history and policy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, URST.

SOCI 2606. SOCIAL SCIENCE STATISTICS. (4 Credits)
Introduces the student to the basic concepts of both descriptive and inferential statistics. Both models will be presented, their assumptions delineated, and their application to research in the social sciences emphasized. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

SOCI 2607. SOCIAL SCIENCE RESEARCH AND STATISTICS. (4 Credits)
This course provides an overview of the methodological approaches used in the social sciences, both in terms of designing research studies, and analyzing and interpreting data. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, URST.

SOCI 2650. BASIC RESEARCH METHODS. (4 Credits)
A survey of the basic tools for data collection and research design. Focus on decisions involved in the selection of the research problem, research design and the interpretation of data. Methods to be explored include participant observation, survey analysis, content analysis and the case study approach. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, URST.

SOCI 2701. INTRODUCTION TO CRIMINAL JUSTICE. (4 Credits)
An overview of the criminal justice system: law, its sociology, and its social and political functions. A critical examination of law enforcement agencies, the judicial system, and corrections. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, URST.
SOCI 2703. SOCIAL DEVIANCE. (4 Credits)
The study of deviance is closely related to social power and social class. Deviance from, or conformity to, social rules or norms raises the question, Who rules? The study of deviance has been particularly concerned with issues of class, race, ethnicity, gender, and sexuality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

SOCI 2705. CRIMINAL JUSTICE POLICY. (4 Credits)
This course provides an overview of policies instituted at each level of the criminal justice system including police, corrections and courts. The class will focus on evaluating the benefits, costs and possible consequences associated with these policies. Focus will also be placed on the development of criminal justice policy taking into consideration: history, context, theoretical frameworks, and political factors. Special topics that will be covered include evidence-based interventions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 2800. SOCIOLOGICAL THEORY. (4 Credits)
A survey of classical and contemporary theory that gives students a grasp of the history, nature, and significance of theory for the study of contemporary societies and sociocultural processes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: FCRH.

SOCI 2801. SOCIAL THEORY AT THE CINEMA. (4 Credits)
This survey of classical and contemporary theory looks at sociological analysis through the lens of mainstream and independent cinema. The course considers the history, nature and significance of theory for the study of contemporary societies and sociocultural processes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 2845. DRUGS, LAW, AND SOCIETY. (4 Credits)
This course examines the social organizations of illegal commerce in narcotics and other drugs, looking at this transnational business from the point of production to the points of consumption throughout the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

SOCI 2847. THE 60s: SEX, DRUGS, ROCK & ROLL. (4 Credits)
The 1960’s was one of the most tumultuous eras in American history, marked by a revolutionary movement led by youth struggling for freedom on many levels. African Americans, with white support, struggled against the oppression of racial segregation of the South in the Civil Rights movement: young people sought sexual freedom and the right to experiment with drugs; musicians broke away from the restraints of traditional pop and folk songs and created rock and roll; politically minded youth attacked the traditional institutions of political and economic power by protesting against the war in Vietnam; women challenged traditional male attitudes that confined them to domesticity or inferior status in the work place and in society; gays organized against the repressive laws and prejudices against homosexuality. This course will show how all of these social strands intertwined using films, music and writings from the era. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

SOCI 2850. METHODS SOCIAL RESEARCH I. (4 Credits)
Students are introduced to the fundamentals of empirical research while actively being involved in the research process by conducting their own survey. The first course includes a survey of different methodologies used by social scientists. Students gain hands-on experience in writing a literature review, specifying a research question, developing research hypotheses, designing a questionnaire and collecting data through interviewing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: URST, ZLB1.

SOCI 2851. METHODS SOCIAL RESEARCH II. (4 Credits)
The second course focuses on data analysis. Students learn simple descriptive and inferential statistics in conjunction with how to use the computer. These skills provide the basis for obtaining answers to research questions and testing hypotheses so that students can write their final research reports. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, FCRH.

SOCI 2870. GANGS IN AMERICA. (4 Credits)
This course examines the problem of street gangs in American society. Areas of interest include (1) the history of gangland, (2) evolving patterns of relationships between the gangs and social institutions, (3) the structure and culture of gangs, and (4) the ways in which gangs now spread. Course material includes theoretical literature empirical studies, and historical accounts Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: FCRH.
SOCI 2925. MEDIA, CRIME, SEX, AND VIOLENCE. (4 Credits)
Turn on the television set, pick up the local newspaper, go on the Internet or watch a movie. Wherever you turn, you will find the media saturated with stories about corrupt cops and honest cops, drug dealers and drug users, murderers and victims, organized crime and serial killers, crusading district attorneys and defense attorneys, corrupt lawyers and hanging judges, violent prisoners and convicted innocents. How accurate are these representations? What are the ideological messages and cultural values these stories communicate? In this course, you will learn how to demystify media representations in order to understand how and why they are produced, and who is responsible for their production. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, PJST, WGSS.

SOCI 2960. POPULAR CULTURE. (4 Credits)
This course will investigate the nature of contemporary popular culture. How do people spend their "spare time"? Does this vary with social class? Is sport the new religion? And how does this differ from that of earlier periods and simpler societies? (Every year) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, URST.

SOCI 2965. SCIENCE FICTION AND SOCIAL CRISIS. (4 Credits)
In a dreamworld inhabited by battle weary heroes and heroines who confront alien forces, where machines find human beings disposable and wizards' spells sometimes fail, where madmen create monsters that threaten humanity, we enter a realm in which science fiction often stands as a metaphor for the human condition, resurrecting quasi-mythological perceptions that have all but vanished in our nonfictional scientific world. Through the use of selected readings, feature films and lectures, this course will examine the sociological insights that science fiction films and literature offer about how we live our lives in the "here and now" of the post modern world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

SOCI 2966. IMAGINING OTHER WORLDS. (4 Credits)
Confronted as we are by many major social problems throughout the United States and the world, is it possible to even image a better society than the present one. Drawing on utopian texts and science fiction novels and films, student will work in teams to blueprint a small-scale community of their choice that improves upon one that presently exists. The students will examine specific social structure such as families, educational institutions, gender relations, and political power, etc. They will work together and conduct fieldwork such as interviews, photography of sites, and graphic designs, to make a presentation at the end of the course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 2999. TUTORIAL. (2 Credits)
Independent research and reading with supervision from a faculty member.

SOCI 3000. LATINO IMAGES IN MEDIA. (4 Credits)
An analysis of changing Latino images in U.S. media. The emphasis will be on English language film and television productions. Gender, color, and class issues will be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMC, COMM, LALS, PLUR, URST.

SOCI 3001. ETHICAL ISSUES IN JUSTICE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

SOCI 3017. INEQUALITY IN AMERICA. (4 Credits)
A study of the ways in which inequalities of wealth, power, and prestige are institutionalized in complex societies. Social class and social status as they relate to other aspects of social organization and affect the life chances of individuals. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: LALS, URST.

SOCI 3021. SOCIOLOGY OF MEDICINE. (4 Credits)
This course explores the social context of health, disease, and illness in American society. Thematic issues include the experience of illness, the medical (and other healing) professions, health care policy, and the relations between providers and patients. The effects of social inequality on health and health care delivery are probed throughout the course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

SOCI 3030. HIV/AIDS IN AFRICA. (4 Credits)
HIV/AIDS is both a biological and a social phenomenon. This course will examine the history and social evolution of the global pandemic as well as contemporary and future issues. Topics covered include the history and epistemology of HIV/AIDS, the social construction of the disease, demographic impacts, heavily affected social groups - such as orphans, and the global humanitarian and development response to the African HIV/AIDS pandemic. Students will acquire a better understanding of the varied issues related to HIV/AIDS, their emergence and effects on different individuals, groups, and societies in Africa. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, BIOE.

SOCI 3044. POVERTY AND COMMUNITY DEVELOPMENT. (4 Credits)
This course is intended to provide students who have an interest in academic service learning with knowledge, skills and attitude they will need to shape their understanding of the socio-economic challenges of poverty, unemployment and inequality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, PJST.
SOCI 3046. INTERNATIONAL SOCIOLOGY. (4 Credits)
An examination of the impact of globalization on worldwide social development goals; the formation of transitional families in Africa, Asia, the Americas and Europe; family strategies of migration for social and economic gain; and, policies to safeguard the human rights of transitional families. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, IPE, URST.

SOCI 3066. GLOBAL MEDIA: RACE, CLASS, GENDER AND ETHNICITY. (4 Credits)
This course will include readings on global media and pay particular attention to the representation and reception of racial, ethnic, gender and class groupings in mass media today. It will also examine how television programs exported from the US have affected basic social institutions, values and perceptions of race/ethnicity, class and gender in other countries, and, in the US. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3070. THE CITY AND ITS NEIGHBORHOODS. (4 Credits)
The course will introduce students to current debates about the urban experience. We will explore a variety of themes, including immigration, race, and ethnicity, urban culture and history, urban sociology and anthropology, urban politics and policy, and urban planning. The class will help students readily available sources of data to "discover" New York City neighborhoods. The class will include several outings to different New York City neighborhoods. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3102. CONTEMPORARY SOCIAL ISSUES AND POLICIES. (4 Credits)
Global issues such as world hunger, human rights, and nuclear war, as well as American issues concerning inequalities of wealth, civil rights, crime, family, and the role of government, are examined in this course. In addition to gaining an understanding of the social, political, and economic dimensions of these issues, students will carefully consider underlying value principles and religious ethics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, PJST.

SOCI 3114. SOCIOLOGY OF HEALTH AND ILLNESS. (4 Credits)
This course will focus on health, illness, and medicine from a sociological perspective. It will provide students with an overview of the development of medicine as in institution, the impact of medicine on society, the socialization of health care practitioners, the social determinants of health and illness, healthcare policies in the U.S. and around the world, and patients' experiences with illness. By the end of this course, students will be able to: (1) develop an understanding of the ways in which society and medicine influence each other, (2) connect mobile social factors with people's health; and (3) grasp the construction of diverse illness identities in patients with chronic diseases. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, BIOE.

SOCI 3120. CONTROVERSYS IN RELIGION AND INTERNATIONAL RELATIONS. (4 Credits)
This course examines religious and secular organizations' involvement in international policy domains such as development, humanitarian aid, human rights, STI prevention, and biological reproduction, with special attention to tensions that emerge over competing religious and cultural frameworks. We will explore how different perspectives—economic, medical, human rights, security, justice—variously prioritize or marginalize different voices, ethical considerations and potential solutions to the social problems we examine. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, EP3, PJST, WGST.

SOCI 3136. INEQUALITY-WHY/EFFECTS. (4 Credits)
What are the causes and consequences of inequality? Special consideration is given to the inequalities associated with class, sex and racial/ethnic membership. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, PJST, PLUR, URST.

SOCI 3140. OLD AND NEW MINORITIES IN THE U.S.. (4 Credits)
The situations of old minority groups, such as African Americans, Japanese, and earlier European immigrants, as compared to those of more recent groups such as Puerto Ricans, Cubans, other Hispanics, and recent Asian immigrants, including upres. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, LALS, PLUR, URST.

SOCI 3145. ENVIRONMENT TECHNOLOGY SOCIETY. (4 Credits)
An introduction to the origins, breadth and present-day relevancies of environmental sociology. Topics include contextual analyses of philosophies of nature, historical emergence of industrial society— the nature of the materials cycle, cultural and cinematic (key films) analyses of environmental crisis, specific hands-on case studies, today's challenges and social movements, all this to bridge sociology and the natural and social sciences. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENST.
SOCI 3148. POPULATION AND ECONOMIC DEVELOPMENT ISSUES. (4 Credits)
An examination of the interrelationships among development, population growth and migration. Fertility and migration (including urbanization) in the Third World will be reviewed in the context of development perspectives. The determinants and consequences of fertility and migration and their policy implications will be considered in a number of development sectors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attributes: ASSC, GLBL, INST, IPE, LALS, PJST, URST.

SOCI 3149. ECONOMIC SOCIOLOGY. (4 Credits)
Economic sociology is the study of how the economy intersects with our culture, institutions, and social context. In this course, we seek to understand how economic activity, including the organization of production and consumption and the allocation of work, goods and profits and other scarce resources, is shaped by social relations. We will analyze the institutional and social foundations of markets and other mechanisms that facilitate the interaction of individuals, groups, institutions, societies and their environments in making their livelihoods, covering a variety of topics including information and uncertainty, economic inequality and stratification, globalization, social networks in markets, finding jobs, black markets, the market for human organs, and corporate crime and malfeasance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attribute: LALS.

SOCI 3151. SOCIOLOGY OF EDUCATION. (4 Credits)
We spend a great deal of our youth in school. As taxpayers, our dollars provide major funding for school systems. Through a study of the current goals, functions, and structures of educational institutions, how these have changed over time, and how they are interrelated to other major institutions in society, students will gain insights into social factors affecting their own experiences and their responsibility as taxpayers, as future parents, and, for some, as future teachers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3152. SOCIOLOGY OF SPORTS. (4 Credits)
In all societies, sports and athletics are socially organized into official events, group rituals, tests of manhood, areas for the expression of political sentiments. In modern societies they have become major industries (and their players, cultural heroes and celebrities); spectator sports and their audiences are important features of post-industrial societies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3154. POLITICAL SOCIOLOGY. (4 Credits)
This course will examine, discuss, and debate how power is distributed within and amongst groups on the local, national, and international levels. Some of the topics explored include the Elite, Pluralist, Marxist, Realist, and Corporatist perspectives; trends in democratization, voting, and political participation; the ideologies and utopian visions that sometimes motivate political action; the role of the media and special interest groups as agents of political socialization; and the global dominance of the West. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3172. GOD IN A BOX: THE QUEST FOR RELIGIOUS MEANING ON FILM. (4 Credits)
An exploration of the foundational concepts in the sociology of religion, this course finds its inspiration in a wide range of films, from early silent classics to documentaries to foreign films to today's reality TV series. Through a rigorous study of selected works as well as supplementary readings, we gain a better understanding of the nature of religious belief and nonbelief, of community and family, of ritual, of conversion, and of the relationship between religion and politics. Our focus is on the Judeo-Christian tradition, and our approach is interdisciplinary, centered on sociological thought but also drawing on film theory, history, philosophy, and psychology. No prerequisites are required, but the course is demanding in terms of reading, writing, and class participation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3241. SOCIOLOGY OF HEALTH AND ILLNESS. (4 Credits)
This course takes a sociological perspective on health and illness, considering them not simply as biological or medical phenomena but products of complex social, economic, political, and cultural forces. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3242. MENTAL HEALTH AND HUMAN RIGHTS. (4 Credits)
This multi-disciplinary course examines mental health institutions and practices through the lenses of human rights and civil liberties. Course material focuses on social, political, and economic factors that have shaped accepted understandings and treatment of mental illness historically and into the present, and various ways that gender, race, class and sexuality have played into societal distinctions between sick and well. Some specific topics include forensic psychiatry, civil commitment, deinstitutionalization and homelessness, diagnostic inflation, coercive forms of treatment and social movements advocating for the rights of individuals who receive mental health intervention. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3249. FOR THE DEATH OF ME! SOCIO-CULTURAL PERSPECTIVES ON DEATH AND DYING. (4 Credits)
The primary goal of this course is to explore the social and cultural implications of the biological experience of human death and dying. Examples of topics that will be covered include: mortuary rituals and funerary behavior, the cultural construction of death, the effects of death on the social fabric, morning and bereavement, end-of-life issues, as well as ethical and moral issues relating to death. Throughout the course, we will examine the fascinating variety of social and cultural responses to the biological fact of death. In doing so, we will explore Anthropological and Sociological literature that seeks to explain or interpret that tremendous variety. The course will be cross-cultural in its outlook and will require students to make conceptual connections between theoretical literature and empirical observations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
SOCI 3255. SOCIOLOGY OF MEDIA. (4 Credits)
This course examines the role of the media, particularly the news media, as a dominant institution in a contemporary democratic society. Students will examine news media content, the structure of news media organizations, and the relationship of news media organizations to other dominant institutions. The materials used for examination will be a variety of contemporary case studies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST.

SOCI 3256. POLITICAL SOCIOLOGY IN FILM. (4 Credits)
Film has played a central role in shaping the political landscapes of the 20th and 21st centuries and our collective understanding of them. The objective of this course is to enable students to read and analyze global and domestic politics through the medium of film and provide them with a firm grasp of theoretical and empirical issues in contemporary world politics from a sociological perspective. This course makes use of documentary, short-, and feature-length films to interrogate key themes in political sociology and analyze the most important political developments of our time. It also aims to provide students with an appreciation of the complex relationship between art and politics, history and mythology. Substantive areas of study will include: (1) terrorism and war (including civil war, military intervention, and the Cold War); (2) globalization, human rights, and "development"; (3) transnational and domestic social movements; (4) democratic and undemocratic political regimes; and (5) colonialism and imperialism. Readings will be drawn primarily from the field of sociology, but also from political science, history, and film and cultural studies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3260. POLITICS OF REPRODUCTION. (4 Credits)
The biological reproduction of the human species is a complex process that engages all major institutions of society: family, religion, morality, health, economy, and government. Using cross-cultural and social historical materials, this course will examine cases in which the control over reproduction is contested, focusing on such issues as family limitation, new reproductive technologies, and child custody. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, BIOE, GLBL, PJST.

SOCI 3300. "RACE" AND "MIXED RACE". (4 Credits)
The origins of "race," its historic role and social construction are examined. Ancient and modern day ideas are explored. Contrasts between the United States and Latin American conceptions of "race" and "mixed race" are analyzed. Future implications are discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, LALS, PJST, PLUR.

SOCI 3401. GENDER, CRIME, AND JUSTICE. (4 Credits)
This course describes, explains, and challenges the treatment of men and women victims, offenders, and workers in the criminal justice system. In the process, we will examine and critique a) theoretical and empirical approaches to gender and crime, b) the role of the criminal law, and c) our responses to crime and victimization. Issues of race, class, and sexuality also will be raised. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, EP3, PJST, WGSS.

SOCI 3405. GENDER, RACE, AND CLASS. (4 Credits)
This course examines the relationship between gender, race, and class as overlapping dimensions of social experience in the U.S. Drawing on a variety of sources, including theoretical, ethnographic, and literary writings, each of these dimensions is considered as part of a complex approach to social problems. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, LALS, PJST, PLUR, URST, WGSS.

SOCI 3406. RACE/SOCIAL CONSTRUCT. (4 Credits)
This course concerns the evolution of racial typologies and classification system in the U.S. We will draw on a variety of texts from natural and social sciences, law, and literature to examine how "scientific" typologies of race are actually more reflective of power dynamics and social hierarchies than biological or genetic differences. Our goal is to understand the continuing significance of race in terms of social and economic power, as well and individual self-conceptualizations and identity politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, URST.

SOCI 3409. RACE AND GENDER IN VISUAL CULTURE. (4 Credits)
This course will explore how different racial, engendered and class elements affect visual culture. Particular emphasis will be placed upon the cultural production in the Americas but this will be contrasted with other areas and regions from today's globalized and migrant world. The students will be taught how to assess visual culture and the varying powerful and multi-faceted medium it represents. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

SOCI 3415. DEVELOPMENT AND GLOBALIZATION. (4 Credits)
This course will investigate development and globalization issues. Initially taking a broad theoretical approach and then delving into specific nation-state case study examples, students will be challenged to consider how globalization in terms of technology-based interconnectedness, cultural Westernization, economic liberalization, and political/social democratization is changing the lives of people throughout the world. Aspects of integration, assimilation, and reactionary movements and trends will be explored. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, INST, IPE, URST.
SOCI 3418. CONTEMPORARY IMMIGRATION IN GLOBAL PERSPECTIVE. (4 Credits)
Over the past decades, immigration has again transformed the United States. It is also producing significant changes in other countries, from the European nations that used to send their citizens to the United States more than a century ago, to oil-rich Middle Eastern states and developing nations. This course explores multiple questions related to immigration: Why do people migrate across international borders? Can states control migration, especially "unwanted" migrants? We examine the policies that let some people in, while keeping others out and then consider incorporation, the process by which foreign "outsiders" become integrated in their new home. Are immigrants and their children becoming part of the U.S. mainstream? What is the mainstream? The arrival of newcomers also affects the cultural, economic, political and social dynamics of the countries and communities that receive them. How do sociologists evaluate and theorize immigrant integration? Finally, the course looks at topical debates around membership, including citizenship. The large-scale movement of people raises questions about belonging, nationality, and social cohesion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, INST, LALS, MVST, PJST, PLUR, URST.

SOCI 3426. RACE, RACISM, AND WHITENESS. (4 Credits)
Normally approached from the standpoint of people of color, analyses of race and racism in America remain incomplete without a consideration of the particular historical, cultural, and epistemological dimensions of white experience. In this senior-level special-topics course, students will critically examine this legacy from an anti-racist perspective. After reviewing canonical observations about whiteness by Black intellectuals' including W.E.B. Du Bois, James Baldwin, Frantz Fanon, and Bell Hooks, students will have an opportunity to consider more recent submissions to the field of critical whiteness studies, including the historical work of figures like Noel Ignatiev, as well as cultural analyses by figures like Richard Dyer. In addition to coming to a greater appreciation of the particularities and contradictory dimensions of whiteness (a category that, even in critical race theory, is often rendered as an abstract universal), students will work toward devising an understanding of what might constitute an effective anti-racist practice for white people today.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

SOCI 3427. HISPANICS/LATINOS IN THE USA. (4 Credits)
Explores the Hispanic mosaic in the U.S. Special emphasis is given to Hispanic education, culture and assimilation; the political significance of Hispanics; issues of gender, color and race; and work and the changing economy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, LALS, PLUR, URST.

SOCI 3450. TRANSNATIONAL SOCIAL MOVEMENTS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, INST.

SOCI 3456. MODERN AMERICAN SOCIAL MOVEMENTS. (4 Credits)
Social movements in 20th-century America have been vehicles of political protest, social change, and sometimes also resistance to change. Under what circumstances are social movements successful and what has been their impact on American institutional life and popular culture? In addition to a general and theoretical assessment of social movements, this course introduces students to particular movements that have formed over such issues as alcohol consumption, racism, war, and abortion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, PJST, PLUR, WGSS.

SOCI 3460. SOCIOLOGY OF EMOTION IN PUBLIC SPACE. (4 Credits)
As we move from a print-oriented society to a visually-oriented society, display of emotion in mass publics establishes new forms of social interactions. The social arenas that we inhabit become real-life stages of presentation of self and observation of others, which ultimately establish imagined public communities that inform our perceptions of public life. This course explores social arenas such as public parks, memorials, stadiums, and public street life within the context of media, race, class, sex, culture, and the globalized community. Individual and group performances in these spaces establish dramas where authenticity is perpetually sought after in the hope of discovering life-affirming experiences. Through the use of selected readings, films, and lectures, the course emphasizes sociological insights on our role as participants in emotional dramas in public.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3470. GLOBAL REFUGEE MIGRATION. (4 Credits)
This course is designed as a survey of the major issues associated with the subject of refugees. We shall proceed by dealing with a series of different themes including defining a refugee, causes of refugee situations, asylum and protection, emergency relief and non-governmental organizations, the impact of refugees on receiving countries, resettlement and repatriation. The last four weeks of the course will focus on the Middle East and Africa. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, PJST.

SOCI 3471. UNDOCUMENTED MIGRATION. (4 Credits)
The undocumented category is technically not a "legal" category but is indirectly established by immigration law as it creates categories of admission. The number of undocumented immigrants began to increase after the 1965 amendments to the Immigration and Nationality Act of 1952, which restricted immigration from Latin America. Between 1990 and 2007, the number of undocumented immigrants living in the United States tripled but then stalled and declined slightly, perhaps as a result of the Great Recession. Although the majority of the undocumented are from Mexico and the popular stereotype is of migrants sneaking across the Southern Border, this category is composed of all individuals who entered the country without inspection, as well as visa overstayers; it thus includes people from every region of the world. The class will explore these dimensions and other aspects of the contemporary situation of undocumented immigration and immigrants in the U.S.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, LALS.
SOCI 3500. CONTEMPORARY FAMILY ISSUES. (4 Credits)
This class focuses on the sociology of the family by exploring issues relating to the status and functioning of families in contemporary United States society. The issues examined include sexuality, childbearing, divorce and remarriage, domestic violence, links between generations and the current state of social policy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, WGSS.

SOCI 3502. WORK, INEQUALITY, AND SOCIETY IN 21ST CENTURY AMERICA. (4 Credits)
How has the world changed and what will it look like in the future? How will it meet the needs of those entering the job market, & how can we democratically govern the conditions of the employment? This course examines the organization and development of labor markets and work in the contemporary United States. Topics will include the structure of occupations & the growth of service, information and “creative” sectors: the changing character of jobs and the rise of “precarious” labor: discrimination and access to opportunities: the interaction of gender, work and family; wages; income inequality & the provision of benefits like health insurance and retirement security; unions and movements for economic justice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST.

SOCI 3503. WORK, FAMILY, AND GENDER. (4 Credits)
This course examines how two key institutions in society – the workplace and the family – interact with one another. Special emphasis is placed on the critical ways that work-family balance and conflict are conditioned by gender. The course will cover the impacts – both negative and positive – of work demands upon individuals’ family lives, as well as the effects of family obligations upon workers and workplaces. Students will be familiarized with voluntary responses to work-family challenges on the part of individuals, families, and employers, as well as relevant public policies in the U.S. and around the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP3, WGSS.

SOCI 3506. DIVERSITY IN AMERICAN FAMILIES. (4 Credits)
This course focuses on the forms and structures of the family with emphasis on practices and ideologies, and how they vary by race/ethnicity, immigration status, gender, and sexuality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, EP3, LALS, PLUR, WGSS.

SOCI 3507. QUEER THEORY. (4 Credits)
Drawing on aspects of poststructuralist theory to extend the critical insights of post-New Left movements for gender and sexual liberation, queer theory has since the mid-1990s become a major intellectual current in a variety of cognate fields including sociology, anthropology, women's studies, cultural studies, media studies, and more. In this senior-level special-topics course, students will familiarize themselves with key themes and debates in queer theory through a critical evaluation of canonical works by figures including Adrienne Rich, Eve Kosofsky Sedgwick, Judith Butler, Jose Esteban Munoz, and Lee Edelman, as well as through an assessment of the observations of detractors like Adam Isaiah Green. Following the work of Jasbir Puar, the course will conclude with an analysis of "pink washing" and the corresponding incorporation of queer issues into the hegemonic national projects of Israel and the United States. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, PLUR.

SOCI 3601. URBAN POVERTY. (4 Credits)
This course deals with contemporary issues and problems in cities, with a special focus on residential segregation and urban poverty. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, LALS, PJST, PLUR, URST.

SOCI 3602. URBAN SOCIOLOGY. (4 Credits)
One of the most significant developments in human history has been the development of cities. This course will examine the evolution and contemporary characteristics of cities in sociological perspective. The course includes a descriptive overview of the growth and development of cities and a discussion of the current state of urban America. Particular attention will be paid to New York City. We will also analyze various theoretical approaches to understanding urbanization, such as the human-ecological and Marxist theories. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, PLUR, URST.

SOCI 3603. URBAN AMERICA. (4 Credits)
This course offers an introduction to urban sociology and to the study of American urban society. Particular attention will be paid to New York City. Topics include the rise of "global" cities like New York, metropolitan growth and inequality, urban policy, and politics, patterns of class, racial, and ethnic group formation, and local community organization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, PJST, PLUR.
SOCI 3606. THE GLOBAL CITY. (4 Credits)
What's so special about New York? Why have we come here? What binds so many diverse people together? The answer to these questions is usually contested, but the debate in urban sociology has increasingly had to do with the concept of the "global city." The globalization paradigm started in the 1970s when the importance of cities grew as the continued relevance of national boundaries was increasingly questioned. This class will trace the historical emergence of the global city, covering the economic restructuring of the 1970s, the central theoretical literature, and several thematic topics exploring new neighborhood dynamics, labor relationships, new forms of segregation and fragmentation, as well as changing issues in central aspects of urban life, such as public space, shopping and consumption, immigration, etc. We will maintain a special focus on New York City, and by the end, you will have your own answers to such timeless urban questions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

SOCI 3610. THE FAMILY. (4 Credits)
The study of American family patterns within the context of cultural variations throughout the world. Course will examine past myths about the American family; present trends in American family life, such as changing sex roles, new concepts of child rearing, and adjustment of kin networks to metropolitan settings; and newly emerging forms of marriage and the family. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

SOCI 3621. SOC ISS DOCUMENTARY FILMMAKING. (4 Credits)
With wars and terrorism rampant throughout the globe, polarization in religion and politics, challenges to sexual freedom and democratic social movements, explosions of unimaginable wealth amidst unbearable poverty, and countless other social narratives both hidden and apparent, it is the documentary filmmaker in the trenches who records, analyzes, and preserves in word and image the momentous events taking place here and now. This course looks at the role of documentary filmmakers in today's society as they capture and expose to public view the great upheavals of our times and the power struggles that lie behind them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3623. FILM AND RELIGIOUS EXPERIENCE. (4 Credits)
Film and the Religious Experience is designed to give students a lively and challenging introduction to the major themes of religion from a sociological perspective, using film as the catalyst. The course will combine lectures with group discussion inspired by screenings (comprising Hollywood classic and contemporary films, early silents, documentaries, and experimental works) and readings (foundational texts by Durkheim, Weber, and William James to more recent books such as Religion in Film, John R. May and Michael Bird, eds.). The focus will be on the Judeo-Christian tradition and the Americas, but will also include some discussion of Eastern religions and alternative/outsider communities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3670. HISPANIC WOMEN. (4 Credits)
An examination of the changing roles of Hispanic women with regard to Hispanic men, motherhood, the labor force experience, sexual awareness, media myths, political and economic power and women's liberation. The structural position and changing concepts of Hispanic women in the Americas will be examined through the lenses of analytical work and literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: LALS, PLUR, URST.

SOCI 3701. INTRODUCTION TO CRIMINAL JUSTICE. (4 Credits)
The course provides students with an overview of the three major areas of the United States criminal justice system: law enforcement, courts and corrections. The course takes a critical approach to the criminal justice system by questioning, challenging and examining all sides of various problems and issues. Class format will be a blend of lectures, discussion, presentations and class exercises. Police ride-alongs and a courtroom visit also will be arranged for those interested. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: URST.

SOCI 3708. LAW AND SOCIETY. (4 Credits)
How and when did law originate? What functions does law serve to the society and to the individuals within that society? Students will examine theories of jurisprudence and alternative sociological perspectives dealing with selected legal and constitutional issues in the United States and Europe. Particular attention is focused on legal policy and social change. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC.

SOCI 3710. VIOLENCE AND POLITICS. (4 Credits)
From the Battle of Blair Mountain to the recent explosion of riots in the wake of Darren Wilson's exoneration in Ferguson, Missouri, the story of American politics is indelibly marked by violence. Sometimes embraced, often denounced, but even more often sidestepped, debates about violence have tended to return (like all repressed phenomena do) with a frequency that only underscores their importance. In this interdisciplinary undergraduate seminar, students will draw upon the insights of Sociology and other disciplines to assess America's social, historical, and cultural relationship to political violence. After reviewing theories of political violence by thinkers like Walter Benjamin and Carl Schmitt and subjecting foundational texts by figures like Thomas Jefferson and Louis Adamic to analytic scrutiny, students will consider important case studies including the historic split between Civil Rights and Black Power In the late 1960s, the Stonewall Rebellion of 1969, feminist engagements with violence after the second wave, and debates about violent tactics in the anti-globalization and Occupy movements. The course will conclude with an analysis of the ubiquitous and refracted forms of violence that pervade contemporary American culture (e.g. In video games) and an inquiry into recent police and vigilante violence against young Black men, including Oscar Grant, Trayvon Martin, and Michael Brown. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AMST.
SOCI 3711. AMERICAN CRIMINAL JUSTICE SYSTEMS. (4 Credits)
This seminar course focuses on the administration of criminal justice and its relation to society, the police, prosecutor, defense attorney, judge, jury and correction agency. Observations at the courthouse allow for examination of constitutional rights, plea bargaining, jury selection, insanity defense and media coverage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, URST.

SOCI 3713. CRIMINOLOGY. (4 Credits)
This course surveys the state of knowledge and theories explaining criminal behavior and attempts to control it by society. Although the sociological perspective on crime is emphasized, class discussion and the text attempt to examine the subject from a multidisciplinary point of view, especially with respect to legal, biological, and psychological views of crime. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

SOCI 3714. TERRORISM AND SOCIETY. (4 Credits)
This course examines the history and societal causes of terrorism in its many forms, and the state's and society's counter-terrorist response. Among issues to be examined are the nature of terrorist ideology and the source of support for, and opposition to, terrorism among the people that terrorists claim to represent. Other issues to be examined are prevention preparedness and emergency responses to terrorist attacks, and political, civil, and human rights challenges faced by countries dealing with terrorism in the 21st century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, IPE, MEST, PJST.

SOCI 3720. MASS INCARCERATION. (4 Credits)
This course considers what the disciplines sociology, the law, public health, and social work contribute to our understanding of the causes and consequences of mass incarceration in the US. We will consider underlying assumptions about drug use, justice and punishment; how social forces (e.g., religion, the economy, Jim Crow, and politics) have shaped official responses to drug use and other social problems; and examine the social, legal, public health, and economic consequences of mass incarceration and the War on Drugs for individuals, families, communities, and contemporary society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, PJST, PLUR, URST.

SOCI 3730. CRIME IN TIME AND SPACE. (4 Credits)
One of the most consistent findings in criminological research is that crime is not evenly distributed within the environment. This begs the question: why is crime concentrated in certain areas, times and seasons? In this course, students will be introduced to the theoretical and empirical research that has attempted to explain these processes. Students will also be introduced to spatial analysis using geographic information systems software packages including ArcGIS. Special topics that will be covered include homicide, burglary, robbery, and assault. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3800. INTERNSHIP. (3 Credits)

SOCI 3806. INTERPERSONAL BEHAVIOR AND GROUP PROCESS. (4 Credits)
Groups we associate with and the organizational settings in which we interact provide important contexts that shape what we do and even the identities we assume in everyday life. The study of social roles, selves, and identities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 4004. Art Worlds: Anthropology and Sociology Perspectives. (4 Credits)
The study of culture generally, and art world more specifically, allows us to understand the arts not only as aesthetics experiences, but also as institutional, economics, social, and political phenomena. Incorporating methods and insights from sociology and anthropology, and drawing on the resource of the immediate context of New York City's cultural communities and institutions, the course will introduce students to issues in and methods for cultural analysis. The analysis of art worlds will include: 1) a consideration of the intentions of creative agents or producers; 2) the distribution of these objects within particular systems; and, 3) the reception and interpretation of these objects by and within particular social groups or communities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

SOCI 4020. PLACE, SPACE, AND IMMIGRANT CITIES. (4 Credits)
This course will introduce students to the main issues and current debates on immigrant minorities in large urban areas. Due to their density, cities represent microcosms of interaction and identity formation among and between different minority and majority groups. This often manifests itself spatially, as certain neighborhoods become areas of residence and territorial concentration for immigrant minorities. In the process of settling, immigrants also start identifying strongly with their spaces of settlement. This course will trace the historical patterns of this process, as well as explore its contemporary manifestations, as cities are being rediscovered and "gentrified," rendering their neighborhoods into fierce battlegrounds of spatial contestation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, INST, URST.

SOCI 4052. AN ETHICS OF MODERN SELFHOOD: THE PURSUIT OF AUTHENTICITY. (4 Credits)
The modern and postmodern self or identity, examined as a series of personal and moral conflicts and dilemmas. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMC, COMM, ICC, Theo.
SOCI 4105. RELIGION, GENDER, AND SEXUALITY. (4 Credits)
This course considers the intersections of religion, gender, and sexuality. In many parts of the world, including the United States, and in many religious traditions, cultural and religious identity and continuity hinge on gendered practices and closely controlled sexual regimes. The goal of this course is to understand how religious institutions, communities, doctrines, practices and traditions shape gendered ideologies and practices, debates about sexuality and gendered division of labor, and the lives of men and women who participate in these religious communities. The course is organized conceptually; rather than learning about specific religious traditions, we will discuss thematic issues at the intersection of religion, gender, and sexuality. At various junctures we will discuss specific examples that span religious traditions, geographical locations, and historical periods. The course will therefore provide students with a sense of how contemporary and seemingly local debates are rooted in much broader conversations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC, PLUR.

SOCI 4245. ETHICS IN RESEARCH. (4 Credits)
This course will examine approaches to responsible research practices across the natural and social sciences, with particular attention to research involving human participants. The course will provide an overview of the research process, foundations in research ethics, and provide examples of research across disciplines that exemplify scientifically valid and ethically sound research methods planning, implementation, and dissemination. In particular, the course will draw on long-standing research traditions in the field of sociology, and psychology in order to provide a foundation upon which ethical issues can be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: BIOE, EP3, ICC.

SOCI 4400. GENDER, BODIES, AND SEXUALITY. (4 Credits)
This course explores how gender and sexuality shape and organize our lives. We will examine how gender is built into structures, institutions, and ideologies of social life as well as the interaction between gender and other axes of inequality, including race, class, and sexual orientation. The course will examine the experiences of men and women in addition to those who do not fit into these gender categories. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC, PLUR.

SOCI 4408. DIVERSITY IN AMERICAN SOCIETY. (4 Credits)
An examination of historical and contemporary diversity in the United States. Diversity is defined according to ethnicity, race, religion, class, and other relevant social groups. A comparison of the situation of old and new ethnic and immigrant groups will be made with special attention to factors affecting integration into the society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: LALS, PLUR.

SOCI 4421. DISABILITY, LITERATURE, CULTURE: NEUROLOGICAL, MENTAL, AND COGNITIVE DIFFERENCE IN CULTURE & CONTEXT. (4 Credits)
Disability studies, the central focus of this course, is an inherently interdisciplinary field. Drawing particularly on two of its constituent disciplines, literature and sociology, this course will explore the questions and problems raised by neurological, mental and cognitive disabilities, as they relate to identity, community, and belonging. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC.

SOCI 4900. INTERNSHIP SEMINAR. (4 Credits)
Placement in a work setting of their choice provides students with an opportunity to assess their own career goals, while simultaneously enriching their understanding of how social groups function. Issues and topics from the sociology of formal organizations, including work role socialization, the organization as a social system, the bureaucracy and its public, formal and social processes in organizations, managerial ideologies and the relation between character and career are discussed. Placements must be obtained through the Internship Program located in the Career Planning and Placement Office. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 4902. INTERNSHIP SEMINAR: COMMUNITY ORGANIZATIONS. (4 Credits)
This seminar explores the context, forms, and goals of community organization in the United States with a focus on urban, social, and environmental issues. Class meetings with proceed in tandem with students’ internship placements in local community-based organizations or other agencies. Students may choose their own internships, and assistance will be provided to help those in search of placement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ENST, URST.

SOCI 4933. RESEARCH SEMINAR. (4 Credits)
This seminar will focus on student research projects. Students will be expected to design and carry out a semester-long research project in the area of their choice. This is an interactive seminar stressing hands-on experience. Skills in topic selection, research design, and theory construction are emphasized. The project may be conducted in relation to an internship experience. (Permission by the Instructor required). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 4961. URBAN ISSUES AND POLICIES. (4 Credits)
A discussion of urban issues and policies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC, PJST, URST.
SOCI 4962. HEALTH/INEQUALITY IN THE US. (4 Credits)
This course examines the patterns and causes of health inequalities across key social groups in the United States. Grounded in a social-ecological approach to health, students examine how the distribution of money, resources, and power creates marked differences in the social and physical conditions within which we live our lives. These conditions, known as the "social determinants of health," contribute greatly to the formation of health inequalities. Examples of the social determinants that are examined include race/ethnicity, social class, gender, sexual identity, immigration/nativity status, and residential location Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, EP4, LALS, MVST, PJST, SRVL, URST, VAL.

SOCI 4970. COMMUNITY SERVICE/SOCIAL ACTION. (4 Credits)
This course will deepen students understanding of the meaning of community service and social action in America and challenge them to confront the moral issues and social commitments necessary to be members of a just democratic society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, EP4, LALS, MVST, PJST, SRVL, URST, VAL.

SOCI 4971. DILEMMAS OF THE MODERN SELF. (4 Credits)
Modern selfhood or identity is studied as a series of conflicts or dilemmas "What is a self today?" What are the special problems of ourselves as modern and post-modern "subjects?" Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, EP4, SRVL, VAL.

SOCI 4990. CONFLICT RESOLUTION AND JUSTICE CREATION. (4 Credits)
This course examines the psychological, social, and philosophical foundations of peacemaking and conflict resolution drawing on theories and experience from sociology and philosophy, and to some extent theology. The course will include experiential exposure to workshops on conflict resolution and non-violent social action techniques, drawn from social justice organizations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, LALS, PJST.

SOCI 4998. SENIOR THESIS. (4 Credits)
Independent research under mentor guidance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 4999. TUTORIAL IN SOCIOLOGY. (1-4 Credits)
Supervised individual study. Provides an opportunity for students to work closely with an individual faculty member on a specific topic or project.
SOCIOLOGY MAJOR

Requirements

Students majoring in sociology at FCRH, FCLC, and PCS are required to complete 10 courses.

Fordham College at Rose Hill

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 1100</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 2800</td>
<td>SOCIOLOGICAL THEORY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2850</td>
<td>METHODS SOCIAL RESEARCH I</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2851</td>
<td>METHODS SOCIAL RESEARCH II</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives 2

Select six electives 3

1. These required courses are designed to help the student achieve basic sociological literacy and obtain a reasonable grasp of empirical research techniques.
2. Sociology majors are free to choose their remaining elective courses according to their interests and career goals from a broad spectrum of sociological courses offered by the department.
3. At FCRH, two courses in anthropology may be included among the electives, and with the written approval of the chairperson or associate chairperson, two courses in other social science departments may be counted toward the elective courses, giving the major considerable opportunity to develop an interdisciplinary approach to the study of human social behavior.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 1100</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 2800</td>
<td>SOCIOLOGICAL THEORY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2606</td>
<td>SOCIAL SCIENCE STATISTICS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2650</td>
<td>BASIC RESEARCH METHODS</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives 2

Select five electives

1. These required courses are designed to help the student achieve basic sociological literacy and obtain a reasonable grasp of empirical research techniques.
2. Sociology majors are free to choose their remaining elective courses according to their interests and career goals from a broad spectrum of sociological courses offered by the department.

Availability

The major in sociology is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Rose Hill and Lincoln Center.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).

Updated: 10-11-2017
SOCIOLGY MINOR

Requirements
The minor in sociology requires a total of six courses. Requirements differ slightly depending on student’s college.

The three required courses are designed to help the student achieve basic sociological literacy and obtain a reasonable grasp of empirical research techniques.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 1100</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 2800</td>
<td>SOCIOLOGICAL THEORY</td>
<td>4</td>
</tr>
<tr>
<td>or SOCI 3017</td>
<td>INEQUALITY IN AMERICA</td>
<td></td>
</tr>
<tr>
<td>One methods course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI 2606</td>
<td>SOCIAL SCIENCE STATISTICS</td>
<td></td>
</tr>
<tr>
<td>SOCI 2650</td>
<td>BASIC RESEARCH METHODS</td>
<td></td>
</tr>
<tr>
<td>SOCI 2850</td>
<td>METHODS SOCIAL RESEARCH I</td>
<td></td>
</tr>
</tbody>
</table>

Electives

Select three electives

1 Any course with the SOCI subject code (p. 1355) or the SOCI attribute code (p. 640) may fulfill this requirement.

Availability
The minor in sociology is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Rose Hill and Lincoln Center.
CONCENTRATION IN SPORTS BUSINESS

The range of employers and careers in the sports world is extraordinarily broad. To prepare students for jobs across this field, the Gabelli School offers a secondary concentration in sports business. It combines three courses with an experience-based capstone component.

The Sports Business concentration can be pursued by Gabelli students as a secondary concentration only.

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKBU 4454</td>
<td>SPECIAL TOPIC: SPORTS MARKETING</td>
<td>3</td>
</tr>
<tr>
<td>CMBU 4488</td>
<td>SPECIAL TOPIC: BUSINESS OF SPORTS MEDIA</td>
<td>3</td>
</tr>
<tr>
<td>BLBU 3450</td>
<td>COMMUNICATIONS LAW AND BUSINESS</td>
<td>3</td>
</tr>
</tbody>
</table>

Capstone Requirement

The students may complete the capstone requirement in any of three ways:

- Presenting scholarly research at the conference of an organization such as the Sports and Recreation Law Association, the Collegiate Sports Research Institute, or the North American Society for Sports Management.
- Holding an approved one-semester internship in a sports field and writing a paper about the experience.
- Traveling during summer or winter break to get an international perspective on the business of sports and writing a paper about the experience.

For more information, please visit the Sports Business program website.
SPORTS BUSINESS

Major League Baseball. The NBA. Athlete management and licensing. ESPN, Sports Illustrated, NBC Sports. The range of employers and careers in the sports world is vast, and the Gabelli School has established a secondary concentration to prepare students for the area where business and sports meet.

Programs

- Concentration in Sports Business (p. 664)
SUSTAINABLE BUSINESS

Gabelli School students don’t simply want to do business. They want to change the world. Studying sustainable business helps students learn how to make a difference conduct business with purpose. Sustainable business keeps in mind the “triple bottom line” of people, planet, and profit and allows students to be not only leaders but “changemakers.”

Students will see how business can still turn a profit while benefiting human beings around the world: leading with empathy, providing better working conditions, improving the environment, and finding paths to innovation where others see closed doors.

Programs

• Sustainable Business Minor (p. 667)
SUSTAINABLE BUSINESS MINOR

People, planet, and profit: Sustainable business strikes a balance among these three factors. Sustainability is becoming a national phenomenon, and companies are taking notice, from the smallest startups to the largest multinational banks. A minor in this field is now open to Gabelli School students and their peers at Fordham College Rose Hill. The sustainable business program aligns seamlessly with Fordham’s mission to “promote research and education that assist in the alleviation of poverty, the promotion of justice, the protection of human rights, and respect for the environment.”

This minor incorporates business, social science, natural science, and building-design curricula. It can enhance a student’s career opportunities in traditional business markets and in the emerging “green sector.” Students who pursue this minor take the foundations course, Sustainable Business, and six additional courses. Courses vary depending on whether the student is a Gabelli School student, an FCRH student majoring in a science, or an FCRH student pursuing in a nonscience major.

For more information
Visit the Sustainable Business program web page.

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required courses (all students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGBU 3430</td>
<td>SPECIAL TOPIC: SUSTAINABLE BUSINESS</td>
<td>3-4</td>
</tr>
<tr>
<td>or ECON 3430</td>
<td>ST: SUSTAINABLE BUSINESS</td>
<td></td>
</tr>
<tr>
<td>ECON 3850</td>
<td>ENVIRONMENTAL ECONOMICS</td>
<td>4</td>
</tr>
<tr>
<td>Natural Science course (all students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>For non-science majors (including Gabelli students):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BISC 1002</td>
<td>ECOLOGY: A HUMAN APPROACH</td>
<td></td>
</tr>
<tr>
<td>CHEM 1109</td>
<td>CHEMISTRY OF THE ENVIRONMENT</td>
<td></td>
</tr>
<tr>
<td>NSCI 1010</td>
<td>PHYSICAL SCIENCES: FROM PAST TO PRESENT</td>
<td></td>
</tr>
<tr>
<td>NSCI 1020</td>
<td>PHYSICAL SCIENCE: TODAY’S WORLD</td>
<td></td>
</tr>
<tr>
<td>NSCI 1040</td>
<td>PEOPLE AND THE LIVING ENVIRONMENT</td>
<td></td>
</tr>
<tr>
<td>PHYS 1203</td>
<td>ENVIRONMENTAL PHYSICS</td>
<td></td>
</tr>
<tr>
<td>For Science majors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BISC 2561</td>
<td>ECOLOGY</td>
<td></td>
</tr>
<tr>
<td>CHEM 4340</td>
<td>ENVIRONMENTAL CHEMISTRY</td>
<td></td>
</tr>
<tr>
<td>ENVS 3000</td>
<td>ENVIRONMENTAL SCIENCE (formerly ENVS 1000)</td>
<td></td>
</tr>
<tr>
<td>NSCI 2010</td>
<td>GLOBAL ECOLOGY LECTURE</td>
<td></td>
</tr>
<tr>
<td>PHYS 1203</td>
<td>ENVIRONMENTAL PHYSICS</td>
<td></td>
</tr>
<tr>
<td>Sustainable Development course (Gabelli students only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 3210</td>
<td>ECONOMICS OF DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>ECON 3240</td>
<td>WORLD POVERTY</td>
<td></td>
</tr>
<tr>
<td>ECON 3242</td>
<td>GLOBAL ECONOMIC ISSUES</td>
<td></td>
</tr>
<tr>
<td>ECON 3884</td>
<td>CONTEMPORARY ECONOMIC PROBLEMS</td>
<td></td>
</tr>
<tr>
<td>HIST 3992</td>
<td>CAPITALISM</td>
<td></td>
</tr>
</tbody>
</table>

Business principles courses (non-Gabelli students only)

Both courses are required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACBU 2222</td>
<td>PRINCIPLES OF FINANCIAL ACCOUNTING</td>
<td>2</td>
</tr>
<tr>
<td>MGBU 3223</td>
<td>PRINCIPLES OF MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>or INSY 2301</td>
<td>INFORMATION SYSTEMS</td>
<td></td>
</tr>
</tbody>
</table>

Sustainable Design Course (all students)

Select one of the following: 3-4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VART 2050</td>
<td>DESIGNING THE CITY</td>
<td></td>
</tr>
<tr>
<td>VART 2055</td>
<td>ENVIRONMENTAL DESIGN</td>
<td></td>
</tr>
<tr>
<td>VART 2085</td>
<td>SUSTAINABLE NEW YORK</td>
<td></td>
</tr>
</tbody>
</table>

Capstone Course (all students)

Select one of the following (taken in the senior year): 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGBU 3234</td>
<td>ST: HOW TO CHANGE THE WORLD</td>
<td></td>
</tr>
<tr>
<td>MGBU 3446</td>
<td>SPECIAL TOPIC: SOCIAL ENTREPRENEURSHIP</td>
<td></td>
</tr>
<tr>
<td>CPBU 4004</td>
<td>ENTREPRENEURSHIP &amp; FAIR TRADE</td>
<td></td>
</tr>
<tr>
<td>CMGB 7599</td>
<td>SPEC TOP COMM &amp; MEDIA MGMT (with permission of instructor)</td>
<td></td>
</tr>
<tr>
<td>MGGB 7699</td>
<td>SPEC TOPICS IN SYS MGMT (with permission of instructor)</td>
<td></td>
</tr>
</tbody>
</table>

Availability

The sustainable business minor is available to Gabelli students and to Fordham College students who fulfill all of the minor’s requirements. Differences in the minor’s requirements are designed to accommodate what is or is not already contained in each school’s core curriculum.

1. Either ECON 1100 BASIC MACROECONOMICS or ECON 1200 BASIC MICROECONOMICS is a prerequisite for this course.
2. ECON 1200 BASIC MICROECONOMICS is a prerequisite for this class.
ART HISTORY AND VISUAL ARTS DOUBLE MAJOR

A double major in Art History and Visual Arts is a desirable choice for students who want the solid background in the humanities that art history offers in tandem with a broad foundation in the visual arts. Students should be aware that some of the courses necessary for completing the double major may be offered only on the Lincoln Center or the Rose Hill campus.

Requirements

For the double major, a total of 15 courses is necessary.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required Foundational Courses</strong></td>
<td></td>
</tr>
<tr>
<td>ARHI 1101</td>
<td>INTRODUCTION TO ART HISTORY: EUROPE</td>
<td>3</td>
</tr>
<tr>
<td>VART 1135</td>
<td>VISUAL THINKING I</td>
<td>4</td>
</tr>
<tr>
<td>or VART 1136</td>
<td>VISUAL THINKING: PERSPECTIVES, PAINTING, AND DRAWING</td>
<td></td>
</tr>
<tr>
<td>VART 1150</td>
<td>DRAWING I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Visual Arts Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select five additional upper-level visual arts electives</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Art History Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select six art history electives following the distributional requirements of the art history major:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One in Ancient/Medieval Art</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One in Renaissance/Baroque</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One in Modern</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One in Global art history</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plus two art history electives of the student’s choice</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Capstone</strong></td>
<td></td>
</tr>
<tr>
<td>ARHI 4600</td>
<td>SENIOR SEMINAR (taken in senior year, only offered fall semester)</td>
<td>4</td>
</tr>
</tbody>
</table>

1 It is suggested these three requirements be completed by the end of sophomore year.
2 Any course with the VART subject code (p. 1417) may fulfill this requirement.
   It is assumed that the student will choose courses in more than one visual arts concentration and will pursue advanced courses in at least one of the concentrations.
3 See the Art History major (p. 169) for courses fulfilling each requirement.

Availability

The double major in art history and visual arts is available at Fordham College at Rose Hill and Fordham College at Lincoln Center.

**Fordham College at Rose Hill students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Fordham College at Lincoln Center students:** The requirements above are in addition to those of the Core Curriculum (p. 36).
THEATRE AND VISUAL ARTS

Theatre
The Fordham Theatre Program trains emerging artists to develop their process through mentored exploration in performance, directing, design and production, and playwriting. The best way to learn is by doing, so our experiential curriculum includes 20 studio and four mainstage productions a year. It encompasses classical and experimental work, and is taught by a faculty with diverse aesthetics. Artistic freedom is crucial, so we give students agency; our studio season is created and run completely by students. Process is primary; a result is only a point in time in a continuous process. Collaboration is the keystone of the art of theatre; therefore, the first course for all our theatre majors is a year long class in collaboration. Merging the professional world with our training means that we coproduce on our MainStage with leading New York City theatre companies. Graduates of the Fordham Theatre Program are skilled, flexible, and empowered to meet the demands of our dynamic, evolving field. Ignite your vision. Begin your practice.

Visual Arts
The study of visual arts provides students with technical knowledge and skills as well as a critical and historical understanding of the field. The visual arts at Fordham are open to all students and are taught within the context of a liberal arts education. Students are given a knowledge base particularly suitable to today's visually oriented world and job market. Classes are small, with considerable one-on-one contact with the instructor. Critique is emphasized in all classes, and students are given the resources to develop and take full advantage of their creativity. Engagement in New York City's culture, museum and gallery tours, studio visits, and visiting artist lectures are an integral part of each concentration's curriculum. In addition, students are encouraged to explore on their own and to take advantage of all that New York City has to offer as the arts capital of the country. There is an opportunity for senior thesis projects, study abroad, internships, and tutorials in each area of concentration.

Architecture and Theatre Design
To prepare students for careers in construction and theatre industries, major students in Visual Arts (Architecture) and Theatre (Design and Production) share drawing and 3-D design foundation courses, and are encouraged to sample a wide range of specialized upper-level offerings across the full breadth of the design disciplines. Advisement is especially crucial in these programs, so that the students needs and capabilities are best matched by course selections and sequences both in these majors and in the core.

Pre-Professional Design
The department hosts a Minor Program in Pre-professional Design at both Lincoln Center and Rose Hill campuses. This program prepares students interested in qualifying for professional training in architectural, lighting, set, urban, environmental, industrial, interior, costume, exhibition, fashion, and theatre design at the graduate level.

Pre-Architecture Program
Fordham's pre-architecture program is designed to prepare students for professional training in architecture, interior design, landscape architecture, historic preservation, urban and regional planning, and urban design. Most graduate schools do not specify a particular major for admission, but a concentration in architecture within a visual arts major is generally recognized as an appropriate and useful preparation for all the environmental design professions. At Lincoln Center, architecture students share foundation and elective courses with the theatre design students. At Rose Hill, certain minor programs may be of special interest to pre-architecture students, for example engineering physics and business administration. Pre-architecture, an introduction to the environmental design professions, is available as a visual arts major or art history major, but also as a visual arts minor in association with majors in environmental policy, urban studies, or engineering physics.

For graduate school application advice and admission requirements please refer to the Pre-Architecture section (p. 23) of this Bulletin. For students who plan to work immediately after graduation, this concentration will support careers in real estate, construction and community development. Students leave the program with highly sought skills in computer-aided drafting and design (CAD).

Program Activities
Ildiko Butler and Lipani Galleries
The Center and Lipani Galleries are maintained by the faculty for professional and student art exhibitions. Gallery director: Stephan Apicella-Hitchcock. Visit the Fordham University Galleries for more information.

Honors in Visual Arts
To graduate with honors, a visual arts student must complete and exhibit a senior thesis project. Majors wishing to have a senior exhibition must submit an application to Junior Review in the spring of their junior year. After Junior Review, students approved for a senior exhibition will work with an adviser and will be admitted to VART 4600 SENIOR SEMINAR: STUDIO ART in the fall of their final year. Students who do not qualify for admission to Senior Seminar may, with instructor and departmental approval, still complete a senior thesis and/or a portfolio.

Visual Arts Awards
Up to three Ildiko Butler Travel Awards are given annually for independent research in the medium of photography. A travel award and a visual arts award are given in honor of Susan Lipani. The travel awards are offered to juniors for summer study abroad prior to senior year. A portfolio award in honor of James Storey is offered to a senior whose work over her or his years at Fordham has shown evidence of exemplary talent and potential.

Junior Review
In the spring of their junior year, visual arts majors wishing to do a seminar thesis will submit a portfolio of their work for faculty review. The purpose of this review is to determine admission to the VART 4600 SENIOR SEMINAR: STUDIO ART. A subsequent review in the following fall will determine if a student will receive a senior exhibition.

For more information
Visit the Theatre program web page
Visit the Visual Arts department web page
Visit the Pre-Architecture Program web page

Contribution to the Core
The Department of Theatre and Visual Arts contributes VART 1101 URBANISM and THEA 1100 INVITATION TO THEATRE as courses to fulfill the fine arts requirement. VART 4300 REPRESENTATION IN ART is recommended for visual arts majors to satisfy their Values Seminar/EP4 requirement.
Programs

- Art History and Visual Arts Double Major (p. 668)
- Theatre Major (p. 684)
- Theatre Minor (p. 687)
- Visual Arts Major (p. 688)
- Visual Arts Minor (p. 690)

Courses

Theatre courses

THEA 1100. INVITATION TO THEATRE. (3 Credits)
An introduction to major plays, artists, and forms of theatre in various periods, and an investigation into the creative process of the Theatre today. Videotapes of outstanding productions of plays past and present. Guest lecturers and discussions with directors and designers when possible. Attendance at selected professional productions at reduced rates. Cannot be used by Theatre majors to fulfill art requirement.
Attributes: FACC, FRFA.

THEA 1151. DRAWING: ARCHITECTURE AND STAGE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: FASH, VART.

THEA 1152. DRAWING: ARCHITECTURE AND STAGE II. (2 Credits)
The continuation of Drawing: Architecture and Stage I.
Attributes: FASH, VART.

THEA 1210. INTRODUCTION TO FASHION DESIGN. (3 Credits)
This course explores the art and the business of fashion design by tracing its history in Europe and America; understanding the contribution of fibers to the medium; communicating design details through several modes of drawing; and investigating the market factors that shape contemporary fashion industry around the globe.
Attribute: FASH.

THEA 1220. FASHION TECHNIQUES. (3 Credits)
An overview of Fashion design techniques including research, fabric selection, sewing and basic pattern-making. From studying techniques used by contemporary and historical designers, this course will work through the basic skills necessary for students to create their own designs.

THEA 1800. INTERNSHIP. (1 Credit)

THEA 1901. MODERN THEATRE. (2 Credits)
This course will explore the classic works of modern global and American theatre, including how theatre responds to cultural and social issues. Era-defining works will be read and viewed and focus will be placed on the major playwrights and musical composers of the various periods.

THEA 1999. TUTORIAL. (1 Credit)

THEA 2000. THEATRE HISTORY I: THE GREEKS. (4 Credits)
The course explores the major developments in the ancient Greek theatre, focusing on the plays of Aeschylus, Sophocles, and Euripides. To enrich our context we will read primary Greek texts including The Iliad and The Odyssey, and contemporary responses to the Greeks from writers such as Wole Soyinka, Adrienne Kennedy, and Derek Walcott. The course is open to non-majors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CLAS.

THEA 2001. THEATRE HISTORY I: MYTHOS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

THEA 2002. THEATRE HISTORY II: MODERNITY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

THEA 2003. THEATRE HISTORY III: POSTMODERNISM AND THE PRESENT. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

THEA 2010. ACTING I. (3 Credits)
An introductory acting course influenced by the work of Stanislauski and Grotowski, with psycho-physical actions. Students participate in voice, sound and movement, and associative impulse exercises with particular emphasis on physical actions. These exploratory classroom exercises lead to the creation of a 10-minute individual performance piece based on a transformational personal experience. Voice Lab.

THEA 2015. ACTING FOR NON-MAJORS. (4 Credits)
Introductory acting technique for non-theatre performance majors. Emphasis on developing and freeing the voice, body, imagination, and emotions. Activities of the course include vocal and body warm-ups, theatre games and exercises, improvisation, and scene work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2020. THEATRE CRAFTS I. (4 Credits)
An introduction to the principles, materials, tools, and techniques of the technical theatre. Emphasis on scenery, construction, and lighting, with an exploration of sound, painting, rigging, drafting, and stage management. Students are required to complete lab hours in the theatre’s scene shop during which they will be building, painting, rigging, and lighting the mainstage productions each semester. (Every semester) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
THEA 2040. DIRECTING I. (4 Credits)
Directing I is an introduction to the fundamentals of text analysis, stage composition, and production design - all essential components of the director's art. Students study classic and contemporary plays in the Realist tradition, develop design concepts for theoretical productions of the plays, and present scenes in class. The course also focuses on developing students' leadership and communication skills (equally crucial aspects of directing). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2045. INTRODUCTION TO DIRECTING. (4 Credits)
This class introduces students to some of the basic tools of theatre directing by having them craft several short pieces that explore ways of using space, movement, gesture, light, sound, objects, and spoken words to communicate a story to an audience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2050. DIRECTING II. (4 Credits)
In Directing II students work throughout the semester on a one-act of their own choosing - conducting production research, forging an interpretation of the play, collaborating with design students on a design approach, and presenting scenes in class. Course work also touches on such practical issues as structuring a rehearsal schedule and assembling a production book. The semester concludes with each student's mounting a staged reading of the one-act for public performance. Other activities include studying plays outside the Realist tradition that demand more from the director in terms of interpretative skills and production strategies, and working with students in the Playwriting program on their new plays. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2055. DIRECTING III. (3 Credits)
Directing III puts into practice the skills developed in Directing I and II by graduating students to one-act play production. With support from the design departments, scene shop, and publicity office, students mount several evenings of one-act plays for public performance in the Studio Theatre. In the process they hone their ability to conduct auditions and rehearsals and collaborate with designers, technicians, and administrators. They also learn how to create and manage a budget - increasingly crucial skills for the professional director, who must often also produce his or her own work. Other activities include studying the history of directing and learning the rudiments of thrust and arena staging.

THEA 2070. THEATRE DESIGN. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2080. COLLABORATION I. (4 Credits)
First semester of a full year course for all theatre majors. The class introduces students to the areas of acting, directing, playwriting, and design with focus on the art of collaboration. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2090. COLLABORATION II. (4 Credits)
Second semester of a full year course for all theatre majors. The class introduces students to the areas of acting, directing, playwriting, and design with a focus on the art of collaboration. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2210. STAGE MAKEUP AND HAIR I. (3 Credits)
An introduction to stage makeup, including planning and executing a variety of makeup styles and techniques. From fantasy to old age, bruises to animal stylization, students will be challenged not only to design makeup but create characters to inform their makeup choices. Other topics will include hairstyles and basic prosthetics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2211. STAGE MAKEUP AND HAIR II. (3 Credits)
Drawing I with more emphasis on color. Attribute: INST.

THEA 2230. COSTUME DESIGN. (3 Credits)
Study of the principles involved in the design of costumes for the stage with an emphasis on research, the development of drawing and painting skills, and the investigation of character.

THEA 2231. DRAFTING. (3 Credits)
Introductory drafting course focusing on mechanical drawing and the importance of scale, line weight, and lettering. The three views that communicate the design are ground plan, section, and elevation. We will learn how to layout an entire show and accomplish a full set of plans.

THEA 2232. DRAFTING II. (4 Credits)
Advanced course in drafting. Includes computer drafting utilizing vectorworks. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2235. COSTUME DESIGN II. (3 Credits)
Continuation of Costume Design. Prerequisite: THEA 2230.

THEA 2241. DRAPING. (3 Credits)
Understanding fabric involves learning fiber content, weave and how particular fabrics behave. As a designer, when choosing fabric it is essential that one understands how fabrics react with light, hang on a figure and relate to scenery by understanding grain, knapp, and weight.

THEA 2242. DRAPING II. (3 Credits)
A continuation of Draping I.
THEA 2243. FABRIC IN 3D. (3 Credits)
The course introduces fabric as a three-dimensional medium, focusing on understanding how fabrics react with light, hang on a figure, and relate to scenery by understanding grain and weight.

THEA 2251. MODEL MAKING. (3 Credits)
An introductory model making class focusing on creating a scenic model in half-inch scale. Beginning with building a model box from plans then constructing walls, show decks and portals. This involves exploring different materials along with their textures and completing the model with props, furniture and figures.

THEA 2252. MODEL MAKING II. (3 Credits)
A continuation of Model Making I.

THEA 2511. THEATER AND SOCIAL JUSTICE IN LATIN AMERICA. (4 Credits)
Theatrical work has often been employed as a vehicle for raising consciousness of social issues and concerns. Students will study the role of theatre in shaping society and cultural identity. A practical component of working with theatre artists in Latin America is part of this course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2540. THE IRISH THEATRE. (4 Credits)
The course explores the Irish Theatre in the 20th century using major plays as focus. We trace its origins in the Irish Literary Theatre in Dublin at the turn of the century, its growth in parallel with the rising nationalist movement, and its impact in London, Paris, and New York. The playwrights will range from Yeats, O'Casey, and Lady Gregory to Samuel Beckett, Seamus Heaney, and the new writers of the present moment. The course is part of the Irish Studies Institute and is open to non-majors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2545. CONTEMPORARY IRISH DRAMA. (4 Credits)
Introduces students to works of modern Irish playwrights from Brian Friel to Marina Carr, and examines how joining the European Union and the Celtic Tiger have influenced modern Irish Theatre. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2610. PLAYWRITING II: STRUCTURE. (4 Credits)
We continue the work of Playwriting I with a shift of focus to two new major issues: structure and language. Classic plays are used to demonstrate structural principles with an emphasis on a play's arc through its beginning, turning point, and ending. Exercises introducing alternative techniques of writing enrich the process, including approaches to playwriting as collage, emphasizing the power of image, gesture, and experimental narrative structures including non-linear. Then the writers reach for heightened language to flesh out their play's world.

THEA 2700. ACTING II. (4 Credits)
Introduction to scene study and text analysis for the actor using the Stanislavsky approach. Work on scenes chosen from realistic plays. Students will study character development by exploring psychological objectives and how they are embodied in physical actions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2750. PERFORMING ITALIAN. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2751. ADVANCED PERFORMING ITALIAN. (4 Credits)
In this advanced version of Performing Italian, students will study in Rome. They will explore additional dramatic texts, including plays by Ruzzante Goldoni, Gozzi and DeFilippo. Critical, theoretical readings from D'Amico, Strehler and Albertazzi among others. The student will also do additional advanced scene study workshops outside of regular scheduled class.

THEA 2800. STAGE MANAGEMENT. (4 Credits)
A study of the organizational responsibilities and practical skills needed by stage managers to bring a production through auditions, rehearsals, and performances. Students stage manage a studio theatre production or mainstage production. Also crew work on load in and strike for mainstage production. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2805. STAGE MANAGEMENT I. (3 Credits)
THEA 2810. STAGE MANAGEMENT II. (4 Credits)
A continuation of Stage Management I. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2815. STAGE MANAGEMENT II. (3 Credits)
THEA 2900. THEATRE MANAGEMENT. (4 Credits)
An introduction to the managerial aspects of American theatre. Topics include: history of theatrical production and management in America, defining and understanding the differences between commercial and nonprofit theatre, basic management functions, types of theatre managers, formation of a production company, understanding the actors' unions and contracts, organizing a nonprofit theatre company, artistic policy choices, staffing, casting, theatrical tours, the role of the producer and presenter, budget planning, box office, fundraising, marketing and audience development, the publicity campaign, and advertising. The class is comprised of lecture, discussion, and guest speakers from the New York City Theatre community. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
THEA 2910. THEATRE MANAGEMENT II. (4 Credits)
A continuation of Theatre Management. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: THEA 2900.

THEA 2999. INDEPENDENT STUDY. (2 Credits)
Independent research and readings with supervision from a faculty member.

THEA 3000. ACTING III. (4 Credits)
Continuation of intensive scene study based on the Stanislavsky system. Techniques of scene analysis, scoring, and appropriate rehearsal procedures will be covered. Performance majors only. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3011. TEXT ANALYSIS. (4 Credits)
Through careful, intensive reading of a variety of plays with different dramatic structures and aesthetics, students begin to see that options exist for interpreting a script. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3016. SONG AS THEATRE I. (4 Credits)
This class leads students towards dynamic expression of musical theatre and other song repertoire through intensive group and individual vocal training. There is special emphasis on the connection between the voice and personality of each student and resolving challenges through imagination. The course includes a professional accompanist. Prerequisite: THEA 2700 or permission of instructor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: THEA 2700.

THEA 3017. SONG AS SCENE. (4 Credits)
Learn how to effectively present musical material by exploring the text and combining it with sure vocal technique. An accompanist is present at each class, and different types of songs will be explored – ballad, up tempo, comic/character, and pop/rock. Acting exercises will be used to fully flesh out the songs. Seamless transitions from scene to song will be examined. The notion of singing as simply acting on pitch will be stressed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3021. SONG AS THEATRE II. (4 Credits)
Continuation of Song As Theatre Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3022. SONG AS SCENE II. (4 Credits)
Continuation of SONG AS SCENE (Pre-Req: THEA 3017) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3030. ACTOR’S VOCAL TECHNIQUE I. (2 Credits)
Vocal exercises for the actor to help release the voice, develop larger breathing capacity, and agility in articulation. Work on developing physical ease while exploring varieties of vocal projection through speech and song, and text. (Every fall)

THEA 3040. ACTOR’S VOCAL TECHNIQUE II. (2 Credits)
Advanced exploration of the voice.

THEA 3050. MOVEMENT FOR THE ACTOR I. (2 Credits)
This course will include: 1) Vigorous physical training to develop physical stamina along with Yoga breath-work and stretches to increase flexibility, agility, focus and concentration; 2) Butoh-influenced image work to develop body awareness and sensitivity as well as stimulate movement by images exercised by one’s imagination; 3) Creating characters by exploring the center, weight, rhythm, colors and temperament of the character; 4) Individual and group improvisational exercises to learn to trust and act upon organic impulses.

THEA 3055. DIRECTING IV. (3 Credits)
Directing IV is the first semester of an advanced production course which shepherds students through the process of directing full-length plays for public performance. Throughout the semester students present their research and production ideas, as well as scenes from the plays they are directing, for comment and critique. Other activities include class work on Shakespeare and/or other verse texts.

THEA 3056. DIRECTING IV. (4 Credits)
This course is designed for students who, because they begin the directing track in their junior year, must register for Directing IV in the spring of their senior year and complete course work for Directing IV and V in one semester. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3060. MOVEMENT FOR THE ACTOR II. (2 Credits)
Continuation of Movement I. This course will include: 1) Continuation from Movement I of developing physical stamina and intensifying breath and Yoga work; 2) Continuation of Movement I based on Butoh-influenced image work; 3) Deeper exploration of character work and also taking the character out of the naturalistic realm to invite another layer of understanding on a more unconscious level; 4) Exploring abstract movement; 5) Creating group and solo pieces.

THEA 3065. MUSICAL THEATRE WORKSHOP. (4 Credits)
The Fordham Musical Theatre workshop is a 5-week summer intensive, that offers a varied schedule of 4 classes: Musical Theatre Workshop, Vocal Techniques, Dance to Musical Theatre, and Acting/Improvisation for Musical Theatre. Monday-Thursday 1-5pm students will work in the classroom as a company. The early afternoon and evenings will include field trips, guest seminars, and attendance at Broadway, Off-Broadway, and Off-Off Broadway plays and musicals. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
THEA 3066. MUSICAL THEATRE INTENSIVE. (4 Credits)
A five-week summer intensive that offers a varied schedule of four classes: Musical Theatre workshop, Vocal techniques, Dance for Musical theatre, and Acting. Monday through Thursday from 10 a.m. to 5 p.m., students will work in the classroom as a company. The early afternoon and evenings will include field trips, guest seminars, and attendance at Broadway, off-Broadway, and off-off Broadway plays and musicals. Find the program application online at fordham.edu/summer. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3081. ADVANCED MOVEMENT III. (3 Credits)
Emphasis on Buoth inspired image movement works, utilizing imagination, concentration, centering and body expression. Development of solo work.

THEA 3090. STAGE COMBAT. (3 Credits)
Students will become familiar with the concepts, techniques, and safety practices of stage combat. Each class begins with a warm-up/stretch and then moves into strengthening and isolation work. Each class ends with work on original, ongoing choreography.

THEA 3100. ACTING IV. (4 Credits)
Continued advanced scene study with emphasis on complete characterization, physical actions, scoring of rhythm in text, physicality of character, and the grasp of styles. Work with Theatre of the Absurd writers such as Beckett, Pinter, Ionesco, Albee. Maintaining physical scoring in developing character with Chekhov. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3205. FROM PAGE TO STAGE. (4 Credits)
This is a class primarily for directing, playwriting, and design students in how to translate the words on the page of a script into a vision for production on the stage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3253. MOLIERE: FROM PAGE TO STAGE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3361. COSTUME AND SET DESIGN. (4 Credits)
Investigates the relationships of scenery and costumes, how the design of the environment creates the world for the play and the characters to exist. While learning how to break down a text, we explore character development as well as an emotional response to the play so that research can be done. Through models and sketches, students learn their process and how to articulate their ideas. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3362. LIGHTING DESIGN. (3 Credits)
THEA 3363. LIGHTING DESIGN. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3371. LIGHT AND SET DESIGN. (4 Credits)
Investigates the relationships of lighting to scenery and how lighting design completes the visual world of play on stage. Lighting is the key element to the movement of the production as it relates to transitions between scenes and helping define time and place. We will also examine alternative functions and use of light within scenery. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3373. LIGHTING DESIGN II. (4 Credits)
Continuation of lighting design and practical applications of light in architecture, interiors, installations, and photography. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3374. LIGHTING DESIGN II. (3 Credits)
THEA 3391. PORTFOLIO REVIEW. (3 Credits)
Upper level class for students to compile a sampling of their work in preparation for professional interviews, learn how to prepare a resume, gather photographs, and layout documentations. Students will interact with professionals in a critique of their work.

THEA 3392. PORTFOLIO REVIEW II. (3 Credits)
Continuation of Portfolio Review with the addition of preparing work for the Spring design show.

THEA 3430. SOUND DESIGN. (4 Credits)
From the physics of sound waves to the finesse of cueing, Sound Design covers the foundations of the field. The class will touch on topics in acoustics, system design, vocal reinforcement, sound effects, playback and audio development software, and the role of sound design in the rehearsal and tech process. The goal is to develop the conceptual rigor and practical technique to support a small production with an integral audio component. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3435. SOUND DESIGN II. (4 Credits)
Continuation of Sound Design. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3430. SOUND DESIGN. (4 Credits)
From the physics of sound waves to the finesse of cueing, Sound Design covers the foundations of the field. The class will touch on topics in acoustics, system design, vocal reinforcement, sound effects, playback and audio development software, and the role of sound design in the rehearsal and tech process. The goal is to develop the conceptual rigor and practical technique to support a small production with an integral audio component. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3450. PROJECTION DESIGN. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
THEA 3455. PROJECTION DESIGN I. (3 Credits)
THEA 3460. PROJECTION DESIGN II. (3 Credits)
THEA 3564. FRENCH THEATRE AND PERFORMANCE (TAUGHT IN FRENCH). (4 Credits)
This course explores Contemporary French Theatre and offers the opportunity to engage in the creative process from page to rehearsal to a full public performance at the end of the semester. It teaches students how to express themselves more effectively in French. It develops the ability to communicate thoughts and feelings to others. We will combine acting, history, reading, theory and analysis of major modern playwrights. Invited guests from the French and bi-cultural theatre community in New York City will share their experiences with students, and provide opportunities for students to practice their new skills and learn more about. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: FREN 2600.
THEA 3600. MASTER CLASS IN DESIGN. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
THEA 3610. PLAYWRITING III: ONE ACT PLAY. (4 Credits)
The writers alternate their time between the seminar room and the studio theatre for the development and rehearsal process of a Theatre program sponsored production of their one-act play. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
THEA 3700. PLAYWRITING. (4 Credits)
This playwriting workshop is the cornerstone of the playwriting program. It intentionally welcomes writers of many levels of experience to one dynamic space. The goals of the workshop are to teach basic craft and create an environment that will guide the writers’ explanation of their individual voices. We concentrate on four major issues: storytelling, character, structure, and language. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENGL.
THEA 3750. PLAYS AND SCREENPLAYS. (3 Credits)
The purpose of the five week project is to write a one-act play and a short screen play, and to explore the relation between the two forms. Elements of craft will be introduced to provide a vocabulary and a scaffolding. Contemporary plays and screenplays will be used as models.
THEA 3800. INTERNSHIP. (2-3 Credits)
Supervised placement for students interested in work experience.
THEA 3900. CUEING AND NARRATIVE. (3 Credits)
This course will incorporate the study of both Lighting and Sound Design to explore storytelling through Theatrical Design choices.
THEA 3910. PERIOD AND STYLE. (3 Credits)
This course will incorporate the study of both Scenic and Costume design to explore storytelling through theatrical design choices.
THEA 3980. SET DESIGN. (4 Credits)
Investigates how the design of an environment creates the world of a play. While learning how to break down a text, we explore character development as well as an emotional response to the play so that research can be done. Through models and sketches, students learn their process and how to articulate their ideas. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
THEA 3985. SET DESIGN I. (3 Credits)
Investigates how the design of an environment creates the world of a play while learning how to break down a text, we explore character development as well as an emotional response to the play so that research can be done. Through models and sketches, students learn their process and how to articulate their ideas.
THEA 3987. SET DESIGN II. (3 Credits)
Continuation of Set Design I.
THEA 3999. INDEPENDENT STUDY. (3 Credits)
Independent research and reading with supervision from a faculty member.
THEA 4000. CREATING A CHARACTER. (4 Credits)
Advanced scene study employing exercises and exploration specifically designed to give the actor a technique with which to develop a distinct characterization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: THEA 3100.
THEA 4001. CREATING A CHARACTER II. (4 Credits)
Continuation of creating character TDLU4000 Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: THEA 3100.
THEA 4021. ACTING AND THE IMAGE. (4 Credits)
Through work with mask the course explores the actor’s use of images as the greatest mode of communication. Masks connect to the essence of the body’s energy and teach us how to create a character. Many of Michael Chekhov’s techniques are embodied in mask work, so the course will also be an introduction to Chekhov technique and beyond. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
THEA 4022. ACTING AND THE IMAGE II. (4 Credits)
A continuation of Acting and the Image I. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
THEA 4025. FLYING SOLO. (4 Credits)
This will be an intensive, practical course for students interested in creating a short solo performance piece. Creative work will be accompanied by in-depth documented research into the student’s particular area of interest. In addition to their creative work, each student will be responsible for a substantive research project on a performance artist, assigned to them by the instructor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
THEA 4045. YOUNG, GIFTED, AND BLACK. (4 Credits)
This interdisciplinary course will explore themes of political, social, and personal transgression and transformation in the cultural tradition of Black American Theatre and performance from the Harlem Renaissance, through the Black Arts Movement to the present. The interrelationship of text, music, and movement will be highlighted to underscore significant aesthetic innovations and also to allow for a discussion of plays, playwrights, and performers in the fullest possible context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PLUR.

THEA 4055. DIRECTING V: THESIS PROJECT. (3 Credits)
Directing V is the second semester of an advanced course in full-length play production. Throughout the semester students present their research and production ideas, as well as scenes from the plays they are directing, for comment and critique. Other activities include class exploration of a variety of theatrical styles including Brechtian theatre, solo performance, and ensemble-generated work, among others. In addition, students prepare to enter the professional world by working on their resumes, preparing for job/graduate school interviews, and meeting with guest directors to discuss career strategies.

THEA 4056. DIRECTING VI: INDEPENDENT PROJECT. (3 Credits)
Directing VI is an elective production course designed to meet the needs of the directing major who wishes to investigate a particular playwright's work or explore a certain form or style of theatre. Independent Direction Projects may be of any length. Please note that students wishing to take this course must first meet with the Head of Directing to discuss their project goals and must receive approval before registering.

THEA 4100. ACTING SHAKESPEARE. (4 Credits)
An investigation of the various historical and contemporary techniques of acting Elizabethan verse through close textual analysis and in-class performance of scenes from Shakespeare's plays. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4120. ACTING SHAKESPEARE II. (4 Credits)
Advanced Scene and text work in Shakespeare. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4148. MEDIEVAL DRAMA. (4 Credits)
Divine mysteries and scurrilous scatology, Everyman’s workaday struggles and a king’s political quandaries, lavish one-night courtly entertainments and massive Biblical plays performed by an entire community: the drama of the English late Middle Ages (roughly 1350-1500) was resourceful, I oral, non-professional, and endlessly inventive. In this course, we study medieval English drama along three axes: as literary texts full of humor, pathos, and meani ng; as evidence for historical performance practice and theater history; and as scripts brimming with possibility for performance. Combining intensive reading of medieval play texts with key works by important theater practitioners, we examine medieval drama on its own terms and ask what it means to read and perform these works in the 21st century. To help answer this question, students collaboratively design, direct, and stage a medieval dramatic work of their choosing as a final project. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENGL, ICC, MVST.

THEA 4149. MEDIEVAL DRAMA. (4 Credits)
Introduces the actor to the techniques of acting for the mediums of television and film, including issues of scale, angle, and material. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: THEA 3100.

THEA 4200. THE ACTOR AND THE TEXT. (4 Credits)
The actor’s interpretation of the text. Advanced work on the actor’s choices. Investigation of what makes the word personal. Explores how the actor can deepen and enrich the text. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4201. THE ACTOR AND THE TEXT II. (4 Credits)
A continuation of TDLU 4200; The actor’s interpretation of the text. Advanced work on the actor’s choices. Investigation of what makes the WORD personal. Explores how the actor can deepen and enrich the text. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4250. ACTING FOR THE CAMERA. (4 Credits)
This course will study Shakespeare’s plays first as texts and then as performance, focusing on the literary/historical aspect of a play, and then the same play as a theatrical script for realization in a performance setting. Through close readings from these widely disparate points of view, we will try to grasp how the theater acts to engage audiences and create meanings, and how time and culture are expressed in both text and performance. We’ll investigate questions about adaptation, authorship, the status of “classic” texts and their variant forms, the transition from manuscript, book and stage to film and digitally inflected forms of media. Assignments will include readings, memorization, essays, and presentations. The final project can be an essay, the student’s short video of a Shakespeare excerpt, or a brief performance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.
THEA 4301. PERFORMANCE AND ART. (3 Credits)
This acting course for dancers will work in developing original scenes based on poetry, sculpture, paintings and scene study. Emphasis on work with physical actions and creating a physical and psychological score to illuminate actor-created work. Focus on imagination, writing and performance skills. For Alvin Ailey BFA majors.

THEA 4302. RUSSIAN THEATRE WORKSHOP. (2 Credits)
This course conducted in Moscow includes work in acting, movement, dance, voice, Russian theatre history, and a study of the current Russian theatre. It is taught by the faculty of the Moscow Art Theatre School.

THEA 4305. CLOWN AND IMPROVISATION. (4 Credits)
Examining different comedic traditions, students will study techniques from commedia dell'arte, clown and improvisation. Drawing on the teachings of contemporary artists such as Keith Johnstone and Phillippe Gaulier, the course will demonstrate and sharpen comedic skills by creating a sense of continuity between traditional and contemporary comedy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4310. ADVANCED SCENE STUDY. (4 Credits)
Students will work on scenes in depth covering a broad range of theatrical styles and diverse playwrights. Students will work on scenes in depth covering a broad range of theatrical styles and diverse playwrights. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4400. SENIOR AUDITION I. (2 Credits)
Prepares students to audition for professional theatre companies, agents, casting directors, and graduate schools. Students develop two audition pieces (one classical/one contemporary) and also learn to prepare cold readings. Guidance also provided in the preparation of pictures and professional resumes. Performance majors only. (fall, senior year)

THEA 4410. SENIOR AUDITION II. (2 Credits)
Preparation of the Senior Showcase, in which students present scenes, monologues, and songs for producers, agents, and casting directors. Performance majors only.

THEA 4420. SENIOR AUDITION. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4425. DESIGN SHOWCASE. (2 Credits)
This course focuses on presenting and discussing students' work as a design or manager while developing their understanding of the business of theatre and their potential role in it. We look at portfolios, resumes, and CVs, cover letters, and production books and talk with established professionals and recent graduates about the best strategies for entering the New York and regional theatre communities. Design and Production students only, required for participation in the annual Design Showcase. Prerequisite: THEA 3205.

THEA 4500. THEATRE, CREATIVITY, AND VALUES. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attribute: EP4.

THEA 4501. DIRECTING PRODUCTION WORKSHOP. (3 Credits)
An advance production class that shepherds students through the process of producing a fully-staged production for public performance.

THEA 4505. DESIGN PRODUCTION WORKSHOP. (3 Credits)
This course is designed to run with Directing Workshop to merge design and directing students in practical production experiences. In the process, students will hone their ability to analyze text, shape a design idea, communicate with artistic collaborators, create working drawings and models, plan a production schedule, and create and manage a budget. The focus is play production and attending and discussing university and professional productions.

THEA 4510. DIRECTING PRODUCTION WORKSHOP 1. (3 Credits)
An advanced production class that shepherds students through the process of producing a fully-staged production for public performance.

THEA 4511. DESIGN PRODUCTION WORKSHOP I. (4 Credits)
This course is designed to run with Directing Workshop to merge design and directing students in practical production experiences. In the process, students will hone their ability to analyze text, shape a design idea, communicate with artistic collaborators, create working drawings and models, plan a production schedule, and create and manage a budget. The focus is play production and attending and discussing university and professional productions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4520. DIRECTING PRODUCTION WORKSHOP II. (3 Credits)
An advanced production class that shepherds students through the process of producing a fully-staged production for public performance.

THEA 4521. DESIGN PRODUCTION WORKSHOP II. (4 Credits)
Continuation of Design Production I. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4530. DIRECTING PRODUCTION WORKSHOP III. (3 Credits)
An advanced production class that shepherds students through the process of producing a fully-staged production for public performance.

THEA 4531. DESIGN PRODUCTION WORKSHOP III. (4 Credits)
Continuation of Design Production Workshop II. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4610. PLAYWRITING IV: FULL LENGTH PLAY. (4 Credits)
The writers alternate their time between the seminar room and the studio theatre for the development and rehearsal process of a Theatre program sponsored production of their full-length play. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4620. ADVANCED PLAYWRITING. (4 Credits)
This course supports the writer on the production of a play of any length and style. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4630. PLAYWRITING: THESIS PROJECT. (4 Credits)
This course supports the writer in advanced work on production of a fully staged play of any length and style. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
THEA 4650. ACTORS WORKSHOP. (4 Credits)
The Fordham Actors Workshop is a five-week summer intensive that offers a varied schedule of four classes: Acting, Text, Movement, and Improvisation technique. Monday-Thursday from 10 am to approximately 5 pm students will work as an ensemble in the classroom. The early afternoon and evenings are reserved for field trips, guest seminars, and the weekly attendance of Broadway, Off-Broadway, and Off-Off-Broadway shows. Course enrollment for Fordham students is by permission of the department. If not currently Acting majors or minors, students will be expected to fillout the full written application. Course enrollment is limited to 20 students. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4800. INTERNSHIP. (4 Credits)
Supervised placement for students who are interested in work experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4900. ADVANCED COLLABORATION. (3 Credits)
A continuation of the work begun in Collaboration 1 and 2 for advanced theater majors. Taught in conjunction with the graduate level Collaboration course for MFA Playwrights.

THEA 4999. TUTORIAL: THEATRE AND DRAMA. (1-4 Credits)
Independent research and reading with supervision from a faculty member.

Visual arts courses

VART 1055. FIGURE DRAWING I. (4 Credits)
The study of the figure through direct observation: various techniques of rendering and diverse media will be explored. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 1101. URBANISM. (3 Credits)
A historical introduction to the issues, principles and processes of urban design in western societies. Lectures will trace the evolution of selected cities (from ancient Athens to contemporary Los Angeles) taking into consideration the design decisions that have affected our built environment and urban culture. Field Trips. (Satisfies Fine Arts core requirement).
Attributes: FACC, FRFA, INST, URST.

VART 1124. PHOTOGRAPHY I. (4 Credits)
Instruction is offered in basic camera and darkroom techniques of black-and-white photography. Class will also include critiques of students’ work and discussions of aesthetic questions pertaining to photography. Students should have adjustable cameras. Additional darkroom hours required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMM, ZLB5.

VART 1128. INTRODUCTION TO DIGITAL PHOTOGRAPHY. (4 Credits)
This class is an introduction to the fundamentals of digital photography. Assignments throughout the semester encourage students to explore some of the technical and aesthetic concerns of the medium. Photoshop is used as the primary editing tool. A 3.2 or higher megapixel camera is required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: NMDD.

VART 1135. VISUAL THINKING I. (4 Credits)
A foundation course in visual communication. The course will cover the following topics: visual perception, composition, light and color, drawing perspective, words and images, graphic design, photography and photo montage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMM, NMDD.

VART 1136. VISUAL THINKING: PERSPECTIVES, PAINTING, AND DRAWING. (4 Credits)
An introductory course in visual perception with an emphasis on formal, historical and theoretical concerns in painting and drawing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: FCLC.

VART 1150. DRAWING I. (4 Credits)
Work in pencil, ink, charcoal, and other graphic media designed to involve students in various approaches and attitudes toward representation and expression in drawing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 1160. ARCHITECTURAL LANGUAGE. (4 Credits)
(Formerly VART 2060 - Architectural Design I.) Introducing the basic language of 3D form and space making, this studio course involves professional to shape our world. Lab fee. All are welcome. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: URST, ZLB3.

VART 1161. FORM AND SPACE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ZLB3.

VART 1180. PAINTING I. (4 Credits)
An introductory course in painting, emphasizing basic formal and technical concerns. Acrylic paints will be used. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 1257. AVANT-GARDE FILM/VIDEO. (4 Credits)
This studio course will explore the practice of current avant-garde film and video from a visual arts perspective. Various artists’ strategies for creating challenging work will be considered, including the use of abstraction, appropriated imagery, autobiographical detail, disjunctive sound image relationships and other aesthetic choices. The course will include field trips to view current experimental films and videos at museums, film festivals and art galleries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
VART 1265. FILM/VIDEO I. (4 Credits)
An introduction to film/video production techniques used to make short projects. Students will study composition, lighting, and editing in creating their own Super 8 mm film and digital video work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMM, FITV, NMDD.

VART 1800. INTERNSHIP. (1 Credit)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

VART 2003. GRAPHIC DESIGN & DIGITAL TOOLS. (4 Credits)
In this course the student will learn the basic tools and operations of several different graphics programs. Photoshop, Illustrator, and QuarkXpress will be explained through demonstrations, tutorials, and weekly assignments. The focus will be on a conceptual and analytical approach to design vocabulary and problem solving. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMM, NMDD.

VART 2004. DESIGN INTRODUCTION. (3 Credits)
This course introduces the student to basic language and practice of Graphic Design. Through demonstrations and hands on assignments students will learn the essential skills needed in producing elegant design solutions and gain a proficiency in the use of the industry design programs, Adobe Suites.

VART 2050. DESIGNING THE CITY. (4 Credits)
A hands-on course in the theory and practice of urban design, showing how a mixture of idealism and realism contributes to the design of more "live-able" cities. Theoretical models (e.g., modernism, garden cities, suburban development urban renewal, and new urbanism) are presented in slide lectures. Students will design urban neighborhoods by computer modeling and animation. A creative and practical course in urban design, focusing on the relationship between people and the built environment. Although urban design is a visual discipline, its roots and purposes are interdisciplinary, combining high ideals with hard realism. Readings, walking tours, and research examine the historical roots of current urban design problems and practices. Seminar discussions highlight the goals: regenerative neighborhoods and lively public places. Smart growth, sustainable communities, and new urbanism are contrasted with suburban sprawl and auto-centered development. Students use Mac-based CAD software to visualize great new public places in New York–practicing the imaginative are of the possible. Visits during office hours are recommended. Field trips and lab fee are required. Recommended to Urban and Environmental Studies students, but open to all. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, ENVS, URST.

VART 2055. ENVIRONMENTAL DESIGN. (4 Credits)
This introductory course explores the physical relationship between mankind and nature. Slide presentations, field trips and readings will outline the histories and forms of settlement patterns, landscapes and gardens, and our increasing interest in sustainable development, renewable energy and conservation. Sketching, design and model-building in landscape settings. Intended for design, history and science students. Required field trips and lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, ENVS, NMDD, URST.

VART 2065. INTERIOR AND ARCHITECTURAL DESIGN. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: THEA, URST.

VART 2070. ARCHITECTURAL DESIGN I. (4 Credits)
A design studio course, synthesizing contextual, artistic, environmental and functional requirements in the design of public spaces, landscapes, furnishings, and buildings. A relatively simple term project, set in a landscape environment, is prefaced by exercises in analysis, skill building, theory, critique and fabrication. (Formerly VART 2060/3070 Architectural Design). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: THEA, URST.

VART 2085. SUSTAINABLE NEW YORK. (3 Credits)
An intensive summer workshop in big city "green" design. Intended for majors in visual arts, environmental studies, and/or urban studies, this course might interest anyone concerned about New York City's future in an era of rising energy costs and environmental risk. Walking tours; field trips; reading program and discussion; visits to buildings, parks, and construction sites; illustrated presentations; guest speakers from state and city agencies, NGOs, nonprofits, and private sector innovators. At least one day each week will be based at Solar One, located on the East River at 23rd Street, or the Science Barge in the Hudson River at 44th Street. By term's end, each student will present an independent research or design project.
Attributes: ENST, ENVS, URST.

VART 2121. ABSTRACTION. (4 Credits)
We think abstractly and routinely navigate the complex abstract structures of our world. Abstractart- the major art form of the last century- has tried in many different ways to come to grips with this situation. This course rather than treating abstraction as a style considers it as a way of thinking visually as a structure for creativity and expression. Working across material disciplines, the course will employ painting, drawing, three dimensional Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 2130. PAINTING II. (4 Credits)
Intermediate instruction is offered in painting. Emphasis will be placed on developing individual approaches to the solving of creative problems within the context of 20th-century historical and critical concerns. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: VART 1150 or VART 1180.
VART 2140. COLLAGE AND MIXED MEDIA. (4 Credits)
A course emphasizing the formal, material and thematic exploration inherent in collage and mixed media techniques. Different visual disciplines and approaches will be combined to produce two- and three-dimensional work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 2150. DRAWING II. (4 Credits)
A workshop in various techniques and media. Field trips to museums and galleries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ZLB5.

VART 2185. PHOTOGRAPHY II. (4 Credits)
Students will initiate specific photographic projects, which they will pursue throughout the semester, while they consider work of certain 20th-century masters of photography. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ZLB5.

Prerequisite: VART 1124.

VART 2196. LARGE-FORMAT PHOTOGRAPHY. (4 Credits)
Large format-view camera technique, which produces large negatives and permits extraordinary image control, will be taught along with medium photography in this intermediate level class. Students will work on short, specific technical assignments as well as a long-term individual project. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ZLB5.

VART 2265. FILM/VIDEO II. (4 Credits)
Advanced film/video production techniques will be explored as students complete several projects over the course of the semester. Students will shoot 16mm film and video and learn sound design and post-production digital effects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COMM, FITV, NMDD.

Prerequisite: VART 1265.

VART 2400. FUNDAMENTALS OF WEBSITE DESIGN. (4 Credits)
This class will introduce the key concepts in designing and building websites from an aesthetic and technical perspective. Through lecture, critical analysis and hands-on assignments students will learn how to design and build a creative and effective website. The focus of the class will be on presenting and exploring the fundamental perception, concept and method of graphic design will be introduced through a series of set projects and exercises. We will explore how graphic design can engage, inform and challenge the viewer as well as how the design of visual communication is influenced by social, political and cultural issues. Through lectures, slide presentations, assignments and class discussions, we will examine the formal aspects of typography, the relationship between type and image, and the impact of new technologies on design practices today will be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NMDD.

VART 2500. TYPOGRAPHY AND DESIGN. (4 Credits)
Structured as a lab course, the fundamental perception, concept and method of graphic design will be introduced through a series of set projects and exercises. We will explore how graphic design can engage, inform and challenge the viewer as well as how the design of visual communication is influenced by social, political and cultural issues. Through lectures, slide presentations, assignments and class discussions, we will examine the formal aspects of typography, the relationship between type and image, and the impact of new technologies on design practices today will be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NMDD, ZLB3.
VART 2700. LOGOS, BRANDING, AND PRESENTATION. (4 Credits)
This advanced level class will focus on the development, design and presentation of an organizational product identity. The assignment will include research, a written proposal and a final presentation of a design for a logo, product, brochure and a promotional material. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attribute: NMDD.  
Prerequisite: VART 2003.

VART 2999. TUTORIAL. (2 Credits)
Independent research and readings with supervision from a faculty member.

VART 3001. DOCUMENTARY PHOTOGRAPHY: JAPAN. (4 Credits)
This intensive class is designed as a platform for intermediate and advanced level students to further develop their photographic production with an emphasis on generating documentary projects focusing on the people, culture, and architecture of Japan. The megacity of Tokyo will serve as the starting point for our investigations, with image making itineraries that will take us from the cosmopolitan ward of Shinjuku, to the center of youth culture in Shibuya; and from the cutting edge fashion districts of Harajuku, to the temples and shrines of Asakusa. Concurrent with our photographic explorations we will examine contemporary exhibitions in venues such as the Tokyo Metropolitan Museum of Photography in Ebisu, as well as view the ancient collections housed in Japan’s oldest and largest museum, the Tokyo National Museum in Ueno. Traveling by Shinkansen bullet train at 300 km/h (186mph), we will make our way south to Kyoto, the nexus of traditional Japanese culture and history with approximately two thousand temples, shrines, and gardens that we can utilize as both the catalyst and stage for our photography. The extraordinary wealth of visual stimuli we will experience in Japan over ten days will certainly inspire, as well as function as the backdrop against which to critically discuss the strategies that photographers employ in communicating their interests. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attribute: ZLBS.

VART 3025. DESIGNING BOOKS. (4 Credits)
The students will learn the fundamental principles, structures, and “typographic etiquette” involved in designing a book. Projects will include designing the exterior, book jacket, and interior page layouts of three kinds of books ranging from literary to the illustrated. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Prerequisite: VART 2003.

VART 3026. HISTORY OF PHOTOGRAPHY BOOKS: 1844-2004. (4 Credits)
The class will survey the history of the publication of photography books from early works published in the mid-19th century, albums with tipped-in original photographs, through the invention of off-set reproduction at the turn of the 19th century, and self-made digital books at the end of the 20th. Influential books and formats will be reviewed. The class will visit a museum collection to see examples of rare out-of-print and limited edition items, such as Alexander Gardner’s Photographic Sketchbook of the Civil War, William Bradford’s Arctic Regions, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 3030. ART DESIGN AND POLITICS. (4 Credits)
This class will investigate the design of political art through hands-on studio projects and the consideration of historical precedents and contemporary examples, print media, public art, and events, political organizations, museums and gallery exhibitions will form a backdrop for the course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attribute: NMDD.

VART 3055. ECOLOGY FOR DESIGNERS. (4 Credits)
An introduction to functional ecosystems, and the application of that knowledge to the re-design of the urban built environment. Energy use patterns, resource management, water cycles, productivity, food production, systems integration will be inspected, leading to the proposition of a hypothetical urban ecosystem, which may include water re-cycling, habitat restoration, bio-mimicry, renewable energy, and vertical farming. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attributes: ENST, URST.

VART 3056. URBAN ENVIRONMENTAL DESIGN. (4 Credits)
A creative studio/seminar course in the design of renewable technologies, mixed use urbanism, hybrid ecologies; productive systems and resilient, sustainable cities. This is a synthetic studio, combining the concerns of Urban Design, Green Architecture, and Environmental Design in complex urban spaces, buildings, and networks. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attribute: ENST.

VART 3070. URBAN ARCHITECTURAL DESIGN I. (4 Credits)
(Formerly VART 3080.) A creative studio/seminar course in architectural design and theory synthesizing contextual, artistic, environmental and functional requirements in the design of public spaces and buildings using models, sketches, diagrams and computer modeling. Short assignments plus a major project, normally a public building in a complex urban context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attribute: URST.  
Prerequisites: VART 1161 or VART 11060 or AREU 1160 or ARRU 1160 or VART 2050 or AREU 2050 or ARRU 2050 or VART 2055 or AREU 2055 or ARRU 2055 or ARRU 2055.

VART 3131. ABSTRACTION II. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 3132. PROJECTS AND CONCEPTS II. (4 Credits)
An advanced multi-media studio course emphasizing creative solutions to a variety of visual and conceptual problems. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.  
Attribute: FCLC.
VART 3134. 20TH CENTURY ART: MODERNISM AND MODERNITY. (4 Credits)
A survey of the major developments of modern art from the late 19th century until today, with an emphasis on work done before 1940. This course will undertake the larger task of understanding modernism in art as a visual response to the conditions of modernity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 3135. CONTEMPORARY ART: MODERNISM AND ITS AFTERMATH. (4 Credits)

VART 3156. PAINTING III. (4 Credits)
Individual instruction is offered with group critiques and seminar discussions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 3186. PHOTOGRAPHY III. (4 Credits)
Continuation of studies in photography at the advanced level. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ZLB5.
Prerequisite: VART 2185 (may be taken concurrently).

VART 3250. DESIGN AND THE WEB. (4 Credits)
In this class, students will learn how to design websites that maximize the mediums and limitations of technology. The class will explore the new directions websites are moving in, critically study websites that are successful both commercially and as a visual art form. The focus will be on how a website can be designed without sacrificing typography or good design. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: COMM.
Prerequisite: VART 2400.

VART 3257. SEMINAR: AVANT-GARDE FILM/VIDEO. (4 Credits)
This studio course will explore the practice of current avant-garde film and video from a visual arts perspective. Various artists’ strategies for creating challenging work will be considered, including the use of abstraction, appropriated imagery, autobiographical detail, disjunctive sound image relationships and other aesthetic choices. The course will include field trips to view current experimental films and videos at museums, film festivals and art galleries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 3258. FILM / VIDEO INSTALLATION. (4 Credits)
Students will create their own video installations using multiple monitors and mixed sounds. Using video monitors and film loops, students will create their own moving image pieces for the gallery/museum context. We will consider historical background and how contemporary practitioners use multible screens and sound to explore unexpected terrain. Students will present their video installation work in a gallery show at the end of the semester. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: VART 1265 or AREU 1265 or ARLU 1265.

VART 3261. DOCUMENTARY FILM/VIDEO PRODUCTION. (4 Credits)
Students will plan, shoot, and edit a short non-fiction film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 3262. NARRATIVE FILM/VIDEO PRODUCTION. (4 Credits)
Students will plan, shoot, and edit a short fiction film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: VART 1265.

VART 3267. FILM AND THE CITY. (4 Credits)
After looking at ways in which the city has been framed historically in films, students will pursue research in the city using video as their tool. Using interviews, screen text, voice over, and other documentary techniques, students will explore a project of interest to them and make a series of short films that reveal an aspect of the urban milieu.
In class sessions and in one or on one meetings with the professor, students will propose and refine their project and gather feedback about communicating in visual language on city issues. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMM, URST.

VART 3268. FILM/ANIMATION. (4 Credits)
This course will explore 2 and 3 dimensional film and video animation. Past film artist works will be studied in the hopes of gleaning inspiration from the history of animation. Students will create their own films in this class using flat art (drawings, paintings, photographs, or collages) or sculptural objects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: VART 1265.

VART 3270. FILM, VIDEO, AND DANCE. (4 Credits)
Students will use easily accessible technology to create and record movements and images that extend their expressive range. Seminal works of film, video & choreography that solved problems in original and unexpected ways will be studies. This course is designed for art enthusiasts as well as those with training in film, video and/or dance.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 3500. PHOTOGRAPHY IN THE DOCUMENTARY TRADITION. (4 Credits)
A course using 35mm black and white film. A dark room will be provided.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 3535. SEMINAR: HISTORY OF PHOTOGRAPHY. (4 Credits)
The history of photography from 1839 to the present. The work of leading European and American photographers will be studied in the light of the technical, social and aesthetic issues of their time. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
VART 3541. THE STREETS OF NEW YORK. (4 Credits)
This course will use the streets of metropolitan New York as its classroom and its laboratory. By studying the initial foundations, street layouts, building typologies, historical topology and geography of the region, with its architectural monuments and everyday street-life, we will seek to understand this city's past - ecological, urban, and architectural - and the implications for our shared future. Analytic comparisons to Rome, Beijing, London, Mumbai, Paris, Sydney, LA, and Chicago, with an emphasis on sustainability: parks, agriculture, solar, resilience. Walking tours. Studio visits. With notice, this course may meet off-campus.

VART 3800. INTERNSHIP. (3 Credits)
Supervised placement for students interested in work experience.

VART 3810. SEMINAR IN GRAPHIC DESIGN. (4 Credits)
This seminar course is open to all students interested in graphic design. Class will include visits to designers' studios, slide lectures, assigned readings and written essays. We will look at the role of the designer in society both in the past and present, and examine the art of graphic design. Social responsibility in the context of a design's ability to educate, inform or propagandize and deceive will also be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: VART 2003.

VART 3999. TUTORIAL. (3 Credits)
Independent research and readings with supervision from a faculty member.

VART 4090. SENIOR PROJECT ARCHITECTURE. (4 Credits)
In this advanced studio seminar, students may pursue a specific design project with the consent and guidance of a visual arts faculty member. Portfolio preparation. A program proposal, with a schedule, bibliography, and proposed site, is due at the outset. In this advanced studio seminar, senior students may design a specific project with consent and guidance of a visual arts faculty member. Portfolio preparation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.
Prerequisites: VART 3070 or VART 3080.

VART 4100. SEMINAR MODERN ART: CRITICAL PERSPECTIVES. (4 Credits)
A seminar class with readings, discussions, and presentations, emphasizing critical and historical trends in modern and contemporary art. Current museum and gallery exhibitions will be explored. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 4200. ART AND ETHICS. (4 Credits)
Since the eighteenth century the arts have been separated from the social functions-such as religious worship and political display-they had in the past been associated with, and are thought of as ends in themselves. How are we to think about this? What could art for "art's sake" be? What gives art or artworks value? How do artistic goals relate to moral imperatives? This course is intended to explore these questions by looking at a number of ways they have been posed and answered. This course satisfies the senior values seminar requirement of the University core. It does not count as an elective for the Visual Arts major. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: NMDD, SRVL.

VART 4300. REPRESENTATION IN ART. (4 Credits)
Representation in Art: Film/Video. Photography and Painting will deal with the ethics of representation, and consider how art deals with depictions of people. What is an artist's responsibility to his/her subject? This seminar will provide a sense of ethical insight and social morality into this aspect of visual literacy and will encourage students to be critical, active and engaged artists and viewers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, SRVL.

VART 4400. SENIOR SEMINAR: STUDIO ART. (4 Credits)
This is a course for senior visual arts students who wish to have a senior project exhibition. The seminar will discuss critical issues relating to the making, presentation, and interpretation of contemporary art. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 4800. INTERNSHIP. (4 Credits)
Supervised placement for students who are intersted in work experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 4999. TUTORIAL. (1-5 Credits)
Supervised individual projects in photography, painting/drawing, graphic design, architecture or filmmaking/video. May be continued to a maximum of eight credits.
THEATRE MAJOR

The theatre program at Fordham is a B.A. program offering four pre-professional tracks for theatre majors: performance, directing, playwriting, and design and production. Admission into the performance track is by audition only. Admission into the directing, playwriting, and design and production tracks is by interview and a review of portfolio work (directing and design and production) and writing samples (playwriting). Students should visit the theatre website to obtain extensive information regarding the program and to schedule an audition or interview via www.fordham.edu/theatre.

Policies and Procedures

Acceptance as a theatre major or minor includes a lab requirement each semester. If a student fails to complete a lab contract, then he or she loses eligibility to participate in any production (mainstage or studio) the following semester. If a student fails to complete a lab contract twice, then he or she may be dropped from the program.

Acceptance as a theatre major or minor includes a lab requirement each semester. If a student fails to complete a lab contract, then he or she loses eligibility to participate in any production (mainstage or studio) the following semester. If a student fails to complete a lab contract twice, then he or she may be dropped from the program.

The theatre program has a policy called warn/cut. In cases when the faculty has doubts about whether a student should continue in his or her track, a warning is given. Then the student has another semester to dispel the questions. If the evaluation remains unchanged after the following semester, then the student has the option of remaining a theatre minor, but must choose another major.

Completing Theatre History I, II, and III may replace one Advanced Disciplinary Course in Literature.

Theatre majors are exempt from the fine arts requirement in the Common Core Curriculum. The minimum acceptable grade in a major course is C-.

Requirements

Theatre Tracks

Performance Track

(13 courses, 52 credits)

Course | Title | Credits
--- | --- | ---
THEA 2080 | COLLABORATION I | 4
THEA 2090 | COLLABORATION II | 4
THEA 3011 | TEXT ANALYSIS | 4
THEA 2001 | THEATRE HISTORY I: MYTHOS | 4
THEA 2002 | THEATRE HISTORY II: MODERNITY | 4
THEA 2003 | THEATRE HISTORY III: POSTMODERNISM AND THE PRESENT | 4

Performance Track Required Courses

THEA 2010 | ACTING I | 3
THEA 2700 | ACTING II | 4
THEA 3000 | ACTING III | 4
THEA 3100 | ACTING IV | 4

Select one of the following advanced acting courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 4000</td>
<td>CREATING A CHARACTER</td>
</tr>
<tr>
<td>THEA 4100</td>
<td>ACTING SHAKESPEARE</td>
</tr>
<tr>
<td>THEA 4200</td>
<td>THE ACTOR AND THE TEXT</td>
</tr>
<tr>
<td>THEA 4021</td>
<td>ACTING AND THE IMAGE</td>
</tr>
<tr>
<td>THEA 4250</td>
<td>ACTING FOR THE CAMERA</td>
</tr>
<tr>
<td>THEA 4305</td>
<td>CLOWN AND IMPROVISATION</td>
</tr>
</tbody>
</table>

1. This sequential pair of two-credit courses, when completed successfully, will count as one course toward satisfying the graduation requirement of 36 courses.

2. These courses are advanced acting courses and are open to performance majors only. During junior and senior year, many theatre majors take more than the required number of electives for their particular track. This is permitted as long as all Fordham College Core requirements have been completed.

THEA 3030 & THEA 3040 | ACTOR’S VOCAL TECHNIQUE I and ACTOR’S VOCAL TECHNIQUE II | 4
THEA 3050 & THEA 3060 | MOVEMENT FOR THE ACTOR I and MOVEMENT FOR THE ACTOR II | 4

THEA 4000 & THEA 4410 | SENIOR AUDITION I and SENIOR AUDITION II | 4
1 This sequential pair of two-credit courses, when completed successfully, will count as one course toward satisfying the graduation requirement of 36 courses.

## Design and Production Track
(14 courses, 50-54 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 2080</td>
<td>COLLABORATION I</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2090</td>
<td>COLLABORATION II</td>
<td>4</td>
</tr>
<tr>
<td>THEA 3011</td>
<td>TEXT ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2001</td>
<td>THEATRE HISTORY I: MYTHOS</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2002</td>
<td>THEATRE HISTORY II: MODERNITY</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2003</td>
<td>THEATRE HISTORY III: POSTMODERNISM AND THE PRESENT</td>
<td>4</td>
</tr>
</tbody>
</table>

### Design and Production Track required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 1151</td>
<td>DRAWING: ARCHITECTURE AND STAGE ¹</td>
<td>4</td>
</tr>
<tr>
<td>VART 1161</td>
<td>FORM AND SPACE ¹</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2070</td>
<td>THEATRE DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>THEA 3205</td>
<td>FROM PAGE TO STAGE ¹</td>
<td>4</td>
</tr>
<tr>
<td>THEA 4511</td>
<td>DESIGN PRODUCTION WORKSHOP I</td>
<td>4</td>
</tr>
</tbody>
</table>

Select three of the following: ²  6-10

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VART 1161</td>
<td>FORM AND SPACE ¹</td>
<td>4</td>
</tr>
<tr>
<td>THEA 3980</td>
<td>SET DESIGN ¹</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2230</td>
<td>COSTUME DESIGN ¹</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2251</td>
<td>MODEL MAKING ¹</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2252</td>
<td>MODEL MAKING II ¹</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2231</td>
<td>DRAFTING ¹</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2232</td>
<td>DRAFTING II ¹</td>
<td>4</td>
</tr>
<tr>
<td>THEA 4521</td>
<td>DESIGN PRODUCTION WORKSHOP II ¹</td>
<td>4</td>
</tr>
<tr>
<td>THEA 4531</td>
<td>DESIGN PRODUCTION WORKSHOP III</td>
<td>4</td>
</tr>
<tr>
<td>THEA 3373</td>
<td>LIGHTING DESIGN II</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2800</td>
<td>STAGE MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2810</td>
<td>STAGE MANAGEMENT II</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2900</td>
<td>THEATRE MANAGEMENT</td>
<td>4</td>
</tr>
</tbody>
</table>

¹ These courses are open to Visual Arts majors. See Theatre Design and Architecture section.

² Select three courses based on your area of focused concentration in set design, costume design, lighting design, or stage management.

One or two courses offered in art history and visual arts may be substituted with permission from your theatre adviser in advance, including Intro to Digital Photography, Visual Thinking, Painting I, Design and Sculpture, Film/Video I, Intro to Digital Design Tools, Abstraction, Collage and Mixed Media, Architectural Design, Issues in Architecture.

### Design and Production Track Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 1151</td>
<td>DRAWING: ARCHITECTURE AND STAGE</td>
<td>4</td>
</tr>
<tr>
<td>VART 1161</td>
<td>FORM AND SPACE</td>
<td>4</td>
</tr>
<tr>
<td>THEA 1210</td>
<td>INTRODUCTION TO FASHION DESIGN</td>
<td>3</td>
</tr>
<tr>
<td>THEA 2070</td>
<td>THEATRE DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2080</td>
<td>COLLABORATION I</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2090</td>
<td>COLLABORATION II</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2001</td>
<td>THEATRE HISTORY I: MYTHOS</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2002</td>
<td>THEATRE HISTORY II: MODERNITY</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2003</td>
<td>THEATRE HISTORY III: POSTMODERNISM AND THE PRESENT</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2211</td>
<td>STAGE MAKEUP AND HAIR</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2230</td>
<td>COSTUME DESIGN</td>
<td>3</td>
</tr>
<tr>
<td>THEA 2231</td>
<td>DRAFTING</td>
<td>3</td>
</tr>
<tr>
<td>THEA 2232</td>
<td>DRAFTING II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 2251</td>
<td>MODEL MAKING</td>
<td>3</td>
</tr>
<tr>
<td>THEA 2252</td>
<td>MODEL MAKING II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 2800</td>
<td>STAGE MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2810</td>
<td>STAGE MANAGEMENT II</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2900</td>
<td>THEATRE MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>THEA 3011</td>
<td>TEXT ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>THEA 3205</td>
<td>FROM PAGE TO STAGE</td>
<td>4</td>
</tr>
<tr>
<td>THEA 3430</td>
<td>SOUND DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>THEA 3980</td>
<td>SET DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>THEA 3373</td>
<td>LIGHTING DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>THEA 4511</td>
<td>DESIGN PRODUCTION WORKSHOP I</td>
<td>4</td>
</tr>
<tr>
<td>THEA 4521</td>
<td>DESIGN PRODUCTION WORKSHOP II</td>
<td>4</td>
</tr>
<tr>
<td>THEA 4531</td>
<td>DESIGN PRODUCTION WORKSHOP III</td>
<td>4</td>
</tr>
</tbody>
</table>

## Playwriting Track
(13 courses, 52 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 2080</td>
<td>COLLABORATION I</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2090</td>
<td>COLLABORATION II</td>
<td>4</td>
</tr>
<tr>
<td>THEA 3011</td>
<td>TEXT ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2001</td>
<td>THEATRE HISTORY I: MYTHOS</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2002</td>
<td>THEATRE HISTORY II: MODERNITY</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2003</td>
<td>THEATRE HISTORY III: POSTMODERNISM AND THE PRESENT</td>
<td>4</td>
</tr>
<tr>
<td>THEA 3700</td>
<td>PLAYWRITING (This course will be taken six times)</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one design course ¹  4

¹ Student and adviser will determine which class based on student’s interest plus level of skill and experience in design.

### Playwriting Track Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 2080</td>
<td>COLLABORATION I</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2090</td>
<td>COLLABORATION II</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2001</td>
<td>THEATRE HISTORY I: MYTHOS</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2002</td>
<td>THEATRE HISTORY II: MODERNITY</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2003</td>
<td>THEATRE HISTORY III: POSTMODERNISM AND THE PRESENT</td>
<td>4</td>
</tr>
<tr>
<td>THEA 3011</td>
<td>TEXT ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>THEA 3700</td>
<td>PLAYWRITING</td>
<td>4</td>
</tr>
</tbody>
</table>
Directing Track
(13 courses, 50-52 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 2080</td>
<td>COLLABORATION I</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2090</td>
<td>COLLABORATION II</td>
<td>4</td>
</tr>
<tr>
<td>THEA 3011</td>
<td>TEXT ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2001</td>
<td>THEATRE HISTORY I: MYTHOS</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2002</td>
<td>THEATRE HISTORY II: MODERNITY</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2003</td>
<td>THEATRE HISTORY III: POSTMODERNISM AND THE PRESENT</td>
<td>4</td>
</tr>
</tbody>
</table>

Directing Track Required Courses
THEA 2010 ACTING I 3
THEA 2700 ACTING II 4
THEA 2045 INTRODUCTION TO DIRECTING 4
THEA 3205 FROM PAGE TO STAGE 4
THEA 4510 DIRECTING PRODUCTION WORKSHOP I 3
THEA 4520 DIRECTING PRODUCTION WORKSHOP II 3
THEA 2070 THEATRE DESIGN 4

Directing Track Courses
THEA 2010 ACTING I 3
THEA 2070 THEATRE DESIGN 4
THEA 2045 INTRODUCTION TO DIRECTING 4
THEA 2080 COLLABORATION I 4
THEA 2090 COLLABORATION II 4
THEA 2001 THEATRE HISTORY I: MYTHOS 4
THEA 2002 THEATRE HISTORY II: MODERNITY 4
THEA 2003 THEATRE HISTORY III: POSTMODERNISM AND THE PRESENT 4
THEA 2700 ACTING II 4
THEA 3011 TEXT ANALYSIS 4
THEA 3205 FROM PAGE TO STAGE 4
THEA 4510 DIRECTING PRODUCTION WORKSHOP I 3
THEA 4520 DIRECTING PRODUCTION WORKSHOP II 3
THEA 4530 DIRECTING PRODUCTION WORKSHOP III 3

Availability
The major in theatre is available at Fordham College at Lincoln Center. Students in Fordham School of Professional and Continuing Studies may major in theatre only if their schedules are sufficiently flexible to permit them to take day courses at the Lincoln Center campus.

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
THEATRE MINOR

Requirements

The minor requires the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 1100</td>
<td>INVITATION TO THEATRE</td>
<td>3</td>
</tr>
<tr>
<td>THEA 2001</td>
<td>THEATRE HISTORY I: MYTHOS</td>
<td>4</td>
</tr>
<tr>
<td>or LODA 3020</td>
<td>THEATRE HISTORY, LITERATURE &amp; CRITICISM</td>
<td></td>
</tr>
<tr>
<td>THEA 2002</td>
<td>THEATRE HISTORY II: MODERNITY</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2003</td>
<td>THEATRE HISTORY III: POSTMODERNISM</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>AND THE PRESENT</td>
<td></td>
</tr>
</tbody>
</table>

Select three theatre electives
Select three semesters of lab hours

1 Another theatre elective may be substituted for Acting for Nonmajors for minors not interested in performance.

A student can officially declare a theatre minor in his or her sophomore year only after declaring a major.

Availability

The minor in theatre is available at Fordham College at Lincoln Center. Students in Fordham School of Professional Studies may minor in theatre only if their schedules are sufficiently flexible to permit them to take day courses at the Lincoln Center campus.
VISUAL ARTS MAJOR

The department offers five concentrations:

1. Architecture
2. Film and video
3. Graphic design
4. Painting and drawing
5. Photography

Requirements

The major in Visual Arts consists of 10 courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARHI 1101</td>
<td>INTRODUCTION TO ART HISTORY: EUROPE</td>
<td>3</td>
</tr>
<tr>
<td>VART 1135</td>
<td>VISUAL THINKING I</td>
<td>4</td>
</tr>
<tr>
<td>or VART 1136</td>
<td>VISUAL THINKING: PERSPECTIVES, PAINTING, AND DRAWING</td>
<td></td>
</tr>
<tr>
<td>VART 1150</td>
<td>DRAWING I</td>
<td>2</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>VART 3030</td>
<td>ART DESIGN AND POLITICS</td>
<td></td>
</tr>
<tr>
<td>VART 3134</td>
<td>20TH CENTURY ART: MODERNISM AND MODERNITY</td>
<td></td>
</tr>
<tr>
<td>VART 3135</td>
<td>CONTEMPORARY ART: MODERNISM AND ITS AFTERMATH</td>
<td></td>
</tr>
<tr>
<td>VART 3257</td>
<td>SEMINAR: AVANT-GARDE FILM/VIDEO</td>
<td></td>
</tr>
<tr>
<td>VART 3535</td>
<td>SEMINAR: HISTORY OF PHOTOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>VART 3810</td>
<td>SEMINAR IN GRAPHIC DESIGN</td>
<td></td>
</tr>
<tr>
<td>VART 4100</td>
<td>SEMINAR MODERN ART: CRITICAL PERSPECTIVES</td>
<td></td>
</tr>
<tr>
<td>ARHI 2540</td>
<td>MODERN ARCHITECTURE</td>
<td></td>
</tr>
<tr>
<td>ARHI 2550</td>
<td>20TH CENTURY ART</td>
<td></td>
</tr>
<tr>
<td>ARHI 3100</td>
<td>MUSEUM METHODS</td>
<td></td>
</tr>
</tbody>
</table>

Concentration

Select remaining courses in one of the following concentrations:

Architecture

Film and Video

Graphic Design

Painting and Drawing

Photography

1 Students in Architecture concentration should take VART 1101 URBANISM instead of ARHI 1101 INTRODUCTION TO ART HISTORY: EUROPE.

2 Students in Architecture concentration should take THEA 1151 DRAWING: ARCHITECTURE AND STAGE instead of VART 1150 DRAWING I.

It is strongly recommended that majors start taking visual arts foundation courses in their freshman year, completing the first three of the above requirements before the end of sophomore year.

In addition, one of the following art history courses may also be applied as an elective for the visual arts major:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARHI 2540</td>
<td>MODERN ARCHITECTURE</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2550</td>
<td>20TH CENTURY ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 3100</td>
<td>MUSEUM METHODS</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 3555</td>
<td>CONTEMPORARY ART</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 4540</td>
<td>SENIOR SEMINAR: MODERN ART</td>
<td>4</td>
</tr>
</tbody>
</table>

Please note: This extra art history course is in addition to the second art history requirement of the major core. Students who choose this option will have three art history courses—the introductory course, and two modern courses—counted toward their major. No course in which the student earns a grade of D or lower may be used toward a departmental major or minor.

Concentrations

FCRH students can choose to major in visual arts and concentrate in any of the given fields. A variety of introductory courses in all concentrations except Film/Video are offered at Rose Hill; more specialized courses are offered at Lincoln Center.

VART 4600 SENIOR SEMINAR: STUDIO ART is open to seniors working on thesis exhibitions; enrollment is contingent upon acceptance at Junior Review.

Architecture

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VART 1101</td>
<td>URBANISM</td>
<td>3</td>
</tr>
<tr>
<td>THEA 1151</td>
<td>DRAWING: ARCHITECTURE AND STAGE</td>
<td>4</td>
</tr>
<tr>
<td>VART 1160</td>
<td>ARCHITURAL LANGUAGE</td>
<td>4</td>
</tr>
<tr>
<td>VART 1161</td>
<td>FORM AND SPACE</td>
<td>4</td>
</tr>
<tr>
<td>VART 2050</td>
<td>DESIGNING THE CITY</td>
<td>4</td>
</tr>
<tr>
<td>VART 2055</td>
<td>ENVIRONMENTAL DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>VART 2085</td>
<td>SUSTAINABLE NEW YORK</td>
<td>3</td>
</tr>
<tr>
<td>VART 3055</td>
<td>ECOLOGY FOR DESIGNERS</td>
<td>4</td>
</tr>
<tr>
<td>VART 3056</td>
<td>URBAN ENVIRONMENTAL DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>VART 3070</td>
<td>URBAN ARCHITECTURAL DESIGN I</td>
<td>4</td>
</tr>
<tr>
<td>VART 4090</td>
<td>SENIOR PROJECT ARCHITECT</td>
<td>4</td>
</tr>
<tr>
<td>VART 4600</td>
<td>SENIOR SEMINAR: STUDIO ART</td>
<td>4</td>
</tr>
<tr>
<td>VART 4999</td>
<td>TUTORIAL</td>
<td>1-5</td>
</tr>
<tr>
<td>ARHI 2540</td>
<td>MODERN ARCHITECTIAN</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2230</td>
<td>COSTUME DESIGN</td>
<td>3</td>
</tr>
<tr>
<td>THEA 2232</td>
<td>DRAFTING II</td>
<td>4</td>
</tr>
<tr>
<td>THEA 2251</td>
<td>MODEL MAKING</td>
<td>3</td>
</tr>
<tr>
<td>THEA 2252</td>
<td>MODEL MAKING II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 3362</td>
<td>LIGHTING DESIGN</td>
<td>3</td>
</tr>
<tr>
<td>THEA 3373</td>
<td>LIGHTING DESIGN II</td>
<td>4</td>
</tr>
<tr>
<td>THEA 3980</td>
<td>SET DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>THEA 4511</td>
<td>DESIGN PRODUCTION WORKSHOP I</td>
<td>4</td>
</tr>
<tr>
<td>VART 4090</td>
<td>SENIOR PROJECT ARCHITECT</td>
<td>4</td>
</tr>
<tr>
<td>VART 4600</td>
<td>SENIOR SEMINAR: STUDIO ART</td>
<td>4</td>
</tr>
</tbody>
</table>
VART 3070 URBAN ARCHITECTURAL DESIGN I is the primary studio course for pre-architecture students, and may be taken up to four times with different assignments.

Students of architecture will be encouraged to register for theatre design courses and learn set construction in the Fordham Theatre Company's scene shop.

### Film and Video

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VART 1265</td>
<td>FILM/VIDEO I</td>
<td>4</td>
</tr>
<tr>
<td>VART 2265</td>
<td>FILM/VIDEO II</td>
<td>4</td>
</tr>
<tr>
<td>VART 3257</td>
<td>SEMINAR: AVANT-GARDE FILM/VIDEO</td>
<td>4</td>
</tr>
<tr>
<td>VART 3258</td>
<td>FILM / VIDEO INSTALLATION</td>
<td>4</td>
</tr>
<tr>
<td>VART 3261</td>
<td>DOCUMENTARY FILM/VIDEO PRODUCTION</td>
<td>4</td>
</tr>
<tr>
<td>VART 3262</td>
<td>NARRATIVE FILM/VIDEO PRODUCTION</td>
<td>4</td>
</tr>
<tr>
<td>VART 3267</td>
<td>FILM AND THE CITY</td>
<td>4</td>
</tr>
<tr>
<td>VART 3268</td>
<td>FILM/ANIMATION</td>
<td>4</td>
</tr>
<tr>
<td>VART 4600</td>
<td>SENIOR SEMINAR: STUDIO ART</td>
<td>4</td>
</tr>
<tr>
<td>VART 5555</td>
<td>FILM AND THE CITY (graduate section)</td>
<td>3,4</td>
</tr>
</tbody>
</table>

### Graphic Design

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VART 2003</td>
<td>GRAPHIC DESIGN &amp; DIGITAL TOOLS</td>
<td>4</td>
</tr>
<tr>
<td>VART 2400</td>
<td>FUNDAMENTALS OF WEBSITE DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>VART 2500</td>
<td>TYPOGRAPHY AND DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>VART 2550</td>
<td>DESIGNING BOOKS, &quot;ZINES&quot; AND CHAPBKS</td>
<td>4</td>
</tr>
<tr>
<td>VART 2600</td>
<td>GRAPHIC DESIGN CONCEPTS</td>
<td>4</td>
</tr>
<tr>
<td>VART 2700</td>
<td>LOGOS, BRANDING, AND PRESENTATION</td>
<td>4</td>
</tr>
<tr>
<td>VART 3025</td>
<td>DESIGNING BOOKS</td>
<td>4</td>
</tr>
<tr>
<td>VART 3030</td>
<td>ART DESIGN AND POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>VART 3250</td>
<td>DESIGN AND THE WEB</td>
<td>4</td>
</tr>
<tr>
<td>VART 4600</td>
<td>SENIOR SEMINAR: STUDIO ART</td>
<td>4</td>
</tr>
<tr>
<td>VART 4999</td>
<td>TUTORIAL</td>
<td>1-5</td>
</tr>
</tbody>
</table>

### Painting and Drawing

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VART 1055</td>
<td>FIGURE DRAWING I</td>
<td>4</td>
</tr>
<tr>
<td>VART 1150</td>
<td>DRAWING I</td>
<td>4</td>
</tr>
<tr>
<td>VART 1180</td>
<td>PAINTING I</td>
<td>4</td>
</tr>
<tr>
<td>VART 2121</td>
<td>ABSTRACTION</td>
<td>4</td>
</tr>
<tr>
<td>VART 2130</td>
<td>PAINTING II</td>
<td>4</td>
</tr>
<tr>
<td>VART 2140</td>
<td>COLLAGE AND MIXED MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>VART 2150</td>
<td>DRAWING II</td>
<td>4</td>
</tr>
<tr>
<td>VART 2545</td>
<td>PROJECTS AND CONCEPTS</td>
<td>4</td>
</tr>
<tr>
<td>VART 3030</td>
<td>ART DESIGN AND POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>VART 3131</td>
<td>ABSTRACTION II</td>
<td>4</td>
</tr>
<tr>
<td>VART 3132</td>
<td>PROJECTS AND CONCEPTS II</td>
<td>4</td>
</tr>
<tr>
<td>VART 3156</td>
<td>PAINTING III</td>
<td>4</td>
</tr>
<tr>
<td>VART 4600</td>
<td>SENIOR SEMINAR: STUDIO ART</td>
<td>4</td>
</tr>
<tr>
<td>VART 4999</td>
<td>TUTORIAL</td>
<td>1-5</td>
</tr>
</tbody>
</table>

### Photography

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VART 1124</td>
<td>PHOTOGRAPHY I</td>
<td>4</td>
</tr>
<tr>
<td>VART 1128</td>
<td>INTRODUCTION TO DIGITAL PHOTOGRAPHY</td>
<td>4</td>
</tr>
<tr>
<td>VART 2185</td>
<td>PHOTOGRAPHY II</td>
<td>4</td>
</tr>
<tr>
<td>VART 2196</td>
<td>LARGE-FORMAT PHOTOGRAPHY</td>
<td>4</td>
</tr>
<tr>
<td>VART 2537</td>
<td>CONTEMPORARY ISSUES IN PHOTOGRAPHY</td>
<td>4</td>
</tr>
<tr>
<td>VART 3001</td>
<td>DOCUMENTARY PHOTOGRAPHY: JAPAN</td>
<td>4</td>
</tr>
<tr>
<td>VART 3026</td>
<td>HISTORY OF PHOTOGRAPHY BOOKS: 1844-2004</td>
<td>4</td>
</tr>
<tr>
<td>VART 3186</td>
<td>PHOTOGRAPHY III</td>
<td>4</td>
</tr>
<tr>
<td>VART 3500</td>
<td>PHOTOGRAPHY IN THE DOCUMENTARY TRADITION</td>
<td>4</td>
</tr>
<tr>
<td>VART 3535</td>
<td>SEMINAR: HISTORY OF PHOTOGRAPHY</td>
<td>4</td>
</tr>
<tr>
<td>VART 4600</td>
<td>SENIOR SEMINAR: STUDIO ART</td>
<td>4</td>
</tr>
<tr>
<td>VART 4999</td>
<td>TUTORIAL</td>
<td>1-5</td>
</tr>
</tbody>
</table>

### Availability

The major in visual arts is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at Lincoln Center.

**Fordham College at Rose Hill students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Fordham College at Lincoln Center students:** The requirements above are in addition to those of the Core Curriculum (p. 36).

**Professional and Continuing Studies students:** The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
VISUAL ARTS MINOR

The minor in visual arts is designed for students who would like a creative component to supplement a major in a related field, such as communication and media studies, art history, urban studies, or computer and information sciences. A minor in visual arts might also serve as a creative complement to majors that would appear at first glance to be unrelated, like psychology, natural sciences, English, or anthropology.

Requirements

Six courses must be taken for a minor, consisting of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VART 1135</td>
<td>VISUAL THINKING I</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 1101</td>
<td>INTRODUCTION TO ART HISTORY: EUROPE</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Courses

Select four visual arts courses

1. Students should check with their adviser to see which art history course would be appropriate. The ARHI 1101 INTRODUCTION TO ART HISTORY: EUROPE satisfies the University's fine arts core and is strongly recommended but other courses may count with adviser permission.

2. Any course with the VART subject code (p. 1417) may fulfill this requirement.

Availability

The minor in visual arts is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham College of Professional and Continuing Studies at Rose Hill and Lincoln Center.

Some required courses may only fit into a minor's schedule if taken at Lincoln Center.
THEOLOGY

The discipline of theology explores the big questions: What does it mean to be human? How shall we live? What does it mean to believe in (or reject) the existence of God? Why are there so many religions? Christian theology tackles these questions by engaging a variety of disciplines, including history, philosophy, and literary studies. It works critically and appreciatively to discover, interpret, and understand the evolving beliefs and practices of Christianity. In light of Fordham’s Jesuit heritage and Catholic identity, the department focuses on the rich diversity within the Catholic tradition. Coursework emphasizes the mutual influence of faith and culture historically and in the present. New York City provides a valuable resource, especially for engaging in dialogue with other faith traditions of the world. Located in the poorest U.S. congressional district (Fordham’s Bronx campus) and bordering census tracts of both the highest and lowest income levels in Manhattan (at Lincoln Center), our locations in New York City invite faculty and students to repeatedly make the connections between the world’s religious and moral teachings and the realities of social injustice.

Majoring in theology provides an excellent liberal arts education. Theology majors learn the crucial skills of thinking critically and analytically, writing persuasively, communicating effectively, and working with others cooperatively. They learn how to interpret classic and contemporary texts, to understand ritual, to analyze and evaluate moral norms, and to explore patterns of authority in the tradition and in the cultures it inhabits. Electives allow students to shape the major in light of their own interests.

The department offers a variety of activities each semester, including guest speakers, a movie series, musical events, study trips, informal gatherings with faculty, retreats, and museum visits. All theology majors and minors are invited to attend regular seminars at which faculty and graduate students present their current work.

The department also has a chapter of Theta Alpha Kappa, the national honor society for religious studies and theology.

Early Admission to the Master’s Program

The accelerated M.A. program in theology allows theology majors presently enrolled in Fordham College at Rose Hill and Fordham College at Lincoln Center to attain both a bachelor’s degree and a master’s degree in theology in five years. Graduate courses begin in the student’s senior year, providing her or him with advanced training and enriching the undergraduate experience. An additional year of study permits the student to complete all of the theology department’s requirements for the degree of Master of Arts. For further information, contact an associate chair.

Program Activities

The department offers a variety of activities each semester, including guest speakers, a movie series, musical events, study trips, informal gatherings with faculty, retreats, and museum visits. All theology majors and minors are invited to attend the monthly faculty seminar at which faculty present their current work.

Courses outside the department

The following courses offered outside the department have the THEO attribute and count toward the Theology major and minor:

For more information

Visit the Theology department web page

Contribution to the Core

The study of theology at Fordham provides an intellectually sophisticated engagement with the Christian tradition. All freshmen in Fordham College and the Gabelli School of Business take THEO 1000 FAITH AND CRITICAL REASON, which introduces students to the academic study of religion as well as the intellectual foundations of theological questions past and present. All sophomores and juniors take one core theology course numbered THEO 3000-3799 with the attribute “Sacred Texts and Traditions,” which introduces students to the historical-critical study of the scriptures or the classical texts of one or more religious traditions. The theology department offers courses that fulfill American Pluralism, Global Studies, Eloquentia Perfecta 3, Interdisciplinary Capstone, and Values Seminar (Eloquentia Perfecta 4) requirements.

Programs

- Theology Minor (p. 705)
- Theology Religious Studies Major (p. 706)
- Theology Religious Studies Second Major (p. 708)

Courses

THEO 1000. FAITH AND CRITICAL REASON. (3 Credits)
An introductory theology course designed to acquaint students with the analytical study of religion and religious experience, and to give them some critical categories of evaluating the history of theological discourse. The academic study of some of the forms, concepts, experience, and theological formulations found in Christianity and various other traditions will be introduced.
Attributes: FRPT, REST, THFR.

THEO 1006. SIN AND SALVATION IN MEDIEVAL THEOLOGY. (3 Credits)
This Manresa seminar will provide a survey of Christian understandings of sin and salvation in the medieval West, c. 400-1500. Theologians whose writings on these topics will be considered include Augustine, Anselm, Peter Lombard, Thomas-Aquinas, Bonaventure, John Duns Scotus and Martin Luther.
Attributes: MANR.

THEO 1007. SINNERS, SAINTS, AND STORIES. (3 Credits)
This course will explore the different biblical narratives and topics found in post-biblical literature, and 3) the competing narratives that may be found in the modern world.
Attributes: FRPT, MANR, THFR.

Course Title Credits
AFAM 3115 MARTIN LUTHER KING JR. AND MALCOLM X 4
AFAM 3120 BLACK RELIGION AND BLACK POLITICS 4
ECON 4870 ECONOMIC FOUNDATIONS OF CATHOLIC SOCIAL TEACHING 4
SOCI 4052 AN ETHICS OF MODERN SELFHOOD: THE PURSUIT OF AUTHENTICITY 4
THEO 1010. RESTLESS HEART: QUEST. (3 Credits)
Many writers throughout history, have described their personal quest for the transcendent. Writers - both classical and popular, devout believers and atheists, some reverent, some vulgar - describe this quest as a matter of first losing and then finding oneself. This seminar will explore the search of several of these writers through their autobiographies.
Attributes: EP, FRPT, MANR, THFR.
THEO 1050. SYRIAC LANGUAGE AND LITERATURE I. (3 Credits)
This course is part of a two-semester introduction to Syriac, a dialect belonging to the Aramaic language branch. The first semester will introduce the scripts, cover grammatical foundations, and expose students from early on to the reading of texts. The second semester will be mostly spent reading Syriac literature, but some time will be devoted to select special topics in Syriac literature. It is possible to take the first semester only.
Attributes: MVST, OCST, REST.
THEO 1800. INTERNSHIP. (1 Credit)
THEO 1999. TUTORIAL. (1 Credit)
Independent research and readings with supervision from a faculty member.
Attribute: GLBL.
THEO 2800. INTERNSHIP-THEOLOGY. (2 Credits)
THEO 2999. TUTORIAL. (1-2 Credits)
Independent research and readings with supervision from a faculty member.
Prerequisite: THEO 1000.
THEO 3100. INTRODUCTION TO OLD TESTAMENT. (3 Credits)
History, literature and religion of ancient Israel.
Attributes: MEST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1010 or HPLC 1401 or THEO 1007 or THEO 1009 or THEO 1002 or THEO 1008.
THEO 3102. BOOK OF GENESIS. (4 Credits)
This fascinating and influential book of the Bible will be studied for its historical origins, literary forms, and theological ideas. In addition, the course will address the impact of the stories on Genesis in the development of western culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: STXT.
Prerequisites: THEO 1000 or THEO 1009 or THEO 1010 or THEO 1008 or THEO 1003 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1007 or THEO 1009 or THEO 1002 or THEO 1008.
THEO 3105. THE TORAH. (3 Credits)
Study of different types of literature found in the first five books of the Hebrew Bible and of the methods for its interpretation. This course will focus on the process by which this material moved from oral tradition to written literature to sacred scripture in Israel.
Attributes: JWST, MEST, STXT.
Prerequisites: THEO 1000 or THEO 1009 or THEO 1008 or THEO 1002 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1010 or THEO 1007.
THEO 3120. THE PROPHETS. (3 Credits)
A study of prophecy in the Bible from its origin in the religious practices of the ancient Near East to the final literary shape of biblical books. Moses, Elijah, Amos, Hosea, Jeremiah, Isaiah and Ezekiel are among the figures to be studied.
Attributes: MEST, STXT.
Prerequisites: THEO 1000 or THEO 1009 or THEO 1008 or THEO 1002 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1003 or THEO 1006 or THEO 1005 or THEO 1010 or THEO 1007.
THEO 3200. INTRODUCTION TO NEW TESTAMENT. (3 Credits)
Christianity began as a Jewish movement. Jesus’ followers worshipped the God of Israel and ordered their lives according to the Torah and other sacred texts. As Christians separated themselves from the synagogue, they began composing texts proclaiming the Gospel. This course will engage questions about the origin, development and authority of the Christian canon while reading parts of the New Testament in the historical context of first-century Hellenistic Judaism and the religious context of the canon.
Attributes: AMCS, CLAS, MVST, REST, STXT.
Prerequisites: THEO 1000 or THEO 1009 or THEO 1008 or THEO 1002 or HPRH 1001 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1010 or HPLC 1401 or THEO 1007.
THEO 3207. THE FIRST THREE GOSPELS. (3 Credits)
Introduction to the gospels of Mark, Matthew and Luke. The formation of the gospels, the distinguishing characteristics of each, and the life and teachings of the historical Jesus.
Attribute: STXT.
Prerequisites: THEO 1000 or THEO 1009 or THEO 1008 or THEO 1002 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1010 or THEO 1007.
THEO 3212. GOSPEL OF JOHN. (3 Credits)
Literary and theological analysis of the fourth gospel; special attention to the theme of personal revelation in Jesus Christ, the motif of misunderstanding and the thematic unity of the gospel as a whole.
Attributes: AMCS, CLAS, STXT.
Prerequisites: THEO 1000 or THEO 1008 or THEO 1009 or THEO 1002 or HPRH 1001 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1010 or HPLC 1401 or THEO 1007.
THEO 3250. JESUS IN HISTORY AND FAITH. (3 Credits)
A study of the early Christian understanding of Jesus’ life and ministry as this understanding is expressed in the Gospels, and of the so-called problem of the “historical Jesus” which issues from a critical reading of these texts. This course will cover several divergent readings of Gospel texts by contemporary scholars.
Attribute: STXT.
Prerequisites: THEO 1000 or THEO 1008 or THEO 1009 or THEO 1002 or HPRH 1001 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1010 or HPLC 1401 or THEO 1007.
THEO 3301. CHRISTIAN TEXTS IN CONTEXT. (3 Credits)

Updated: 10-11-2017
THEO 3310. EARLY CHRISTIAN WRITINGS. (3 Credits)
A selective study of the writing of prominent Christian theologians from Justin Martyr to Augustine, concentrating on early beliefs concerning God, Christ, the Church and the sacraments.
Attributes: CLAS, MEST, MVST, OCST, REST, STXT.
Prerequisites: THEO 1000 or THEO 1007 or HPRH 1001 or THEO 1002 or THEO 1008 or THEO 1009 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1010 or HPLC 1401.

THEO 3314. ST. AUGUSTINE OF HIPPO. (3 Credits)
A study of the life and thought of St. Augustine (354-431). Particular attention is given to his early philosophical writings, the Confessions, and his teaching on sin and grace. Students read Augustine's works in translation and write several short papers.
Attributes: CLAS, MVST, OCST, STXT.
Prerequisites: THEO 1004 or THEO 1008 or THEO 1009 or HPRH 1001 or THEO 1000 or THEO 1002 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007 or THEO 1003.

THEO 3316. BYZANTINE CHRISTIANITY. (3 Credits)
Historical and critical study of classic authors and texts in the Orthodox tradition including: Basil of Caesarea, John Chrysostom, John Climacus, John of Damascus, and Gregory Palamas.
Attributes: MEST, MVST, OCST, REST, STXT.
Prerequisites: THEO 1000 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPRH 1001 or HPLC 1401.

THEO 3320. AUGUSTINE, AQUINAS, AND LUTHER. (3 Credits)
This course provides a historical introduction to the life and thought of three of the most significant and influential theologians in the history of Christianity. The course will be divided into three units, one per theologian, and the general rubrics within each unit will be "Faith and Reason" and "Nature and Grace."
Attributes: MVST, REST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPRH 1001 or HPLC 1401.

THEO 3330. MEDITERRANEAN THEOLOGY. (3 Credits)
Historical and critical study of classic theological texts of Augustine, Pseudo Dionysius, Anselm, Bonaventure and Thomas Aquinas. Doctrine of God, the human person and Christ; relation of theology and philosophy.
Attributes: MVST, OCST, REST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3331. CHRISTIANITY AND ART. (3 Credits)
A study of the artistic expression of Christianity, especially its influence on the visual arts from the beginning of the faith to the present time. Specific emphasis on the Roman.esque, Gothic, and Renais.sance periods and their relation to theology and history.
Attributes: MVST, REST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3332. CHRISTIANS, MUSLIMS, JEWS IN THE MIDDLE AGES. (3 Credits)
This course explores the religious and cultural interactions of Christians, Muslims, and Jews in the Middle Ages. It will include both inter-religious conflict and peaceful coexistence, and we'll interrogate what complex, distant history can teach us about possibilities of mutual understanding among members of Christian, Islamic, and Jewish faiths today.
Attributes: JWST, MVST, OCST, REST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401.

THEO 3340. CHRISTIAN MYSTICAL TEXTS. (3 Credits)
This course will introduce students to classic texts from the Christian mystical tradition with a primary focus on their close interpretation and analysis. Broader topics may include the nature of religious experience, explorations of the category of "mysticism" itself, gender and mysticism, and the interpretive issues at stake in comparing mystical texts across time and culture. Depending on instructor, course may focus on mystical texts from one particular period in the history of Christianity, or it may range from the patristic, medieval, modern, and/or contemporary periods. This course counts as core course in the Sacred Texts and Traditions serious.
Attributes: EP3, MVST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1008 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3345. THE BOOK OF REVELATION. (3 Credits)
The course includes a close reading of the final book in the Christian New Testament with special attention to contemporary biblical scholarship as well as various interpretations offered in times of crisis throughout Christian history.
Attributes: MVST, STXT.
Prerequisites: THEO 1000 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPRH 1001 or HPLC 1401 or THEO 1007.

THEO 3360. REFORMATION TEXTS. (3 Credits)
This course will examine major Protestant and Catholic texts from the sixteenth century with attention to their religious, social and theological context and their importance for their respective ecclesial communities.
Attributes: EP3, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3361. PROTESTANT TEXTS. (3 Credits)
An exploration of major Protestant texts from the Reformation to the present, focusing on themes that have been especially prominent in Protestant Christian thought, e.g. sources of revelation, justification, ecclesiology, the role of images/material objects in worship, Christianity's relationship to culture, etc. Students will be introduced to major Protestant figures and movements within Protestant theology through careful reading of significant theological texts. The course will focus especially on texts from the 18-20th centuries, concluding with an exploration of theological diversity within contemporary Protestantism.
Attributes: REST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3375. AMERICAN RELIGIOUS TEXTS. (3 Credits)
A critical and contextual reading of classical American religious traditions and their importance for their respective ecclesiastical communities.
Attributes: EP3, MVST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3385. AMERICAN RELIGIOUS TEXTS. (3 Credits)
A critical and contextual reading of classical American religious traditions and their importance for their respective ecclesiastical communities.
Attributes: EP3, MVST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.
THEO 3390. CHURCH IN CONTROVERSY. (3 Credits)
A study of the Catholic Church’s written responses to some of the major controversies and secular ideologies in the modern world. Some of these include the rationalism of the Enlightenment, 19th-century liberalism and nationalism, the varieties of socialism and various forms of 20th century totalitarianism.
Attributes: AMCS, REST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3542. CATHOLIC SOCIAL TEACHING. (3 Credits)
This course is an introduction to modern Catholic social teaching. Major papal and conciliar documents will be read and critically examined from various Christian and non-Christian perspectives. Their relation to contemporary social issues will be explored.
Attributes: PJST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3546. THE BIBLE AND SOCIAL JUSTICE. (3 Credits)
A study of social justice in the Hebrew and Christian scriptures that involves historical, literary, theological, and ethical interpretations. Students will explore key biblical texts that address themes such as poverty, war, justice, power, and marginalization in historical context, within a history of interpretation, and in light of contemporary practice and theory.
Attribute: STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3610. CHRIST IN WORLD CULTURES. (3 Credits)
At the center of the Christian tradition stands the person of Jesus Christ. Yet from a global perspective, Christianity takes many forms in its many contexts. This course examines the ways in which the Christian faith interacts with diverse world cultures and asks the central question, how do cultural differences shape contemporary interpretations of Jesus as the Christ?
Attributes: AMCS, GLBL, INST, LALS, REST, STXT.
Prerequisites: THEO 1000 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPRH 1001 or HPLC 1401.

THEO 3620. GREAT CHRISTIAN HYMNS. (3 Credits)
This course will examine the poetry of Christian hymnody, beginning with the New Testament to the present, in order to unpack the rich and divergent theology expressed through its language and symbol, metaphor and doxology.
Attributes: AMCS, MVST, REST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPRH 1001 or HPLC 1401.

THEO 3655. The Journey of Faith: Autobiography as Sacred Text. (3 Credits)
Spiritual autobiography carries the lifeblood of religious experience. Through the reading of selected autobiographies, this course provides an inter-religious study of the personal quest for the transcendent.
Attributes: REST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3700. SCRIPTURES OF THE WORLD. (3 Credits)
An introduction to the inspired writings that have molded the religious life of humankind.
Attributes: MEST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3711. SACRED TEXTS OF THE MIDEAST. (3 Credits)
First, an introduction to selected sacred literature of Ancient Egypt, Mesopotamia, and Israel, with attention to the social and historical contexts of the writings. Then, a similar consideration of selected readings from the New Testament of Christianity and the Mishnah and Talmud of Judaism. Finally a study of the Qur’an, the rise of Islam, and some early Muslim writings.
Attributes: GLBL, INST, JWST, MEST, MVST, OCST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401.

THEO 3713. CLASSIC JEWISH TEXTS. (3 Credits)
An exploration of Jewish beliefs through close readings of the Bible and post-Biblical Jewish texts (Mishnah, Talmud, midrash, liturgy). The course will focus on Jewish methods of biblical interpretation, legal discussion, and the relationships between texts, practice and theology in Jewish tradition.
Attributes: GLBL, JWST, MEST, REST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401.

THEO 3715. CLASSIC ISLAMIC TEXTS. (3 Credits)
This course explores the sacred texts of Islam including the Quran, and Hadith, medieval philosophical, liturgical and legal texts.
Attributes: GLBL, INST, MEST, MVST, REST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401.

THEO 3720. HINDU LITERATURE AND ETHICS. (3 Credits)
This course involves a study of the four aims of life (purushartha) in Hinduism: kama (enjoyment), artha (material gain), dharma (sacred duty), and moksha (liberation). Readings, drawn from a variety of classic and modern Hindu texts, will be viewed in their historical contexts as developments in the evolution of Hinduism.
Attributes: GLBL, INST, REST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401.

THEO 3724. CLASSIC BUDDHIST TEXTS. (3 Credits)
This course is an in-depth study of the Buddhist textual tradition starting with the early sectarian canon in South Asia and progressing through Chinese Buddhism to Japan, with a strong emphasis on Zen Buddhism. We will explore these religious texts in terms of their historical, cultural and artist contexts.
Attributes: GLBL, INST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.
THEO 3725. BUDDHISM IN AMERICA: A MULTIMEDIA INVESTIGATION. (3 Credits)
This course traces the history of Buddhism in the United States from the nineteenth century to the present. It asks whether Buddhism in America is a single object of study, and whether we should understand it as a "religion." It further explores different techniques and media at our disposal for considering the primary concerns of American Buddhists (using films, podcasts, etc.).
Attribute: STXT.
Prerequisites: THEO 1000 or THEO 1002 or HPRH 1001 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.
THEO 3728. BUDDHIST MEDITATION. (3 Credits)
THEO 3731. JAPANESE RELIGIONS: TEXTS AND ARTS. (3 Credits)
This course is an in-depth study of Japanese religions and literary compositions of enduring influence, including examples of Japanese poetry, drama, koans, and manga. The course will focus on those relevant ritual, cosmological, and stereological aspects of Japanese religion that manifest themselves in these cultural landmarks.
Attributes: GLBL, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.
THEO 3785. SPIRITUAL EXERCISES AND CULTURE. (3 Credits)
This course will be a comparative study of spiritual exercises across religions and cultures. Beginning with the exercises of Ignatius of Loyola, we proceed to the reception of his exercises in diverse global Christian contexts, feminist theology, and modern psychology. We then study lesser-known Christian spiritual exercises and their relation to Ignatius. Working backward, the course then turns to the ancient Mediterranean exercises that gave birth to Christian exercises. We conclude by studying spiritual exercises in religions and spiritualities beyond Christianity. Questions about comparative theological method will surface throughout.
Attribute: STXT.
Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401 or THEO 1004 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1010 or THEO 1007 or THEO 1009 or THEO 1002.
THEO 3790. VISION AND FAITH. (3 Credits)
Vision and Faith will compare how the visual arts and faith both have the potential to open us out beyond ourselves. How are the two experiences alike, how are they different, and how can (should?) the enhance each other? The course will be structured around readings and visits to gallery and museum exhibitions.
Attribute: STXT.
Prerequisites: THEO 1004 or THEO 1009 or THEO 1008 or THEO 1002 or THEO 1000 or HPRH 1401 or HPLC 1001 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1010.
THEO 3822. THE BIBLE IN WESTERN CULTURE. (4 Credits)
Study of selected biblical narratives that have troubled readers and affected culture through the ages. Topic include theories of reading, effects of history on biblical interpretation, art as exegesis, the hidden influences of past readings. Texts include the stories of Adam and Eve, the sacrifice of Isaac, David and Bathsheba, Jonah, Jeremiah. Interpretations are studied in historical sequence to provide students with a model for investigating a biblical text of their own choosing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, MEST, REST.
Prerequisites: THEO 1000 or THEO 1003 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or THEO 1004.
THEO 3826. WOMEN IN THE BIBLE. (4 Credits)
In this course, we will employ various traditional exegetical and recent feminist tools to examine figures from both the New and Old Testaments including Eve, Sarah, Hagar, Ruth, Elizabeth and the Samaritan women as well as figures from the extra-Biblical Apocrypha. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: JWST.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1001 or THEO 1004 or HPLC 1401.
THEO 3827. BIBLE AND HUMAN SEXUALITY. (4 Credits)
This course examines key biblical texts that have figured in discussions of human sexuality from antiquity to the present. In particular, it will explore how shifting paradigms of interpretation in different historical periods have informed the reading of the Bible in relation to sexual ethics, identity, and practice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: WSGS.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1001 or HPLC 1401 or THEO 1004.
THEO 3832. CHRISTIAN THOUGHT AND PRACTICE I. (4 Credits)
Christian Thought and Practice I surveys the variety of Christian thought and practice from the beginning of Christianity to the late antique period. The course aims to encourage a critical examination of such theological themes as God, Christ, grace, church, sacraments and ethics. Topics will be situated within the broader historical study of social, economic, political and cultural forces. Students will engage a wide range of Christian texts, art, rituals and other artifacts including classical theology, sermons and literature. Engagement with traditional Christianity by everyday Christian men and women, reflected in such genres as memoirs, ethnography and historical writing will be studied, as well as influential philosophical critiques of Christianity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: OCST, REST.
Prerequisites: THEO 1003 or THEO 1000 or THEO 1009 or HPRH 1001 or THEO 1004 or THEO 1007 or THEO 1002 or THEO 1008 or HPLC 1401 or THEO 1005 or THEO 1006 or THEO 1010.
THEO 3833. CHRISTIAN THOUGHT AND PRACTICE II. (4 Credits)
Christian Thought and Practice II surveys the variety of Christian thought and practice from the late antique period through the middle ages. The course aims to encourage a critical examination of such theological themes as God, Christ, grace, church, sacraments, and ethics. Topics will be situated within the broader historical study of social, economic, political and cultural forces. Students will engage a wide range of Christian texts, art, rituals, and other artifacts including classical theology, sermons, and literature. Engagement with traditional Christianity by everyday Christian men and women, reflected in such genres as memoirs, ethnography and historical writing will be studied, as well as influential philosophical critiques of Christianity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or THEO 1004 or HPLC 1401.

THEO 3834. CHRISTIAN THOUGHT AND PRACTICE III. (4 Credits)
Christian Thought and Practice III surveys the variety of Christian thought and practice from the Reformation to the present. The course aims to encourage a critical examination of such theological themes as God, Christ, grace, church, sacraments, and ethics. Topics will be situated within the broader historical study of social, economic, political, and cultural forces. Students will engage a wide range of Christian texts, art, rituals, and other artifacts including classical theology, sermons, and literature. Engagement with traditional Christianity by everyday Christian men and women, reflected in such genres as memoirs, ethnography and historical writing will be studied, as well as influential philosophical critiques of Christianity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1002 or THEO 1005 or THEO 1008 or HPLC 1401 or THEO 1004.

THEO 3836. CAPPADOCIAN THEOLOGY. (4 Credits)
This course examines in detail the thought of the fourth-century Cappadocian Fathers (Basil the Great, Gregory Nazianzen, and Gregory of Nyssa). Themes include their development of the Orthodox doctrine of the Trinity and Christ as well as their attitudes toward Biblical exegesis, hagiography, and asceticism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: LALS, MEST, MVST, PLUR.

THEO 3837. GOD AS TRINITY. (4 Credits)
This course will explore the reasons why Christians conceptualize God as Trinity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or THEO 1004 or HPLC 1401.

THEO 3840. THEISMS AND ATHEISMS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1001 or HPLC 1401 or THEO 1004.

THEO 3843. RELIGIOUS FAITH AND DOUBT IN WESTERN THOUGHT. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or HPRH 1001 or THEO 1004 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPLC 1401 or THEO 1004.

THEO 3847. LATINO/A THEOLOGY. (4 Credits)
The course focuses on the theology and spirituality of U.S. Latino/as. Special attention will be given to how this explicitly contextual theology accounts for the role of popular religiosity, ethnicity, gender, race, and class in its reflection on Christian theological themes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: LALS, MEST, MVST, PLUR.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPLC 1401 or THEO 1004.

THEO 3849. ESCHATOLOGY. (4 Credits)
An introduction to Christian eschatology with a biblical, historical, and contemporary component. Surveys biblical, apocalyptic, and New Testament teachings and developments in patristic, medieval, reformation, and modern Christianity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPLC 1401 or THEO 1004.

THEO 3850. 20th CENTURY THEOLOGIANS. (4 Credits)
This course traces major shifts in the 20th century theology as it has engaged pressing issues of the modern world such as atheism/ secularism; suffering; hermeneutics of history; ecumenism; gender equality; race and ethnicity; religious pluralism; and evolution. The course will study the method and ideas of a major theologian such as Karl Rahner, Gustavo Gutierrez, or Rosemary Radford Ruether on each selected issue, and then read others who have critiqued and enrich understandings in this area. Students will be encouraged to see how the meaning of God-Humanity-Christ-Church-World gets rethought and their relations reconfigured in light of each approach. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1001 or HPLC 1401.
THEO 3852. LGBTQ ARTS AND SPIRITUALITY. (4 Credits)
A broad examination of LGBTQ affiliations and identities considered through history and across religious traditions. The course juxtaposes the vision of mystics with artistic vision, identifying common spiritual elements in both. The course will culminate in an examination of the contemporary arts of NYC as an example of LGBTQ spirituality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: REST, WGSS.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or HPRH 1001 or THEO 1004 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPLC 1401.

THEO 3854. IGNATIAN SPIRITUALITY. (4 Credits)
As a Jesuit university, Fordham’s vision and spirit is grounded in the life and lineage of St. Ignatius of Loyola, the sixteenth century founder of the Society of Jesus. Focusing upon a contemporary appropriation of classic texts, this course offers a historical-critical, hermeneutical, and theological engagement with selected texts by Ignatius, including his Spiritual Exercises, Constitutions, Autobiography, Spiritual Journal, and letters. Additionally, we will examine various methods of Ignatian contemplation, meditation, discernment of spirits, and discernment of God’s will in our lives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPLC 1401.

THEO 3855. ENVIRONMENTAL ETHICS. (4 Credits)
Since the early twentieth century, enduring moral and theological questions of human relationality and responsibility—previously only applied to individuals and human communities—have expanded to include the environment. In this class we will chart the genesis of environmental ethics from a historical point of view; identify and analyze significant claims and developments in environmental philosophy, ethics, and theology, especially vis-à-vis insights from ecology; and assess the importance of notions of value and justice in the first decades of the 21st century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: THEO 1000 or HPRH 1001 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or THEO 1004 or HPLC 1401.

THEO 3856. INTRODUCTION TO BIOETHICS. (4 Credits)
This course introduces students to contemporary bioethics topics through (a) an overview of different meta-ethical approaches to understanding moral status and personhood, b) discussion and readings on how these approaches can be applied to unraveling the complex threads of contemporary bioethics arguments related to the treatment/care/use of individuals, animals and the environment; and (c) introduction to the legal and social contexts in which bioethics public policies are framed. In addition to engaging a substantial amount of theological and philosophical literature, students will also be exposed to multidisciplinary perspectives (in the form of both texts and guest speakers) from disciplines such as biology, psychology, sociology, feminism, and ecology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BIOE, PJST, REST.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1001 or THEO 1004 or HPLC 1401.

THEO 3857. THEOLOGIES OF SEXUALITY AND GENDER (Service Learning). (4 Credits)
This course examines Christian theologies of sexuality and gender, exploring both the historical roots and the contemporary implications of different ways of thinking theologically about what it means to be a sexed, gendered, and sexualized human being. A required service learning component will provide an opportunity for students to interrogate the complex structures (ecclesial/theological, political, economic and otherwise) that shape the experiences and possibilities of sexual minorities in an urban metropolis in the 21st century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: THEO 1000 or RSEF 1000 or RSEU 1000 or RSLF 1000 or RSLU 1000 or RSRF 1000 or RSRU 1000 or HPRH 1001 or THEO 1004 or HPLC 1401.

THEO 3858. GENDER AND ASCETICISM. (4 Credits)
‘Gender & Asceticism’ treats issues of sexuality and bodily discipline between gender and sex, images of male and female, monasticism, fasting, and voluntary poverty. Most examples will be taken from the literature and practices of Late Antiquity (pre-Middle Ages). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: OCST.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1001 or HPLC 1401 or THEO 1004.
THEO 3860. CONTEMPORARY CONVERSATIONS IN THEOLOGY. (4 Credits)
Conceived as a "capstone" course for the theology major/minor, this course examines recent methodological developments in the disciplines of theology and religious studies with particular emphasis on their intersection with contemporary critical theory. Particular topics to be engaged may include hermeneutics, historiography, secularism, the human subject, gender/sexuality, and the problem of political and/or moral action. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1001 or THEO 1004 or HPLC 1401.

THEO 3861. WORKS OF MERCY/WORK FOR JUSTICE. (4 Credits)
This course examines the debates about the difficulties people have in making a living and about the practices of charity/works of mercy and the justice advocacy of individuals, religious communities and voluntary associations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, PJSIT.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1001 or THEO 1004 or HPLC 1401.

THEO 3865. ETHICS OF RELATIONSHIPS. (4 Credits)
The course examines how culture affects the relationships that constitute what it means to be human. Topics include human dignity and dating, the virtues of friendship, intimacy, and spirituality, God and gender, justice/ charity and financial responsibility, sexual ethics, marriage and family. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1001 or THEO 1004 or HPLC 1401.

THEO 3870. RELIGION AS HUMAN EXPERIENCE. (4 Credits)
Religion as Human experience aims to foster a broad knowledge of religion as a dimension of human experience. Through a consideration of various types of religions experience in a variety of different cultural contexts, this course will also introduce students to a selection of thinkers who try to define, comprehend, or critique religion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMCS, PJSIT.
Prerequisites: THEO 1000 or THEO 1003 or HPRH 1001 or HPLC 1401 or THEO 1004 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.

THEO 3871. RELIGION AND FILM. (4 Credits)
The study of faith and doubt portrayed in cinema. Students will view and analyze films that present struggles of the human spirit, the secular portrayal of the Christ-figure, the role of the secular "messiah" or hero in Western society, the conflict between religious and secular authority, and the dilemmas of moral choice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or THEO 1003 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.

THEO 3873. JESUS AND WORLD RELIGIONS. (3 Credits)
An exploration of the identity and mission of Jesus Christ in comparison with founding figures of other religions.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1001 or THEO 1004 or HPLC 1401.

THEO 3874. RELIGION IN AMERICA. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMCS, PLUR.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1001 or THEO 1004 or HPLC 1401.

THEO 3876. MUSLIMS IN AMERICA. (4 Credits)
This course will examine the history and experience of Muslims in the United States from the time of the slave trade to the present day. Through a close analysis of both primary and secondary materials, students will explore the rich diversity of US Muslim communities and their multi-faceted contributions to the global ummah and the formation of an "American Islam". Particular emphasis will be given to the impact of 9/11 and the "war on terror" on the representations, challenges, and the experience of Muslims in America. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: MEST, PLUR.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1001 or THEO 1004 or HPLC 1401.

THEO 3877. RELIGION AND THE AMERICAN SELF. (4 Credits)
A course in historical theology that examines the role of religion in the formation of American social and political culture. The course will utilize various interpretive approaches to uncover how the 'American self' is both the most religious and the most secular in the industrialized West. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: MEST, PLUR.
Prerequisites: THEO 1000 or THEO 1003 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.
THEO 3881. CHINESE RELIGIONS. (4 Credits)
Chinese Religions introduces students to "The Three Teachings" (san jiao): Confucianism ancestors, divination, and bodily health. The course models multiple strategies for understanding Chinese approach to bodily practice. Major themes include human responsibility to the family, human dependent Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, INST.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1004 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.

THEO 3882. COMPARATIVE MYSTICISM. (3 Credits)
"This course frames questions about the possibilities of isolating religious practices as points of cross-cultural and inter-religious comparison through a thorough exploration of Greek, Syriac, and Russian Orthodox traditions of prayer in comparison with Islamic, Buddhist, Hindu, and Western Christian spiritual practices. In the course of this comparative study, we will consider the possibilities and challenges of cross cultural comparative study of religion, and in particular we will interrogate the critical imperative to distinguish "practice" from "dogma" as a basis for comparative studies."

Attributes: GLBL, OCST.
Prerequisites: THEO 1000 or THEO 1009 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1010 or THEO 1007 or THEO 1002 or THEO 1008 or HPRH 1001 or HPRH 1401.

THEO 3883. MEDICINE AND HEALING IN ISLAM. (4 Credits)
This course explores Muslim perceptions of health, disease, medicine and healing across time and space, and in conversation with the religious traditions of Islam. Through a focused set of topics and a variety of methodological approaches, students will investigate more broadly epistemologies of health, healing and disease, practical application of knowledge and wisdom, and cultural histories of the body. Specific topics will include medicine and the cosmos; health and the environment; astrology, magic and ritual; sex, childbirth and pediatrics; cosmetic surgeries and reproductive technologies; and perceptions of suffering and pain, disability, mental illness, and old age, as they are addressed in both medieval and modern contexts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP, GLBL.
Prerequisites: THEO 1000 or THEO 1009 or THEO 1003 or THEO 1008 or THEO 1002 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1010 or HPRH 1001 or HPLC 1401 or HPRH 1401.

THEO 3954. APOCALYPTIC THEMES IN FILM. (3 Credits)
This course is a college level introduction to the use of apocalyptic terms, themes and rhetoric in contemporary films. Apocalyptic in religious writings is "crisis" literature. This assumption will be explained prior to surveying usage of apocalyptic in religious and secular films. Apocalyptic may have no religious implications. Students will develop a template of types of apocalyptic terms and usage as well as review film maker’s intentions.

Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or HPRH 1001 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or THEO 1004 or HPLC 1401.

THEO 3960. RELIGION AND RACE IN AMERICA. (4 Credits)
This course explores the ways religion and race function in the American landscape as sources of both belonging and discrimination, in historical and contemporary perspectives. Special attention will be paid to theological discourses and religious communities as sites of both racism and race-justice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, PJST, PLUR.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1003 or THEO 1004 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1005 or THEO 1002 or THEO 1008.

THEO 3961. RELIGION, SEX, AND CULTURE IN AMERICA SINCE 1700. (4 Credits)
This course explores the complex and shifting engagement among religion, sex, and culture in North America from the eighteenth century to the present. Its treats a variety of religious traditions and explores how faith communities defined sexuality and gender relations in theological and spiritual terms and, in turn, helped to shape approaches to sex and sexual morality in the broader American culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: THEO 1000 or THEO 1002 or THEO 1008 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1010 or HPRH 1001 or HPLC 1401 or THEO 1007.

THEO 3970. CATHOLICS IN AMERICA. (4 Credits)
History and culture of Spanish and French Catholicism in the colonial and post-colonial periods of the United States. Detailed study of English-speaking Catholicism from its beginnings to its present position. Relationships between Catholicism and American culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PLUR.
Prerequisites: THEO 1000 or THEO 1003 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.

THEO 3993. WARTIME RELIGION IN U.S. HISTORY. (4 Credits)
This course explores American religion during the Civil War, World Wars I and II, the War in Vietnam, and the War in Iraq. The anxieties and passions of wartime open up dialogue on the "justice" of particular conflicts, but they also prompt reflection on more basic questions of human meaning, suffering, loss, and death, and the sources and boundaries of selfhood. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: THEO 1000 or THEO 1003 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.
THEO 3995. RELIGION AND THE AMERICAN SELF. (4 Credits)
A course in historical theology that examines the role of religion in the formation of American social and political culture. The course will utilize various interpretive approaches to uncover how the 'American self' is both the most religious and the most secular in the industrialized West. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PLUR.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.

THEO 3999. TUTORIAL. (3 Credits)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

Prerequisites: THEO 1000 or THEO 1003 or HPRH 1001 or THEO 1006 or THEO 1009 or HPLC 1401 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1004 or THEO 1008.

THEO 4001. ART AND CHRISTIAN VALUES. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: SRVL.
Prerequisites: THEO 1000 or THEO 1003 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.

THEO 4005. WOMEN AND THEOLOGY. (4 Credits)
An examination of feminist/womanist approaches to the mystery of God. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMCS, EP4, PJST, SRVL, VAL, WGSS.
Prerequisites: THEO 1000 or THEO 1003 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.

THEO 4008. RELIGION AND ECOLOGY. (4 Credits)
A course to study the earth as a matter of ethical and religious concern. Starting with biblical texts and classical doctrines, students will analyze the resources of the Jewish/Christian traditions that value the natural world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMCS, CORE, ENST, REST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.

THEO 4009. MEDIEVAL JERUSALEM. (4 Credits)
What has made Jerusalem so beloved to - and the object of continual strife for – Jews, Christians, and Muslims? This course will explore the ancient and medieval history of Jerusalem, from its Jebusite inhabitants before the time of King David through Suleiman's construction of the modern city walls in the 1540s. Students will learn to analyze a variety of literature, through which we will explore the themes of sacred space, conquest, destruction and lament, pilgrimage and religious polemic.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, MEST, OCST.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1004 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.

THEO 4010. DEATH AND DYING. (4 Credits)
An attempt to confront the reality of death, its practical consequences and its religious significance through D SEXUALITY (4.00 credits). A theology course that fulfills the senior values requirement in the college core. The course explores the theological interpretations of human sexuality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BIOE, SRVL, VAL.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.

THEO 4011. THE NEW TESTAMENT AND MORAL CHOICES. (4 Credits)
This course will examine the principles of Christian living that emerge in the testimonies of Jesus and Paul as recorded in the New Testament and explore the ways in which they might apply these principles critically and responsibly in moral discernment of some of today's most debated and troublesome alternatives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: SRVL, VAL.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.

THEO 4012. MORAL CHOICE OF THE FIRST CHRISTIANS. (3 Credits)
An exploration of how the first Christians made choices in all areas of life, including birth, sex, death, business, legal matters and politics. The course seeks to elicit a "grammar" of early Christian morals.

Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1010 or THEO 1007 or THEO 1002 or THEO 1005 or THEO 1003 or THEO 1008.
THEO 4013. RELIGION AND AMERICAN POLITICS. (4 Credits)
This interdisciplinary seminar explores the nexus of religion and American public life. After treating topics related to electoral politics (e.g. candidate religion, voter religion, "value voters," religious rhetoric), students will then engage a series of "hot topics" that encompass (and often combine) both religious and political discourse. The goal is to provide students with two alternative, yet complementary methods of analyzing the intersection of religion and American politics—on one from a political science perspective and one from a theological perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMCS, AMST, ICC.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4020. FAITH THAT IMAGINES JUSTICE. (4 Credits)
Throughout the semester, we will explore a variety of reasons why "the arts" serve an increasingly important function in our contemporary culture where our ability to imagine and create "the good life" has become increasingly difficult given religious and cultural pluralism, isolated individualism, capitalist consumerism, and fragmenting tribalism. We will also examine the validity of the claim that religion/faith needs the arts and the arts needs religion/faith if either is to be authentic, relevant, vibrant, and socially efficacious. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: SRVL.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4025. FUTURE OF MARRIAGE 21ST CENTURY. (4 Credits)
An ethical examination of Christian marriage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMCS, AMST, EP4, REST, VAL, WGSS.
Prerequisites: THEO 1003 or THEO 1005 or THEO 1006 or THEO 1010 or HPLC 1401 or HPRH 1001 or THEO 1002 or THEO 1004 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1000.

THEO 4027. THE ETHICS OF LIFE. (4 Credits)
Jewish, Christian, and Muslim traditions have yielded complex religious responses to ethical, human dilemmas involving life/death issues. This course examines some of those responses in relation to sexuality, love and family, punishment, health and disease, death, and the environment through the lenses of Jewish, Christian and Muslim authors, texts, and traditions. Students will investigate how such responses are crafted in a liberal, pluralistic society, and assess their own reactions to religious difference and challenges to their own fundamental values. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: BIOE, EP4, MEST, REST, SRVL.
Prerequisites: THEO 1000 or THEO 1004 or HPRH 1001 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4030. MORAL ASPECTS OF MEDICINE. (4 Credits)
The course examines the role of faith in the moral issues raised by advancements in medical science. The course will survey issues such as reproductive technologies, the patient-physician relationship, euthanasia and physician suicide, health care reform, AIDS and the human genome project. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: BIOE, EP4, REST, SRVL, VAL.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4036. HUMAN NATURE AFTER DARWIN (Interdisciplinary Capstone Core). (4 Credits)
This course enters contemporary theological, political and scientific debates about how to conceptualize human nature after Darwin. We read Epicures, Lucretius, Augustine, Aquinas, Darwin and contemporary theologians, political theorists and scientists. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4037. NATURE IN HISTORICAL AND ETHICAL PERSPECTIVE. (4 Credits)
In anthropological, theological, and ethical discourse, nature has often been appealed to as that which is, by definition, outside of culture and history. However, nature's meanings—especially in social-relational significations that it carries—have varied over time, according to a range of contexts and "controlling images." This Interdisciplinary Capstone Course will analyze historical and contemporary methodologies and significations of the term "nature," in ways that facilitate critical scrutiny of how this potent term is deployed in contemporary political, scientific, environmental, and religious discourse. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401.
**THEO 4040. HOME, AWAY, AND IN-BETWEEN. (4 Credits)**
This course draws on historical theology and literature to explore diverse human engagements with displacement. Reading focus on specific contexts and modes of displacement as they have upset and remade truth for those involved. Key examples include diaspora, quest, alienation, conversion, migration, and relocation. We will encounter characters and real-life actors whose experiences of these conditions—whether literal or metaphorical, whether cultivated or imposed—put them in highly charged space between feeling “at home” and “away.” In addition to studying the responses of literary characters and religious actors, we will explore the ways the disciplines of literature and theology themselves invite practitioners into experiences of disorientation and reorientation. We will also consider the relationship between literature and theology as ways of knowing about displacement and its meanings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Prerequisites:** THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401.

**THEO 4052. AN ETHICS OF MODERN SELFHOOD: THE PURSUIT OF AUTHENTICITY. (4 Credits)**
The modern and postmodern self or identity, examined as a series of personal and moral conflicts and dilemmas. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attributes:** ICC, SOCI.

**Prerequisites:** THEO 1000 or THEO 1004 or HPRH 1001 or HPLC 1401 or THEO 1005 or THEO 1006 or THEO 1002 or THEO 1003 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

**THEO 4105. RELIGION, GENDER, AND SEXUALITY. (4 Credits)**
This course considers the intersections of religion, gender, and sexuality. In many parts of the world, including the United States, and in many religious traditions, cultural and religious identity and continuity hinge on gendered practices and closely controlled sexual regimes. The goal of this course is to understand how religious institutions, communities, doctrines, practices and traditions shape gendered ideologies and practices, debates about sexuality and gendered division of labor, and the lives of men and women who participate in these religious communities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attribute:** ICC.

**Prerequisites:** THEO 1000 or HPRH 1001 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1010 or HPLC 1401 or THEO 1007 or THEO 1002 or THEO 1008 or THEO 1009.

**THEO 4411. RELIGION, THEOLOGY, AND NEW MEDIA. (4 Credits)**
An interdisciplinary capstone course, this course examines the historical and theoretical significance of the intersection between communication, technologies and religious communities. Drawing on the disciplinary methods and assumptions of both communication and media studies and theology, the course will ask students to critically and theoretically explore the significance of religion as a cultural phenomenon as well as to take seriously the theological significance of media practices as articulated by religious subjects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attributes:** AMCS, AMST, ICC.

**Prerequisites:** THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

**THEO 4450. LITURGICAL THEOLOGY. (4 Credits)**
This course will study the Roman Catholic liturgy, its history and theology. We come to understand a culture in part by examining its rituals. Through the lens of, the liturgy—its scripture, symbols and sacraments— we get a closer look at the story of the church. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Prerequisites:** THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

**THEO 4455. EUCHARIST, JUSTICE, AND LIFE. (4 Credits)**
This course explores the intrinsic relationship between celebrating the liturgy, especially the Eucharist, and living lives of justice, peace, and social responsibility. Such topics as world poverty, hunger, immigration, violence, global warming, and the care of the planet will be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attributes:** EP4, VAL.

**Prerequisites:** THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

**THEO 4520. ANIMALS, ANGELS, AND ALIENS: BEYOND THE HUMAN IN CHRISTIAN THOUGHT. (3 Credits)**
Contemporary theologians focus almost exclusively on the human. Indeed, some prominent theologian’s explicitly claim that all theology can be understood as anthropology. But in this course we will use both new trends and ancient sources to push beyond the human into other areas of concern. The Christian (and Jewish) traditions have very interesting things to say, for instance, about non-human entities like animals, angels and even aliens. In addition to looking carefully at these sources, we will think about their implications for contemporary moral and political issues surrounding food production and consumption, lab experiments, ecological protection, and even cyborg technology and transhumanism.

**Attributes:** ENST, EP3.

**Prerequisites:** THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.
THEO 4570. ORTHODOX CHRISTIAN ETHICS. (4 Credits)
This Course will explore the two-thousand year tradition or Orthodox Christian Ethics. Students will be asked to resolve modern moral dilemmas by reading ancient Orthodox texts and their modern commentators. As such, the purpose of the course is twofold: 1) to develop an understanding of Christian ethics within an Orthodox theological perspective; 2) to develop the ability to make ethical judgments and to reflect critically on those judgments on established Orthodox theological principles. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, OCST, VAL.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4600. RELIGION AND PUBLIC LIFE. (4 Credits)
The course explores the role of religion in public life, focusing primarily on American democracy and its separation of church and state. The course will focus on religion’s voice in public debate over issues such as health, poverty, and biomedical and economic issues, whether specifically religious arguments and language should have place in public discourse, and the role of discourse in a pluralistic society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMCS, AMST, EP4, MEST, VAL.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4610. MALCOLM, MARTIN, BALDWIN, AND THE CHURCH. (4 Credits)
This course will engage the social thought and religious faith of these persons, both individually and in relation to each other. We will examine the challenges each poses to Christian faith and to U.S. society - especially their critiques of American understandings of justice; the relevance of religious faith to the struggle for racial justice; and the response of the Catholic Church to these issues. The course is designed above all to cultivate skills to describe, analyze, and evaluate the distribution of wealth and power and the proper use of the earth’s resources. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, PJST, SRVL, VAL.
Prerequisites: THEO 1000 or THEO 1004 or HPRH 1001 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4620. OSCAR ROMERO: FAITH AND POLITICS IN EL SALVADOR. (4 Credits)
This course will investigate the life and ministry of Oscar Romero of El Salvador. The course explores the role of religion in public life, focusing primarily on American democracy and its separation of church and state. The course will focus on religion’s voice in public debate over issues such as health, poverty, and biomedical and economic issues, whether specifically religious arguments and language should have place in public discourse, and the role of discourse in a pluralistic society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, OCST, VAL.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1010 or HPLC 1401 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4630. G.O. DEEPER. INTERDISCIPLINARY INQUIRIES. (4 Credits)
This Interdisciplinary Capstone Course is designed to build on (1) what these students have learned by offering them an opportunity to consider their immersion experience in light of critical inquiries in sociology, anthropology, & critical social theory; associated with (2) conflict studies, cultural studies, & postcolonial theory, & (3) in theology. The course is designed above all to cultivate skills to describe, analyze, and evaluate critical issues in local practices pertaining to personal life, family life, social and political life, housing, work, and indigenous cultures, including faith cultures of practice and belief. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1010 or HPLC 1401 or THEO 1007 or THEO 1002 or THEO 1008 or THEO 1009.

THEO 4640. JESUS AND SALVATION. (4 Credits)
This course explores Christian belief in Jesus Christ (Christology) with an emphasis on how this belief is intertwined with the understanding of salvation (soteriology). Reflecting on the biblical accounts of salvation in Jesus, along with examining the development of classic christological doctrine, students will inquire how this tradition relates to critical issues raised today. How is Christian belief in Jesus and salvation relevant to questions of identity, religious pluralism, global inequality, and environmental crises? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1010 or HPRH 1001 or HPLC 1401 or THEO 1002 or THEO 1008 or THEO 1009 or THEO 1007.

THEO 4647. THEOLOGIES OF LIBERATION. (4 Credits)
This course will explore the challenge of living Christian values in a globalized and heterogeneous society. While the distribution of wealth and power and the proper use of the earth’s resources. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, PJST, SRVL, VAL.
Prerequisites: THEO 1000 or THEO 1004 or HPRH 1001 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4649. GOD AND EVI LS. (4 Credits)
This course analyzes biblical, theological, and literary texts and evaluates the ways in which these texts understand how to characterize the various forms of evils in the world, account for God’s allowing these evils in the world, and how this challenges each. Three-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.
THEO 4850. THEOLOGY AND HUMAN SUFFERING: A COMPARATIVE APPROACH. (4 Credits)
Questions about the nature and meaning of human suffering occupy a central place in every religion, past and present. This course looks comparatively at traditions of theological reflection and religious practice in order to ask: what do they say about pain and suffering? It is an inevitable part of embodied existence? An opportunity for spiritual maturation? A matter of mental perspective? What happens when religion itself becomes the source of pain and sorrow? This course explores these questions comparatively, focused on texts and practices with the Buddhist and Christian traditions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: SRVL.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4853. SPIRITUALITY AND POLITICS. (4 Credits)
This course will examine three twentieth-century Roman Catholic movements that espoused both a novel approach to spirituality/mysticism and embodied a distinctive politics on three different continents: the French Catholic revival, the Catholic Worker movement in the U.S and liberation theology in Latin America. The twentieth century witnessed a remarkable engagement of Catholics with the meaning of their faith and its role in social and political issues of their times, particularly around issues of war and poverty. From each of these three sites of renewal, the students will ask questions such as: How did these new movements come about? How are their views articulated in various texts and embodied in personal and communal practices? What is the legacy of these twentieth-century movements’ spirituality and politics for us today? As an interdisciplinary seminar, students will rely on the methodological approaches in the disciplines of history and systematic theology to pursue these questions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMCS, ICC, PJST, REST.
Prerequisites: THEO 1000 or THEO 1004 or HPRH 1001 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4870. ECONOMIC FOUNDATIONS OF CATHOLIC SOCIAL TEACHING. (4 Credits)
This course explores the economic thought that has served as the basis of the Church’s teaching on issues like capitalism, socialism, poverty, wages, unions, the environment, and economic responsibility from Leo XIII’s encyclical Rerum Novarum to the present and current economic research that may guide future Church teaching. This will be done through lectures, readings from primarily 19th and 20th-century economic works, and discussion of how these works’ ideas are evident in papal encyclicals and other Church documents. The course will include case studies of how Catholic social teaching has influenced national social and economic policies in Europe and the U.S. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMCS, ICC, REST.
Prerequisites: ECON 1100 or ECON 1200 or ECON 1150 or ECON 1250 or THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401.

THEO 4950. CHRISTIANITY AND GENDER/SEXUAL DIVERSITY: INTERDISCIPLINARY PERSPECTIVES. (4 Credits)
Employing perspectives from history, theological ethics, and LGBT studies, this course will investigate what it means to take queer perspectives on Christianity sexuality, and discipleship. Readings will include biblical, historical, and contemporary materials that seek to illuminate the ways in which Christians and Christian communities have responded to sexual and gender diversity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.
Prerequisites: THEO 1000 or THEO 1004 or HPRH 1001 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4999. TUTORIAL. (1-4 Credits)
Independent research and reading with supervision from a faculty member.
Prerequisites: THEO 1000 or HPRH 1001.
THEOLOGY MINOR

Requirements

The minor in theology allows students to focus on areas that complement their major. It consists of six courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select one Faith and Critical Reason course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one Sacred Texts and Traditions course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select any one of the three Christian Thought and Practice Courses</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Select three theology electives</td>
<td></td>
</tr>
</tbody>
</table>

1 Described in the first tier of the Theology Major (p. 706).

There is no requirement for a student minoring in theology to take the capstone seminar described in the third tier of the Theology Major (p. 706). Discretion for admitting minors to the seminar will rest jointly with a student’s advisor and the faculty member teaching the seminar.

Availability

The minor in theology is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Rose Hill and Lincoln Center. It is also available to undergraduate students in the Gabelli School of Business.
Theology religious studies majors are members of the theological community formed by the department’s faculty and graduate students. The theology religious studies major offers students foundational study in the disciplines of biblical studies, historical theology, and systematic theology.

Requirements

The theology religious studies major requires 10 courses. It is structured so as to bring together two elements:

1. Content: a consideration of traditional theological themes, such as God, Christ, Church, ethics and liturgy; and
2. Method: various aspects of Christianity are approached through distinct methods, which may or may not be engaged in doing theology per se, but whose end results are relevant to theology.

The major is comprised of four required courses, a concentration requirement, and a capstone course, THEO 3860 CONTEMPORARY CONVERSATIONS IN THEOLOGY. The capstone course crowns the requirements for the major by focusing on a common theological theme. The theme of the course and the works utilized will depend on the expertise of the instructor; it includes a 25-to 30-page final paper.

Course Requirements of All Majors

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 1000</td>
<td>FAITH AND CRITICAL REASON</td>
<td>3</td>
</tr>
</tbody>
</table>
| Select one Sacred Texts and Traditions course 1

Select two of the following:

| THEO 3832 | CHRISTIAN THOUGHT AND PRACTICE I            |         |
| THEO 3833 | CHRISTIAN THOUGHT AND PRACTICE II           |         |
| THEO 3834 | CHRISTIAN THOUGHT AND PRACTICE III          |         |

Concentration

Select one of the following concentrations:

- Theological Studies
- Sacred Texts
- Faith and Culture
- American Catholicism

Capstone Seminar

| THEO 3860 | CONTEMPORARY CONVERSATIONS IN THEOLOGY      | 4       |

1 Any course with the STXT attribute may qualify for this requirement.

Concentrations

The course requirements for each concentration are as follows where elective courses are indicated, students will choose elective courses from any of the offerings of the theology department:

Theological Studies

This concentration consists of systematics, ethics, liturgy, and historical courses and fosters critical capacities for thinking about fundamental questions such as God, the human person, truth, and society, as well as questions about how to live. It requires the following:

Sacred Texts

This concentration centers primarily on the textual traditions of Christianity but also allows space for the sacred scriptures of other traditions. This concentration trains its students in the methods of exegesis and scriptural interpretation. It requires the following:

Faith and Culture

This concentration focuses on the dynamics of religious beliefs and practices as an area of human experience shared across time and cultures and seeks to develop a broader understanding of the phenomenon of religion as practiced by persons of various faiths. It requires the following:

American Catholicism

This concentration focuses on the theology, history, and practice of Roman Catholicism in the United States. It requires the following:

Updated: 10-11-2017
Select two electives

Concentrators in American Catholicism take at least one course in either of the testaments of the Christian Bible, if not already taken in the first tier. If a student in this concentration took a non-biblical course in the first tier, the biblical course taken in this tier would count as an elective.

Availability

The major in theology-religious studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center and Fordham School of Professional and Continuing Studies at Lincoln Center and Rose Hill.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
THEOLOGY RELIGIOUS STUDIES SECOND MAJOR

Requirements
In order to accommodate the needs of overlapping requirements, students who double-major in theology religious studies and another major have a slightly different set of requirements for their theology religious studies program.

The second major comprises eight courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one Faith and Critical Reason course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one Sacred Texts and Traditions course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select any two of the three Christian Thought and Practice Courses</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Select four theology electives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Described in the first tier of the Theology and Religious Studies Major (p. 706).

Secondary majors are strongly encouraged, but not required, to take as an elective the capstone seminar described in the third tier of the Theology and Religious Studies Major (p. 706).

Availability
The secondary major is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional and Continuing Studies at Rose Hill and Lincoln Center.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
URBAN STUDIES

Designed as an interdisciplinary program, the urban studies major offers a broad introduction to the city and the urban environment. Students combine coursework and research on urban issues with hands-on experience in New York City as well as other American and international cities. The curriculum prepares majors for graduate school and professional programs in teaching, social work, public policy, architecture and urban planning as well as for careers in government service and community development, the nonprofit sector, journalism and law.

Urban Design and Architecture Concentration

Fordham’s pre-architecture program is designed to prepare students for professional training at the graduate level. Most design schools do not specify a particular undergraduate major for admission, but an urban studies major is an appropriate and useful preparation for programs in urban and regional planning, architecture, and landscape architecture.

For graduate school application advice and for admission requirements for all the design professions, please refer to the Pre-Architecture section (p. 23) of this Bulletin. For students who plan to work immediately after graduation, this program will support careers in real estate, construction, and community development. Urban studies students wishing to do a senior independent design project associated with their senior thesis (URST 4890 RESEARCH SEMINAR) should register for VART 4090 SENIOR PROJECT ARCHITECTURE, with the permission of the program director.

Course Title Credits
Required Courses
VART 1101 URBANISM 3
SOCI 2690 4
URST 4800 URBAN STUDIES INTERNSHIP 4

Suggested Course
It is strongly suggested that students also take the following:
VART 2050 DESIGNING THE CITY

Electives
Select electives from design courses or cross-listed courses
Total Credits 11

Electives
Electives may be drawn from all urban studies cross-listed courses, but students pursuing this concentration should give special emphasis to design courses.

Design Electives
Course Title Credits
ARHI 3350 AGE OF CATHEDRALS 4
HIST 3626 SOCIAL HISTORY OF ARCHITECTURE 4
PSYC 3340 URBAN PSYCHOLOGY 4
VART 1160 ARCHITECTURAL LANGUAGE 4
VART 2055 ENVIRONMENTAL DESIGN 4
VART 2085 SUSTAINABLE NEW YORK 3
VART 3070 URBAN ARCHITECTURAL DESIGN I 4

Courses outside the program
Course Title Credits
AFAM 3150 CARIBBEAN PEOPLES AND CULTURE 4
AFAM 3036 GLOBAL BLACK YOUTH CULTURES 4
AFAM 3112 THE SIXTIES 4
AFAM 3102 THE BLACK FAMILY 4
AFAM 3115 MARTIN LUTHER KING JR. AND MALCOLM X 4
AFAM 3130 RACIAL AND ETHNIC CONFLICT 4
AFAM 3132 BLACK PRISON EXPERIENCE 4
AFAM 3134 FROM ROCK-N-ROLL TO HIP-HOP 4
AFAM 3663 MINORITIES IN THE MEDIA 4
AFAM 4000 AFFIRMATIVE ACTION AND THE AMERICAN DREAM 4
AFAM 4650 SOCIAL WELFARE AND SOCIETY 4
ANTH 2620 THE ANTHROPOLOGY OF CITIES 4
LALS 3343 CRIME AND MINORITY RIGHTS 4
VART 1160 ARCHITECTURAL LANGUAGE 4
VART 2050 DESIGNING THE CITY 4
VART 2055 ENVIRONMENTAL DESIGN 4
VART 2085 SUSTAINABLE NEW YORK 3
VART 3070 URBAN ARCHITECTURAL DESIGN I 4
VART 4090 SENIOR PROJECT ARCHITECTURE 4
ARHI 3100 MUSEUM METHODS 4
BISC 1002 ECOLOGY: A HUMAN APPROACH 3
COMC 3232 CLASS, TASTE, AND MASS CULTURE 4
COMC 2271 MEDIATED COMMUNICATION AND SOCIAL THEORY 4
COMC 3235 POPULAR MUSIC AS COMMUNICATION 4
COMC 4279 MEDIA AND POPULAR CULTURE 4
COMC 4360 COMMUNICATION ETHICS AND THE PUBLIC SPHERE 4
ECON 3570 LABOR MARKET AND DIVERSITY 4
ECON 3240 WORLD POVERTY 4
ECON 2140 STATISTICS I 4
ECON 3244 INTERNATIONAL ECONOMIC POLICY 4
ECON 3346 INTERNATIONAL TRADE 4
ECON 3580 ECONOMICS OF DIVERSITY 4
ECON 3870 PUBLIC FINANCE 4
ECON 3971 URBAN ECONOMICS 4
ECON 4110 ETHICS AND ECONOMICS 4
COLI 3451 THE CITY IN LITERATURE 4
ENGL 3440 VICTORIAN COSMOPOLITANISMS 4
ENGL 3629 20TH CENTURY AFRO-AMERICAN LITERATURE 4
ENGL 4121 NEW YORK CITY IN FICTION 4
HIST 3001 AFRICAN AMERICAN HISTORY I 4
HIST 3002 AFRICAN AMERICAN HISTORY II 4
HIST 3102 WORKER IN AMERICAN LIFE 4
HIST 3619 WORLD’S FAIR 4
HIST 3624 EUROPEAN CITIES 4

Updated: 10-11-2017
Early Admission to Master’s Program

Undergraduate students from the Fordham Colleges with a GPA above 3.5 will be invited to apply for early admission to the master’s degree program in urban studies in the second semester of their junior year. Students applying for this option are not required to submit GRE scores. Students admitted to the Urban Studies Master’s Program under the early admissions policy will take the two 5000-level required core courses during their senior year (Issues in Urban Studies and Urban Political Processes). These courses will count toward the bachelor’s degree (which is awarded at the end of the fourth year) and are accepted for the master’s, which can be completed by the May of the following year under full-time study.

Program Activities

The urban studies program hosts a wide variety of events throughout the academic year, including lectures, field trips, and tours, and informational lunches. The “City Series” brings distinguished scholars of the city to Fordham Lincoln Center for lectures and faculty-student seminars. The annual Senior Thesis Dinner presents the outstanding research of graduating seniors. Urban studies students also take part in undergraduate conferences and research forums.

Urban studies majors have received numerous prestigious awards, including the New York City Teaching Fellows and the City of New York Urban Fellows Programs.

Courses outside the program

The following courses offered outside the department have the URST attribute and count toward the Urban Studies major and minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 2005</td>
<td>AMERICAN PLURALISM</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3036</td>
<td>GLOBAL BLACK YOUTH CULTURES</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3102</td>
<td>THE BLACK FAMILY</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3115</td>
<td>MARTIN LUTHER KING JR. AND MALCOLM X</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3130</td>
<td>RACIAL AND ETHNIC CONFLICT</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3132</td>
<td>BLACK PRISON EXPERIENCE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3134</td>
<td>FROM ROCK-N-ROLL TO HIP-HOP</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3136</td>
<td>CIVIL RIGHTS/BLACK POWER</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3632</td>
<td>HARLEM RENAISSANCE</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4000</td>
<td>AFFIRMATIVE ACTION AND THE AMERICAN DREAM</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4650</td>
<td>SOCIAL WELFARE AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4890</td>
<td>RESEARCH SEMINAR</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4896</td>
<td>FEELING THE FUNK</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2620</td>
<td>THE ANTHROPOLOGY OF CITIES</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3180</td>
<td>ETHNOGRAPHIC METHODS: CULTURES OF NEW YORK</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3340</td>
<td>ANTHROPOLOGICAL PERSPECTIVES ON RACE AND ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3341</td>
<td>RACE, SEX, AND SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3343</td>
<td>GHETTOS AND GATED COMMUNITIES</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3353</td>
<td>ANTHROPOLOGY OF GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3354</td>
<td>RACE, IDENTITY, AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3510</td>
<td>MUSEUMS: CULTURES ON DISPLAY</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2460</td>
<td>ARCHITECTURE 1300-1750</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 2540</td>
<td>MODERN ARCHITECTURE</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 3100</td>
<td>MUSEUM METHODS</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 3315</td>
<td>THE CITY OF ROME</td>
<td>4</td>
</tr>
<tr>
<td>BISC 1002</td>
<td>ECOLOGY: A HUMAN APPROACH</td>
<td>3</td>
</tr>
<tr>
<td>BISC 5511</td>
<td>CONSERVATION LAW AND POLICY</td>
<td>3</td>
</tr>
<tr>
<td>CIS 2500</td>
<td>INFORMATION AND DATA MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>COLI 3450</td>
<td>THE CITY IN LITERATURE AND ART</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2234</td>
<td>MEDIA AND THE ARTS</td>
<td>4</td>
</tr>
</tbody>
</table>

Updated: 10-11-2017
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMC 2271</td>
<td>MEDIANED COMMUNICATION AND SOCIAL THEORY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3235</td>
<td>POPULAR MUSIC AS COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4241</td>
<td>COMMUNICATION, POPULAR CULTURE, AND PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 4279</td>
<td>MEDIA AND POPULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3215</td>
<td>Bronx Urban Economic Development</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3240</td>
<td>WORLD POVERTY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3244</td>
<td>INTERNATIONAL ECONOMIC POLICY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3346</td>
<td>INTERNATIONAL TRADE</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3570</td>
<td>LABOR MARKET AND DIVERSITY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3580</td>
<td>ECONOMICS OF DIVERSITY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3850</td>
<td>ENVIRONMENTAL ECONOMICS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3971</td>
<td>URBAN ECONOMICS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 5015</td>
<td>ECO DEVELOPMENT POLICY</td>
<td>3-4</td>
</tr>
<tr>
<td>ENGL 3440</td>
<td>VICTORIAN COSMOPOLITANISMS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3629</td>
<td>20TH CENTURY AFRO-AMERICAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3652</td>
<td>NEW WAVE IMMIGRANT LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4121</td>
<td>NEW YORK CITY IN FICTION</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 5176</td>
<td>MASTER CLASS : WRITING ABOUT PLACE</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 5846</td>
<td>COUNTRY &amp; CITY IN AMERICAN LIT</td>
<td>3</td>
</tr>
<tr>
<td>ENST 3070</td>
<td>GREEN ARCHITECTURE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3102</td>
<td>WORKER IN AMERICAN LIFE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3565</td>
<td>HISTORY OF NEW YORK</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3619</td>
<td>WORLD'S FAIR</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3624</td>
<td>EUROPEAN CITIES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3626</td>
<td>SOCIAL HISTORY OF ARCHITECTURE</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3804</td>
<td>CITY IN AMERICAN HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3806</td>
<td>U.S. IMMIGRATION/ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3808</td>
<td>NEW YORK CITY POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3862</td>
<td>HISTORY OF NEW YORK CITY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3922</td>
<td>EAST ASIAN CITIES</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3940</td>
<td>THE AFRICAN CITY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3990</td>
<td>NORTH AMERICAN ENVIRONMENTAL HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>LALS 3343</td>
<td>CRIME AND MINORITY RIGHTS</td>
<td>4</td>
</tr>
<tr>
<td>LALS 5001</td>
<td>LAT AMER &amp; LATINO CULTRS</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 2014</td>
<td>JAZZ: A HISTORY IN SOUND</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3109</td>
<td>ENVIRONMENTAL ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1203</td>
<td>ENVIRONMENTAL PHYSICS</td>
<td>3</td>
</tr>
<tr>
<td>PJST 4970</td>
<td>COMMUNITY SERVICE/SOCIAL ACTION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 2102</td>
<td>INTRODUCTION TO URBAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3120</td>
<td>NEW YORK CITY INTERSHIP</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3121</td>
<td>NEW YORK CITY POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3307</td>
<td>ENVIRONMENTAL POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3324</td>
<td>POLITICS OF IMMIGRATION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3507</td>
<td>INTERNATIONAL HUMAN RIGHTS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3610</td>
<td>POLITICAL ECONOMY OF DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3645</td>
<td>POLITICS OF IMMIGRATION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3915</td>
<td>INTERNATIONAL POLITICAL ECONOMY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4020</td>
<td>PLACE, SPACE, AND IMMIGRANT CITIES</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4400</td>
<td>SEMINAR: GLOBAL JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 6530</td>
<td>POLITICAL ECONOMY OF DEVELOPMENT</td>
<td>3,4</td>
</tr>
<tr>
<td>PSYC 3340</td>
<td>URBAN PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3600</td>
<td>MULTICULTURAL PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 4820</td>
<td>COMMUNITY PSYCHOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>SOCI 2410</td>
<td>INEQUALITY: CLASS, RACE, AND ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2420</td>
<td>SOCIAL PROBLEMS OF RACE AND ETHNICITY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2600</td>
<td>INTRODUCTION TO SOCIAL WORK AND WELFARE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2606</td>
<td>SOCIAL SCIENCE STATISTICS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2607</td>
<td>SOCIAL SCIENCE RESEARCH AND STATISTICS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2650</td>
<td>BASIC RESEARCH METHODS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2701</td>
<td>INTRODUCTION TO CRIMINAL JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2703</td>
<td>SOCIAL Deviance</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2845</td>
<td>DRUGS, LAW, AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2850</td>
<td>METHODS SOCIAL RESEARCH I</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2851</td>
<td>METHODS SOCIAL RESEARCH II</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2960</td>
<td>POPULAR CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3000</td>
<td>LATINO IMAGES IN MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3017</td>
<td>INEQUALITY IN AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3021</td>
<td>SOCIOLOGY OF MEDICINE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3046</td>
<td>INTERNATIONAL SOCIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3136</td>
<td>INEQUALITY-WHY/EFFECTS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3140</td>
<td>OLD AND NEW MINORITIES IN THE U.S.</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3148</td>
<td>POPULATION AND ECONOMIC DEVELOPMENT ISSUES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3405</td>
<td>GENDER, RACE, AND CLASS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3406</td>
<td>RACE/SOCIAL CONSTRUCT</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3415</td>
<td>DEVELOPMENT AND GLOBALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3418</td>
<td>CONTEMPORARY IMMIGRATION IN GLOBAL PERSPECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3427</td>
<td>HISPANICS/LATINOS IN THE USA</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3601</td>
<td>URBAN POVERTY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3602</td>
<td>URBAN SOCIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3670</td>
<td>HISPANIC WOMEN</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3701</td>
<td>INTRODUCTION TO CRIMINAL JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3711</td>
<td>AMERICAN CRIMINAL JUSTICE SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3713</td>
<td>CRIMINOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3720</td>
<td>MASS INCARCERATION</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4020</td>
<td>PLACE, SPACE, AND IMMIGRANT CITIES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4902</td>
<td>INTERNSHIP SEMINAR: COMMUNITY ORGANIZATIONS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4961</td>
<td>URBAN ISSUES AND POLICIES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 4970</td>
<td>COMMUNITY SERVICE/SOCIAL ACTION</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 5401</td>
<td>GENDER ETHNICITY &amp; MIGRT</td>
<td>3-4</td>
</tr>
<tr>
<td>SOCI 5605</td>
<td>VULNERABLE POP &amp; MIGRATN</td>
<td>2</td>
</tr>
<tr>
<td>SOCI 5614</td>
<td>HISPANIC POLICY ISSUES</td>
<td>3-4</td>
</tr>
<tr>
<td>SOCI 5705</td>
<td>RACE, GENDER, AND CRIME</td>
<td>3-4</td>
</tr>
<tr>
<td>SOCI 5820</td>
<td>ART WORLD AND URBAN ENVIRONMENT</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6300</td>
<td>GRADUATE STATISTICS I</td>
<td>3-4</td>
</tr>
<tr>
<td>SOCI 6705</td>
<td>RACE, GENDER AND CJS</td>
<td>3</td>
</tr>
</tbody>
</table>
URST 3999. TUTORIAL- URBAN STUDIES. (3 Credits)
URST 4800. URBAN STUDIES INTERNSHIP. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
URST 4890. RESEARCH SEMINAR. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
URST 4999. TUTORIAL. (1-4 Credits)
Independent research and reading with supervision from a faculty member.

For more information
Visit the Urban Studies program web page.

Programs
- Urban Studies Major (p. 713)
- Urban Studies Minor (p. 714)

Courses
URST 3070. URBAN DESIGN. (4 Credits)
A studio course in urban design for public spaces, neighborhoods, urban districts, campuses, parks, infill developments and expansions. A major design project is prefaced with research in urban design history, infrastructural technologies, case studies, and diagrammatic analysis. Portfolio layouts. Field trips, workshops, lab fee, and office hours visits are required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

URST 3340. URBAN PSYCHOLOGY. (4 Credits)
In 1800, London became the first city in human history to top the 1-million mark. How does living in a large city impact us—our inner personality, outer behavior, values and relationships? This interdisciplinary urban studies course focuses on this question, including the methods and findings of behavioral research on: the growth of cities, crowding, prosocial and antisocial behavior, primary and secondary relationships, ethnicity, happiness, deviance, pace of life, urban personality, the future of cities. This Fordham course in London meets three days weekly (Tues/Wed/Thurs), including related excursions and fieldwork on city life. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

URST 3800. INTERNSHIP. (3 Credits)
Supervised placement for students interested in work experience.
URBAN STUDIES MAJOR

Requirements

The urban studies major consists of 10 courses, including a required internship and senior thesis. Students are also required to demonstrate multidisciplinary diversity. Urban studies courses come from a range of social sciences, such as sociology, economics, history, political science, African American studies, and Latino studies. Architecture, urban design, and environmental studies courses complete the curriculum.

All urban studies electives must be at the 2000 level or above. Only two electives may be cross-listed from the same department. Students study both American cities and the urban environment worldwide. They are encouraged to study abroad during their junior year in order to complement their learning experience at Fordham.

Students may also form their own concentration and program of study in consultation with their adviser, such as architecture and urban design, urban education, community development, urban economic development, public policy, and journalism.

The following courses are required of all majors:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Urban Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VART 1101</td>
<td>URBANISM</td>
<td></td>
</tr>
<tr>
<td>POSC 2102</td>
<td>INTRODUCTION TO URBAN POLITICS</td>
<td></td>
</tr>
<tr>
<td>SOCI 3602</td>
<td>URBAN SOCIOLOGY</td>
<td></td>
</tr>
<tr>
<td>Community Internship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI 4902</td>
<td>INTERNSHIP SEMINAR: COMMUNITY ORGANIZATIONS</td>
<td></td>
</tr>
<tr>
<td>URST 4800</td>
<td>URBAN STUDIES INTERNSHIP</td>
<td></td>
</tr>
<tr>
<td>Quantitative Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI 2606</td>
<td>SOCIAL SCIENCE STATISTICS</td>
<td></td>
</tr>
<tr>
<td>SOCI 2607</td>
<td>SOCIAL SCIENCE RESEARCH AND STATISTICS</td>
<td></td>
</tr>
<tr>
<td>SOCI 2650</td>
<td>BASIC RESEARCH METHODS</td>
<td></td>
</tr>
<tr>
<td>SOCI 2850</td>
<td>METHODS SOCIAL RESEARCH I</td>
<td></td>
</tr>
<tr>
<td>CISC 2500</td>
<td>INFORMATION AND DATA MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>Senior Thesis Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>URST 4890</td>
<td>RESEARCH SEMINAR</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select six URST electives at the 2000 level and above</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Students should select an internship based on their area of interest and their professional goals. With permission from the director, the Urban Studies internship (URST 4800 URBAN STUDIES INTERNSHIP or URST 4999 TUTORIAL) may be substituted or an equivalent internship course in political science, economics, sociology and environmental policy.

2 Taken in the second half of the senior year. This course allows students to complete the required senior thesis in their area of interest or concentration. The senior thesis may also be completed as a tutorial (URST 4999 TUTORIAL) with any of the participating faculty in urban studies. The research project is designed in conjunction with the instructor and may be an individual effort or a group endeavor. Formal presentation of the research findings is required for completion of the seminar.

3 Select six URST courses according to the student's interests and career goals. Any course with the URST subject code (p. 1416) or the URST attribute code (p. 709) may fulfill this requirement.

Availability

The major in urban studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional Studies may major in urban studies only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
URBAN STUDIES MINOR

Requirements

Minors must complete the following six courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Introduction to Urban Studies</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>VART 1101</td>
<td>URBANISM</td>
<td></td>
</tr>
<tr>
<td>POSC 2102</td>
<td>INTRODUCTION TO URBAN POLITICS</td>
<td></td>
</tr>
<tr>
<td>SOCI 3602</td>
<td>URBAN SOCIOLOGY</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Community Internship</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>SOCI 4902</td>
<td>INTERNSHIP SEMINAR: COMMUNITY ORGANIZATIONS</td>
<td></td>
</tr>
<tr>
<td>URST 4800</td>
<td>URBAN STUDIES INTERNSHIP</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Quantitative Methods</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>SOCI 2606</td>
<td>SOCIAL SCIENCE STATISTICS</td>
<td></td>
</tr>
<tr>
<td>SOCI 2607</td>
<td>SOCIAL SCIENCE RESEARCH AND STATISTICS</td>
<td></td>
</tr>
<tr>
<td>SOCI 2650</td>
<td>BASIC RESEARCH METHODS</td>
<td></td>
</tr>
<tr>
<td>SOCI 2850</td>
<td>METHODS SOCIAL RESEARCH I</td>
<td></td>
</tr>
<tr>
<td>CISC 2500</td>
<td>INFORMATION AND DATA MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select three URST electives at the 2000 level and above</td>
<td></td>
</tr>
</tbody>
</table>

1. Students should select an internship based on their area of interest and their professional goals. With permission from the director, the Urban Studies internship (URST 4800 URBAN STUDIES INTERNSHIP or URST 4999 TUTORIAL) may be substituted or an equivalent internship course in political science, economics, sociology and environmental policy.

2. Any course with the URST subject code (p. 1416) or the URST attribute code (p. 709) may fulfill this requirement.

Availability

The minor in urban studies is available at Fordham College at Rose Hill and Fordham College at Lincoln Center. Students in Fordham School of Professional Studies may minor in urban studies only if their schedules are sufficiently flexible to permit them to take day courses at the Rose Hill or Lincoln Center campuses.
WOMEN, GENDER, AND SEXUALITY STUDIES

The women, gender, and sexuality studies program has two different but closely linked objects of investigation: the diversity of women’s positions and experiences historically and culturally and the exclusion of women from the structures of existing knowledge. The program aims to deepen our understanding of both areas, using the foundation of existing academic disciplines and frameworks and moving beyond them. This includes an especial emphasis on gender as a category of analysis, as well as a comprehensive focus on the intersections of race, class, and sexuality. It is interdisciplinary, drawing on the humanities, arts, and social and natural sciences.

In Fall 2016, the program was renamed to the Women, Gender, and Sexuality Studies program (from Women’s Studies), capturing evolutionary changes in the academic discipline as well as better representing the offerings in this interdisciplinary area. All course offerings formerly listed as WMST courses are now listed as WGSS courses.

Program Activities

On both campuses, the women’s studies program sponsors a yearly series of events and lectures to highlight topics of concern to women and to the field of women’s studies. In this way, students are introduced to key local, national, and international artists, activists, scholars, and policymakers whose work focuses on gender.

Courses outside the program

The following courses offered outside the department have the WGSS attribute and count toward the Women, Gender, and Sexuality Studies major and minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 3030</td>
<td>AFRICAN AMERICAN WOMEN</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3112</td>
<td>THE SIXTIES</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3134</td>
<td>FROM ROCK-N-ROLL TO HIP-HOP</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3141</td>
<td>WOMEN IN AFRICA</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 3720</td>
<td>AFRICAN AMERICAN PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 4650</td>
<td>SOCIAL WELFARE AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>AMCS 3350</td>
<td>AMERICAN CATHOLIC POETRY</td>
<td>4</td>
</tr>
<tr>
<td>AMCS 3359</td>
<td>AMER CATHOLIC WOMEN WRITERS</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2880</td>
<td>HUMAN SEXUALITY IN CROSS-CULTURAL PERSPECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 2886</td>
<td>ANTHROPOLOGY OF GENDER AND SEXUALITY</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3341</td>
<td>RACE, SEX, AND SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 3605</td>
<td>MOTHERING AND MOTHERHOOD</td>
<td>4</td>
</tr>
<tr>
<td>ARHI 4530</td>
<td>GENDER AND MODERN ART</td>
<td>4</td>
</tr>
<tr>
<td>COLI 4011</td>
<td>NARRATING CHILDHOOD</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2221</td>
<td>FASHION AS COMMUNICATION: SYNTAX OF STYLE</td>
<td>4</td>
</tr>
<tr>
<td>COMC 2277</td>
<td>MEDIA AND SEXUALITY</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3237</td>
<td>GENDER IMAGES AND MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>COMC 3247</td>
<td>RACE, CLASS, AND GENDER IN MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3240</td>
<td>WORLD POVERTY</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3570</td>
<td>LABOR MARKET AND DIVERSITY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3115</td>
<td>MEDIEVAL WOMEN WRITERS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3134</td>
<td>LOVE IN THE MIDDLE AGES</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3233</td>
<td>FOPS AND COQUETTES IN 18TH CENTURY LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 3468</td>
<td>TRANSATLANTIC MODERN WOMEN</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4127</td>
<td>SEMINAR: NOVELS BY WOMEN: JANE AUSTEN TO TONI MORRISON</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 4128</td>
<td>LOVE AND SEX IN EARLY MODERN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>FITV 3637</td>
<td>QUEER STUDIES IN FILM AND TELEVISION</td>
<td>4</td>
</tr>
<tr>
<td>FREN 3465</td>
<td>WOMEN ON THE MARGINS</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3415</td>
<td>EUROPEAN WOMEN: 1500-1800</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3653</td>
<td>GENDER IN EARLY AMERICA</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3826</td>
<td>MODERN US WOMEN’S HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HIST 4008</td>
<td>RACE AND GENDER IN THE OLD WEST</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 3701</td>
<td>ITALIAN WOMEN WRITERS</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 4767</td>
<td>HISTORY OF WOMEN’S MAGAZINES</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3000</td>
<td>GENDER AND SEXUALITY STUDIES</td>
<td>4</td>
</tr>
<tr>
<td>MLAL 3600</td>
<td>WOMEN’S VOICES IN GERMAN AND AUSTRIAN LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3720</td>
<td>AFRICAN AMERICAN PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 3904</td>
<td>FEMINIST PHILOSOPHY</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 4407</td>
<td>GENDER, POWER, AND JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3309</td>
<td>WOMEN IN AMERICAN POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3324</td>
<td>POLITICS OF IMMIGRATION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3327</td>
<td>GENDER AND SEXUALITY IN US POLITICS</td>
<td>4</td>
</tr>
<tr>
<td>POSC 3645</td>
<td>POLITICS OF IMMIGRATION</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4210</td>
<td>SEMINAR: STATE, FAMILY, AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>POSC 4260</td>
<td>THE POLITICAL HISTORY OF SEX AND SEXUALITY IN THE UNITED STATES</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3600</td>
<td>MULTICULTURAL PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3700</td>
<td>HUMAN SEXUALITY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3730</td>
<td>MEN AND MASCULINITIES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 2925</td>
<td>MEDIA, CRIME, SEX, AND VIOLENCE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3120</td>
<td>CONTROVERSIES IN RELIGION AND INTERNATIONAL RELATIONS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3401</td>
<td>GENDER, CRIME, AND JUSTICE</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3405</td>
<td>GENDER, RACE, AND CLASS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3456</td>
<td>MODERN AMERICAN SOCIAL MOVEMENTS</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3500</td>
<td>CONTEMPORARY FAMILY ISSUES</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3503</td>
<td>WORK, FAMILY, AND GENDER</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 3506</td>
<td>DIVERSITY IN AMERICAN FAMILIES</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 3701</td>
<td>SPANISH-AMERICAN WOMEN WRITERS</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3827</td>
<td>BIBLE AND HUMAN SEXUALITY</td>
<td>4</td>
</tr>
<tr>
<td>THEO 3852</td>
<td>LGBTQ ARTS AND SPIRITUALITY</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4005</td>
<td>WOMEN AND THEOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>THEO 4025</td>
<td>FUTURE OF MARRIAGE 21ST CENTURY</td>
<td>4</td>
</tr>
</tbody>
</table>

For more information

Visit the Women, Gender, and Sexuality Studies program web page.
Contribution to the Core

The women's studies program provides four options for study: the major, double major, minor, and electives. Electives in women's studies, which include American Pluralism, Global Studies, and Senior Values Seminar courses, are open on both campuses to all qualified undergraduate students.

Programs

- Women, Gender, and Sexuality Studies Major (p. 719)
- Women, Gender, and Sexuality Studies Minor (p. 720)

Courses

WGSS 2999. SERVICE LEARNING-2000 LEVEL. (1 Credit)

WGSS 3000. GENDER AND SEXUALITY STUDIES. (4 Credits)
This course introduces students to theories of gender and sexuality from a range of disciplinary perspectives. It is the new introductory course for the WGSS program. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, ASSC, COLI, LALS, PLUR.

WGSS 3001. QUEER THEORIES. (4 Credits)
An introduction to the academic discipline of queer theory, focusing on foundational thinkers (e.g., Butler, Foucault, Sedgwick, and others as well as their philosophical and psychoanalytic precursors and interlocutors. The course will also address selected issues currently under discussion in the discipline. These may include the role of activism, the relationship between queer theory and feminism theory, attention to race, and intersections with postcolonial theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, COLI, PLUR.

WGSS 3002. FEMINIST AND WOMEN'S STUDIES. (4 Credits)
This course provides a historical perspective on feminism and women's experience, including 19th and 20th century American movements for women's rights as well as texts that influenced the development of feminist thought and theory. It is one of three required courses for WGSS program. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.

WGSS 3067. CONTEMPORARY WOMEN POETS. (4 Credits)
In this course, students will read poetry written by women poets in the 20th and 21st centuries with a focus on the imaginative representation of women's lived experience. We will read the work of poets who address the themes of feminine embodiment and sexuality, women's roles as mothers and daughters, women's work (both professional and domestic), and the role poetry plays in enabling women to discover a language to contain their experience. Among the (possible) poets we will read are Sylvia Plath, Ann Sexton, Elizabeth Bishop, Lucille Clifton, Anna Swir, Adrienne Rich, Marie Ponsot, Eavan Boland, Louise Erdich, Kate Daniels, Mary Karr and A.E. Stallings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

WGSS 3141. WOMEN IN AFRICA. (4 Credits)
This course examines the formal and informal participation of African women in politics, their interaction with the state and their role in society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AFAM, ASSC, GLBL.

WGSS 3318. EARLY WOMEN NOVELISTS. (4 Credits)
A study of the rise of female authors in the early modern period. We will address problems of gender and rigorously analyze the basic literary and historical dimensions of each text. Authors will include Behn, Burney, Wollstonecraft, Radcliffe, Austen, Emily and Charlotte Bronte. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

WGSS 3341. RACE, SEX, AND SCIENCE. (4 Credits)
This course introduces students to interdisciplinary debates about the relationship between race, sex, and gender, on the one hand, and science, technology, and medicine, on the other. We will examine two interrelated questions: How do scientific claims influence cultural understandings of race, gender, and sexuality; and how do cultural beliefs about race, sex, and gender influence scientific research and knowledge production? The course will explore the role that understandings of race, sex, and gender have played in the development of Western science; the relationship among race, sex, gender, and scientific research in genomics and health disparities research (among other fields); and, finally, the ways in which race, gender, and social inequalities become embodied and affect human biology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, LALS, MVST, SOCI, URST.

WGSS 3415. EUROPEAN WOMEN 1500-1800. (4 Credits)
This course will explore the role of women in northern European society from the 16th to the end of the 18th centuries. It will examine issues of gender, and contemporary attitudes concerning women. Among the subjects that this course will address are women's work, education, marriage and childbirth. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

WGSS 3416. EUROPEAN WOMEN 1800-PRESENT. (4 Credits)
This course will be an exciting exploration of the changing status, roles, and achievements of women in Western Europe from the French Revolution at the dawn of industrialization to the present day. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, IPE.

Updated: 10-11-2017
WGSS 3503. WORK, FAMILY, AND GENDER. (4 Credits)
This course examines how two key institutions in society – the workplace and the family – interact with one another. Special emphasis is placed on the critical ways that work-family balance and conflict are conditioned by gender. The course will cover the impacts – both negative and positive – of work demands upon individuals' family lives, as well as the effects of family obligations upon workers and workplaces. Students will be familiarized with voluntary responses to work-family challenges on the part of individuals, families, and employers, as well as relevant public policies in the U.S. and around the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP3.

WGSS 3537. SATIRE, SEX, STYLE: AGE OF T. NASH. (4 Credits)
Considered for a long time to be a "minor" Elizabethan writer with "nothing to say," Thomas Nashe managed to produce a varied and astonishing, if ultimately costly and futile, body of work during the last decade of the sixteenth century, spanning erotica, picaresque fiction, and fierce invective, satire, and polemic. This course will offer a close look at Nashe's unique rhetorical style in relation to the vivid literary culture of his times, focusing on how Nashe's work pushes to the extreme various impulses in Elizabethan literature that tend to get overlooked in conventional accounts of the period. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST.
Prerequisites: ENGL 2000 or HPRH 1001 or HPRH 1501 or HPRH 2001 or HPRH 2051.

WGSS 3826. MODERN US WOMEN'S HISTORY. (4 Credits)
The history of American women from the first women's rights convention in 1848 to the present. We will study women's everyday lives (including at home and work), major events like the campaign for suffrage, World War II, and the women's liberation movement, and representations of women in popular culture (magazines, movies, and T.V.). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST, PLUR.

WGSS 3901. PHILOSOPHICAL ISSUES FEMINISM I. (4 Credits)
Philosophical exploration of issues raised by historical and contemporary reflection on the relationship between the sexes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PJST.

WGSS 3930. SEX AND GENDER IN SOUTH ASIA. (4 Credits)
In this course, we will explore histories of women, gender, and sexuality in South Asia from the 18th century to the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, EP3, GLBL.

WGSS 3931. INTRODUCTION TO GAY AND LESBIAN LITERATURE. (4 Credits)
This course will read texts by a diverse range of Anglophone authors, emphasizing the cultural history of same-sex identity and desire, heteronormativity and oppression, and queer civil protest. It will also consider the problems of defining a queer literary canon, introduce the principles of queer theory, and interrogate the discursive boundaries between the political and personal. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, AMST.

WGSS 4005. QUEER THEORY AND THE AMERICAS. (4 Credits)
Drawing from the often divergent traditions of Anglo and Hispanic America, this course will take an interdisciplinary approach to queer methodologies for cultural and literary studies. Students will encounter foundational queer theoretical texts (both historical and contemporary) as well as novels, plays, and films, and will explore, for themselves, what queerness means and does. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, ENGL, ICC.

WGSS 4105. RELIGION, GENDER, AND SEXUALITY. (4 Credits)
This course considers the intersections of religion, gender, and sexuality. In many parts of the world, including the United States, and in many religious traditions, cultural and religious identity and continuity hinge on gendered practices and closely controlled sexual regimes. The goal of this course is to understand how religious institutions, communities, doctrines, practices and traditions shape gendered ideologies and practices, debates about sexuality and gendered division of labor, and the lives of men and women who participate in these religious communities. The course is organized conceptually; rather than learning about specific religious traditions, we will discuss thematic issues at the intersection of religion, gender, and sexuality. At various junctures we will discuss specific examples that span religious traditions, geographical locations, and historical periods. The course will therefore provide students with a sense of how contemporary and seemingly local debates are rooted in much broader conversations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC, PLUR.

WGSS 4127. SEMINAR: NOVELS BY WOMEN: JANE AUSTEN TO TONI MORRISON. (4 Credits)
An intensive study of novels by Jane Austen, George Elliot, Virginia Woolf, Zora Neale Hurston, and Toni Morrison. Our reading will be supplemented by literary criticism and historical contextual material. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, ENGL.
Prerequisites: ENGL 1102 and ENGL 2000.
WGSS 4344. REPRODUCTIVE TECHNOLOGIES: GLOBAL PERSPECTIVE. (4 Credits)
The interdisciplinary course will focus on issues in technology and reproduction, emphasizing the view that reproduction is not simply a biological process, but one that is laden with symbolic, political, and ideological meanings. Drawing on the fields of anthropology, sociology, history, public health, law, and science, technology and society. We will examine the contested meanings of reproduction, in particular how reproductive technologies are changing lives around the globe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, ICC.

WGSS 4400. GENDER, BODIES, SEXUALITY. (4 Credits)
This course explores how gender and sexuality shape and organize our lives. We will examine how gender is built into structures, institutions, and ideologies of social life as well as the interaction between gender and other axes of inequality, including race, class, and sexual orientation. The course will examine the experiences of men and women in addition to those who do not fit into these gender categories. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ICC, PLUR.

WGSS 4910. INTERNSHIP. (4 Credits)
Placement in an agency or organization that deals with women's issues. Under a faculty member's supervision, the student writes a paper which integrates the internship experience with course work and research. All students meet monthly with the program co-director and one another for group discussions of their work. *This course requires the approval of the Director of Women, Gender, and Sexuality Studies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

WGSS 4920. SENIOR PROJECT. (4 Credits)
A substantial project on a subject submitted, with appropriate documentation, by students in theatre and the visual arts and evaluated by two faculty advisers in their field. All students meet monthly with the program co-director and one another for group discussions of their work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

WGSS 4930. SENIOR THESIS. (4 Credits)
A substantial paper on a topic in Women's Studies written under the direction of a faculty adviser and a second reader. All students meet monthly with the program co-director and one another for group discussions of their work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

WGSS 4950. CHRISTIANITY AND SEXUAL DIVERSITY. (4 Credits)
Employing perspectives from history, theological ethics, and LGBT studies, this course will investigate what it means to take queer perspectives on Christianity sexuality, and discipleship. Readings will include biblical, historical, and contemporary materials that seek to illuminate the ways in which Christians and Christian communities have responded to sexual and gender diversity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, REST.

WGSS 4999. TUTORIAL. (1-5 Credits)
WOMEN, GENDER, AND SEXUALITY STUDIES MAJOR

Requirements

The requirements for the major consist of 10 courses. Students must take the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGSS 3000</td>
<td>GENDER AND SEXUALITY STUDIES</td>
<td>4</td>
</tr>
<tr>
<td>WGSS 3001</td>
<td>QUEER THEORIES</td>
<td>4</td>
</tr>
<tr>
<td>WGSS 3002</td>
<td>FEMINIST AND WOMEN’S STUDIES</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives

Select six elective courses with the WGSS attribute code.

Senior Capstone

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGSS 4910</td>
<td>INTERNSHIP</td>
</tr>
<tr>
<td>WGSS 4920</td>
<td>SENIOR PROJECT</td>
</tr>
<tr>
<td>WGSS 4930</td>
<td>SENIOR THESIS</td>
</tr>
</tbody>
</table>

Any course with the WGSS subject code (p. 1423) or the WGSS attribute code (p. 715) may fulfill this requirement. Concentration and distribution courses (previously part of the women’s studies major) are no longer required.

The senior project or thesis may build upon work completed in an elective course, but all students who do not opt for an internship must register for WGSS 4920 SENIOR PROJECT or WGSS 4930 SENIOR THESIS in their senior year. The internship, WGSS 4910 INTERNSHIP, provides field experience and results in a paper. The internship paper, project documentation, or thesis is placed in the library collection of the WGSS program.

Availability

The major in women, gender, and sexuality studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at Lincoln Center.

Fordham College at Rose Hill students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Fordham College at Lincoln Center students: The requirements above are in addition to those of the Core Curriculum (p. 36).

Professional and Continuing Studies students: The requirements above are in addition to those of the PCS Core Curriculum (p. 80).
WOMEN, GENDER, AND SEXUALITY STUDIES MINOR

Requirements

The minor consists of six courses in women’s studies:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two of the following three classes</td>
<td></td>
</tr>
<tr>
<td>WGSS 3000</td>
<td>GENDER AND SEXUALITY STUDIES</td>
<td>4</td>
</tr>
<tr>
<td>WGSS 3001</td>
<td>QUEER THEORIES</td>
<td>4</td>
</tr>
<tr>
<td>WGSS 3002</td>
<td>FEMINIST AND WOMEN’S STUDIES</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select four electives</td>
<td></td>
</tr>
</tbody>
</table>

1 Any course with the WGSS subject code (p. 1423) or the WGSS attribute code (p. 715) may apply as an elective, including an internship, project, or thesis.

Availability

The minor in women’s studies is available at Fordham College at Rose Hill, Fordham College at Lincoln Center, and Fordham School of Professional Studies at Rose Hill and Lincoln Center.

Updated: 10-11-2017
GRADUATE SCHOOL OF EDUCATION

The following Vision and Mission statements, unanimously affirmed by the Graduate School of Education School Council on May 5, 2008, confirm our beliefs about the Graduate School of Education’s purposes and aspirations.

Our Vision
Fordham University Graduate School of Education will enhance its national and international recognition as a leader in the generation and dissemination of knowledge and skills for teachers, counselors, psychologists, school administrators, and other educational practitioners and scholars who serve diverse populations.

Our Mission
In keeping with the University’s Jesuit tradition of rigorous academic endeavor, service to complex urban and metropolitan communities, and dedication to the intellectual, moral, and socio-emotional development of the individual, the Graduate School of Education’s mission is to

- create and nurture an inclusive, dynamic, intellectual, and reflective community that generates knowledge and promotes inquiry and excellence;
- prepare teachers, counselors, psychologists, school administrators, researchers, and other professionals who are committed to social justice, personal responsibility, and equity for all learners;
- apply and expand the theory and knowledge of their disciplines through the use of reflective pedagogy to meet the changing educational needs of children and adults from richly diverse communities;
- serve national and international educational communities regardless of race, cultural background, religion, and ethnicity.

The challenges of the 21st century are complex, and solutions call for thoughtful, knowledgeable leaders and creative, cooperative responses. Working with schools, social agencies, and others, the Graduate School of Education is proactive—identifying emerging issues, providing on-target professional preparation and development programs, and helping practitioners understand and apply the most promising theoretical constructs.

Ideally located in the heart of the New York metropolitan area, the Graduate School of Education has forged strong partnerships with public and private schools, other schools within Fordham, other colleges and universities, business and government groups, and human service organizations.

The Graduate School of Education reflects the Jesuit tradition of academic excellence in a values-laden setting. High standards of scholarship are evident in all of the school’s programs. A dynamic balance exists between theory and practice, and among research, teaching, and community service, maintained through careful faculty recruitment and development. Faculty and student relationships are mutually supportive and reflect the belief that education is paramount in shaping the kind of society we desire and making the world a better place for all people.

Program Areas
- Advanced and Specialist Teaching Programs (MSE) (p. 776)
- Certificate and Extension Teaching Programs: Non-degree (Advanced Certificate) (p. 779)
- Counseling and School Psychology Programs (p. 795)
- Initial Teaching Programs (MST) (p. 733)
- Interdisciplinary Research Programs (p. 816)
- Leadership Programs (p. 786)
- Non-Certification Teaching Programs (Masters and Advanced Certificate) (p. 785)

General Program Requirements

The program of study in effect at the time of admission constitutes the minimum course requirements. Additional courses or other work and activities, may be required based on the student’s prior academic or professional background, on achievement in the program, or on professional or academic goals. Changes in state certification regulations may also affect a student’s program. All coursework is taken under the guidance and approval of an adviser within the student’s division. Changes to programs of study may require the approval of the division chairperson and the associate dean for academic affairs.

In addition to program-specific requirements for courses and activities, degree and/or program-specific criteria must be met before degrees are awarded.

Master’s

Time Limit and Credit Requirements
A master’s degree must be completed within a five-year period, beginning with either the student’s initial registration in the program or the date on which a course accepted for transfer was completed. The number of credits required for a master’s degree depends on the particular program and the student’s academic background; however, the minimum number of credits is 30, with no fewer than 24 credits taken at Fordham University as part of the program.

Comprehensive Assessments
Comprehensive, end-of-program assessments, such as the development of a professional portfolio, the completion of comprehensive examinations, or the demonstration of professional competencies, are required in all graduate programs. Students should consult their advisers or division chairperson for specific information regarding format and content of comprehensive examinations/assessments. Students must register to take these assessments during the semester they complete their course requirements or after all coursework is completed. See course registration materials for appropriate call numbers for comprehensive assessments.

If students are not registering for other courses during the semester in which they plan to register for this assessment, they must register for Maintenance of Matriculation. Check the academic calendar for deadlines for registration and for the administration dates. Students who are not successful on these assessments may register to retake them the following semester. If the second assessment is also unsatisfactory, the student’s matriculation will be terminated.
Professional Diploma and Advanced Certificate

Time Limit and Credit Requirements
A professional diploma or advanced certificate must be completed within a five-year period, beginning with either the student's initial registration in the program or the date on which a course accepted for transfer was completed. The number of credits required for an advanced certificate or professional diploma depends on the particular program and the student's academic background; however, the minimum number of credits is 30, with no fewer than 24 credits taken at Fordham University as part of the program.

Comprehensive Assessments
Comprehensive, end-of-program assessments (comps), such as the development of a professional portfolio, the completion of comprehensive essays, or the demonstration of program competencies, are required in all graduate programs. Students should consult their advisers or division chairperson for specific information regarding format and content of comprehensive examinations/assessments. Students must register in advance to take these assessments during the semester they complete their course requirements or after all coursework is completed. See course registration materials for appropriate call numbers for comprehensive assessments.

If students are not registering for other courses during the semester in which they plan to take comps, they must register for Maintenance of Matriculation. Check the academic calendar for deadlines for comps registration and for their administration dates. Students who are not successful on these assessments may register to retake them the following semester. If the second assessment is also unsatisfactory, the student's matriculation will be terminated.

Doctoral

Time Limit and Credit Requirements
Students in PhD or EdD programs must complete all the degree requirements for the specific program within an eight-year period, beginning with the earlier date of either the student's initial registration in the program or the date on which a course accepted for transfer was completed. All doctoral students must complete a minimum of 45 credits beyond the master's degree at the Graduate School of Education.

Permanent Matriculation
Students are admitted to doctoral degree programs on a provisional matriculation basis. During the semester in which provisional doctoral students expect to complete their 12th to 15th credit of doctoral work, they must apply for permanent matriculation status by enrolling in either ASGE 0900 PERMANENT MATRICULATION STATUS, CLGE 0900 PERMANENT MATRICULATION STATUS, CTGE 0900 PERMANENT MATRICULATION STATUS, or PSGE 0900 PERMANENT MATRICULATION STATUS. Students will be evaluated by the faculty of the appropriate division and will be continued in the program only on the recommendation of the faculty of the division and with the approval of the associate dean for academic affairs. Consult your adviser or division chair for additional information on permanent matriculation.

Research Apprenticeship
After being approved for permanent matriculation, all doctoral students must enroll in Residency Apprenticeship, a year-long professional development seminar. During this apprenticeship, students will participate in monthly seminars at which prominent researchers from various disciplines will make scholarly presentations. Students will conduct research under the direction of a full time faculty member.

Comprehensive Qualifying Examinations
After completing all required courses other than the dissertation seminar, students in PhD and EdD degree programs must undergo a comprehensive qualifying examination or equivalent assessment to test the integration of their knowledge of the field of study. Students must register for the examinations by the date indicated in the academic calendar. After passing the comprehensive examinations or assessments, the students are admitted to candidacy for the doctorate. Students who are not successful on these examinations may register to retake them a second time. If the result of the second examination is also unsatisfactory, the student's matriculation will be terminated.

Dissertation Seminar
After completing all required courses and the comprehensive qualifying examinations, doctoral candidates must register for the dissertation seminar offered by their division. While in seminar, they are expected to develop a dissertation proposal that will meet with the approval of seminar faculty.

Students who have not developed an approved proposal after two semesters of seminar may be required to meet with a committee of faculty convened by the division chairperson to determine the future of their studies.

Dissertation Proposal
One outcome of the dissertation seminar is an approved dissertation proposal, which needs to be noted on each student's transcript as ASGE 0999 PROPOSAL ACCEPTANCE, CLGE 0999 PROPOSAL ACCEPTANCE, CTGE 0999 PROPOSAL ACCEPTANCE, or PSGE 0999 PROPOSAL ACCEPTANCE.

Dissertation Mentoring
Doctoral candidates must engage in original research under the direction of their mentors and dissertation committees. When the candidate's committee determines a dissertation is complete, it is submitted for oral defense (EDGE 0990 DISSERTATION ORAL DEFENSE) and then format review (EDGE 0999 DISSERTATION FORMAT REVIEW). Candidates must pass a final oral defense focusing on their dissertation and field of study. Award of the doctorate requires the satisfactory defense of the dissertation and the final approval of the dissertation document, including format review.

On completing the dissertation and in anticipation of the oral examination, doctoral students must register for EDGE 9999 DISSERTATION MENTORING (under the section that has been designated for their dissertation mentor) for the semester in which they orally defend their dissertations.

If the dissertation or parts thereof are subsequently published, the preliminary matter of the printed copy must contain a statement that the book or part thereof was part of a dissertation, presented for the degree of Doctor of Philosophy or Doctor of Education in the Graduate School of Education, Fordham University.
GSE Policies and Procedures

All students accepted into a program of study in the Graduate School of Education are assigned a faculty adviser. The adviser provides information and counsel on matters related to programs and Graduate School of Education policies and procedures. Students, however, are responsible for being cognizant of and meeting all requirements, including appropriate deadlines and administrative procedures, for the completion of their degrees.

All academic programs are designed in keeping the standards articulated in the Conceptual Framework of the Graduate School of Education and are aligned with professional and state standards.

Academic

Academic Discipline

Students are expected to maintain the highest standards with regard to honesty, effort, and performance. Discipline will be enforced if a student violates the University's Code of Conduct or the academic policies of the Graduate School of Education. Please refer to the dean for the policies and procedures regarding the academic code of conduct and disciplinary process.

Reserved Rights of the University

The University reserves the right, at its discretion, at any time, to deny matriculated status, to cancel a student's registration, to refuse to award academic credits, or to deny or rescind a certificate or a degree in accordance with the University Statutes. All forms of dishonesty, including cheating and plagiarism, will result in appropriate disciplinary action, including denial or revocation of a degree or certificate.

Maintenance of Matriculation

In order to maintain matriculated status, students must be continuously registered for all semesters (excluding summer) from the semester they begin their programs until they graduate. To maintain matriculation, students must be registered for one of the following: coursework, dissertation seminar, dissertation mentoring, doctoral residency, or EDGE 0666 MAINTENANCE OF MATRICULATION (for master's level) or EDGE 9995 DOCTORAL MAINTENANCE OF MATRICULATION (for doctoral level). Students must register for EDGE 0666 MAINTENANCE OF MATRICULATION for the semester in which they take comprehensive exams, if they are not registering for other coursework during that semester.

Students unable to maintain matriculation may apply for a short-term leave of absence. Anyone who fails to register for two consecutive semesters without having obtained a leave of absence will automatically lose matriculated status and must make written application to the director of admissions for readmission. During the readmission review, the student's records will be evaluated in terms of admission and program requirements then in effect. As a result, additional coursework may be required. This readmission review will be conducted by the faculty and chairperson of the division in which the student was matriculated. The results of the review will be forwarded to the director of enrollment services.

Dissertation Format Review

After completing the dissertation seminar, and upon the successful oral defense of the dissertation, doctoral students must submit their dissertations for format review to assure that the dissertation document meets all the formatting and stylistic requirements of the Graduate School of Education and is ready for publication. Upon submission, doctoral students will be registered for EDGE 0999 DISSERTATION FORMAT REVIEW.

Registration Processes

Advising and online registration for all students takes place in October and November for spring semester, in April for summer, and in May for fall semesters. Consult academic calendars for exact dates of advising and registration periods each semester. The advising period enables students to meet with their advisers regarding course selection and academic progress. New and nonmatriculated students should register during the registration period (see academic calendar) after meeting with or speaking to an adviser for course selection guidance and approval. Tuition bills are mailed approximately one month before the start of the semester, and payment is due before classes begin.

Walk-in and online registration are also available at the start of each semester for new and nonmatriculated students. Continuing students who need to register past deadlines will be assessed a $250 late fee; their courses must be added by advisers and approved by the associate dean for academic affairs. Registration materials and instructions are sent to all continuing and newly admitted students. Validation by the bursar and registrar is required before the registration is finalized.

Adding or Dropping Courses

Once a student has registered for a course or courses, changes in registration (adding or dropping a course or changing sections) can be made through our online registration system before or during the first week of classes.

An add/drop form is required to make changes to registration after the first week of classes (see academic calendar for exact dates). Add/drop forms are available from divisional offices and enrollment services. To add a course, a student must complete the add/drop form and have a faculty adviser or division chairperson verify that the course is both open and appropriate for the program of study, and then sign the form. The add/drop form is sent for approval to the deans' office for consideration, and then if approved, on to enrollment services for processing. Notifying Fordham by phone, mail, or speaking in person with a faculty member or any other University personnel is not sufficient.

To drop a course outside of the add/drop window, a student must complete the add/drop form and receive faculty and division chairperson approval, and then the form is forwarded for signature and approval from the dean's office and, if approved, forwarded to enrollment services for processing. Notifying Fordham by phone, mail, of speaking in person with a faculty member or any other University personnel is not sufficient. Under most circumstances, the course will remain on the student’s transcript with a W and tuition charges will apply.

Tuition charges will be adjusted only up to the sixth week of class; after that, full tuition will be charged for dropped courses (see section on Tuition and Fees for prorated schedule of refunds).

Grade Point Average

Students in master's and most advanced programs must maintain a B (3.0) grade point average (GPA) or higher to continue in their programs and to graduate, unless otherwise specified. For students in EdD and PhD programs, a B+ (3.5) GPA or higher is required. Students’ academic
records are reviewed throughout their programs. If a student’s GPA falls below the requirement, the School may require additional, alternative, or remedial coursework, or other measures to assist the student to improve academic record. The student is placed on academic probation, which must be removed within one academic year. Failure to improve or to maintain the required GPA may result in termination of a student’s matriculation.

Attendance

Students are expected to attend all scheduled course meetings and complete all assigned work. If extraordinary circumstances prevent attendance or the timely completion of assignments, the student should consult the faculty member to make alternate arrangements for meeting the course requirements. These situations may require an extension of time to complete a course. Extensions ("incompletes") must be cleared by the announced date of the next semester. See academic calendar for last date to remove "incompletes" before they convert to administrative F grades.

Course Load

Graduate pre-service teacher education programs require a block of full time attendance, and involve credit loads as indicated in the program descriptions. For all other graduate programs, students are considered full time if they are enrolled in 12 credits per semester or the equivalent. Students employed full time may not register for more than six credits per semester unless granted permission from their academic adviser.

Independent Studies/Tutorials

Students with good cause may request an independent study with a full time instructional staff member with expertise in the course content area. The approval of the faculty member, division chairperson, and the associate dean for academic affairs is required prior to beginning the independent study. Independent study applications must be submitted to the associate dean for academic affairs during the regular registration period. A maximum of six credits of independent study are permitted during a student’s academic program.

Transfers of Credit

Students may request a transfer of credit for a course completed at another accredited institution provided the course is at the graduate level and its content is equivalent to course content required/permitted for the degree at Fordham. The course may not have been used to fulfill requirements for another degree and it must have been completed with a grade of B or better (the grade P is normally not transferable unless it is the only passing grade given by the institution). In addition, the course must have been taken within the five years prior to date of anticipated completion of the degree in-progress at Fordham. Associated knowledge or performance assessments may be required, depending on the course.

To transfer credit, complete a Transfer of Credit form and submit it to your adviser and division chairperson with an official transcript of the credits and grade earned in the course along with a photocopy of the course description from the offering institution’s school bulletin. The division chair will forward the documents with a recommendation to the associate dean for academic affairs for approval. Up to six graduate credits may be transferred. It is the student’s responsibility to arrange for his or her transcript to be sent to the division office to accompany the Transfer of Credit form.

Transfer credits do not contribute to a student’s GPA. Please note that if transfer credit is granted for a course taken prior to admission to Fordham, the time limit for program completion is computed from the semester of the transferred course.

Exemption from Courses

Students may request an exemption from a required course if they have taken similar coursework previously or if they have equivalent or substantively related professional experience. To request an exemption, students must submit a completed Application for Exemption to their division chairperson. An exemption permits a student to take another appropriate course in lieu of a required course. An exemption does not change the minimum number of Fordham-earned credits required for a degree (e.g., 30 for a master’s and 45 for a doctorate). The application must be accompanied by documentary evidence to justify the exemption; for example, an official transcript and photocopy of the course description from the institution’s bulletin, a copy of a professional certification, or a signed statement from a supervisor indicating satisfactory completion of an equivalent experience. Associated knowledge and performance assessments may be required, depending on the course.

Time Limits

All requirements for the master's degree or the professional diploma must be completed within five years of the first course applied to the degree. All requirements for the doctorate (PhD or EdD) must be completed within eight years of the first course applied to the degree.

If transfer credit is granted for a course taken prior to admission to Fordham, the time limit will be computed from the semester of the transferred course. Students who do not complete their programs within the time limits may have their matriculation automatically terminated. Extensions of time to complete a degree may be granted by the associate dean for academic affairs upon the recommendation of the division chairperson and adviser, and submission of a satisfactory degree completion action plan. However, students are typically allowed only a single, one-year extension.

Leaves of Absence

Students unable to actively pursue their studies and maintain matriculation through registration for a period of time should request a leave of absence. Time granted for a leave of absence does not extend the time limit for completing a degree program. Leaves of absence are awarded on a semester-by-semester basis and multiple leaves of absence are not typically permitted.

Grades

The following grades are used to indicate student performance and achievement: A, A-, B+, B, B-, C+, C, and F. If a student receives a grade of F for a course, it will remain on the student’s record, even after the course is retaken and a passing grade is earned subsequently. The grade of a repeated course is also recorded on the academic record and does not remove or replace a grade previously earned. The designations S, Satisfactory; U, Unsatisfactory; P, Pass; F, Fail are used to evaluate student work in dissertation seminar, internships, practica, and other specified courses. Professors may assign a grade of Incomplete (INC) for students whose work is incomplete but satisfactory on the last day of
the courses. An In Progress (IP) is reserved for yearlong experiences and courses, and must not be used for one-semester experiences or courses.

Students whose coursework is incomplete but satisfactory on the last day of the course may receive a grade of INC. To remove an INC and receive credit for the course, the course requirements must be completed by the deadline posted in the academic calendar, and faculty members must submit a grade using a Change of Grade form. Failure to complete the course requirements by the date posted will result in a grade change from INC to F. Change of Grade forms are available in division offices. Changes to grades require approval of the division chair and associate dean for academic affairs, and if processed past the last date to change grades noted in the academic calendar, will require Vice President approval. All INCs that convert to a grade of F contribute to the student’s GPA.

Note: According to University policy and with the goal to preserve the integrity of academic student records, changes in course grades, other than Incompletes, will, in general, not be permitted. Submission of additional work at a later date, desire for an improved academic record, and failure to observe academic regulations such as those related to withdrawals, absences, or incompletes shall not be deemed sufficient reason to alter a student’s academic record.

Transcripts of Record
An official transcript is one bearing the seal of the University. Official transcripts of academic records are not given to students or graduates but are mailed directly to the college, professional or graduate school, government agency, or business concern designated to receive the transcript. An unofficial transcript may be given to the person whose credits are listed thereon and is marked “Unofficial.” The University accepts no responsibility for the accuracy of an unofficial transcript after it has been issued.

Transcripts may be requested from enrollment services in person, by mail, or online and should be requested at least 10 business days in advance of the date needed. No transcripts or certifications will be issued for students who have unpaid financial obligations owed to the University. A fee is charged for each transcript, payable at the time of request.

Fordham University will not assume responsibility for transcripts delayed because they were not requested in adequate time. All inquiries concerning issuance of transcripts must be made within six months of the original request.

Auditing Privileges
Individuals who have earned the baccalaureate, master’s degree, or professional diploma may apply to audit a course on a space-available basis for the purpose of personal or professional development. The fee for auditing courses is equal to tuition for one graduate credit. An application for nonmatriculated study and an add/drop form are used to request the audit privilege. Audits are approved by the associate dean for academic affairs.

No grades, credit, or transcripts are given for audited courses. Audited courses will not be considered in requests for exemptions, transfers, waivers, or advanced standing should the auditor subsequently be admitted to a degree program in the Graduate School of Education. An audited course may not be changed to a credit course. Institutes that are taken for noncredit are considered as audited and may not be changed to a credit experience after the institute is over.

The University also extends the privilege of auditing courses on a space-available basis without payment of fees to scholars with doctoral degrees from Fordham or other universities. There are some courses, for example upper-level, practica, laboratory, or seminar courses, that are not open to auditors. Application by letter should be made to the associate dean for academic affairs, who will provide a letter to be presented to the instructor of the course to be audited if the application is approved.

Grievance Procedures
It is the policy of Fordham University to protect the rights of each student to be free from unlawful discrimination. Students who believe they have been discriminated against with respect to participation in, access to, or benefits of any program or activity within the Graduate School of Education are advised to file a grievance. For additional information, write or call the associate dean for academic affairs or the chairperson of the division in which the program is offered.

Enrollment
General Requirements for Admissions Applications to GSE Programs
Criteria for admission vary according to degree program and specialty. Consult the program descriptions in this bulletin and our website fordham.edu/gse for special requirements, including prerequisites. In addition to the program-specific criteria, all applicants seeking admission to graduate degree programs in the Graduate School of Education must meet the following requirements:

Liberal Arts and Science Background: Applicants must have a baccalaureate degree from an accredited college or university with a major or appropriate concentration in a liberal arts or science discipline or other appropriate and equivalent undergraduate preparation. They must also provide evidence of satisfactory undergraduate scholarship and potential for successful graduate study. To qualify for master’s or advanced certificate programs, applicants should have earned a minimum undergraduate cumulative GPA of approximately 3.0, unless otherwise specified. To qualify for doctoral or professional diploma programs, applicants should have earned a minimum cumulative grade point average (GPA) of approximately 3.5 (B+). Applicants to programs leading to fulfillment of state certification or licensing requirements must also meet the state’s related core and content requirements in the liberal arts and science areas. Programs leading to professional certification, or certification annotations or extensions, require possession of initial or provisional certification and may require teaching experience.

Transcripts: Applicants are required to submit official transcripts of all coursework taken (with the exception of study abroad course work). Only transcripts submitted to the Graduate School of Education’s Office of Admissions directly from the institutions that an applicant has attended/ is attending are considered official. Official transcripts can be sent by mail or official electronic download. If a degree has been completed, the transcript must include the degree awarded and date conferred. Applicants who have been admitted to the Graduate School of Education, but have not yet completed their undergraduate degrees will be required to submit an official copy of their final undergraduate degree which indicates the degree awarded and date of degree conferral.

Recommendations: Applicants are required to submit two letters of recommendation from respondents familiar with the applicant’s
academic or professional background are required for application to all graduate degree and certificate programs. Applicants may provide more than the required number of recommendations, however an application can not be completed until all recommendations have been received or written authorization to remove the named recommender from an application is sent to the Graduate School of Education’s Office of Admissions. Respondents with familial ties (i.e. parent, sibling, spouse, grand parent, etc.) to the applicant are not permitted.

**Personal Statement:** Applicants are required to submit a clear and concise personal statement with their admission application. Personal statement requirements vary by program and can be found on the Personal Statement section of the online application.

**Resume/C.V.:** Applicants are required to submit a resume or curriculum vitae (CV) with their online application.

**Application Fee:** Applicants are required to submit an application fee (see Tuition and Fees section for more information on fee amount) in order for their application to be considered complete for review by the faculty admissions committee.

**Standardized Test Requirements:** Most applicants are required to submit standardized test scores from the Graduate Record Examination (GRE) General Test or Miller Analogies Test (MAT) with their application and submit an official test score report from testing sites. Test score submission requirements vary by program and are as follows:

- Teacher Education Programs: ALL programs (MAT, GRE General Test or significantly equivalent examination)
- Educational Leadership Programs: ALL Doctoral programs (GRE General Test or MAT); Masters and Advanced Certificate Programs (MAT, GRE General Test, or significantly equivalent examination)
- Psychological and Educational Services Programs: Ph.D. in Counseling Psychology (GRE General Test); Ph.D. in School Psychology (GRE General Test)
- Contemporary Learning and Interdisciplinary Research PhD Program (GRE General Test or MAT)

The required exam(s) should be taken at least two months prior to the application deadline to ensure timely receipt of scores by GSE admissions. GRE School Code: 2259. MAT School Code: 1453. Information about the Graduate Record Examination is available at the Educational Testing Service, Graduate Record Examinations website gre.org. Information about the Miller Analogies Test is available from its website at milleranalogies.com.

**Additional Review of English Language Proficiency:** Depending on the review of an application, official transcripts, personal statement, and test of English Language Proficiency, accepted students might be required to engage in further evaluation and study in English language prior to or in conjunction with admission and matriculation in the Graduate School of Education. For further information about the tests, go to ielts.org or ets.org/toefl. All students are expected to demonstrate a satisfactory level of written and spoken English proficiency in coursework and written reports throughout their graduate study. Inability to maintain an acceptable level of English is a basis for review of student status and may result in referral to Fordham’s Institute of American Language and Culture (ILAC), academic probation, suspension, or termination of matriculation.

**Proof of Immunization:** New York state law requires all students born on or after January 1, 1957, to have on file proof of immunity from measles, mumps, and rubella. These vaccinations must have been given on or after the first birthday. To comply with this law, accepted students must submit proof of immunization signed by a physician or other health official. Students who fail to provide proof of immunization are not permitted to register for classes. In addition, students must either have the meningococcal vaccine or sign a waiver declining the vaccine. If you have questions regarding immunization, call the Fordham University Health Center at 212-636-7160.

**Admission Requirements for the Five-Year Integrated Teacher Education Program**

There are two application stages to the Five-Year Integrated Teacher Education Track. The first stage is a preliminary declaration of interest that results in core and major guidance:

- Complete a Declaration of Interest Form and submit to the Five-Year Track coordinator at the Graduate School of Education.
- Plan to seek program advisement about core courses. Fordham core must include the courses and content required by NYSED for teacher candidates; some core courses may fulfill more than one NYSED requirement.
- Meet with Five-Year Track coordinator.

The second stage is the formal application to the appropriate graduate program of the Graduate School of Education:

- Complete a GSE admissions application and submit all required supplemental documentation* in the spring of the junior year (available online).
- Provide a letter from the undergraduate adviser indicating that 12 GSE credits will be completed during senior year, including field experience and reflective seminar.
- Maintain a minimum grade point average of 3.0 (B or better).

*Fordham Juniors who apply to the 5-Year Integrated Track program are not required to submit standardized test scores from the Miller Analogies Test, Graduate Record Examination, or significantly equivalent exam with their application to the program. However, official test scores must be submitted during the first semester as a fully-matriculated GSE student.

**Five-Year Track Core and Content Requirements**

Teacher preparation for state certification includes requirements for general education and pedagogical core courses, as well as specific content courses related to the grade(s) and subjects the candidate will teach. The requirements differ across certification areas and are complex.

They affect the choices that are made to meet the undergraduate core curriculum distribution, as well as selections and scheduling of courses within the major.

For example, to meet state certification requirements in the general education core, teacher education candidates need the following liberal arts and science requirements: artistic expression, communication, or written analysis and expression; concepts in history and social sciences; a language other than English; scientific and mathematical processes; and literature. These core/content requirements do not replace Fordham’s requirements.

Students must also meet the admissions prerequisites for their chosen master’s program. For example, students pursuing adolescence education must have the required 30 credits in specific content areas. More information about the requirements for each certification and major degree and certificate programs is available online.
Admission Procedures

Before applying for admission to any program of the Graduate School of Education, carefully review its description, specific admission criteria, and program of study, which are listed in this bulletin and on our website. Questions about the program, including issues of eligibility, certification, or requirements, may be addressed to the program coordinator or the chairperson of the division within which the program is offered.

Applications are evaluated by faculty committees and will not be reviewed unless they are complete. An application is complete when the application is submitted; the fee is paid; and all required official transcripts, recommendations, official test scores, and other materials have been received by the admissions office. Documents submitted as part of an application become part of the records of the Graduate School of Education and will not be returned or duplicated for any purpose.

Most Graduate School of Education programs admit students throughout the academic year; however, doctoral programs, Counseling, the professional diploma programs in School Psychology, and the English as a World Language program have special deadlines.

Applicants will be notified of admissions decisions as soon as possible after completed applications are received and reviewed by faculty admission committees. Following notification of admission, students must:

• Respond to their offer of admission. Accepted offers of admission require an admissions deposit. The admissions deposit can be paid online by credit/debit or electronic check and is non-refundable. Accepted students should refer to their admission letter for their required deposit amount. The admission deposit is credited toward the first tuition bill.
• Meet with their assigned faculty advisers to discuss their programs and course selection.
• Register by the start of the academic term to which they were admitted or request a deferment (for up to one academic year from the term of acceptance) in writing. Requests are reviewed and approved pending faculty decision.
• Application materials of non-enrolled accepted students will be destroyed after three years.
• Submit Immunization form to the University Health Services Center before the start of the semester*.
• Submit the Financial Responsibility agreement*.

*Failure to complete these items by their respective deadlines will result in administrative withdrawal from classes

Applicants from Countries Other than the United States

Requirements for applications from persons who are from countries other than the United States are shown below. Required application materials for non-U.S. applicants include:

• the completed online application;
• recommendation letters and application fee;
• personal statement and resume;
• appropriate test scores (including the TOEFL or IELTS, if necessary);
• proof of financial support; and
• transcript evaluations from World Evaluation Services (WES) that include a course-by-course evaluation and conversion to a U.S. scale, grade equivalencies to a U.S. scale, and a final grade point average converted to a U.S. scale for applicants who are admitted before their undergraduate studies have been completed.

A certified translation is required for any documents submitted in languages other than English. Admission procedures require an evaluation of prior educational experience to document equivalency to a U.S.-earned baccalaureate or master’s degree. Information about this evaluation may be obtained by contacting World Education Services at wes.org. This is the only company from which we accept evaluations. Persons who are not U.S. citizens are not eligible for Graduate School of Education scholarships but can apply for graduate assistant positions if enrolled fulltime (at least 12 credits) and meet the GPA requirement for graduate assistantships.

All students must have oral and written English language skills sufficient for successful completion of their program. If it is determined that a student’s English skills are insufficient, the student will be required to improve his or her English skills by taking classes in English as a Second Language.

Applicants who expect to use the F-1 or J-1 Student Visa must prove that they have financial support to cover tuition and living expenses for each year that they will study at the University. International students must be enrolled full time (12 credits) in order to comply with the student visa regulations.

The Affidavit of Support form is available online at fordham.edu/ois, and must be submitted to the Office of International Students (OIS). A Certificate of Eligibility (I-20) cannot be issued until this form is completed and returned with the required documentation. Contact OIS for additional information at 212-636-6270. For more information on the latest visa issues, visit the Department of State website at http://travel.state.gov/content/visas/en.html.

Requirements for Enrollment for Non-degree Graduate Study

Applicants for non-degree (or non-matriculated) courses must provide proof of the following:

• earned baccalaureate or graduate degree from an accredited college or university (A copy of your diploma or transcript is acceptable and can be uploaded to your online application);
• proof of identity, in the form of a government-issued photo ID (driver license, passport, etc.); and
• course approval from an academic adviser for your courses

Applicants must meet with a Fordham Graduate School of Education adviser during our in-person registration hours.

Non-matriculated Student Status

Undergraduate seniors already enrolled at Fordham University whose programs do not require their full time attendance may register as non-matriculated students; written consents from the GSE associate dean for academic affairs and their school’s dean is required. A maximum of six credits will be allowed.

If individuals have recently been accepted or are currently matriculated in another Fordham University academic program, they must take an official
leaves of absence from or withdraw from the program prior to seeking non-matriculated status in the Graduate School of Education.

Applicants who have been denied admission to the Graduate School of Education are not eligible to enroll as non-matriculated students.

Non-degree Credit Limits and Course Limitations
- The Graduate School of Education provides opportunities for non-matriculated students to take courses for any of our three academic terms: fall, spring, or summer.
- Nondegree students may not exceed more than 12 credits of non-matriculated study in the Graduate School of Education. Enrollment as a nonmatriculated student does not imply acceptance or eligibility to any degree program in the Graduate School of Education.
- Courses taken as a nonmatriculated student do not automatically count toward a graduate degree program.
- Nonmatriculated students are not eligible to take advanced level courses (level 7000 or higher), courses requiring pre- or corequisites, independent studies, tutorials, field placement, practica, or those reserved for a cohort group.
- All programs, with the exception of the doctoral programs in Administration and Supervision, permit non-matriculated study.
- International students who wish to take nonmatriculated courses are permitted to do so, however must take a minimum of 12 credits.

Non-degree Tuition and Fees
Non-degree (or non-matriculated) students pay the regular tuition rate plus the following additional fees:
- University General Fee: $90 per term, fall and spring only
- GSE Taskstream-TK20 Assessment Fee: $100 one-time-only fee, assessed at time of first registration
- Technology Access Fee: $138 per term, fall and spring only

Non-degree Financial Aid and Scholarships
Nonmatriculated students are not eligible for Graduate School of Education scholarships or graduate assistantships. Nonmatriculated students are not eligible for federal financial aid.

Tuition, Fees, and Financial Aid

Tuition and Fees
The University and its Board of Trustees reserve the right to adjust these charges without notice. Fees and charges during the period covered by this bulletin will change. The charges effective fall semester 2017 are as follows:

Tuition
- Tuition per credit: $1,367
- Tutorial course, per credit: $1,367
- Doctoral Residency Seminar: $1,367
- PhD Internship PSGE 7667/8 (two semesters): $1,367
- College Teaching Internship PSGE 8100 (two semesters): $1,367

Fees and Other Charges
- General University fee: $81
- Technology access fee: $206
- Application fee: $70
- Auditing fee (equivalent of one credit): $1,367
- Copyright of dissertation (optional): $55

- Fieldwork/malpractice insurance (one-time fee): $60
- Late registration fee (matriculated students only): $250
- Assessment Fee (Taskstream-TK20) (one-time fee): $100
- Late payment fee: Minimum of $15 or 1.5 percent per month on outstanding balance, whichever is greater
- Master’s and Professional Maintenance of matriculation: $300
- Dissertation seminar: $4,101
- Doctoral maintenance of matriculation: $684 (% credit fee)
- Dissertation format review (each review after the first): $500
- Child Abuse Identification Training Workshop EDGE 0210: $65
- Schools Against Violence Education Training Workshop EDGE 0230: $65
- Dignity for all Students (DASA) Training Workshop EDGE0260: $80
- Master’s Capstone Portfolio Evaluation fee: $300
- Field Work Supervision fee: $684 (% credit fee)
- Psychology externship fee PSGE 7510/7511/7530/7531/7532: $65
- Lab fee (Psychology) PSGE 7508/7613: $250
- Lab fee (Psychology) PSGE 6341/6607/6609/7422/7612: $150
- Second Master’s Comprehensive Exam (when not registered for a course): $5200
- Second Doctoral Comprehensive Exam (when not registered for a course): $500

Liability Insurance: Students enrolled in programs requiring fieldwork/practica/student teaching/internship will be charged a one-time insurance fee at the beginning of their enrollment in the program that will cover them under Fordham University’s liability insurance policy throughout the semesters in which they complete their fieldwork/practica/student teaching/internship. Students are also strongly encouraged to obtain their own personal policy through professional organizations.

Tuition and fees are billed after registration and must be paid on or before the invoice due date. Checks should be made payable to Fordham University. There will be a $20 penalty and handling charge if a check is returned from the bank for insufficient funds or any other reason. Should this occur, the University may require settlement of any subsequent obligations with cash or certified check.

The University reserves the right to cancel registration or bar further registration and not release any transcript or record until all financial obligations are satisfied. Delinquency of outstanding balances, including those from deferred or other payment plans, are subject to collection by the University or a designated agent. Students are liable for any costs incurred in the collection of delinquent accounts.

Cost of Attendance
The estimated cost of attendance per year based on full-time enrollment for fall and spring semesters (12 credits each semester) is:

- Tuition (24 credits): $32,808.00
- General University fee (two semesters): $162
- Technology Access fee (two semesters): $412
- Books and supplies: $1,000
- Total (exclusive of special fees): $34,264.

Updated: 10-11-2017
Refund Policies and Procedures

The University’s refund policies and procedures ensure equitable refunds to students who withdraw from all or a portion of their studies or when payment is in excess of the total charges. Application and tuition deposit fees are not refundable. Registration, late payment, student activities, laboratory, maintenance of matriculation, and other special fees are not refundable after classes begin.

New students who want to withdraw the acceptance of our offer of admission are required to write a letter stating that they want to withdraw from GSE. Letters should include date of withdrawal, student ID number, and program name. Letters can be paper copy or emailed from Fordham email accounts. Letters should be directed to the admissions office at gse_admiss@fordham.edu.

Continuing GSE students who want to withdraw are required to write a letter stating that they want to withdraw from GSE. Letters should include date of withdrawal, student ID number, and program name. Letters can be paper copy or emailed from Fordham email accounts. Letters should be directed to the academic adviser. Academic advisers will sign off on the withdrawal request and (with division chair approval) forward it to academic records in the enrollment services office on the second floor of Lowenstein.

A request for a refund must be submitted to the bursar’s office. Refund checks are mailed to the student’s permanent address unless otherwise specified in the request. No refunds will be processed until the University has actually received funds from third-party payers (such as employers, governmental agencies, and payment plan service providers).

Students who are withdrawing should contact enrollment services at 212-636-6700 for counseling regarding the effect the withdrawal has on balances due the University and financial aid. The refund calculation is based on the following:

First-time and continuing students not receiving Title IV (federal) assistance are subject to the Institutional Refund Policy. For continuing students receiving Title IV assistance, refunds must be calculated using both the federal policy and institutional policy. The calculation that gives the largest refund to the federal programs must be applied.

First-time students attending Fordham University receiving Title IV assistance and withdrawing during the first nine weeks of the term are subject to a federal pro rata refund calculation as mandated by the Higher Education Amendments (HEA) of 1992. Students who received aid as cash must be placed into repayment status for those aid programs.

Note: For students who received Title IV assistance, refunds must be returned to the programs in the following order: unsubsidized Stafford loan, subsidized Stafford loan, PLUS loan, Perkins loan, Pell, SEOF, other Title IV aid, other federal aid, Fordham grants and scholarships, TAP, other aid. Any additional monies will be returned to the student. The following refund policies are based on 100 percent tuition payment. The refund period begins with the first day of the term.

Note: The dates and refund portions are determined each year; the information below is approximate and subject to change. Check the GSE calendar online at fordham.edu/gse for current Information.

See the University’s refund calculator at fordham.edu/refunds.

Refund Policy Appeal Process

A student may appeal decisions in writing to the associate dean for academic affairs. The request should include all relevant information describing the special circumstances upon which the appeal is based.

GSE Financial Aid

School-Based aid consists of funding provided by Fordham GSE. It is separate from federal or state financial aid and external funding.

All students applying for GSE School-Based Aid must meet the GPA criteria. Award eligibility is based on students’ final, cumulative, degree-granting GPA. Applicants for GSE Scholarships must also complete a FAFSA and meet financial need.

GSE Scholarship Eligibility

To be eligible for GSE School-based Scholarships, students must:

- Meet minimum GPA requirements: 3.5 undergraduate GPA and 3.75 graduate GPA.
- Maintain enrollment in two courses for fall and spring semesters and one course during each summer sessions.
- Demonstrate financial need by completing a FAFSA, for more information on how to complete a FAFSA please visit www.fafsa.gov. Fordham University’s Federal School Code is #002722.

GSE Graduate Assistantship Eligibility

To be eligible for a graduate assistantship, students must:

- Meet the minimum GPA requirements: 3.5 undergraduate GPA and 3.75 graduate GPA.
- Be enrolled in a minimum of 9+ credits in any degree program within the Graduate School of Education (with an exception to the ELAP Doctoral programs, students must be enrolled in 6+ credits per semester).

NOTE: Students may apply for multiple scholarships but can receive financial support from only one scholarship program at a time, with the exception of the Diversity Scholarship. Additional information is available on the GSE Financial Aid website.

Federal Financial Aid

Students matriculated in a degree program who are enrolled at least half time in each term of the loan period and have filed a valid FAFSA may apply for the Federal Direct Unsubsidized loan and Federal Direct Graduate PLUS loan. After students file the FAFSA, they must review their Student Aid Report for accuracy or missing data. The annual limit for the Unsubsidized loan is $20,500. Students who plan to borrow the Unsubsidized loan must complete the electronic loan request form.

The Graduate PLUS loan can be requested at fordham.edu/finaid/gradplus. The Office of Student Financial Services will review and certify loan eligibility based on federal guidelines. Interest begins to accrue on these loans at the time of disbursement. Borrowers are not required to make payment while in school but are encouraged to make quarterly interest payments to limit the total amount of interest paid.

Federal regulations require that before funds may be disbursed, first-time Fordham borrowers must complete a Master Promissory Note (MPN) and Entrance Counseling Session at studentloans.gov.

Federal Loan Satisfactory Academic Progress (SAP)

Criteria for federal loans include the following:
• Students must maintain a minimum grade point average of 3.0 for ADV, ADVN, MS, MSE, MST degree programs, and 3.5 for EdD and PhD degree programs.
• Students must attempt and complete no fewer than six credit hours per term. The Matriculated Student Status Certificate form must be completed by a student who may be registered for fewer credits to qualify for half, three-quarters, or full time certification for purposes of Veteran’s Benefits and federal financial aid eligibility.
• Maintain active term matriculation status (from term admitted to term graduated).
• Students must complete the course of study within five years for ADV, ADVN, MS, MSE, MST degree programs and within eight years for EdD or PhD degree programs.

Students who fail to attain satisfactory progress at the end of each academic year will lose federal financial aid eligibility. If the student resumes satisfactory academic progress, the student will regain federal financial aid eligibility as long as he/she maintains satisfactory academic progress.

Certification

Teacher Certification
Students who meet all program requirements, complete the course of study, and meet established field experience competencies are eligible to receive Fordham University’s endorsement for New York state certification in their program area provided they also have earned a passing score on the relevant New York state teacher examinations; and completed workshops in child abuse identification, Dignity for All Students Act (DASA), schools against violence education, drug and alcohol abuse, and health and physical education. Note: Some programs have additional certification requirements.

University Policies

University-Wide Nondiscrimination Policy Statement

Designated Title IX Coordinator
Fordham University is an Equal Opportunity Employer committed to the principle of equal opportunity in education and employment in compliance with Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI and Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, the Violence Against Women Act, and other federal, state, and local laws.

Fordham University does not discriminate on the basis of race, color, creed, religion, age, sex, gender, national origin, marital or parental status, sexual orientation, citizenship status, veteran status, disability, genetic predisposition, carrier status, or any other basis prohibited by law.

This policy is strictly enforced by the University, and alleged violations receive prompt attention and appropriate corrective action. The University will take steps to prevent discrimination and harassment, to prevent the recurrence of discrimination and harassment, and will take appropriate steps to remedy the effects of discrimination.

The Director of Institutional Equity and Compliance is the University’s compliance officer for all forms of discrimination and is specifically designated as the University’s 504 Compliance Officer and Title IX Coordinator. The Title IX Coordinator is responsible for the University’s Title IX compliance efforts to ensure that violations of University policies are properly addressed, including gender equity in athletics, employment, and admission. This also includes all forms of discrimination, limitations on consensual relationships, sex and gender discrimination, sexual harassment, sexual assault/rape, exploitation, and other sexual misconduct, stalking, dating violence, and domestic violence, and intimidation and retaliation for filing such complaints. Title IX prohibits discrimination on the basis of sex in education programs or activities and extends to employment and admission.

Inquiries concerning the application of Title IX and its implementing regulation may be referred to the University’s designated Title IX Coordinator listed below or to:

Assistant Secretary of the Office for Civil Rights (OCR)
U.S. Department of Education
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue SW
Washington, DC 20202-1100

Call the OCR toll free at 800-421-3481 or 800-877-8339 (TDD), or contact the OCR’s New York office at ocr.newyork@ed.gov or 646-428-3800.

Fordham’s Title IX coordinator may be contacted at 718-817-3112 or TitleIX@fordham.edu.

Anastasia Coleman
Director of Institutional Equity and Compliance
Title IX Coordinator and 504 / ADA Compliance Officer
Cunniffe House, Room 114 | Rose Hill Campus
718-817-3112 | TitleIX@fordham.edu

Notice Regarding the Clery Act
Fordham University is committed to the safety and security of members of the Fordham community. As part of this commitment and in fulfillment of our obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Fordham publishes an annual security and fire safety report. The report contains information about the incidence of fires and certain categories of crime on Fordham campuses as well as important information about Fordham University safety and security policies, tips for staying safe, and important telephone numbers. Hard copies of the report are available upon request by contacting the University’s Associate Vice President for Safety and Security at 718-817-2222 or by writing to:

Associate Vice President for Safety and Security
Thebaud Annex, Fordham University
441 East Fordham Rd.
Bronx, NY 10458

The report can also be accessed at: fordham.edu/info/20017/public_safety.

Affirmative Action Policy
The University’s Affirmative Action Program provides the means to recruit, employ, and promote women and other underrepresented minorities in the interest of attaining workplace diversity. The director of equity and equal opportunity is available to all members of the Fordham community for consultation, training, and orientation for those methods and initiatives that advance a more diversified workforce and ensure nondiscrimination, access to equal employment opportunities, and fair treatment of individuals. It is the responsibility of the director to monitor and report regularly on the University’s efforts to achieve diversity and
compliance with all laws pertaining to nondiscrimination. In addition, the director is a designated contact person for complaints alleging workplace discrimination, including complaints of sexual harassment.

**Support Services for Students with Disabilities**

Fordham University treats students with disabilities in a nondiscriminatory manner and will make reasonable accommodations, and provide appropriate auxiliary aids and services, to assist otherwise qualified individuals with disabilities in achieving success in programs by providing services and facilities in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Applicants who have been accepted for admission or current students who are seeking accommodation for a disability should contact the director of disability services at the following locations:

- Lincoln Center Campus | 45 Columbus Ave., Room 106
  212-636-6282
- Westchester Campus | 914-367-3230
- Rose Hill Campus | O’Hare Hall | 718-817-0655

**Catholic and Jesuit Tradition**

The distinctive Catholic and Jesuit tradition of Fordham University is an important part of its present identity and mission. For this reason, the University considers it a priority to recruit qualified Jesuits from the existing pool of Jesuit scholar-teachers. Any initiatives the University takes in pursuit of this priority will always take into consideration the needs of individual departments and the appropriate University procedures for hiring faculty.

**Campus Safety**

The Advisory Committee on Campus Safety will provide, upon request, all campus crime statistics as reported to the U.S. Department of Education. The U.S. Department of Education website is ed.gov. Fordham University provides campus crime statistics on its website, fordham.edu. Requests for a hard copy can be directed to the University’s director of security by phone at 718-817-2222 or in writing to:

- Director of Security at Thebaud Annex, Fordham University
  441 E. Fordham Rd.
  Bronx, N.Y. 10458

**Bulletin Information**

While every effort has been made to provide accurate and current information, the Graduate School of Education reserves the right to withdraw or modify, without notice, any policies, procedures, fees, programs of study, academic calendar, courses, faculty, or other items listed in this bulletin, or to make any other changes it considers necessary or desirable. Statements made in this bulletin are for informational purposes only. Students are responsible for learning and following all program-related criteria, including deadlines and graduation requirements and procedures. For additional information, write or call the Office of the Dean or the chairperson of the division in which the program of interest is offered.

**Reserved Rights of the University**

The University reserves the right, at its discretion, at any time, to deny matriculated status, to cancel a student’s registration, to refuse to award academic credit, or to deny or rescind a certificate or a degree in accordance with the University statutes and its academic policies. All forms of dishonesty, including cheating and plagiarism, may result in appropriate disciplinary action, including denial or revocation of a degree or certificate.

**Family Educational Rights and Privacy Act (FERPA) Policy**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- The right to inspect and review the student’s education records within 45 days of the day the University receives a written request for access. A student should submit to the Office of Academic Records-Fordham University Enrollment Group at the Rose Hill campus, the Lincoln Center campus, or the Law School registrar, if applicable, a written request that identifies the record(s) he/she wishes to inspect. The Office of Academic Records-Enrollment Group will make arrangements for access and notify the student of the time and place where the records may be inspected.
- The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading. A student may ask the University to amend a record that he/she believes is inaccurate or misleading. The student should write the University registrar, or the Law School registrar, clearly identifying the part of the record he/she wants changed, and specifically why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One of the exceptions that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agent, contractor, consultant, volunteer), or other outside parties under the direct control of the University with respect to the use and maintenance of education records; a person serving on the Board of Trustees; or a student serving on an official committee, such as on a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon the request of officials of another school in which a student seeks or intends to enroll, the University may disclose educational records without the student’s consent.
The right to file a complaint with the U.S. Department of Education concerning alleged failures by Fordham University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-4605

Additional information can be found at http://fordham.edu/info/21366/policies/2781/family_educational_rights_and_privacy_act_ferpa_policy.

Academic Integrity
Please refer to University Academic Integrity Policy. If there are questions, please contact the GSE Associate Dean for Academic Affairs.

Graduate School of Education  
Academic Programs

The Graduate School of Education offers many education-related programs at the master's, doctoral, and advanced certificate levels. These programs are:

A
• Administration and Supervision, Catholic/Faith-Based Educational Leadership, MSE (p. 790)  
• Administration and Supervision, EdD (p. 790)  
• Administration and Supervision, PhD (p. 792)  
• Adolescence Biology, MST (p. 758)  
• Adolescence Chemistry, MST (p. 759)  
• Adolescence Earth Science Education, MST (p. 760)  
• Adolescence English Language Arts, MST (p. 760)  
• Adolescence Mathematics, MST (p. 761)  
• Adolescence Physics, MST (p. 762)  
• Adolescence Social Studies, MST (p. 763)  
• Adolescence Special Education, MST (p. 763)

B
• Bilingual Childhood Education, MST (p. 764)  
• Bilingual Education, Advanced Certificate (p. 779)  
• Bilingual School Psychology, Advanced Certificate (p. 803)  
• Bilingual School Psychology, Professional Diploma Program (p. 804)  
• Bilingual Special Education, Advanced Certificate (p. 780)

C
• Childhood Education, MST (p. 765)  
• Childhood Special Education, Advanced Certificate (p. 780)  
• Childhood Special Education, MSE (p. 776)  
• Childhood Special Education, MST (p. 766)  
• Contemporary Learning and Interdisciplinary Research, PhD (p. 817)  
• Counseling Psychology, PhD (p. 805)  
• Curriculum and Teaching, MSE (p. 785)

E
• Early Childhood Education, MST (p. 768)  
• Early Childhood Special Education, Advanced Certificate (p. 780)  
• Early Childhood Special Education, MSE (p. 777)  
• Early Childhood Special Education, MST (p. 770)  
• Early Childhood and Childhood Education, MST (p. 767)  
• Educational Psychology, MSE (p. 807)  
• English as a World Language, MS (p. 785)  
• Exceptional Adolescents with Subject Extension, Advanced Certificate (p. 781)  
• Exceptional Adolescents with Subject Extension, MST (p. 771)

F
• Five-Year Teacher Education Program (BA/BS and MST) (p. 772)

G
• General and Exceptional Adolescents, MST (p. 774)

L
• Literacy Education (Birth–Grade 6), MSE (p. 777)  
• Literacy Education (Grades 5 through 12), MSE (p. 778)  
• Literacy Leadership, Advanced Certificate (p. 786)

M
• Mental Health Counseling, MSE (p. 808)  
• Middle Childhood Biology 7–9, Advanced Certificate (p. 781)  
• Middle Childhood Chemistry 7–9, Advanced Certificate (p. 782)  
• Middle Childhood English 7–9, Advanced Certificate (p. 782)  
• Middle Childhood Mathematics 7–9, Advanced Certificate (p. 782)  
• Middle Childhood Physics 7–9, Advanced Certificate (p. 783)  
• Middle Childhood Social Studies 7–9, Advanced Certificate (p. 783)

P
• Psychology of Bilingual Students, MSE (p. 809)

S
• School Building Leader, MSE (p. 793)  
• School Counseling, MSE (p. 810)  
• School District Leadership, Advanced Certificate (p. 794)  
• School Psychology, Advanced Certificate (p. 811)  
• School Psychology, PhD (p. 813)  
• Special Education/Teaching English to Speakers of Other Languages, Advanced Certificate (p. 784)

T
• Teaching English to Speakers of Other Languages, Advanced Certificate (p. 784)  
• Teaching English to Speakers of Other Languages, MST (p. 775)  
• Therapeutic Interventions, MSE (p. 815)

A brief introduction to each academic program area is followed by specific descriptions of program activities, and admission and graduation
requirements. The programs with specializations and electives acknowledge the expertise and interests of faculty and students.

**Initial Teaching Programs (MST)**

**Office:** Room 1102  
**Phone:** 212-636-6450

The programs of the Division of Curriculum and Teaching (C&T) prepare and develop teachers, at the initial and advanced levels, who are committed to personal and school excellence. The programs are designed to develop teachers’ knowledge, understanding, and skills to enable them to be successful, reflective practitioners.

The Fordham Graduate School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

In addition, our programs in early childhood are nationally recognized by the National Association for the Education of Young Children (NAEYC); our elementary education program is nationally recognized by the Association of Childhood Education International (ACEI); our programs in special education are nationally recognized by the Council for Exceptional Children (CEC); our literacy programs are recognized by the International Reading Association (IRA); and our teaching English to speakers of other languages program is recognized by the Teachers of English to Speakers of Other Languages International Association (TESOL). In addition, our adolescence education programs are nationally recognized by the National Council of Teachers of English (NCTE), the National Council of Social Studies (NCSS), the National Council of Teachers of Mathematics (NCTM), and the National Science Teachers Association (NSTA).

**Programs**

- Adolescence Biology, MST (p. 758)  
- Adolescence Chemistry, MST (p. 759)  
- Adolescence Earth Science Education, MST (p. 760)  
- Adolescence English Language Arts, MST (p. 760)  
- Adolescence Mathematics, MST (p. 761)  
- Adolescence Physics, MST (p. 762)  
- Adolescence Social Studies, MST (p. 763)  
- Adolescence Special Education, MST (p. 763)  
- Bilingual Childhood Education, MST (p. 764)  
- Childhood Education, MST (p. 765)  
- Childhood Special Education, MST (p. 766)  
- Early Childhood and Childhood Education, MST (p. 767)  
- Early Childhood Education, MST (p. 768)  
- Early Childhood Special Education, MST (p. 770)  
- Exceptional Adolescents with Subject Extension, MST (p. 771)  
- Five-Year Teacher Education Program (BA/BS and MST) (p. 772)  
- General and Exceptional Adolescents, MST (p. 774)  
- Teaching English to Speakers of Other Languages, MST (p. 775)

**Courses**

**ASGE 5119. FUNDAMENTALS OF EDUCATIONAL SUPERVISION. (3 Credits)**  
Considers the human, technical, educational, and moral aspects of supervision; possible arrangements and alternatives for supervision; effective practices in supervision; and needed involvement of supervision in school restructuring. Students will consider curricula, pedagogy, professional development and evaluation as part of this course.

**ASGE 5902. MANAGEMENT OF CONTINUING AND ADULT EDUCATION PROGRAMS. (3 Credits)**  
This course is designed to provide an understanding of current behavior concepts, theories, and processes of management and supervision as applied to adult-education organizations and agencies.

**ASGE 6105. HR I: THE GENERALIST. (3-4 Credits)**  
This course begins the program, introducing current issues faced by organizations and by HR departments in particular. We examine those functions typically enacted by HR generalists, including recruitment and retention, employee relations, and legal issues germane to HR (e.g., ADA, AFMA, OSHA, fire-at-will, sexual harassment).

**ASGE 6110. HR II: THE SPECIALIST. (3 Credits)**  
This course explores the functions typically enacted by HR specialists, including benefits, compensation, succession planning, and labor relations.

**ASGE 6130. INSTRUCTIONAL LEADERSHIP. (3 Credits)**  
Development of leadership in optimal staff performance and emphasis on factors that facilitate learning. Students will develop understand their role as instructional leaders using formal and informal observation protocols and practice assessing lessons using a variety of rubrics.

**ASGE 6132. ORGANIZATIONAL BEHAVIOR. (3 Credits)**  
Focuses on social/psychological forces influencing the behavior of the individual. Topics include communication, perception, motivation, attitudes, values, adult development, leadership, power, and influence.

**ASGE 6145. LEADING IN A DIVERSE SOCIETY. (1-3 Credits)**  
Provides understanding and knowledge of the various cultural and ethnic groups in America and how they have impacted society and vice versa; explores concepts, issues, and dilemmas related to a multicultural, diverse society from both a historical and contemporary perspective; develops strategies to understand dynamics of the school community; and proposes solutions to meet challenges of a diverse society.

**ASGE 6224. THE SUPERINTENDENCY. (3 Credits)**  
Consideration of the chief roles of the superintendent of schools, such as school board relationships; personnel; finance and budgeting; program planning; community relationships; local, state, and federal relationships; and evaluation.

**ASGE 6225. BOARDS OF EDUCATION. (3 Credits)**  
The study of the role, responsibilities, power, and legal aspects of dealing with boards of education. Course is designed for board members, and practicing and prospective school administrators.

**ASGE 6227. CASES AND SIMULATIONS IN ADMINISTRATION AND SUPERVISION. (3 Credits)**  
This course uses a variety of cases and simulations to provide “situational data” for analysis of issues, problem solving, and leadership development.

**ASGE 6322. SCHOOL FINANCE. (3 Credits)**  
Theory and practice of property taxation, tax and educational equity issues, understanding state school aid, and alternatives to existing funding patterns. It also considers the management of financial resources at the district and site level.
ASGE 6325. SCHOOL LAW. (3 Credits)
The legal status of the pupil, the teacher, and the superintendent; liabilities of school boards; inter-relationships of the school and the state. The interrelationships of the school board and municipality, as well as labor laws.

ASGE 6331. SHAPING EDUCATIONAL POLICY. (3 Credits)
A study of educational management as affected by public policies. Focus on political environments, decision-making processes, and legislation influencing education, as well as strategies and techniques for managing their impact on educational institutions.

ASGE 6333. PROFESSIONAL DEVELOPMENT. (3 Credits)
This course deals with promoting the personal and career growth of people in organizations, using a model of a career life cycle, beginning with orientation and moving through each job change and promotion. Focus is on ways to provide challenging assignments to people through lateral rather than vertical moves.

ASGE 6338. ETHICS OF SCHOOL ADMINISTRATION. (3 Credits)
Using case studies and theoretical analyses, this course examines the ethical issues that school administrators commonly face.

ASGE 6359. ADMINISTRATION OF POST-SECONDARY EDUCATION. (3 Credits)
The course examines the variety of educational institutions beyond secondary education, including colleges and universities, community colleges, professional schools, and career preparation institutes from an organizational and management perspective. Beginning with an overview of the history and philosophy of post-secondary education, this course will consider how purpose, structure, function, budget, and operations have developed and changed to meet the changing needs of and demands on post-secondary education in the 21st century.

ASGE 6361. STRATEGIC PLANNING/CHANGE. (3 Credits)
The basic elements and dynamics of planned change are examined. Emphasis is on strategies for achieving change in urban schools, including examples of successful innovation. The course focuses on how school leaders use data and budgets to drive their instruction plans in a K–12 environment.

ASGE 6362. UNDERSTANDING AND MANAGING CHANGE. (3-4 Credits)
Students learn to scan the internal and external environments to identify challenges and constraints, to understand stakeholders’ investments in maintaining or challenging the status quo, to understand and manage change in the context of various change models, and to align business strategies with organizational systems and structures.

ASGE 6371. HIST & DESCRIP RESEARCH. (3 Credits)
Techniques in the use of archival materials, primary sources, and secondary publications will be taught in the framework of educational policy research.

ASGE 6461. CRITICAL ISSUES IN ADMINISTRATION AND SUPERVISION. (3 Credits)
Synthesizes research on enduring and emerging issues in administration and supervision including rethentication, special education, finance and desegregation.

ASGE 6520. INTERNSHIP I. (3 Credits)
Systematic observation and planned participation in the administrative and supervisory activities of an urban or suburban school. Application must be submitted to the division chairperson by the end of the second month of the semester preceding internship.

ASGE 6521. INTERNSHIP II. (3 Credits)
Systematic observation and planned participation in the administrative and supervisory activities of an urban or suburban school. Application must be submitted to the division chairperson by the end of the second month of the semester preceding internship.

ASGE 6531. CLINIC FOR SCHOOL ADMINISTRATORS. (1.5-3 Credits)
This clinic course provides a university setting in which present and prospective administrators can consider current issues, problems, and opportunities in contemporary school systems.

ASGE 6532. SEMINAR FOR NONPUBLIC SCHOOL ADMINISTRATORS. (1-3 Credits)
This is an individualized, project-centered course in which participants will bring together multiple understandings and competencies developed in earlier courses and focus them in a synthetic way on a major problem or issue.

ASGE 6541. PERSPECTIVES ON LEADERSHIP. (3 Credits)
This course is designed to expose participants to various theories of leadership, to have them examine their own experience in working with a leader, to have them probe their own sources of motivation in seeking to exercise leadership, and to have them develop specific leadership skills and approaches in becoming accountable school leaders.

ASGE 6562. UNDERSTANDING AND MANAGING CHANGE. (3-4 Credits)
Students learn to scan the internal and external environments to identify challenges and constraints, to understand stakeholders’ investments in maintaining or challenging the status quo, to understand and manage change in the context of various change models, and to align business strategies with organizational systems and structures.

ASGE 6561. CRITICAL ISSUES IN ADMINISTRATION AND SUPERVISION. (3 Credits)
Synthesizes research on enduring and emerging issues in administration and supervision including rethentication, special education, finance and desegregation.

ASGE 6520. INTERNSHIP I. (3 Credits)
Systematic observation and planned participation in the administrative and supervisory activities of an urban or suburban school. Application must be submitted to the division chairperson by the end of the second month of the semester preceding internship.

ASGE 6521. INTERNSHIP II. (3 Credits)
Systematic observation and planned participation in the administrative and supervisory activities of an urban or suburban school. Application must be submitted to the division chairperson by the end of the second month of the semester preceding internship.

ASGE 6531. CLINIC FOR SCHOOL ADMINISTRATORS. (1.5-3 Credits)
This clinic course provides a university setting in which present and prospective administrators can consider current issues, problems, and opportunities in contemporary school systems.

ASGE 6532. SEMINAR FOR NONPUBLIC SCHOOL ADMINISTRATORS. (1-3 Credits)
This is an individualized, project-centered course in which participants will bring together multiple understandings and competencies developed in earlier courses and focus them in a synthetic way on a major problem or issue.

ASGE 6541. PERSPECTIVES ON LEADERSHIP. (3 Credits)
This course is designed to expose participants to various theories of leadership, to have them examine their own experience in working with a leader, to have them probe their own sources of motivation in seeking to exercise leadership, and to have them develop specific leadership skills and approaches in becoming accountable school leaders.

ASGE 6620. ADVANCED STATISTICS IN ADMINISTRATION AND SUPERVISION. (3 Credits)
Covers statistical inference and prediction in research in educational leadership, administration, and policy, including parametric and nonparametric methods, and concepts of measurement and probability.

ASGE 6720. PROGRAM EVALUATION AND RESEARCH IN ADMINISTRATION AND SUPERVISION I. (3 Credits)
Focuses on the nature of research as it applies to studies in educational leadership, administration, and policy. Includes the development of research topics and the selection of appropriate ways to investigate these topics. Students will learn how to use data to drive instruction.

ASGE 7320. DATA ANALYSIS & ACCOUNTABILITY. (3 Credits)
School administrators are challenged to manage and analyze data to inform instruction and improve student performance. This course teaches the use of data for setting goals, monitoring progress and using data warehousing—thus holding educators accountable for results. Students will analyze and share data in a "data cycle" format to inform educators and the public regarding what they receive from the district and/or read in the print and electronic media.

ASGE 7322. ECONOMICS AND FINANCE OF EDUCATION. (3 Credits)
Course studies the efficiency of the funding of education—including sources, budgets, uses, and effects—at the federal, state, and local levels. Key concerns are the equity of spending, the efficiency of resource utilization, the productivity of schools in relating dollars spent to student achievement, and the privatization of education (e.g., charter schools, vouchers, and school choice). Course has practical uses for school leaders who must set budgets, maintain sources of school income, and analyze the spending of funds in both public and private schools.

ASGE 7333. DATA ANALYSIS AND ACCOUNTABILITY. (3 Credits)
School administrators are challenged to manage, analyze, and use data to inform instruction and improve student performance. This course teaches the use of data for setting priorities and goals, monitoring progress, and data warehousing—thus holding educators accountable for results. Students will also analyze and share data in a "data cycle" format to inform educators and the public regarding what they receive from the district or read in the print and electronic media. The overall purpose is to use data analysis for school accountability, improvement, and reform.
ASGE 7428. SEMINAR IN LEADERSHIP. (3 Credits)
This advanced seminar deals with selected topics and issues in leadership. The course involves the exploration of theoretical frameworks as means of interpreting problems from the field and suggesting leadership responses to these problems.

ASGE 7429. SOCIAL THEORIES AND EDUCATIONAL INSTITUTIONS. (3 Credits)
This is an in-depth analysis of social theories and their implications for the restructuring of educational and other social institutions. The course focuses on structural-functional theory and other theories and their contemporary critics.

ASGE 7430. POLITICAL FACTORS IN ADMINISTRATION AND SUPERVISION. (3 Credits)
The study of the effects of coalitions, local political systems, and power and authority with respect to administering and leading educational systems.

ASGE 7431. ADMIN & SUPV SEMINAR. (3 Credits)
An advanced seminar in administration and supervision; exploration and study of comprehensive professional concerns.

ASGE 7432. SEMINAR IN ORGANIZATIONAL THEORY. (3 Credits)
Focuses on application of organizational theory to school administration. Theories of Weber, Argyris, McGregor, Ettzioni, and others will be examined.

ASGE 7435. STRATEGIC THINKING, PLANNING, AND IMPLEMENTATION. (3 Credits)
Every organization needs to grow, and today's organizations need to do so in a competitive and ever-changing environment. The heart of the change process is in the strategy the organization selects to move forward. In this course, students learn to understand their industry, the competition, and their organization's core competencies and values. They learn strategic models, including those of Michael Porter, Tracy and Wiersma, Hamel and Prahalad, Kim and Mauborgne, and Richard D'Aveni. Using Nadler and Tushman's model for Congruence, they learn to align their organizations with the chosen strategy.

ASGE 7439. ADVANCED SEMINAR FOR NONPUBLIC SCHOOL ADMINISTRATION. (1-3 Credits)
This course provides advanced study of administration in nonpublic schools. Issues of finance, curriculum, personnel, physical plant, instruction, and community relations are covered.

ASGE 7440. SEMINAR IN ORGANIZATIONAL BEHAVIOR. (1-3 Credits)
This course focuses on individuals and groups in the organization and on both the micro and macro perspectives of their behavior. The perspective, historical background, methodology, and theoretical framework for the field of organizational behavior will be presented. The emphasis will be on developing leaders with a vision that reflects an understanding of the social and psychological forces influencing the behavior of the individual in organizations and the dynamics, processes, and structures of organizational behavior.

ASGE 7442. LEADING ORGANIZATIONAL CHANGE. (3 Credits)
This course focuses on the nature of discontinuous change and on managing the paradoxes of change including chaos and order. Several current theories of change will be presented and applied to students' organizational settings. The emphasis will be on developing leadership skills for crafting a vision, mission, and strategic plan for change, as well as for aligning the organization behind the vision.

ASGE 7444. LEADING A LEARNING ORGANIZATION. (3 Credits)
This course focuses on the nature of learning organizations (in business and in schools)—and the process that has been used to create and lead such organizations. While studying various leadership styles and perspectives, an ongoing emphasis will be placed on hypothesizing how these divergent interpretations of leadership can be applied to learning organizations. Teams will complete in-depth studies of actual learning organizations (in business and schools) and present these models. This will lead to an individual reflective plan centering on leading a learning organization.

ASGE 7446. SEMINAR IN ORGANIZATIONAL CULTURE. (1-3 Credits)
This course focuses on the nature of organizational culture: how it comes into being, how to shape a culture, and how to change a culture. Students discuss the development of norms, values, and behaviors in an organization. Examples of effective as well as dysfunctional cultures are analyzed.

ASGE 7448. SEMINAR IN ETHICS AND SOCIAL JUSTICE. (1-3 Credits)
This course develops students' vocabulary for discussing and clarifying ethical issues and for gaining understanding of ethical issues within organizations. The course helps students develop policies and strategies to address ethical issues within their organizations, toward their clients, and within the civic communities in which they are located.

ASGE 7450. SEMINAR IN THE SPIRITUALITY OF LEADERSHIP. (3 Credits)
This course focuses on the nature of spirituality and on leading the building of community within organizations. The course will explore spirituality as it basically relates to education. Throughout the course, spirituality will be differentiated from formal religion. The spiritual dimension of educational practice will be presented as it pertains to building community with educators, families, organizations, and cultures.

ASGE 7530. CLINICAL PRACTICE IN ADMINISTRATION AND SUPERVISION. (3 Credits)
This course provides students with applied field experiences designed to work out solutions to particular problems of practice.

ASGE 7531. ADVANCED QUALITATIVE RESEARCH. (3 Credits)
This course offers students the opportunity to engage in field research activities that focus on initial research design, data collection, and analysis.

ASGE 7721. RESEARCH IN ADMINISTRATION AND SUPERVISION I. (3 Credits)
Emphasizes development of individual research proposals, using quantitative methods and design, in preparation for dissertation seminar.

ASGE 7731. RESEARCH IN ADMINISTRATION AND SUPERVISION II. (3 Credits)
Continue development of conceptualizing research questions with emphasis on qualitative methodology.

ASGE 8001. RESEARCH APPRENTICESHIP. (0 Credits)
Designed for students who are developing research problems or projects for their doctoral studies.

ASGE 8850. DIRECTED RESEARCH IN EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND POLICY. (1-3 Credits)
Seminar for advanced Doctor of Education candidates in the Division of Educational Leadership, Administration, and Policy who have completed all of their coursework. The purpose of the seminar is to assist students in developing an approved dissertation proposal.
ASGE 8751. DISSERTATION SEMINAR: EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND POLICY, PHD. (3 Credits)
Seminar for advanced Doctor of Philosophy candidates in the Division of Educational Leadership, Administration, and Policy who have completed all of their coursework. The purpose of the seminar is to assist students in developing an approved dissertation proposal.

ASGE 9990. INDEPENDENT STUDY. (1-4 Credits)
Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration requires approval of the professor directing the study, the division chair, and the director of graduate studies.

CLGE 6100. SPECIAL TOPICS IN CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (3 Credits)
Special topics for CLAIR program.

CLGE 6101. SPECIAL TOPICS IN CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (3 Credits)
Used with unique course title each time offered.

CLGE 6102. SPECIAL TOPICS IN CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (1 Credit)
This module will focus on analyzing data gathered in mixed method research.

CLGE 6103. SPECIAL TOPICS IN CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (1 Credit)
This module will focus on writing up and presenting mixed methods studies.

CLGE 6104. SPECIAL TOPICS IN CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (3 Credits)
This course shall be used with unique course titles and descriptions each time it is offered.

CLGE 6105. INTERVIEW ANALYSIS. (1 Credit)
This module will focus on analyzing interview data.

CLGE 6106. Academic Writing. (1 Credit)
This module will focus on writing for academic purposes.

CLGE 6140. FOUNDATIONS OF INTERDISCIPLINARY RESEARCH I. (3 Credits)
Representative seminal and field/action research studies drawing on the professional literature in psychology, anthropology, linguistics, and education to develop an understanding of diverse research traditions.

CLGE 6142. FOUNDATIONS OF INTERDISCIPLINARY RESEARCH II. (3 Credits)
During this two-semester seminar, doctoral students will be immersed in representative seminal and field/action research studies drawing on the professional literature in psychology, anthropology, linguistics, and education to develop an understanding of diverse research traditions. Participants will explore research designs and processes in published studies for posing questions, and collecting, analyzing, and interpreting data from quantitative and qualitative perspectives. Drawing on the knowledge bases informing an interdisciplinary understanding of learning, we will design our individual and collaborative studies using hypothesis testing and hypothesis-generating stances, mindful of the ethical dimensions of these endeavors.

CLGE 6240. GLOBAL PERSPECTIVES ON LANGUAGE, CULTURE, AND EQUITY. (1-3 Credits)
Provides theoretical and research exploration of global conceptualizations for communicating and learning in more than one language.

CLGE 6280. MULTICULTURAL COMPETENCIES AND TOOLS OF AWARENESS, TRANSFORMATION, AND ADVOCACY. (3 Credits)
Grounded in interdisciplinary theory, research, and practice implications for effective learning, this course is designed to develop: (a) foundational multicultural competencies, particularly in the self-awareness components of empathic resources and hidden biases, and (b) culturally relevant tools for promoting educational achievement for all students, including those vulnerable to discrimination. Students will be challenged to reflect on their own cultural biases, expand their conception of appropriate professional roles, and develop awareness, knowledge and skills necessary to facilitate effective learning opportunities with diverse students. This course incorporates didactic, experiential, cognitive, affective, individual, and small group models of learning.

CLGE 6380. STANDARDIZED AND ALTERNATE ASSESSMENTS FOR STUDENTS AT RISK OR WITH DISABILITIES. (3 Credits)
Focus on practices and policies related to the use of standardized and alternative assessment approaches for understanding and supporting student learning, instructional planning, and policy making.

CLGE 6400. LEARNING THROUGH LANGUAGE. (3 Credits)
An interdisciplinary course focusing on the relationship for teachers and supervisors between language as a tool for learning and language as evidence of learning. Particular emphasis will be placed on the relationship between these concerns and the need for improving the reading and writing proficiencies of students in all levels of education.

CLGE 6440. UNDERSTANDING CONTEMPORARY LITERACIES. (3 Credits)
Introduces various frameworks of literacy in the contemporary world.

CLGE 6540. DEVELOPMENT IN CONTEXT. (1-3 Credits)
This course will review current thinking in developmental psychology as reflected in prevailing developmental theory and current areas of research.

CLGE 6545. STRUCTURAL, PHILOSOPHICAL AND PSYCHOLOGICAL EXAMINATIONS OF ARGUMENT. (3 Credits)
Explores the form and function of arguments in writing and discourse.

CLGE 6550. MOTIVATION TO LEARN. (1-3 Credits)
This course will focus on taking an in-depth look at achievement motivation from a psychological perspective.

CLGE 6555. BECOMING LEADERS OF CONTEMPORARY LEARNING. (3 Credits)
Examine contemporary learning through the forces that are generally attributed to reshaping education in the 21st century.

CLGE 7150. PROGRAM ASSESSMENT AND EVALUATION II. (1-3 Credits)
This courses focuses on how to assess the effectiveness of educational service delivery systems, both in schools and other human service settings.

CLGE 7152. PRGM ASSESS & EVAL 11. (1-3 Credits)
Focuses on how to assess the effectiveness of educational service delivery systems, both in schools and other human service settings.

CLGE 7175. INTERNSHIP IN CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (3 Credits)
Students shall engage in professional experiences in the schools and/or education related agencies as interns. Prerequisite: CLGE6140 and CLGE6142.
CLGE 7190. ADVANCED SEMINAR IN INTERDISCIPLINARY RESEARCH I.  
(3 Credits)  
Team taught, two semester will scaffold the skills and learning of research apprentices though the process of conducting interdisciplinary, ethnographic, field, and empirical research studies.

CLGE 7192. ADVANCED SEMINAR IN INTERDISCIPLINARY RESEARCH II.  
(3 Credits)  
Team-taught, two semester seminar will scaffold the skills and learning of research apprentices through the process of conducting interdisciplinary, ethnographic, field, and empirical research studies.

CLGE 7194. ADV SEM INTERDIS RES 111.  (1 Credit)  
Three semester seminar will scaffold the skills & learning of research apprentices through the process of conducting interdisciplinary, ethnographic, field, & empirical research studies.

CLGE 7220. CLOSING THE OPPORTUNITY/ACHIEVEMENT GAP. (3 Credits)  
Provides educators, leaders, and policy makers with the skills, knowledge, and dispositions to work with diverse youth populations.

CLGE 7240. MULTILINGUAL LITERACY: EXPLORING LITERACY IN MULTIPLE LANGUAGES AND CULTURES. (3 Credits)  
Provides theoretical and research foundations to the intersection of language and culture across literacy practices in multiple educational, social, and geographical contexts.

CLGE 7340. CONTEMPORARY INTERVENTIONS FOR STRUGGLING READERS AND WRITERS. (3 Credits)  
It is estimated that more than 10 million children in the United States have some degree of oral-language-based reading disability. Roughly 80 percent of children referred for special services require support services in reading, writing, and oral language. Best contemporary practices rely on interdisciplinary teams to assess difficulties and plan interventions. This interdisciplinary course draws from the fields of literacy, learning disabilities, psychology, and neuroscience in examining theories and research in reading and writing processes and best practices for universal design.

CLGE 7490. TEACHING COMPOSITION IN THE 21ST CENTURY: THEORY AND PRACTICE. (1-3 Credits)  
This course will explore cognitive and sociocultural perspectives of writing and ask students to consider and practice methods for teaching and researching issues of composition in the 21st century.

CLGE 7520. COGNITION, TECHNOLOGY, AND INNOVATION. (3 Credits)  
Overall objective of course is to gain and apply knowledge of human information processing, motivation, and creativity to the design of effective instruction.

CLGE 7570. POSITIVE TRAJECTORIES: RESILIENCE AND ADAPTATION.  
(1-3 Credits)  
CLAIR. Provides an overview of the extant research on the individual, community, and cultural qualities that facilitate optimal development amount “at risk” learners.

CLGE 8001. CAPSTONE RESEARCH PROJ.  (1 Credit)  
To establish candidacy, CLAIR doctoral students are required to work on a capstone project and schedule a hearing with the capstone committee.

CLGE 8002. CAPSTONE RESEARCH PROJ.  (1 Credit)  
To establish candidacy, CLAIR doctoral students are required to work on a capstone project and schedule a hearing with the capstone project committee. The function of the project is to demonstrate the breadth and depth of scholarship, and the unique talents and experiences of each student. As such, this project should be tailored to the student’s interests and ideally tied to the dissertation. During this experience, the student will select and work closely with a mentor, who will help in the development of the capstone project. This mentor can be the student’s academic advisor or another faculty member with whom the student has research interests in common. Successful defense of the capstone project will establish doctoral candidacy.

CLGE 8110. DISSERTATION SEMINAR: CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (3 Credits)  
Seminar for advanced doctoral candidates who have completed all coursework for their degree. The purpose of the seminar is to have students develop an approved proposal for their doctoral dissertation.

CLGE 8111. DISSERTATION SEMINAR: CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (3 Credits)  
Seminar for advanced doctoral students. PRE-REQUISITE: CLGE 8001.

CLGE 9990. CLGE SPECIAL TOPICS. (3 Credits)  
CTGE 5056. INTEGRATING TECHNOLOGY INTO ELEMENTARY EDUCATION. (1 Credit)  
This basic course in social studies education provides a conceptual and operational framework for reflective, pre-service teachers, systematically reflecting on research, theory, and practice as these influence teacher decision-making for enhancing student learning in social studies.

CTGE 5065. TEACHING SOCIAL STUDIES TO CHILDREN. (3 Credits)  
Characteristics and problems of gifted students, and ways of meeting their intellectual needs and interests. Emphasis will be placed on innovations, appropriate materials, and activities.

CTGE 5153. TEACHING THE GIFTED AND TALENTED. (3 Credits)  
This course assumes introductory knowledge, skills, and understanding of concepts related to technology including the ability to access, generate, process and transfer information using appropriate technologies as well as familiarity with various software programs. This course will assist students in planning, designing, implementing and assessing learning environments and experiences supported by technology. This course will emphasize computer capabilities for teaching, classroom management, the use of assistive technology and communicating electronically from a K-6 perspective.

CTGE 5154. INCLUDING EXCEPTIONAL STUDENTS. (4 Credits)  
This course will introduce concepts, skills, and assistive technologies that enable teachers to include students with exceptionalities in regular classes. Emphasis will be on students with mild disabilities; in addition, we will learn about students with the full range of disabilities and special health care needs, along with the kinds of provisions often made for them in an Individualized Education Program (IEP). The course focuses on three interconnected strands: the effect of disabilities on learning and behavior, skills to identify student strengths and areas of need in order to individualize instruction, and collaboration with others to prepare students to their highest levels of academic achievement and independence within inclusion settings. Students are encouraged to create ideal inclusion models.
CTGE 5155. SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE. (3 Credits)
Trace the principles, policies, practices, and perspectives of special education over time in the US and other countries. Students shall complete 8 hours field work focused on students with disabilities. Pre-Requisite for all special education courses.

CTGE 5157. ASSESSMENT STRATEGIES FOR YOUNG CHILDREN WITH DISABILITIES. (3 Credits)
This course provides an overview of assessment approaches and practices in early intervention and early childhood special education programs. Students will obtain skills in administering formal and informal assessments, implementing culturally unbiased instruments and procedures, and interpreting and communicating assessment results for planning intervention and evaluating instruction and programs. The role of the family in the assessment process is emphasized.

CTGE 5159. ASSESSMENT OF ALL CHILDREN WITH DISABILITIES. (3 Credits)
This course prepares students to use formal and informal educational diagnostic methods for assessment, analysis and evaluation of children with disabilities. Issues of non-biased assessment and instructional implications are included.

CTGE 5160. INSTRUCTIONAL MODIFICATIONS FOR ADOLESCENTS IN INCLUSIVE CLASSROOMS. (3 Credits)
This course will prepare teachers of adolescents to include students with disabilities and special health care needs in their regular content-area classes. Primary focus is on adapting and individualizing instruction and designing assessments to accommodate these students. In addition, the course will address refining skills for improving reading comprehension of content-area text and for collaborating with others to identify strengths, and preparing students with disabilities and special needs to their highest levels of academic achievement and independence. Prerequisite: CTGE 5154 Including Exceptional Students.

CTGE 5161. DIFFERENTIATING INSTRUCTION FOR ALL STUDENTS. (3 Credits)
This course focuses on the development of curricula that is provided in a variety of educational settings. This course assumes that a classroom includes students of different physical and cognitive abilities, students of different racial ethnic, religious, and socio-economic origin, and students who demonstrate individual learning styles. The emphasis of this course is on the teaching-learning process via a decision-making model for differentiating instruction. This process considers the materials, presentation style, organization of classroom instruction (small group, individual, etc.), and the use of technology in differentiating curricula. Recognizing instruction as a collaborative process, this course will examine ways to build collaborative skills needed to establish positive professional relationships with parents, psychologists, social workers, administrators, community agencies, and paraprofessionals.

CTGE 5165. CONSULTATION AND CO-TEACHING IN COLLABORATIVE CLASSROOMS. (3 Credits)
Develop the knowledge, skills, and professional dispositions related to effective communication and shared problem solving used daily in supporting students, families, and the community. Students will complete 8 hours field work focused on students with disabilities.

CTGE 5166. COLLAB & CO-TEACHING. (2 Credits)
Develop the knowledge, skills, and professional dispositions related to effective communication and shared problem solving used daily in supporting students, families, and the community. Practice facilitation roles and responsibilities in key school structures such as IEP meetings, pre-referral assistance teams, paraeducators, transition planning, and collaborative or co-teaching.

CTGE 5156. COLLAB & CO-TEACHING. (2 Credits)
Develop the knowledge, skills, and professional dispositions related to effective communication and shared problem solving used daily in supporting students, families, and the community. Practice facilitation roles and responsibilities in key school structures such as IEP meetings, pre-referral intervention assistance teams, RTI Teams, working with Para educators, transition planning, and collaborative or co-teaching.

Learn how to use positive behavior intervention and supports, functional behavioral analysis, and behavioral consultation. Plan how to develop a collaborative classroom culture where diversity strengthens a learning community.

CTGE 5167. BEHAVIOR INTERVENTIONS AND EFFECTIVE CLASSROOM MANAGEMENT. (3 Credits)
This course will prepare teachers in special education to support students with disabilities in multicultural settings through the use of positive behavior intervention and supports, functional behavioral analysis, behavioral consultation, explicit instruction, current issues in behavior management. This course will also enable teachers to establish and create a safe, positive, supportive classroom environment in the classroom through behavior change and management.

CTGE 5170. ASSESSMENT OF ALL LEARNERS WITH DISABILITIES. (3 Credits)
Examine assessments to determine eligibility for special education and responsiveness to instruction, including norm-referenced texts, criterion-referenced assessment tasks, and curriculum based assessments.

CTGE 5175. TEACHING ENGLISH LANGUAGE ARTS AND SOCIAL STUDIES IN INCLUSIVE ADOLESCENCE CLASSROOMS. (3 Credits)
Learn Strategies for resolving dilemmas of learner differences when planning curriculum content, daily learning experiences, and assessments specifically for English language arts and social studies courses.

CTGE 5176. TEACHING MATH AND SCIENCE IN INCLUSIVE ADOLESCENCE CLASSROOMS. (1-3 Credits)
Learn Strategies for resolving dilemmas of learner differences when planning curriculum content, daily learning experiences, and assessments specifically for math and science courses.

CTGE 5177. EVID-BASED PRAC ST DISAB. (3 Credits)
Through this course, candidates will develop skills necessary to provide specifically designed instruction to students with mild, moderate, severe, and multiple disabilities including assistive technology, know and be able to use research-based teaching methods of core content areas; including instructional technology, and acquire sufficient pedagogy skills to teach secondary English language arts and social studies in a supportive role. In addition, candidates will learn how to provide access to the general education curriculum through modifications, accommodations, remediation, and acceleration.
CTGE 5200. FIELD EXPERIENCE SEMINAR: ISSUES IN REFLECTIVE PRACTICE. (0 Credits)
This continuous-enrollment seminar and series of field placements focus on issues in teaching practices. Field experiences progress from observation to guided practice with small and whole groups of students. Teacher candidates are assigned to field experiences across a variety of settings and grade levels appropriate to their area of study. The seminar is intended as a vehicle for critical and collaborative reflection, through which theory can be integrated with practical experiences.

Attribute: Z622.

CTGE 5201. STUDENT TEACHING SEMINAR: ISSUES IN REFLECTIVE PRACTICE. (3 Credits)
The continuous-enrollment seminar and series of student-teaching placements focus on issues in teaching practices. Student-teaching experiences progress from guided practice with small and whole groups of students to full-time student teaching with ongoing responsibilities for curriculum and instruction. Teacher candidates are assigned to student-teaching experiences across a variety of settings and grade levels appropriate to their area of study. The seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences.

CTGE 5203. FLD EXP SEM IN SERVICE. (0 Credits)
This seminar/field placement focuses on integrating theory and practice in a setting and grade level appropriate to the candidate's area of study. Foci include observing, guided practice with small and whole groups of students with the seminar designed as a vehicle for critical and collaborative reflection.

CTGE 5205. INTERN FELLOWS SEMINAR. (0 Credits)

CTGE 5210. FIELD EXP ED. (3 Credits)
Zero credit and fee for TFA and AELE grant.

CTGE 5211. PRACTICUM FOR IN-SERVICE TEACHERS. (0 Credits)
Supervised student teaching in a setting selected under advisement. Analysis of innovative designs and application of theory to practice. Critical analysis of student competency through self-evaluation and supervisory feedback. Open only to students who already possess initial or professional certification.

CTGE 5212. TEACHING THE ARTS IN CHILDHOOD EDUCATION. (1 Credit)
Introduction to creative and expressive development in children, and to the theory and practice of appreciating and producing drama, movement, music, and the visual arts, as well as the integration of the arts into interdisciplinary curricula.

CTGE 5216. L/T IN PR/EL GRDS:SOC ST. (4 Credits)

CTGE 5222. PRACTICUM FOR IN-SERVICE TEACHERS. (3 Credits)
Supervised student teaching in a setting selected under advisement. Analysis of innovative designs and application of theory to practice. Critical analysis of student competency through self-evaluation and supervisory feedback. Open only to students who already possess initial or professional certification.

CTGE 5224. RDG WRIT LANG ARTS. (3 Credits)

CTGE 5227. TEACHING MATHEMATICS TO CHILDREN. (3 Credits)
This basic course in mathematics education provides a conceptual and operational framework for reflective, pre-service teachers, systematically reflecting on research, theory, and practice as these influence teacher decision-making for enhancing student learning in mathematics.

CTGE 5230. FRAMEWORK FOR EDUCATION FOR ALL YOUNG CHILDREN. (3 Credits)
A critical analysis of the theoretical and empirical bases for working in early childhood settings developed for young children with and without disabilities. Overview of legislation, program models, and program review.

CTGE 5232. EARLY CHILDHOOD CURRICULUM AND ASSESSMENT. (3 Credits)
Conceptual analysis and evaluation of existing early childhood curricula, including emerging trends and issues, educational assessment of the young child, strategies and issues, formulation and implementation of educational goals and objectives, and instructional and behavioral.

CTGE 5233. EARLY LEARNING THROUGH PLAY. (3 Credits)
This course focuses on creating, implementing, and assessing appropriate play experiences in diverse early childhood classrooms. The development of play and its potential for learning across the curriculum will be addressed, with emphasis on the preschool, kindergarten, and early primary grades. Helping families understand the value of play in early learning also will be included.

CTGE 5234. FAMILY, COMMUNITY, AND ALL YOUNG CHILDREN. (3 Credits)
This course critically examines the ecology of early childhood; the young child as a reactive and proactive agent in dynamic interaction with forces in the physical and social environment (family, home, neighborhood, media, legislation, child advocacy, etc.); the reciprocal relationship between early childhood education, family, and community.

CTGE 5241. RDG/LIT: K-12 SPANISH. (3 Credits)

CTGE 5242. TEACHING SCIENCE AND TECHNOLOGY TO CHILDREN. (3 Credits)
This course will provide opportunities to critically analyze recent concepts, theories, and practices in developing a science curriculum. Current trends, technologies, and technological issues and their impact on society will be explored. Emphasis will be placed upon gaining knowledge bases for the life, physical, and earth sciences. Opportunities will be provided to develop an understanding of instructional technologies as tools for reflective practitioners, and to evaluate their use and effectiveness.

CTGE 5245. CHILDREN'S LITERATURE IN A MULTICULTURAL SOCIETY. (3,4 Credits)
Issues of equity and justice are explored through literature. Adult and children's literature are used to examine the concept of cultural pluralism—the values, traditions, and aspirations of various immigrant and ethnic groups. Introduction to various genres and uses of literature in the early childhood and childhood language arts program.

CTGE 5247. TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE CHILDREN. (3 Credits)
Theory and practical approaches and strategies to make content relevant and understandable to students in mainstream classrooms who may lack English language proficiency, experience, and background.

CTGE 5252. MATH CURRICULUM 7-12. (3 Credits)

CTGE 5259. CONTEMPORARY SOCIAL STUDIES EDUCATION. (3 Credits)
This course familiarizes students with the trends and issues facing the specific disciplines in the social studies. The course will examine trends, issues, and implications for the future of American history, global studies, government and politics, economics, anthropology, sociology, and psychology. A strong content base and an appreciation of contemporary issues will enable students to understand the current status of social studies and the implications for the future.
CTGE 5260. TEACHING SOCIAL STUDIES TO ADOLESCENTS. (3 Credits)
This course focuses on recent developments and persistent issues of classroom practice in the teaching of secondary social studies, and on developing skills in teaching methods such as reflective inquiry, problem solving, critical thinking, decision-making, and assessment. Disciplines include anthropology, economics, geography, history, jurisprudence, political science, psychology, and sociology.

CTGE 5261. TCHG & ASSESMT SOC STAD: ADOL. (3 Credits)

CTGE 5270. TCHG BIOLOGY TO ADOL. (3 Credits)
This course familiarizes students with a variety of methods and materials for teaching biology in the secondary schools. The development and analysis of the goals and content of a secondary biology course is emphasized using short- and long-range planning, adherence to curricular standards, assessment of student achievement and teacher effectiveness, instructional applications of technology, and other instructional methods and strategies. Course activities provide a basis for the development of competent biology teachers, including familiarity with relevant journals, issues, sources of information and instructional assistance, and opportunities to practice reflection. The goals and objectives of the course are in concert with the National Science Education Standards for professional development of learning biology content, learning to teach biology, lifelong learning, and integrated programs.

CTGE 5271. TEACHING AND ASSESSING BIOLOGY: ADOLESCENTS. (3 Credits)
This course familiarizes students with a variety of methods and materials for teaching biology in the secondary schools. The development and analysis of the goals and content of a secondary biology course is emphasized using short- and long-range planning, adherence to curricular standards, assessment of student achievement and teacher effectiveness, instructional applications of technology, and other instructional methods and strategies. Course activities provide a basis for the development of competent biology teachers, including familiarity with relevant journals, issues, sources of information and instructional assistance, and opportunities to practice reflection. The goals and objectives of the course are in concert with the National Science Education Standards for professional development of learning biology content, learning to teach biology, lifelong learning, and integrated programs.

CTGE 5272. TEACHING AND ASSESSING SCIENCE IN ADOLESCENT CLASSROOMS (7-12). (3 Credits)
Teaching and assessing science in adolescent classrooms. This course familiarizes students with a variety of methods and materials for teaching science (biology, earth science, physics and chemistry) to adolescents.

CTGE 5275. INTEGRATING MATH, SCIENCE, AND TECHNOLOGY EDUCATION. (3 Credits)
This is a culminating course in the secondary math and science education programs. It assumes a strong knowledge base in math and/or science content knowledge, pedagogical content knowledge and pedagogical knowledge. One goal of this course is to gain a deeper knowledge and understanding of models of integrated teaching and learning such as project-based learning, problem-based learning, thematic and interdisciplinary teaching and learning. The second goal is to explore technology through integrated learning activities and projects. In order to gain this knowledge and experience we will engage in dialogue, investigation, analysis and reflection of specific projects that integrate math, science and technology in secondary school. The course will culminate in teams of students developing an MST integrated project to be utilized in their own teaching practice.

CTGE 5276. CLINICAL SEMINAR IN ADOLESCENCE SCIENCE EDUCATION. (3 Credits)
This course is designed to develop skills and habits of mind that are requisite to reflective practitioners of teaching. Course participants will engage in reflective discourse with peers and mentors to engage in a process of continuous learning in professional practice. The focus of the discussions, assignments, and mentoring/instructional activities will be on developing pedagogical content knowledge and skills needed to positively impact the life and learning of all students.

CTGE 5277. CONTEMPORARY SCIENCE EDUCATION. (3 Credits)
This course is designed to provide students with a familiarity with the origins and growth of the ideas of science education. It will also examine past, current, and emerging issues affecting science education.

CTGE 5280. TEACHING CHEMISTRY TO ADOLESCENTS. (3 Credits)
This course integrates the knowledge and processes of chemistry with chemistry teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to teach, support, and assess students of diverse interests, abilities, and culture. The goals and objectives of the course are in concert with the National Science Education Standards for professional development of learning chemistry content, learning to teach chemistry, lifelong learning, and integrated programs.

CTGE 5281. TEACHING AND ASSESSING CHEMISTRY: ADOLESCENTS. (3 Credits)
This course integrates the knowledge and processes of chemistry with chemistry teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to assess, teach, and support students of diverse interests, abilities, and cultures.

CTGE 5282. TEACHING AND LEARNING MATH IN THE MIDDLE GRADES. (2 Credits)
In this course, students focus on understanding the learning challenges and requirements of middle school mathematics. It will focus on topics such as proportional reasoning, rational numbers and operations, and problem solving. Students will explore opportunities for discovery and investigation, strategic thinking, reasoning and justification, and efficient algorithms. They will also examine the use of a variety of tools intended to assist students in their learning.

CTGE 5283. TEACHING AND LEARNING FOUNDATIONAL TOPICS AND MATH. (3 Credits)
This course focuses on methods that foster student development in their understanding of algebraic and geometric mathematics as well as problem solving and modeling. A model of essential understandings for the developing mathematics teacher is provided in the diagram below. This course will expand a teacher candidate’s knowledge in each area but it will focus on knowing and understanding algebraic and geometric thinking.
CTGE 5285. TEACHING AND LEARNING ADVANCED TOPICS IN MATH. (3 Credits)
This course is designed for pre-service and in-service teachers to deepen their knowledge and understanding of a range of advanced mathematical topics in preparation of teaching secondary mathematics. These topics will include recursive functions, curve-fitting, trigonometry, matrices, linear programming, probability and statistics. It is expected that students in this course have previously taken numerous "content" courses in mathematics. In this course, content related to secondary mathematics education will be examined in depth with a focus on conceptual understandings and modeling applications. We will also examine mathematical algorithms, their justifications, and their connections to foundational procedures. We will explore utilizing the technological tools of graphing calculators, apps, and spreadsheets and discuss how these tools can be best used to deepen conceptual understandings. Problem solving and modeling will woven into each content focus to further develop and examine mathematical practices.

CTGE 5286. TEACHING AND ASSESSING MATHEMATICS: ADOLESCENTS. (3 Credits)
This course introduces a variety of instructional and assessment strategies for teaching mathematics to adolescents in grades 7 through 12. Discussions center on methods of planning, teaching, and managing mathematics classes. This course is taught during the student-teaching experience.

CTGE 5287. SEM ADOL MATH. (3 Credits)
This course is designed to develop skills and habits of mind that are requisite to reflective practitioners of teaching. Course participants will engage in reflective discourse with peers and mentors to engage in a process of continuous learning in professional practice. The focus of the discussions, assignments, and mentoring/instructional activities will be on developing pedagogical content knowledge and skills needed to positively impact the life and learning of all students.

CTGE 5290. TEACHING PHYSICS TO ADOLESCENTS. (3 Credits)
This course integrates the knowledge and processes of physics with physics teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to teach, support, and assess students of diverse interests, abilities, and cultures. The goals and objectives of the course are in concert with the National Science Education Standards for professional development of learning physics content, learning to teach physics, lifelong learning, and integrated programs.

CTGE 5291. TEACHING AND ASSESSING PHYSICS: ADOLESCENTS. (3 Credits)
This course integrates the knowledge and processes of physics with physics teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to assess, teach, and support students of diverse interests, abilities, and cultures.

CTGE 5303. LRNG ENVIRON:REF FLD EXP. (3 Credits)
This course helps teacher candidates develop an awareness of the complexity of teaching through field experiences. Emphasis is placed on classroom application of and critical and collaborative reflection upon concepts, techniques, and theories learned in courses and other structured learning experiences. The course examines teacher candidates' perceptions about the classroom and their learning that are necessary for anticipated learning to occur, ways that teachers can learn about their diverse students, approaches to student motivation, the concept of effective classroom instruction for students within the full range of abilities, the planning and writing of unit plans, and classroom management systems. It also provides a structure for developing the skills and knowledge necessary to provide a sense of community in a safe, respectful, and nurturing classroom environment.

CTGE 5304. LEARNING ENVIRONMENTS FOR DIVERSE ADOLESCENTS: REFLECTIVE FIELD EXPERIENCE. (1-3 Credits)
This course focuses on assuming a professional stance in regard to developing curriculum and interacting with students and colleagues in schools. Teacher candidates develop an understanding of the processes integral to reflecting on and researching student knowledge while promoting student learning. Students in this course will learn how to use research to examine, reflect on, and modify instruction to increase their knowledge and skills in teaching all students. Diversity and social justice are recurring themes for discussion and reflection. In addition, this course focuses on the development of the professional portfolio to meet the requirements for a comprehensive examination for the pedagogical portion of the program.

CTGE 5305. TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE ADOLESCENT STUDENTS. (3,4 Credits)
This course highlights instructional approaches and strategies for teachers of adolescents to promote oral and written English language development in culturally and linguistically diverse students. Emphasis is on creating an integrated classroom where the experiences, capacities, interests, and linguistic and cultural needs of adolescent English language learners are addressed. The course will examine language acquisition and development, as well as the impact of heritage and culture on the progress of English language learners.

CTGE 5307. RESEARCH AND ASSESSMENT WHILE TEACHING ADOLESCENTS. (3 Credits)
In this course, teacher candidates develop an understanding of the processes integral to researching student knowledge while promoting student learning. Teacher candidates will review, create, evaluate, and interpret a wide range of standardized and alternative approaches to assessment, acquiring an abundant repertoire of strategies for assessing student learning in the classroom context, and using that information to plan or modify instruction. Students will learn how to use research to examine and reflect on their teaching, and to update knowledge and skills in teaching.
CTGE 5308. STUDENT-TEACHING ADOLESCENTS: RESEARCH AND REFLECTIVE PRACTICE. (1-3 Credits)
This course focuses on assuming a professional stance in regard to developing curriculum and interacting with students and colleagues in schools. Teacher candidates develop an understanding of the processes integral to reflecting on and researching student knowledge while promoting student learning. Students in this course will learn how to use research to examine, reflect on, and modify instruction to increase their knowledge and skills in teaching all students. Diversity and social justice are recurring themes for discussion and reflection. In addition, this course focuses on the development of the portfolio to meet the requirements for a comprehensive examination for the pedagogical portion of the program.

CTGE 5357. INNOVATIVE CURRICULUM AND TEACHING PRACTICES AND MODELS. (3 Credits)
Examines innovative curriculum models and teaching methods to improve the learning conditions for students; exemplary programs and practices are discussed, including interdisciplinary teaching, and teaming of students and faculty; implications are drawn for maximizing student learning.

CTGE 5401. TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS: DEVELOPMENT AND COMMUNITIES. (2-3 Credits)
First of four clinically-based courses in which candidates build a professional learning community focused on understanding adolescent learning and teaching for social justice.

CTGE 5402. TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 2: ASSESSMENT & PLANNING. (3 Credits)
This is the second of four courses focused broadly on learning environments, learner development, collaboration, teaching and assessing, social justice, reflection, and continuous professional growth. This course provides initial preparation and practice in issues and strategies for teaching for social justice in classrooms with diverse students. The major areas of focus are classroom environments; adolescent development; assessment; and backward design. Candidates will reflect together on their clinical placements using standards of teaching and learning including the Danielson continuum and the Common Core State Standards. This course is connected to a three-five days/week internship that includes college-supervised student-teaching experience.

CTGE 5403. TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 3: DIFFERENTIATED INSTRUCTION. (3 Credits)
This is the third of four courses focused broadly on learning environments, learner development, collaboration, teaching and assessing, social justice, reflection, and continuous professional growth. In this course candidates analyze evidence-based teaching practices in order to reflect on the impact of their teaching on student learning in middle and high schools, and they continue to practice using assessment to inform instruction. They engage in collaborative practices of instructional rounds in schools and looking collaboratively at student work. This course is connected to a five days/week practicum that includes college-supervised student-teaching experience. Prerequisite: CTGE 5410, CTGE 5402.

CTGE 5404. TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 4: REFLECTION & INNOVATION. (3 Credits)
This is the final of four courses focused broadly on learning environments, learner development, collaboration, teaching and assessing, social justice, reflection, and continuous professional growth. In this course candidates design and facilitate an innovative curriculum and engage in reflection through instructional rounds and looking collaboratively at student work. This course is connected to a four week, four days/week residency. Prerequisite: CTGE 5410, CTGE 5402. CTGE 5403.

CTGE 5411. PERS AND ISSUES ECSE. (3 Credits)
CTGE 5420. EDUCATING CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS: PREK-12. (3 Credits)
In this course Teacher Candidates in Early Childhood, Childhood, and Adolescence Education explore the characteristics, strengths, and needs of students who are culturally diverse and are learning English as an additional language (EAL). It highlights research-based instructional approaches and strategies to promote culturally responsive learning, and oral and written development in EAL across all content areas. The emphasis is on creating an integrated learning environment that enhances culture, language, and content knowledge and builds the academic achievement for all learners.

CTGE 5421. PLANNING INSTRUCTION FOR YOUNG CHILDREN WITH DISABILITIES. (3 Credits)
This course shall enable students to structure physical and social environments, and to develop and implement instructional and intervention plans and procedures that are developmentally appropriate and respectful of family, cultural, language, and social diversity.

CTGE 5455. RDG SKILLS CHILD LD. (3 Credits)
CTGE 5505. FOUNDATIONS OF LANGUAGE AND LITERACY EDUCATION. (3 Credits)
Focuses on the linguistic dimension - systems of language, spoken-written language relationships, variation within and across languages - and cognitive dimension - perception and memory, reading comprehension, writing processes, literacy - of literacy and their interrelationships. Develops understandings of the history and structure of the English language, and of language development in individuals.

CTGE 5506. FOUNDATIONS OF LANGUAGE AND LITERACY EDUCATION IN INCLUSIVE CLASSROOMS. (3 Credits)

CTGE 5530. ADOL LITERACY ENGLISH LANG. (3 Credits)
This course will focus on “ways with words” and how to best promote language usage and literacy through our teaching. Topics explored will include linguistic dimensions/systems of language, relationships between spoken and written words, variations within and across languages, readings and writing processes, and of course, how to best incorporate this knowledge into practice as teachers of English language arts. Students will gain deeper understanding of the English language and systems of grammar.
CTGE 5531. LANGUAGE AND CULTURE IN ADOLESCENT ENGLISH LANGUAGE ARTS. (2 Credits)
This course will focus on "ways with words" and how to best promote language usage and literacy through our teaching. Topics explored will include linguistic dimensions/systems of language, relationships between spoken and written words, variations within and across languages, reading and writing processes, and how to best incorporate this knowledge into practice as teachers of English language arts. Students will gain a deeper understanding of the English language and systems of grammar.

CTGE 5532. DEV LIT INTERMEDIATE GRADES. (3 Credits)
Students examine ways of organizing and implementing curriculum and instruction that foster literacy development in a range of students in grade 5-9. Students explore strategies for assessing and improving reading comprehension and writing fluency, develop strategies for motivating intermediate students to read and write, and discover methods for integrating electronic and other non-print texts into the curriculum for developing literacy.

CTGE 5534. BEGINNING READING AND WRITING IN INCLUSIVE CLASSROOMS. (3 Credits)
This course focuses on the development of linguistic and cognitive processes in emergent literacy and beginning reading and writing, as well as application in models for the instruction and assessment of reading and writing in young children. The course includes contemporary as well as historic approaches to the relationship between meaning-based literacy activities and word-level reading and spelling. It also includes material on classroom-based interventions for young children at risk of reading failure because of learning differences.

CTGE 5536. ASSESSING AND DEVELOPING LITERACY ENGLISH LANGUAGE ARTS EDUCATION. (3 Credits)
In this course, students examine ways of assessing, organizing, and implementing curriculum and instruction that foster literacy development in a range of intermediate and high school grades. Students explore strategies for assessing and improving reading comprehension and writing fluency, develop strategies for motivating intermediate-grade students to read and write, and discover methods for integrating electronic and other nonprint texts into the curriculum as a means for developing literacy.

CTGE 5540. ADOLESCENT LITERATURE IN A MULTICULTURAL SOCIETY. (1-3 Credits)
An exploration of the role of diverse adolescent literature from multiple genres across the disciplines as a vehicle for introducing students to themselves, their world, and the worlds of other cultures. Works will include those written by women and authors from a variety of cultures. Students will plan curricula that incorporate a variety of instructional strategies, integrating adolescent literature across curriculum areas in order to foster lifelong habits of reading, critical thinking, and judgment in adolescent readers.

CTGE 5545. RDG DIAG:SEC SCH/ADULTS. (3 Credits)

CTGE 5547. LITERACY AND LEARNING ACROSS THE CURRICULUM. (1-3 Credits)
In this course, students will learn about reading and writing as processes, language and literacy development, the use of literature and meaningful writing activities in content area curriculum, and the acquisition of comprehension, critical thinking and study skills needed for a variety of text types. Assessment of literacy proficiencies will be examined. The focus of this course is on middle and high school application.

CTGE 5548. LITERACY ACROSS THE CURRICULUM IN INCLUSIVE CLASSROOMS. (3 Credits)
This course has a threefold focus: an in-depth study of strategies for comprehending and creating text; integration of previous coursework in a comprehensive literature-based interdisciplinary theme unit; and an expectation that teachers or teacher candidates will teach, evaluate, and reflect upon this curriculum in their role as teacher-researchers. Topics include background knowledge, questions, and queries; reader response theory; cognitive and metacognitive strategies, interconnections between text structure in reading and text structure in writing; study and research strategies; and multiple print sources, including technology. The course promotes the individualization of curriculum for all children.

CTGE 5549. ASSESSING AND DEVELOPING READING AND WRITING IN SOCIAL STUDIES, SCIENCE, AND MATHEMATICS. (3 Credits)
In this course, students will learn about reading and writing as processes; language and literacy development; and use of literature and meaningful reading-writing strategies in content-area curriculum; and the acquisition of comprehension, critical thinking, and study skills needed for a variety of text types. Assessment of literacy proficiencies will be examined. The focus of this course is on middle and high school application.

CTGE 5551. REFLECTIVE PRACTICE AND FIELD EXPERIENCE I IN AN inclusive CHILDHOOD CLASSROOM. (1-3 Credits)
This course provides an introduction to schools and schooling practices. The Reflective Seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. It focuses on several interconnected teaching strands: curriculum design, lesson planning, classroom organization, classroom management, assessment, reflective practice, collaboration and professionalism. Students in this seminar are viewed as reflective practitioners who draw from multiple models in planning for learning and teaching. This planning will build an inclusive community of learners, minimize behavior problems, and provide a welcoming, supportive environment for all children. The course meetings are designed to meet the varying needs of our students in either the traditional or alternative programs. The seminar also provides a structure for organizing workshops in child abuse prevention, drug and alcohol abuse prevention, and violence prevention. Field experiences progress from observation to guided practice with small and whole groups of students.

CTGE 5552. REFLECTIVE PRACTICE AND FIELD EXPERIENCE II IN AN inclusive CHILDHOOD CLASSROOM. (1-3 Credits)
This course provides an introduction to schools and schooling practices. The Reflective Seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. It focuses on several interconnected teaching strands: curriculum design, lesson planning, classroom organization, classroom management, assessment, reflective practice, collaboration and professionalism. Students in this seminar are viewed as reflective practitioners who draw from multiple models in planning for learning and teaching. This planning will build an inclusive community of learners, minimize behavior problems and provide a welcoming, supportive environment for all children. The course meeting are designed to meet the varying needs of our students in either the traditional or alternative programs.
CTGE 5794. SOC STUD SCOPE & SEQ. (1 Credit)
This course provides an introduction to social studies curriculum. Students in this course are viewed as reflective practitioners who draw from multiple models of planning for learning and teaching. This planning will build an inclusive community of learners, minimize behavior problems, and provide a welcoming supportive environment for all children. The course meetings are designed to meet the varying needs of our students in either the traditional or alternative programs.

CTGE 5795. SEM ADOL SOC STUDIES. (3 Credits)
This course is designed to develop skills and habits of mind that are requisite to reflective practitioners of teaching. Course participants will engage in reflective discourse with peers and mentors to engage in a process of continuous learning in professional practice. The focus of the discussions, assignments, and mentoring/instructional activities will be on developing pedagogical content knowledge and skills needed to positively impact the life and learning of all students.

CTGE 5834. CLINICAL SEMINAR IN ADOLESCENCE LANGUAGE ARTS EDUCATION. (3 Credits)
This course is designed to develop skills and habits of mind that are requisite to reflective practitioners of teaching. Course participants will engage in reflective discourse with peers and mentors to engage in a process of continuous learning in professional practice. The focus of the discussions, assignments, and mentoring/instructional activities will be on developing pedagogical content knowledge and skills needed to positively impact the life and learning of all students.

Updated: 10-11-2017
CTGE 5844. DEVELOPMENT OF COMMUNICATION SKILLS IN ENGLISH LANGUAGE LEARNERS. (3 Credits)
Practical approaches to development of language arts experiences, integrated bilingual and English language techniques, curriculum materials, and assessment procedures.

CTGE 5845. LEARNING CONTENT THROUGH LANGUAGE IN MULTILINGUAL CLASSROOMS. (3 Credits)
This course provides an overview of English language instruction and development across the content areas when working with students who acquire English as an additional language. Particular attention will be given to investigating language demands of academic text; exploring instructional methods and instructional strategies to teach the language of academic text; and designing instruction guided by language standards as well as content standards of social studies, science, and mathematics in culturally and linguistically diverse classrooms.

CTGE 5846. TEACHING ENGLISH ORACY AND LITERACY TO SPEAKERS OF OTHER LANGUAGES. (3 Credits)
This course provides an overview of the main theories and research related to the development of oracy and literacy when teaching students for whom English is an additional language. The learning processes of oracy and literacy as well as research-based instructional practices Pre-K to 12th grades will be examined. Attention will be given to the interconnection of these processes, similarities and differences between oral and written discourses, and the influence of the home language on developing oracy and literacy in English as an additional language. In addition, a survey of children and adolescent multicultural literature and its role in developing oracy and literacy will be conducted.

CTGE 5847. PRACTICUM IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES. (3 Credits)
Supervised teaching practice of a minimum of 180 hours in English as a Second Language classrooms. Bi-weekly seminars.

CTGE 5848. TESOL STUDENT TEACHING I. (1,3 Credits)
One semester of supervised student teaching in English as a second language in an accredited elementary, junior high or high school, including observations and wholeclass and small-group teaching. Seminar in effective teaching practices. CTGE 5849 Observing and Documenting Children’s Learning: Reflective and Effective English as a Second Language Practices (OBSERV ASSES DOCU: ESL) This course will introduce major child development and learning theories, and different assessment tools for observing and documenting the development and learning of English language learners. Implications for programming and instruction for English language learners will be discussed.

CTGE 5849. DESIGNING CULTURALLY AND TECHNOLOGICALLY RELEVANT INSTRUCTION. (3 Credits)
This course provides an overview of designing instruction which integrates cultural, academic, and linguistic funds of knowledge that reside in families of culturally and linguistically diverse students and the neighborhoods and communities where schools are located. In addition, an examination of how instruction is enhanced through technological resources that connect learning in individual classrooms to the outside world will be conducted. Emphasis will be given to exploring socio-historical, cultural, and political influences on learning and teaching, as well as, enhancing education by bridging the gap between schools, families, neighborhoods, and communities.

CTGE 5850. OBSERVING AND DOCUMENTING CHILDREN’S LEARNING: REFLECTIVE AND EFFECTIVE EARLY CHILDHOOD PRACTICES. (3 Credits)
This course will introduce major child-development and learning theories, and different assessment tools for observing and documenting child development and learning. Implications for programming and instruction for young children will be discussed.

CTGE 5851. BILINGUAL INSTRUCTION ACROSS SUBJECT AREAS. (3 Credits)
This course is designed to provide an understanding of different pedagogical methods to develop bilingualism across subject areas. Additional attention is given to content curriculum and standards, negotiating academic content in more than one language and instructional strategies to scaffold academic language and text bilingually. The exploration of making cross-disciplinary and cross-linguistic connections in teaching and learning is required.

CTGE 5852. MULTILINGUAL ORACY AND LITERACY. (3 Credits)
This course explores the developmental processes of oracy and literacy in more than one language. Particular attention will be given to differentiating between oral language and oracy, reading and literacy, and monolingual and bilingual oracy and literacy development. The course integrates the study of metalinguistic strategies to support oracy and literacy development across languages and academic text. Graduate students conduct a survey of authentic and translated bilingual literature as well as the use of technology in bilingual classrooms.

CTGE 5853. PRACTICUM IN BILINGUAL/SECOND-LANGUAGE CLASSROOMS. (3 Credits)
Application and evaluation of teaching approaches, methods, and techniques in bilingual/second-language classrooms with pupils of limited English proficiency (LEP). Supervised student teaching of a minimum of 180 hours and clinical analysis by students and support personnel.

CTGE 5855. ENGLISH AS A SECOND LANGUAGE FOR ADULTS. (3 Credits)
This course focuses on the specific needs educators encounter as they prepare to teach adults who acquire English as an additional language. Principles of adult learning theory will be integrated with principles of ESL to provide students an opportunity to explore and reflect on theory meeting practice in this specific curriculum area.

CTGE 5858. TESOL STUDNT TEACHING II. (3 Credits)
Teacher candidates are required to complete a second semester of supervised student teaching in English as an additional/new language (EAL/ENL) in an accredited elementary, junior high, or high school under the guidance of a certified ESL teacher. This clinical experience will include reflective observations, designing lessons and mini units, and teaching individual, small groups, and whole group lessons. An in-depth analysis of performance of EAL/ENL students is required. In addition, attendance and meaningful participation in a seminar of effective teaching practices is required.

CTGE 5904. HUMAN RELATIONS IN ADULT EDUCATION AND HUMAN RESOURCE DEVELOPMENT. (3 Credits)
Human relations theory and practice applied to the human problems found within institutional, bureaucratic, or service systems. Topics considered are maturation, stress, conflict, and improvement of human relations skills.
CTGE 5910. COMPUTERS AND TECHNOLOGY FOR EDUCATORS. (1-3 Credits)
This course is designed to help educators explore how to use present and emerging technologies in their classrooms and for their professional and personal development. There are four major emphases in the course: personal computer skills development, computers as aids in record management and research, advanced computer applications, and other technologies available for teaching and learning. No prerequisites or prior experience with computers is necessary.

CTGE 5920. ADULT DEVELOPMENT AND ADULT LEARNING THEORY. (3 Credits)
Provides an understanding of theories and research in adult learning and development. Explores the dynamic relationship between the domains of adult learning and development, as well as implications for the practice of adult education.

CTGE 6000. DEVELOPING EMERGING LITERACY. (3 Credits)
This course addresses emerging literacy in children from birth to age eight, with emphasis on the preschool and kindergarten years. It focuses on theoretical underpinnings and development of language, concepts about print, book knowledge, and early drawing and writing. Effective instructional and assessment strategies appropriate for diverse early childhood classrooms are emphasized. Children's play as a vehicle for literacy development, as well as family literacy, is also included.

CTGE 6002. BEGINNING LITERACY DEVELOPMENT IN INCLUSIVE CLASSROOMS. (3 Credits)
Theory- and research-based beginning reading and writing strategies for classroom teachers, K–3. The focus is on understanding the underlying processes that support strategies for young children in transition from spoken to written language, the development of phonemic awareness and invented spelling, the relationship between writing and reading, phonics, and the use of multiple cue systems in early decoding and strategies for the construction of meaning. The course will also include theory and research of special programs for young children with learning differences.

CTGE 6004. INSTRUCTIONAL PRACTICES FOR WRITING ACROSS THE K–6 CURRICULUM. (3 Credits)
This course will provide teachers of literacy the opportunity to explore writing as a process and to develop instructional practices that may lead to growth in all students' writing abilities across the childhood curriculum. In addition, students will have the opportunity to evaluate existing writing programs and to propose revisions to the programs to make them more effective.

CTGE 6006. INSTRUCTIONAL PRACTICES FOR WRITING ACROSS THE 5–12 CURRICULUM. (3 Credits)
This course will provide teachers of adolescents the opportunity to explore writing as a process and to develop instructional practices that may lead to growth in all students' writing abilities across the curriculum in grades 5 through 12. In addition, students will have the opportunity to evaluate existing writing programs and to propose revisions to the programs to make them more effective.

CTGE 6008. CRITICAL LITERACY, INQUIRY, AND LITERATURE FOR CHILDREN. (3 Credits)
Explores how literacy can be used in the classroom as a vehicle for the critical examination of various issues and topics. Examines the use of the disciplines—literatures, sciences, and social sciences—to provide the contents for the inquiry and the communication systems—language, art, music, mathematics, and movement—to provide the processes through which the content is encountered.

CTGE 6010. CRITICAL LITERACY, INQUIRY, AND LITERATURE FOR ADOLESCENTS. (3 Credits)
This course explores how inquiry and literature can be used in the classroom as a vehicle for the critical examination of various issues and topics with adolescents.

CTGE 6012. ASSESSMENT AND DEVELOPMENT OF LITERACY PROCESSES: BIRTH–GRADE 6: PRACTICUM I. (3 Credits)
Literacy educators adopt reflective teacher-researcher stances as they informally document and assess individual students’ reading and writing achievements while implementing instructional activities to promote literacy development in authentic settings for children from birth to grade 6. They design or select appropriate procedures for documenting, promoting, and evaluating learners’ strategies and proficiencies. Includes 25 hours of supervised practicum experience on site. CTGE 6012 is open only to matriculated students who have completed a minimum of nine credits in the program. Completion of CTGE 6012 requires satisfying Gateway assignments, explained in the program handbook.

CTGE 6014. ASSESSMENT AND DEVELOPMENT OF LITERACY PROCESSES: GRADES 5–12, PRACTICUM I. (3 Credits)
Literacy educators adopt reflective teacher-researcher stances as they informally document and assess individual students’ reading and writing achievements while implementing instructional activities to promote literacy development in authentic settings for students in grades 5-12. They design or select appropriate procedures for documenting, promoting, and evaluating learners’ strategies and proficiencies. Includes 25 hours of supervised practicum experience on-site. CTGE 6014 is open only to matriculated students who have completed a minimum of nine credits in the program. Completion of CTGE 6014 requires satisfying Gateway assignments, explained in the program handbook.

CTGE 6016. RESEARCH AND PRACTICE FOR STRUGGLING READERS AND WRITERS: GRADES 1–6, PRACTICUM II. (3 Credits)
Systematic documentation and analysis of literacy behaviors and literacy development of struggling readers and writers. Students adopt a reflective teacher-researcher stance as they implement and evaluate instructional activities intended to promote literacy growth. Includes 25 hours of supervised practicum experience on-site. This course typically follows completion of CTGE 6012.

CTGE 6018. RESEARCH AND PRACTICE FOR STRUGGLING ADOLESCENT READERS AND WRITERS: GRADES 5–12, PRACTICUM II. (3 Credits)
Systematic documentation and analysis of literacy behaviors and literacy development of struggling readers and writers. Students adopt a reflective teacher-researcher stance as they implement and evaluate instructional activities intended to promote literacy growth. Includes 25 hours of supervised practicum experience on-site. This course typically follows the completion of CTGE 6014. Completion of CTGE 6018 requires satisfying Gateway assignments, explained in the program handbook.

CTGE 6191. PHILOSOPHY AND CRITIQUE OF RESEARCH IN CURRICULUM. (3 Credits)
Examination of the principles for the design of educational research. Students will be trained to subject educational research to intensive analysis, defining all possible sources of variation.

CTGE 6192. RESEARCH IN THE TEACHING PROCESS. (3 Credits)
Students develop an understanding of processes involved in conducting classroom research through designing and implementing collaborative or individual classroom research projects. Issues include understanding the nature of classroom interactions and the learning process, the effects of specific techniques on learning, and the influence of the classroom environment on learning. Findings are reported through workshops and papers.
CTGE 6195. THEORY AND PRACTICE IN CURRICULUM AND TEACHING. (3 Credits)
A critical review of conflicting curriculum theories advanced and implemented in contemporary education. Steps in developing and implementing curriculum theory will be analyzed, and the role of theory in curriculum development will be emphasized from varying perspectives.

CTGE 6200. SPECIAL TOPICS IN EDUCATIONAL TECHNOLOGY. (1 Credit)
This course explores the use of various technologies in teaching and learning. Discussion of and practice with technologies is in service of developing content learning.

CTGE 6201. DEVELOPING DIGITAL LITERACIES. (3 Credits)
This course explores various aspects of digital literacies, including the use of multimedia technologies in teaching and learning. Discussion of and practice with technologies is in service of defining digital skills that students must develop to succeed in school and beyond.

CTGE 6203. CYBER COMMUNITIES FOR STEM. (1 Credit)
This course is designed to support the development of the habits of mind required to engage in Science/Math/Technology/Engineering (STEM) education from the perspective of both instructor and learner. Course participants will co-construct cyber-based discourse communities designed to contribute to the resources available for STEM educators.

CTGE 6260. MEDIA TCHN MATH SCIENCE. (3 Credits)
Students will be introduced to multimedia technologies and their use in science and mathematics education. The goals for the course include an understanding of multimedia tools as tools for teachers (not replacements, not baby sitters). The most effective tools build cognitive theory into their design. Tools that incorporate cognitive theory are said to represent cognitive technologies. A second goal is to empower the student to evaluate educational software along multiple dimensions. An additional goal involves familiarization with modern graphic-user interfaces with a direct-manipulation style of interaction.

CTGE 6261. TECHNOLOGY IN READING, WRITING, AND SOCIAL STUDIES. (3 Credits)
The course will cover the uses of the computer and other technology in language arts and social studies at the elementary and secondary levels. Among the topics covered will be text processing, computerized tutorials, and computerized simulations. Students will review a range of technology-based instructional activities, as well as create technology-based materials.

CTGE 6262. APPLICATION OF COMPUTERS TO SPECIAL EDUCATION. (3 Credits)
Designed for teachers concerned with the educational needs of students with disabilities. Introduces computer software that is available for use by the teacher of students with the full range of disabilities and other health impairments. Experience using the Internet to access information, lesson plans, and resources helpful to the special education teacher.

CTGE 6265. EMERGING ISSUES IN TECHNOLOGY. (3 Credits)
This course is designed to help educators better understand how emerging issues in educational technologies influence their professional environment and pedagogical options. The course will focus on the educational transformations sometimes facilitated by electronic technology use and adoption. Going beyond learning particular techniques for integrating technology into the curriculum, this course takes a wider institutional view of the transformative potential of new technologies in education.

CTGE 6270. DATA, INQUIRY & TECH. (1-3 Credits)
This course for educators is designed to promote deep understanding or 1) the design of school based inquiry teams, and 2) the links between inquiry, student learning outcomes and technology.

CTGE 6300. CURRICULUM EVALUATION. (3 Credits)
Examination of evaluation strategies, techniques, and models applicable to the school curriculum. Study of the application of objectives to evaluation, development of evaluation designs, systematic approaches to assessment, problems of implementation, and accountability.

CTGE 6305. DEV DELAYS / EARLY INTERV. (3 Credits)
Provides an overview of the characteristics of disabling conditions in young children. It introduces the psychological, environmental and biological conditions, and the interactions among them that place children at risk for developmental delays and disabilities.

CTGE 6310. EDU STU W/DIS IN ELEM SCHS. (3 Credits)
This course provides an introduction to understanding children with disabilities and special health care needs. It examines the physical, social, emotional, and learning characteristics of children identified as disabled and their impact on the family. It meets NYS Education department regulatory requirements for teachers of students with disabilities to understand the needs of students with autism.

CTGE 6320. COL/CONSULT W/FAM & PROF. (3 Credits)
Primary focus of this course is to understand roles that families, professionals, and communities play in the lives and education of children from various backgrounds.

CTGE 6326. PERSPECTIVES ON STANDARDIZED LANGUAGE AND LITERACY ASSESSMENT: POLICY AND PRACTICE. (3 Credits)
Focuses on issues, principles, and current practices in literacy assessment, examination of available measures and evaluation procedures of norm-referenced, language and literacy assessment, relationship of standardized assessment to instruction, and examination of strengths and weaknesses of such instruments.

CTGE 6330. COMMUNICATION, TECH ARTS. (3 Credits)
Candidates shall develop skills necessary to provide specifically designed instruction to students with mild, moderate, severe, and multiple disabilities using assistive and instructional technology.

CTGE 6340. INTERVENTIONS READ / WRITE. (3 Credits)
Draws on the fields of literacy, learning disabilities, psychology, and neuroscience to examine ways to assess the reading and writing skills of students who struggle and to determine evidence based interventions that support their learning. MG, Chair, C&T, October 16, 2014.

CTGE 6350. POSITIVE BEHAVIOR SUPPORT. (3 Credits)
This course focuses on obtaining the knowledge and skills necessary to develop, implement, and evaluate the impact of positive behavior support on student behavior.

CTGE 6400. LANGUAGE FOR SCHOOL LEARNING: IMPLICATIONS FOR READING AND WRITING PROGRAMS. (3 Credits)
An interdisciplinary course focusing on the relationship for teachers and supervisors between language as a tool for learning and language as evidence of learning. Particular emphasis will be placed on the relationship between these concerns and the need for improving the reading and writing abilities of students in all levels of education.
CTGE 6401. TEACHING THE STRUCTURE OF THE ENGLISH LANGUAGE. (3 Credits)
An introduction to theories of English language phonology, syntax, and semantics and their implications for developing English language understanding, speaking, reading, and writing skills by speakers of other languages. Particular emphasis will be placed on the development of related teaching and learning approaches.

CTGE 6405. TEACHING AND ASSESSING COMPOSITION ADOLESCENTS. (1-3 Credits)
This course focuses on the teaching of writing in middle and high school English classes. Topics covered will include theories of writing and writing instruction, assessment of writing, and instructional practices in the teaching of composition.

CTGE 6410. TEACHING AND ASSESSING READING AND LITERATURE ADOLESCENTS. (3 Credits)
In this course, students examine ways of assessing, organizing and implementing standards-based curriculum and instruction that foster reading development and literary understanding for adolescents within the full range of abilities. The course provides opportunities to explore formal and informal strategies for assessing and improving reading comprehension and fluency, to develop strategies for motivating adolescents to read a wide range of literatures, and to plan differentiated instruction for reading and the study of literature to promote learning for all students.

CTGE 6415. SPECIAL TOPICS IN ENGLISH EDUCATION. (1 Credit)
This one-credit course focuses on a special topic related to the teaching and learning of English Language Arts.

CTGE 6500. INTERDISCIPLINARY PERSPECTIVES ON LITERACY; LINGUISTIC AND COGNITIVE DEVELOPMENT. (3 Credits)
The course focuses on literacy as the interrelationship between and among linguistic dimensions (systems of language, spoken-written language, development connections, language variation) and cognitive dimensions (development, teaching, learning, understanding, and interpretations). Addresses competing theories of literacy, language, and learning, and the potential implications for decision-making by literacy leaders.

CTGE 6501. SOCIOCULTURAL AND DEVELOPMENTAL DIMENSIONS OF LITERACY. (3 Credits)
Focuses on the sociocultural of literacy - group uses of literacy, literacy as a tool for knowledge and power - and the developmental dimensions - patterns of learning literacy, role of learner, adult and environment - and their interrelationships.

CTGE 6502. ENGLISH AS A WORLD LANGUAGE. (3 Credits)
This course explores English instruction and use around the world. Course readings will survey varieties of global Englishes. The purpose of speaking and writing English, by native and non-native speakers, and how these purposes influence teaching and learning are examined. Discussions are held on the international spectrum of English teaching approaches and local conditions that may influence their implementation. Graduate students analyze the impact of English instruction and its use around the world guided by socio-historical, socio-cultural, and socio-political lenses.

CTGE 6504. TCH & ASSESS COMP ADOL. (3 Credits)
This course focuses on the teaching of writing in middle and high school English classes. Topics covered will include theories of writing and writing instruction, assessment of writing, and instructional practices in the teaching of composition. MG - OCTOBER 23, 2014. MSE.

CTGE 6532. DEVELOPING LITERACY IN INTERMEDIATE GRADES. (3 Credits)
In this course, students examine ways of organizing and implementing curriculum and instruction that foster literacy development in a range of students in the intermediate grades (grades 5-9). Students explore strategies for assessing and improving reading comprehension and writing fluency, develop strategies for motivating intermediate grade students to read and write, and discover methods for integrating electronic and other non-print texts into the curriculum as a means for developing literacy.

CTGE 6551. REFLECTIVE SEMINAR IN LITERACY EDUCATION. (3 Credits)
As a culminating experience in the Language and Literacy program, students engage in weekly seminar sessions reflecting on evolving personal, professional philosophies and proficiencies. Students will explore approaches to evaluating, organizing and enhancing literacy programs. Teacher research and practice as a literacy leader will result in the creation and presentation of a professional portfolio to a professional panel for evaluation and approval. The portfolio should contain evidence that the student has met each of the program objectives.

CTGE 6593. ADMINISTRATION AND SUPERVISION OF LITERACY AND LANGUAGE PROGRAMS. (3 Credits)
The course deals with organization, administration, and problems of organizing a reading program. Attention is also focused on in-service teacher education.

CTGE 6608. LITERACY INSTITUTE. (3 Credits)
Important and emerging topics in literacy education; theories, current research and best practice applications for developing literacy proficiencies K-12.

CTGE 6662. TEACHING GEOMETRIC CONCEPTS. (3 Credits)
CTGE 6781. INSTRUCTING BILINGUAL SPECIAL EDUCATION STUDENTS. (3 Credits)
The course presents a general overview of multiple perspectives in teaching the bilingual/limited English proficient students with special needs: instructional models, individualized instruction, the role of English in teaching, literacy development in both languages, and content-area teaching.

CTGE 6782. BIL SPEC ED:ISSUES&TREND. (3 Credits)
CTGE 6810. SOCIOPOLITICAL DIMENSIONS OF EDUCATION. (3 Credits)
This course introduces students to various pedagogical theories and leads to an understanding of how these theories relate to urban schooling in the 21st century. Several questions will guide the course: What are the relationships among power, knowledge, and social identities in the making of “teachers” and “students”? How is power—particularly in the form of class, race, gender, and other social stratifications— enacted, contested, and perpetuated in urban school contexts? Who is privileged? Who is disadvantaged?

CTGE 6991. INTERNSHIP IN CURRICULUM AND TEACHING. (3 Credits)
Offered as a Guided Tutorial Course. Professional experiences in the schools or educational agencies other than schools, as interns to curriculum coordinators, supervisors, or consultants. Registration with approval of chairperson, faculty supervisor, and agency director.

CTGE 6992. INTERNSHIP IN CURRICULUM AND TEACHING. (3 Credits)
A continuation of CTGE 6991: Offered as a Guided Tutorial Course. Professional experiences in the schools or educational agencies other than schools, as interns to curriculum coordinators, supervisors, or consultants. Registration with approval of chairperson, faculty supervisor, and agency director.

Updated: 10-11-2017
CTGE 7000. SPECIAL TOPICS LANG LIT LRNG. (3 Credits)

CTGE 7190. STATISTICS AND QUANTIFICATION DESIGN. (3 Credits)
Statistical methods applied to curriculum research studies. Strategies for evaluating educational intervention, balancing internal and external validity, obtaining appropriate population samples and implementing multivariate designs.

CTGE 7194. INTRODUCTION TO QUALITATIVE INQUIRY IN EDUCATION. (3 Credits)
In this course, students will examine the nature and characteristics of various qualitative inquiry traditions utilized in educational research. Emphasis will be placed on developing competence in qualitative research design, data collection, analysis, and report writing.

CTGE 7236. PROBLEMS AND ISSUES IN EARLY CHILDHOOD EDUCATION. (3 Credits)
Examination of the concerns that affect practice and the child's ability to learn. Selection of topics current to working with all young children in early childhood settings.

CTGE 7330. RES SEM: SECONDARY EDUC. (3 Credits)

CTGE 7460. ADVANCED SEMINAR IN SPECIAL EDUCATION CURRICULUM. (3 Credits)
Focus on providing an appropriate curriculum for children, adolescents, and young adults with disabilities. Examination of curriculum evaluation strategies, techniques, and models applicable to both inclusive and special education classrooms. Students address issues of implementation and accountability. Students will apply this information in analyzing their own recent experiences in the classroom.

CTGE 7470. SEMINAR IN LANGUAGE DISORDERS IN SPECIAL EDUCATION. (3 Credits)
Critical evaluation of major concerns in selected areas related to language development and remediation in the education of children, adolescents, and young adults with disabilities.

CTGE 7491. READING AND WRITING AS PSYCHOLINGUISTIC PROCESSES. (3 Credits)
This course examines theories and research on reading and writing processes as these influence and result from cognitive activities. Implications for classroom use of reading and writing as activities for increasing learning.

CTGE 7496. SOCIOLINGUISTICS: LANGUAGE AND READING ANALYSIS. (3 Credits)
Examines theories of linguistic analysis as they provide insight into psycholinguistic and sociolinguistic processes affecting reading. Directions for research and implications for instructions.

CTGE 7568. ADVANCED PRACTICUM IN SPECIAL EDUCATION. (3 Credits)
Practicum experiences for advanced students, designed to prepare for supervisory roles and for curriculum development specialists; emphasis on the analysis of clinical teaching in a variety of classroom settings.

CTGE 7570. ADVANCED STUDY ON PROBLEMS AND ISSUES IN SPECIAL EDUCATION. (3 Credits)
Focus on current problems and issues in special education related to the development and education of children, adolescents, and young adults with physical, cognitive, and/or emotional disabilities. Emphasis will be focused on communication and language disorders, and literacy development of children with disabilities. Exploration of trends in providing educational services to students with disabilities; application of this information in analyzing our recent experiences in schools.

CTGE 7571. RESEARCH ISSUES AND POLICY TRENDS IN SPECIAL EDUCATION. (3 Credits)
Focus on the design and conduct of research in special education. Critique recent research tools and techniques in the field and relate these to current needs for more informative research results in special education. Read examples of research that employ different types of research methodologies. Students will be encouraged to apply these concepts in their own classrooms and schools as a basis for their own field-based research.

CTGE 7591. EVALUATION AND TESTING IN LITERACY. (3 Credits)
Analysis and evaluation of current tests in reading; the major requirement for the course will be the construction of a new instrument to measure some part of the reading process. Recommended course: CTGE 7592.

CTGE 7596. THE COGNITIVE BASES OF LANGUAGE AND LITERACY. (3 Credits)
History and impact of the cognitive revolution on language and literacy curricula, theories, and research. Overview of historical theories and research on text processing as problem solving (e.g., reader response theory, metacognitive theory, schema theory, information processing theory). Recent neurobiological studies are considered as methods of observing literacy problem solving. Implications for curriculum and teaching. Includes possible links to the development of student research agendas.

CTGE 7597. TOOLS FOR INQUIRY IN LANGUAGE AND LITERACY EDUCATION. (3 Credits)
By "tool of inquiry" we mean both the research designs and data-collection instruments used in language and literacy research. We will explore a range of tools used across the continuum of qualitative, mixed-method, and quantitative research, including coding of language samples as well as teacher-made and norm-referenced and criterion-referenced measures. This Tier 3 research course can be used as either the final course in the LLL 4 course research sequence, or as a 5th (elective) research course. As a Tier 3 course, it draws on previous course work in both qualitative and quantitative research.

CTGE 7820. GLOBAL PERSPECTIVES: LCE/CLAIR. (3 Credits)
Provides theoretical and research exploration of global conceptualizations for communicating and learning in more than one language.

CTGE 7843. SCND LANG PROFICNCY/LRNG. (3 Credits)
Survey of research on how students from diverse backgrounds acquire a second language; psycho-linguistic and sociolinguistic variables involved in curriculum; appraisal of techniques and instruments employed in such research; development of research models. Permission of chairperson or instructor required.

CTGE 7844. LANG/ED ASMT MLT LANG ST. (3 Credits)
Focuses on theoretical problems in bilingual and second-language studies; examination of available measures and evaluation approaches, for example, language dominance and proficiency instruments; criterion-referenced tests; and construction and application of new techniques and measures for such programs.

CTGE 7845. CURRICULUM MODELS: BILINGUAL/ESL PROGRAMS. (3 Credits)
The course provides theoretical and practical knowledge related to planning, development, and implementation of curriculum models and methods in bilingual and English as a second language program. The course focuses on (1) curriculum models and design typologies, (2) analysis of policy issues, (3) language and cultural issues, and (4) second language methods.
CTGE 8001. RESEARCH APPRENTICESHIP. (0 Credits)
In the Research Apprenticeship the student is required to work closely with a research apprenticeship faculty advisor to develop and carry out a research project. The student must register each of the 3 semesters and must attend the Research Colloquia each semester. Prerequisite: Permanent Matriculation status plus 21 doctoral credits.

CTGE 8101. ADVANCED RESEARCH IN CURRICULUM AND TEACHING. (3 Credits)
Designed for advanced doctoral students who are developing dissertation topic areas or who are conducting research projects. The course is usually taken on an independent study basis because of unique student needs.

CTGE 8110. DISSERTATION SEMINAR IN LANGUAGE, LITERACY, AND LEARNING. (3 Credits)
Seminar for advanced doctoral candidates who have completed all coursework for their degree. The purpose of the seminar is to have students develop an approved proposal for their doctoral dissertation.

CTGE 8111. DISSERTATION SEMINAR IN LANGUAGE, LITERACY, AND LEARNING. (3 Credits)
A continuation of CTGE 8110: Seminar for advanced doctoral candidates who have completed all coursework for their degree. The purpose of the seminar is to have students develop an approved proposal for their doctoral dissertation.

CTGE 8502. DIRECTED RESEARCH IN CURRICULUM AND TEACHING. (3 Credits)
Designed for students who have completed their coursework and are developing research problems or projects for completion of doctoral studies. It may not be used to replace any degree course requirements.

CTGE 9000. SPECIAL TOPICS IN CURRICULUM AND TEACHING. (3 Credits)
Special topics in curriculum and teaching. (Permission of course instructor required.)

CTGE 9001. SPEC TOPICS C & T. (0 Credits)

CTGE 9002. SPEC TOPICS C & T. (3 Credits)

CTGE 9990. INDEPENDENT STUDY. (3 Credits)
Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration requires the approval of professor directing study, chair of student’s division, and director of graduate studies.

EDGE 6100. ISSUES AND TRENDS IN AMERICAN EDUCATION. (3 Credits)
The course is designed to provide students with the opportunity to become familiar with the important movements, trends, and innovations that are shaping the education profession.

EDGE 6101. RACE AND MULTICULTURAL EDUCATION IN AMERICAN SOCIETY. (3 Credits)
Examines the concept of cultural pluralism—the values, traditions, and aspirations of various immigrant and ethnic groups; examines the institutionalized nature of prejudice and its impact on the cultural, economic, social status, and mobility patterns of selected ethnic groups.

EDGE 6106. HRE PRACTICUM I. (3 Credits)
This course integrates the knowledge and skills acquired during the program. In this first practicum, students identify an organizational problem and begin the consultation process. They must identify a sponsor, contract for the assignment, collect data and provide feedback to the appropriate organizational members.

EDGE 6107. HRE PRACTICUM II. (3 Credits)
This course continues the process begun in Practicum I. In partnership with the organization, students design and implement an intervention based on the data collected earlier in the consultation process. They must evaluate the performance outcomes associated with the intervention.

EDGE 6226. DESIGN OF INTERACTIVE LEARNING SYSTEMS. (3 Credits)
Cognitive theory and programming skills are taught that enable students to develop multimedia instructional software in a variety of paradigms (for example, simulation, coaching, hypertext, multimedia, tutorial, and drill and practice). To ensure instructional effectiveness, emphasis is placed on building instructional strategies (based on cognitive theory) into the design. To ensure usability, human-computer interaction issues are considered (again, based on cognitive theory). Prerequisite: PSGE 5220 or consent of instructor.

EDGE 6703. MEAS HUM RES ED. (3 Credits)
Focuses on understanding, using and developing assessment tools in the workplace. Students design an instrument, collect and analyze data, and write and present their findings. Measurement concepts of reliability and validity are discussed in relation to developing or purchasing assessment tools.

EDGE 8001. DOCTORAL RESEARCH APPRENTICESHIP. (0 Credits)
A seminar (two consecutive semesters and a summer) in which the student is required to attend monthly seminars. The student is required to undertake research with a faculty member, culminating in a research project that demonstrates the student’s ability to do doctoral work. Prerequisite: Permanent Matriculation Status.

Edge 8110. DISSERTATION SEMINAR IN LANGUAGE, LITERACY, AND LEARNING. (3 Credits)
A continuation of CTGE 8110: Seminar for advanced doctoral candidates who have completed all coursework for their degree. The purpose of the seminar is to have students develop an approved proposal for their doctoral dissertation.

Edge 8111. DISSERTATION SEMINAR IN LANGUAGE, LITERACY, AND LEARNING. (3 Credits)
A continuation of CTGE 8110: Seminar for advanced doctoral candidates who have completed all coursework for their degree. The purpose of the seminar is to have students develop an approved proposal for their doctoral dissertation.

Edge 8502. DIRECTED RESEARCH IN CURRICULUM AND TEACHING. (3 Credits)
Designed for students who have completed their coursework and are developing research problems or projects for completion of doctoral studies. It may not be used to replace any degree course requirements.

Edge 9000. SPECIAL TOPICS IN CURRICULUM AND TEACHING. (3 Credits)
Special topics in curriculum and teaching. (Permission of course instructor required.)

Edge 9001. SPEC TOPICS C & T. (0 Credits)

Edge 9002. SPEC TOPICS C & T. (3 Credits)

Edge 9990. INDEPENDENT STUDY. (3 Credits)
Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration requires the approval of professor directing study, chair of student’s division, and director of graduate studies.

Edge 9995. DOCTORAL MAINTENANCE OF MATRICULATION. (0 Credits)
Doctoral Maintenance of Matriculation (0 credit) (DOCTORAL MAINTENANCE)
Attribute: ZAME.

Edge 9999. DISSERTATION MENTORING. (0 Credits)
Consultation with mentor and dissertation committee on defense of completed dissertation work.

PSGE 5203. INTRODUCTION TO RESEARCH. (3 Credits)
Presentation of the basic concepts, tools, and methods of research in education and psychology.

PSGE 5204. RESEARCH METHODS IN COUNSELING. (3 Credits)
Basic concepts, tools, and methods of research in counseling.

PSGE 5210. STATISTICAL METHODS IN EDUCATION AND PSYCHOLOGY. (3 Credits)
PSGE 5301. PSYCHOLOGICAL FACTORS IN YOUNG CHILDREN WITH DISABILITIES. (3 Credits)
This course provides an overview of the characteristics of disabling conditions in young children. It introduces the psychological, environmental, and biological conditions, and the interactions among them that place children at risk for developmental delays and disabilities. It discusses the sociocultural and political contexts impacting child development, and the effectiveness of various intervention approaches and models so as to provide students with a knowledge base and skills for interventions.

PSGE 5302. PSYCHOLOGY OF ADOLESCENT DEVELOPMENT AND LEARNING. (3.4 Credits)
Theory and study of development and learning process during the adolescent years. This course examines the cognitive, psychosocial, and character development of children from age 12 to 18 and young adults, their learning abilities and processes; and individual, sociocultural, and other environmental factors affecting their learning and development.

PSGE 5314. PSYCHOLOGY OF CLASSROOM ORGANIZATION AND MANAGEMENT. (1 Credit)
The study of teacher-pupil interactions in classrooms. Characteristics of effective learning environments, time and behavior management, classroom climate, and leadership. Causes of student misbehavior and techniques for prevention and correction. Open only to matriculated students in one of Fordham’s initial teacher education programs.

PSGE 5316. PSYCHOLOGY OF CHILD DEVELOPMENT AND LEARNING. (3 Credits)
This course will review current thinking in the study of child development as reflected in prevailing developmental theory and research. Course readings and assignments will address developmental issues throughout childhood within the physical, cognitive, and socioemotional domains. Special emphasis will be placed on the changes in learning that occur during infancy and childhood.

PSGE 5318. HUMAN DEVELOPMENT AND LEARNING: PRE-K–GRADE 12. (3 Credits)
This course will provide an overview of psychological principles relevant to the process of learning and teaching as applied to the kindergarten through secondary-school learner. Topics will include theories of human development and learning, models of learning and instruction, and academic assessment.

PSGE 5500. PSYCHOLOGICAL FACTORS IN CHILDREN WITH DISABILITIES. (3 Credits)
An introduction to understanding children with disabilities and special health care needs. Study of the physical, social, emotional, and learning characteristics of children identified as disabled.

PSGE 5505. PSYCHOLOGY OF LEARNING DISABILITIES. (3 Credits)
Identification of social, emotional, and learning characteristics of children diagnosed as brain injured, neurologically impaired, or learning disabled. Exploration of perceptual disabilities, language, and motivational and behavioral aspects of children who have learning problems.

PSGE 5620. INTRODUCTION TO COUNSELING I. (3 Credits)
An introduction to the profession of counseling. The processes and techniques of counseling are studied. Emphasis on the development of active listening skills. Prevention and remediation are addressed. Must be taken with PSGE 5622.
Corequisite: PSGE 5622.

PSGE 5621. FOUNDATION OF PROFESSIONAL COUNSELING AND CONSULTATION. (3 Credits)
An introduction to the profession of counseling. The processes and techniques of counseling are studied. Emphasis on the development of active listening skills. Prevention and remediation are addressed. Must be taken with PSGE 5623.
Corequisite: PSGE 5623.

PSGE 5622. PRE-PRACTICUM IN COUNSELING I. (3 Credits)
Guided and supervised experience in individual counseling using a variety of counseling techniques. Must be taken with PSGE 5620.
Corequisite: PSGE 5620.

PSGE 5623. CLINICAL INSTR COUNS PROCESS. (3 Credits)
Guided and supervised experience in individual counseling using a variety of counseling techniques. Must be taken with PSGE 5621.
Corequisite: PSGE 5621.

PSGE 5625. THEORIES FAM COUNS:ASST. (3 Credits)
This course covers leading theories of family counseling and reviews a variety of family assessment procedures and techniques. The course has an applied focus and integrates multicultural and social justice perspectives in understanding and working with families both within and across cultures.

PSGE 5627. COUNS COLLEGE & POST HS. (3 Credits)
This course provides systematic training in counseling for post high school planning including the college admission and selection process. Students will be introduced to concepts and practical skills required for competency in working with diverse populations: the traditionally aged college student applicant, the disadvantaged, the minority student, the gifted, the learning disabled, the student athlete, and the adult.

PSGE 5630. INTRODUCTION TO COUNSELING II. (3 Credits)
This course is designed to review and evaluate various theories of counseling and to encourage students to develop their own conceptualization of the counseling process. This course must be taken concurrently with PSGE 5632 Pre-practicum in Counseling II.
Corequisite: PSGE 5632.

PSGE 5631. COUNS THEORY & PRACTICE. (3 Credits)
This course is designed to review and evaluate various theories of counseling and to encourage students to develop their own conceptualizations of the counseling process. This course must be taken concurrently with PSGE 5633.

PSGE 5632. PRE-PRACT COUNSEL II. (3 Credits)
This course is the second semester of a two-semester pre-practicum experience. It must be taken concurrently with PSGE 5630 Introduction to Counseling II. Students will apply various theories of counseling to specific cases through role plays and taped practice counseling sessions. Feedback will be provided by the instructor and peers.
Corequisite: PSGE 5630.

PSGE 5633. PRE-PRACTICUM IN APPLICATIONS OF COUNSELING THEORY TO PRACTICE. (3 Credits)
This course is the second semester of a two-semester pre-practicum experience. It must be taken concurrently with PSGE 5631 Counseling Theory and Practice. Students will apply various theories of counseling to specific cases though role plays and taped practice counseling sessions. Feedback will be provided by the instructor and peers.

PSGE 6226. DESIGN OF INTERACTIVE LEARNING SYSTEMS. (3 Credits)
See EDGE 6226.
PSGE 6308. COGNITION AND INSTRUCTION I: FOUNDATIONS AND BASIC PROCESSES. (3 Credits)
Historical and contemporary perspectives on the nature of minds and their relation to current psychological theories and research on cognition. Analysis will center on processes underlying perception and understanding— instructional implications will be discussed. Prerequisite: PSGE 6312.

PSGE 6309. COGNITION AND INSTRUCTION II: PROBLEM SOLVING. (3 Credits)
Analysis of the cognitive theories and research on problem solving. Processes underlying imagery, reasoning, transfer of skills, and cultural influences on problem solving will be discussed. Prerequisite: PSGE 6308.

PSGE 6310. INSTITUTE ON APPLIED COGNITION. (3 Credits)
The relation between recent developments in the study of cognition to the solving of applied problems. The institute will be organized around a series of lectures led by noted researchers.

PSGE 6311. APPLICATIONS OF BEHAVIOR ANALYSIS IN EDUCATIONAL SETTINGS. (3 Credits)
Theory and application of psychological principles to modification of social and academic behavior in classrooms and other educational settings.

PSGE 6312. PSYCHOLOGY OF COGNITION AND AFFECT. (3 Credits)
To introduce students to the theoretical & empirical investigation of human learning. Emphasis is on understanding both the cognitive & affective basis of learning, and on new findings that improve understanding and to maximize the use of these complex human skills in relation to educational & psychological practice.

PSGE 6314. PSYCHOLOGY OF PROBLEM SOLVING AND CREATIVITY. (3 Credits)
Definitions of problem solving and creativity; theory, research, and measurement of the creative problem-solving process. Principles and procedures to increase creative thinking. Prerequisite: PSGE 6312 or instructor’s permission.

PSGE 6320. PSYCHOLOGY OF MOTIVATION. (3 Credits)
Theoretical and empirical investigation of human motivation and self-determination. Emphasis on understanding emotional and control processes responsible for motivating selected behavior. Prerequisite: PSGE 6312 or instructor’s permission.

PSGE 6324. ENVIRONMENTS FOR MANAGING CHALLENGING BEHAVIORS. (3 Credits)
Focus on planning and managing instructional environments for at-risk students and students with disabilities. Students will learn to establish secure learning environments that are structured to facilitate the academic and behavioral success of learners. Contemporary approaches to modifying behavior will be studied.

PSGE 6325. PSYCHOLOGY OF MEDIA. (3 Credits)
This course is designed to examine key issues and theoretical perspectives within the interdisciplinary field of media psychology. Course readings will concern the psychological underpinnings of various forms of media, including television, telecommunications, and multimedia, and their impact on the viewer from a psychosocial and cognitive vantage point. Special emphasis will be placed on the child and the adolescent user.

PSGE 6337. ADVANCED EDUCATIONAL PSYCHOLOGY: INSTRUCTIONAL DESIGN. (3 Credits)
Theories and models of instructional design. Applications of theory and research in educational psychology to the analysis and development of instructional programs. Prerequisite: PSGE 6312 or permission of instructor.

PSGE 6338. DESIGN AND EVALUATION OF CREATIVITY PROGRAMS. (3 Credits)
Design, development, and evaluation of education and training programs to encourage creative thinking and problem solving. General problem-solving skills vs. discipline-based programs. Teacher and staff-development efforts. Selection and measurement of relevant creativity outcomes.

PSGE 6341. PSYCHOLOGY OF PERSONALITY AND INDIVIDUAL DIFFERENCES. (3 Credits)
Theory and research in differential psychology applied to educational settings. Topics include age, sex, intellectual, socioeconomic, racial, and ethnic differences; cognitive styles; and special-talent abilities. Prerequisite: PSGE 6312 or permission of instructor.

PSGE 6345. SOCIAL PSYCHOLOGY. (3 Credits)
Social psychological theories, concepts, and research are studied. Topics include interpersonal relations, social learning, social motivation, communication, attitudes, groups and organizations, and social change.

PSGE 6401. SEMINAR IN THE PSYCHOLOGY OF BILINGUAL STUDENTS. (3 Credits)
This seminar provides a theoretical foundation for understanding critical issues that impact on the psychological functioning of bilingual children and adolescents in the schools. The main objectives are to develop a multicultural psychological perspective, including an understanding of the acculturation process, the nature of bilingualism, bilingual assessment, and bilingual pedagogical issues.

PSGE 6417. DEVELOPMENTAL AND INTELLECTUAL DISABILITIES. (3 Credits)
This course focuses on the assessment and diagnosis of several disorders of early childhood onset. These disorders include mental retardation, autism, other pervasive developmental disorders, Rett’s Disorder, Asperger’s Syndrome, and various learning disabilities. The etiologies of these disorders, as well as how they are manifested throughout the life span, will be highlighted by reviewing relevant research and through course discussions.

PSGE 6418. EMOTIONAL DISORDERS OF CHILDHOOD AND ADOLESCENCE. (3 Credits)
Survey of causes and consequences of emotional problems of children and implications for educational planning. The major psychiatric and psychological classification systems are studied, as are the effects of social and cultural factors on emotional development.

PSGE 6446. CONSULTATION WITH FAMILIES IN A DIVERSE SOCIETY. (3 Credits)
The purpose of this course is to provide students with the skills necessary to be effective consultants with families of young children.

PSGE 6601. HUMAN DEVELOPMENT. (3 Credits)
This course presents an overview of human development through the life span. Theories of psychosocial development are emphasized, as are the implications of life stage for counseling assessment and intervention. Multicultural and feminist perspectives on human development are included.
PSGE 6603. MULTICULTURAL ISSUES IN PROFESSIONAL PSYCHOLOGY. (3 Credits)
The course is designed to provide psychologists, counselors, and school personnel with the requisite knowledge for working with clients and students of diverse racial, ethnic, and cultural backgrounds. Intervention techniques for working with a variety of racial/ethnic and special populations are included.

PSGE 6605. COUNSELING PROGRAM DEVELOPMENT AND EVALUATION. (3 Credits)
The purpose of this course is to provide students with an introduction to principles and methods of counseling program development and evaluation. Psychoeducational, therapeutic, developmental, and culturally appropriate interventions will be considered on individual, group, and system levels. The course focuses on developing and evaluating the effectiveness of counseling interventions based on research evidence. Students will apply the knowledge they gain—through course instruction, assigned readings, and focused reviews of literature relevant to their particular counseling interests—to develop a proposal for a counseling intervention program and design a plan for its implementation and evaluation. Prerequisites: PSGE 5620, 5622, 5204.

PSGE 6607. ASSESSMENT IN COUNSELING. (3 Credits)
This course is an introduction to basic issues and procedures in counseling assessment and testing across the life span. It is part of the PSGE 6602 – PSGE 6607 counseling module, and the content is geared toward practicing professional counselors in a variety of settings. Multicultural and ethical issues are infused throughout the course content.

Attribute: Z621.

PSGE 6609. ADVANCED ASSESSMENT AND APPRAISAL IN COUNSELING. (3 Credits)
Prerequisite for the course is Assessment in Counseling (PSGE 6607). This course is required for students in the Mental Health Counseling program. This class focuses on clinical assessment in mental health counseling with an emphasis on objective inventories of personality and psychopathology. Students will be exposed to a number of assessments of personality and psychotherapy, with a particular emphasis on the range of inventories. Students will also learn diagnostic interviewing and semi-structured assessments of psychopathology. Multicultural and ethical issues are infused throughout the course content.

PSGE 6615. HISTORY AND SYSTEMS OF PSYCHOLOGY. (3 Credits)
This doctoral-level course provides students with an overview of the development of psychological thought, from its culturally indigenous origins in roughly 3000 BC, to Western influences in the late 19th century, through to the present and anticipated future of the field. Major topics include: philosophical influences in psychology, structuralism, functionalism, behaviorism, Gestalt, psychoanalysis, multicultural psychology, and recent theoretical developments. While this course is organized in terms of the major schools of thought that have defined the field of psychology, there is extensive coverage of the history of “constructs” that have shaped the field of psychology, as well as exploration of pioneers in the field across race, gender, sexual orientation, and other individual differences. The course aims to promote a critical analysis of the history of psychology through deconstruction of the cultural and historical milieu that influenced the system of thought or construct under consideration. The place of counseling, vocation, multicultural, and social-justice-oriented psychology will be emphasized.

PSGE 6630. GROUP COUNSELING. (3 Credits)
Principles of group dynamics that have implications for group counseling are studied. Must be taken with PSGE 6632. Prerequisites: PSGE 5620 and PSGE 5622.

Corequisite: PSGE 6632.

PSGE 6632. PRE-PRACTICUM IN GROUPS. (3 Credits)
The course is an experientially focused group-counseling course in which students participate as group members and leaders. Must be taken with PSGE 6630. Prerequisites: PSGE 5620 and PSGE 5622.

Corequisite: PSGE 6630.

PSGE 6640. CAREER COUNSELING. (3 Credits)
Theories, research, and processes of career development are examined. Must be taken with PSGE 6641. Prerequisites: PSGE 5620 and PSGE 5622.

Corequisite: PSGE 6640.

PSGE 6641. PRACT CAREER COUNSELING. (3 Credits)
Focus is on assessment techniques and methods of career development. A case-study approach is used. Must be taken with PSGE 6640. Prerequisites: PSGE 5620 and PSGE 5622.

Corequisite: PSGE 6640.

PSGE 6642. PRACTICUM IN CAREER COUNSELING. (3 Credits)
Focus is on assessment techniques and methods of career development. A case-study approach is used. Must be taken with PSGE 6640. Prerequisites: PSGE 5620 and PSGE 5622.

Corequisite: PSGE 6640.

PSGE 6645. GENERAL PSYCHOPATHOLOGY. (3 Credits)
This course will provide a comprehensive overview of psychopathology. The survey will begin by contextualizing notions of psychopathology within the historical milieu of the cultures of psychology and psychiatry. Methodological and taxonomic issues will be explored with an emphasis on the paradigm presented by DSM-IV. The major adult psychiatric disorders (both Axis I and Axis II) will be studied in detail. Related diagnostic and assessment strategies will also be discussed. Through readings and in-class activities, students are expected to develop an understanding of etiological, diagnostic, and treatment issues related to the various disorders addressed.

PSGE 6650. ETHICS AND PROFESSIONAL ISSUES IN COUNSELING. (3 Credits)
An integrating seminar in which the role and function of counselors in society are examined. Philosophical and psychological roots of counseling are studied, and the ethical guidelines of the major professional organizations are analyzed. Important issues facing the counselor are also studied. Must be taken with PSGE 6652. Prerequisites: Areas I, II, III, and IV from the counseling curriculum.

PSGE 6651. FIELD EXPERIENCE I IN MENTAL HEALTH COUNSELING. (3 Credits)
This is the first field experience course (fall only) for master’s students in mental health counseling. Students function as mental health counselors under supervision in a hospital, college, or other agency settings. Experiences vary by site, are individually planned, and may include individual or group counseling, assessment, and attendance at case conferences or staff meetings. Students are responsible for locating and contracting with their own qualifying site, subject to the approval of the coordinator of master’s field experience and their adviser. The course includes group supervision, case presentations, and content specific to developing mental health counseling competencies. Corequisite: PSGE 6650. Prerequisites: PSGE 5620-5622, 5630-5632, 6630-6632, 6640-6641, 6602, and 6607.

Corequisite: PSGE 6650.
PSGE 6652. FIELD EXPERIENCE IN COUNSELING I. (3 Credits)
Students must complete 130 hours of supervised, off-campus experience. Site should be chosen with a view toward the student’s vocational goals. Students will function as counselors under supervision in schools, colleges, hospitals, or mental health agencies. The practical experience of each student will vary according to his or her site. Ideally, each student will have an opportunity to engage in a wide range of counseling activities, such as individual counseling, group counseling, assessment, attendance at case conferences or other staff meetings, and gradually become acquainted with the total counseling program at the agency or school. Students must provide their own sites, subject to the approval of the field experience coordinator. Generally the course is to be taken during the fall semester of the final year of study. Must be taken with PSGE 6650. Prerequisites: PSGE 5620, 5622, 6640, 6630, 6632, 6602, and 6702.
Corequisite: PSGE 6650.

PSGE 6653. FIELD EXPERIENCE II IN MENTAL HEALTH COUNSELING. (3 Credits)
This is the second field experience course (spring only) for master’s students in mental health counseling. Students function as mental health counselors under supervision in a hospital, college, or other agency settings. Experiences vary by site, are individually planned, and may include individual or group counseling, assessment, and attendance at case conferences or staff meetings. Students are responsible for locating and contracting with their own qualifying site, subject to the approval of the coordinator of master’s field experiences and their adviser. The course includes group supervision, case presentations, and content specific to developing mental health counseling competencies. Prerequisite: PSGE 6651.

PSGE 6654. FIELD EXPERIENCE IN COUNSELING II. (3 Credits)
This course is the second semester of a two-semester practicum experience for master’s students in counseling and personnel services.

PSGE 6655. FIELD EXPERIENCE III IN MENTAL HEALTH COUNSELING. (3 Credits)
This course is offered as an option of a third field experience course (summer I only) for those master’s students in mental health counseling who completed the minimum number of supervised hours in the first two practica. Students function as mental health counselors under supervision in a hospital, college, or other agency settings. Students are responsible for locating and contracting with their own qualifying site, subject to the approval of the coordinator of master’s field experiences and their adviser. The course includes group supervision, case presentations, and content specific to developing mental health counseling competencies. Prerequisite: PSGE 6653.

PSGE 6656. MULTICULTURAL COUNSELING. (3 Credits)
This course is designed to equip students with the awareness, knowledge, and skills for counseling culturally diverse clients. Students will be exposed to leading theories of multicultural counseling and racial/ethnic identity development and will be involved in case-study analysis, role-plays, and other diverse experiences.

PSGE 6659. TRAUMA INTERP NEUROBIO. (3 Credits)
 Shall bridge the gap between advances in neuroscience & the practice of psychotherapy topics: the brain & affect regulations, neurobiology of attachment, brain intergation & the neurobiology of psychotherapy.

PSGE 6702. FUNDAMENTALS OF EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT. (3 Credits)
Survey of measurement methods in education and psychology. Basic psychometric properties of tests, principles of test development, types of tests, and evaluations of tests are studied.

PSGE 7210. EXPERIMENTAL DESIGN. (3 Credits)

PSGE 7211. CORRELATIONAL DESIGN AND ANALYSIS. (1-3 Credits)
Regression analysis (RA) and the design and interpretation of research using the general linear model (GLM). Interpretation Multiple R, beta coefficients, standard error. Dummy coding and interaction effects. Also, path analytic methods. Prerequisite: PSGE 7210.

PSGE 7213. APPLICATION OF MULTIVARIATE TECHNIQUES IN EDUCATION AND PSYCHOLOGY. (3 Credits)
Survey of multivariate statistics, including regression, discriminant function, canonical correlation, multivariate analysis of variance, and factor analysis. Emphasis is on the use of these techniques. Prerequisite: PSGE 7211.

PSGE 7301. ADVANCED DEVELOPMENTAL PSYCHOLOGY. (3 Credits)
Analysis of recent theory and research in developmental psychology. Prerequisite: PSGE 6301 or PSGE 6302.

PSGE 7372. PD PRO-SEMINAR IN THE PROFESSIONAL PRACTICE OF SCHOOL PSYCHOLOGY. (0 Credits)
This course is designed to develop student basic skills as related to the practice of school psychology. The topics to be covered include professional identity development, school culture, engagement in the supervision process and professional writing and communications.

PSGE 7412. PERSONALITY ASSESSMENT. (3 Credits)
Introduction to the theory of personality assessment. Practice in administration, scoring, and interpretation of selected projective techniques used with children, with emphasis on the Rorschach, Thematic Apperception Tests, and Drawings. Registration limited to matriculated students in school psychology with the permission of the instructor. Prerequisite: PSGE 7508.

Attribute: ZLB5.

PSGE 7413. SCHOOL PSYCHOLOGY: ADVANCED ASSESSMENT SEMINAR. (3 Credits)
This advanced seminar on assessment is designed to provide students with theoretical knowledge and applied skills in specialized areas of assessment. The specific topics covered will be offered as separate sections on an alternating basis. The major topics may include advanced personality assessment, neuropsychological assessment, preschool assessment, and dynamic assessment. Prerequisites: PSGE 7508 and permission from the instructor.

PSGE 7418. NON-BIASED ASSESSMENT AND DECISION-MAKING. (3 Credits)
In-depth examination of issues, research, and models in non-biased assessment. Topics will include adaptive behavior, problems in classification, test bias, fairness, and judicial and legislative influences. Prerequisite: PSGE 7508.

PSGE 7422. INSTRUCTIONAL CONSULTATION. (3 Credits)
Assessment and remediation of children with school learning problems. Teacher consultation, observation, task analysis, and evaluation of learning problems. Prerequisites: PSGE 7442 and PSGE 7445.
PSGE 7423. THERAPEUTIC INTERVENTIONS IN THE SCHOOLS. (3 Credits)
This course is presented in two parts. The first part focuses on treatment
efficacy, various therapeutic orientations, ethics, and law. In the second
half, practical, empirically based intervention techniques appropriate
for school psychological services for children and adolescents are
discussed. Current best practices in the treatment of social, behavioral,
and emotional problems are emphasized.

PSGE 7424. ADVANCED ASSESSMENT SEMINAR: BILINGUAL
ASSESSMENT. (3 Credits)
This course is designed to train graduate students in how to conduct
bilingual assessments. Conceptualization of assessment incorporating
specific ways of taking both culture and language into account shall be
reviewed. It will extend prior knowledge of how to minimize bias in
assessment and test construction.

PSGE 7425. ADVANCED INTERVENTION SEMINAR: PRE-SCHOOL
INTERVENTION. (3 Credits)
This course is designed to be a topical seminar that will cover a number
of major issues and trends in preschoool intervention.

PSGE 7426. ADVANCED INTERVENTION SEMINAR: EDUCATIONAL
INTERVENTION. (3 Credits)
This course is designed to be a topical seminar that will cover a number
of major issues and trends in educational interventions.

PSGE 7427. ADVANCED INTERVENTION SEMINAR: BILINGUAL
INTERVENTION. (3 Credits)
This course is designed to be a topical seminar that will cover a number
of major issues and trends in interventions with bilingual students.

PSGE 7428. ADVANCED INTERVENTION SEMINAR: THERAPEUTIC
INTERVENTION. (3 Credits)
This course is designed to be a topical seminar that will cover a number
of major issues and trends in therapeutic interventions. Intensive
supervision will be provided.

PSGE 7429. INTEGRATION OF ASSESSMENT TECHNIQUES. (3 Credits)
Supervised pre-internship experience in the integrated use of
psychoeducational tests; histories; observation; and clinical interviews
in the study of children, adolescents, and adults with learning and
behavioral problems. Special considerations of assessment of minority
children are addressed. The experience is based in the Rosa A. Hagan
School Consultation Center and Early Childhood Center, where students
will conduct assessments with clients and attend weekly staff meetings.
Registration limited to matriculated students in school psychology
or with the permission of the instructor. Prerequisites: PSGE 7508,
PSGE 7412, and PSGE 7418.

PSGE 7435. FOUNDATIONS OF NEUROPSYCHOLOGY. (3 Credits)
Focus is on neuropsychology as a science, and its purpose is to assist
psychology students in developing an understanding of the theoretical
bases and principles underlying brain-behavior relationships. This
course will be designed so that students of school, counseling, and
educational psychology will be prepared in and introduced to the
theoretical foundations of neuropsychology.

PSGE 7442. ROLE AND FUNCTION OF THE SCHOOL PSYCHOLOGIST. (3 Credits)
An analysis of the role of the school psychologist. Emphasis is on models
for delivering effective services. Consideration of ethical and legal issues.

PSGE 7444. PSYCHOLOGY: HISTORY AND ETHICS. (3 Credits)
The course provides a survey of the development of theoretical issues
and methodology of psychology from the early Greek philosophers to
current trends, including historical and current approaches from various
cultures. Additionally, ethical principles and practice considerations for
the science and practice of psychology will be explored through a variety
of sources.

PSGE 7445. THEORIES OF SCHOOL-BASED CONSULTATION. (3 Credits)
Theory and practice in school-based consultation, including mental
health, ecological/behavioral, and organizational consultation.

PSGE 7452. CLINICAL SUPERVISION OF SCHOOL PSYCHOLOGISTS. (3 Credits)
This course, conducted mainly as a practicum, analyzes the process
of supervision and the basic steps in providing supervision of school
psychologists. Emphasis is placed on actual supervisory experience,
providing supervision to others, with students expected to spend two
aboratory hours weekly in addition to regular class. Registration limited
to PhD students in school psychology.

PSGE 7456. EVALUATION OF PSYCHOLOGICAL SERVICES DELIVERY
PROGRAMS. (3 Credits)
Theories, models, and practice of program evaluation in psychological
and educational services. Prerequisites: PSGE 5210 and PSGE 6702.

PSGE 7480. PROFESSIONAL DIPLOMA INTERNSHIP IN SCHOOL
PSYCHOLOGY I. (1.5-3 Credits)
Experience in providing school psychological services under qualified
supervision that, in conjunction with PSGE 7481, is the equivalent of a
full academic year. During the internship, students attend seminars on
campus. Completion of appropriate coursework and program permission
required. For professional diploma students only.

PSGE 7481. PROFESSIONAL DIPLOMA INTERNSHIP IN SCHOOL
PSYCHOLOGY II. (1.5-3 Credits)
A continuation of PSGE 7480.

PSGE 7482. PROFESSIONAL DIPLOMA INTERNSHIP IN BILINGUAL
SCHOOL PSYCHOLOGY I. (1.5-3 Credits)
Experience in providing school psychological services to a bilingual
population under qualified supervision that, in combination with
PSGE 7483, is the equivalent of a full academic year. Completion of
appropriate coursework and program permission required. For bilingual
professional diploma students only.

PSGE 7483. PROFESSIONAL DIPLOMA INTERNSHIP IN BILINGUAL
SCHOOL PSYCHOLOGY II. (1.5-3 Credits)
A continuation of PSGE 7482.

PSGE 7490. DOCTORAL INTERNSHIP IN SCHOOL PSYCHOLOGY I. (1.5-3 Credits)
Experience in providing school psychological services under qualified
supervision that, in conjunction with PSGE 7492, combines to be counted
as the equivalent of a full academic year. Completion of appropriate
coursework and program permission required (open only to PhD-degree
students).

PSGE 7492. DOCTORAL INTERNSHIP IN SCHOOL PSYCHOLOGY II. (1.5-3 Credits)
A continuation of PSGE 7490.

PSGE 7500. CLINICAL PRACTICUM IN SCHOOL PSYCHOLOGY. (3 Credits)
Supervised pre-internship field experience in psychological services, eight
hours weekly in an agency or school offering clinical services to children
or adolescents. Registration limited to matriculated students in school
psychology. Program approval required.
PSGE 7501. CLINICAL PRACTICUM IN BILINGUAL SCHOOL PSYCHOLOGY. (3 Credits)
Supervised pre-internship field experience in psychological services, eight hours weekly in an agency or school offering clinical services to bilingual or limited English proficient children or adolescents. Registration limited to matriculated students in school psychology. Program approval required.

PSGE 7502. CONSULTATION PRACTICUM IN SCHOOL PSYCHOLOGY. (3 Credits)
Supervised pre-internship fieldwork in delivering consultation services in schools eight hours weekly. Integrating seminar meets on campus. Registration limited to matriculated students in school psychology; completion of appropriate coursework and program approval required.

PSGE 7503. CONSULTATION PRACTICUM IN BILINGUAL SCHOOL PSYCHOLOGY. (3 Credits)
Supervised pre-internship field experience in delivering consultation services in schools serving bilingual or limited English proficient students, eight hours weekly. Integrating seminar meets on campus. Registration limited to matriculated students in school psychology; completion of appropriate coursework and program approval required.

PSGE 7507. RESEARCH SEMINAR IN THE PRACTICE OF PROFESSIONAL SCHOOL PSYCHOLOGY. (3 Credits)
This is an advanced seminar designed to enhance skills in research methods useful in gathering and sharing information on the clinical utility of evidence-based practices.

PSGE 7508. COGNITIVE ASSESSMENT. (3 Credits)
This course is designed to provide students with an in-depth knowledge of the process of cognitive assessment, including administration, scoring, and interpretation of several intelligence tests. Students are expected to assess several individuals and to write reports based on these assessments. The knowledge base that students are expected to obtain through this course consists of the history of intelligence testing, current theories of intelligence, alternative approaches to traditional assessment procedures, and issues in the measurement of intelligence.
Attribute: Z621.

PSGE 7510. SCHOOL PSYCHOLOGY EXTERNSHIP I. (0 Credits)
The externship provides an opportunity for students in the school psychology program to enhance research or practice-related skills and competencies above and beyond those typically required in the program. Participants are supervised by a field supervisor at an external setting and by school psychology faculty member(s). The externship could be taken after the completion of appropriate coursework or practica. Prerequisite: permission from instructor.
Attribute: ZEEF.

PSGE 7511. SCHOOL PSYCHOLOGY EXTERNSHIP II. (0 Credits)
A continuation of PSGE 7510.
Attribute: ZEEF.

PSGE 7520. DOCTORAL EXTERNSHIP IN SCHOOL PSYCHOLOGY. (1.5 Credits)
The externship consists of a specific professional experience during which students enhance the attitudes, knowledge, and skills learned during the program and practiced as part of their practica experience. The focus of the externship is on improving one's skills in a specific area of school psychology practice in preparation for internship or future employment. Goals for the externship should be in keeping with the school psychology program goals.

PSGE 7530. COUNSELING PSYCHOLOGY EXTERNSHIP I. (0 Credits)
This course is intended for doctoral students in the Counseling Psychology program who wish to gain additional clinical experience by working in the field. Students must have completed the entire doctoral practicum sequence. Prerequisite: PSGE 7688.
Attribute: ZEEF.

PSGE 7531. COUNSELING PSYCHOLOGY EXTERNSHIP II. (0 Credits)
This course is intended for doctoral students in the Counseling Psychology program who wish to gain additional clinical experience by working in the field. Students must have completed the entire doctoral practicum sequence. Prerequisite: Counseling Psychology Externship I.
Attribute: ZEEF.

PSGE 7532. CONSULTATION PRACTICUM IN SCHOOL PSYCHOLOGY. (3 Credits)
Introduction to the theory of projective personality by assessment. Practice in administration, scoring and interpretation of selected projective techniques of children and adults, with emphasis on the Rorschach, Thematic Apperception Tests and Drawings. Registration limited to doctoral students.
Attribute: ZLB5.

PSGE 7512. ASSESSMENT IN PERSONALITY. (3 Credits)
Covers the ethics, administration, scoring and interpretation of both projective and objective personality tests. Students shall receive supervision in these aspects of testing.
Attribute: ZLB5.

PSGE 7513. INTELL ASST: CHIL/ADULT. (3 Credits)
Study of the major theories of cognitive and neuropsychological abilities. Intelligence is analyzed as a major individual difference characteristic in clinical and educational settings. Skills developed in the administrative, scoring, and analysis of major intelligence measures.

PSGE 7515. ADULT PSYCHOPATHOLOGY. (3 Credits)
The course provides an overview of the etiology, course assessment, and treatment of adult disorders. Psychological, biological, and sociocultural perspectives of psychopathology are examined and differential diagnostic issues are explored. This course is intended for advanced (post-master’s) graduate students. For doctoral students.

PSGE 7520. THEORIES OF COUNSELING. (3 Credits)
Consideration of the major theories of counseling, including psychodynamic, cognitive, behavioral, and phenomenological models. Common factors and distinct features are analyzed, as is the research supporting the models. Recent integrative efforts are studied.

PSGE 7530. PSYCHOLOGY OF SMALL GROUPS. (3 Credits)
The principles of group dynamics are analyzed with an emphasis on contemporary theories of group behavior.

PSGE 7540. PSYCHOLOGY OF CAREER DEVELOPMENT. (3 Credits)
A critical analysis of theories and research concerning career development. Application of psychological theories to the career development of diverse persons are studied. Prerequisite: PSGE 6640 or equivalent.
PSGE 7649. CLINICAL SUPERVISION AND CONSULTATION IN COUNSELING PSYCHOLOGY. (3 Credits)
Students will study the developmental processes involved in the training of therapists. The nature of the supervisory relationship will be explored in depth and students will identify skills necessary for sound supervisory practice. Clinical consultation in mental health settings will also be addressed. Prerequisite: PSGE 7655.

PSGE 7654. DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY I. (3 Credits)
This is the fourth course in the series of 4 practicum courses for doctoral students in counseling psychology. Students engage in closely supervised practice of counseling and psychotherapy in a professional setting for a minimum of sixteen hours each week. Approval of the site and supervisor by the practicum coordinator is required as is the student's eligibility to start the practicum. Theoretical emphasis of this semester is on integrative approaches to psychotherapy. Taping of counseling sessions is required. Master's level practicum.

PSGE 7655. DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY II. (3 Credits)
The course is the second half of the field experience in counseling psychology required of students who are matriculated in the counseling psychology program. The course requirements are as described for PSGE 7654. Prerequisite: PSGE 7654.

PSGE 7656. DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY III. (3 Credits)
This is the third semester of practicum for doctoral students in counseling psychology. Students engage in closely supervised practice of counseling psychology in a professional setting 16 hours each week, including one hour of face-to-face, individual supervision by a doctoral-level psychologist. Approval of the site and supervisor by the practicum coordinator is required. Taping of counseling sessions is required. Prerequisites: PSGE 7654 and PSGE 7655.

PSGE 7657. PRACTICUM IN SUPERVISION IN COUNSELING PSYCHOLOGY. (3 Credits)
Theories and methods of clinical supervision will be studied. This course requires weekly supervision of master's-level trainees following the class period. Prerequisite: PSGE 7655.

PSGE 7658. DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY IV. (3 Credits)
This is the fourth course in the series of 4 practicum courses for doctoral students in counseling psychology. Students engage in closely supervised practice of counseling and psychotherapy in a professional setting for a minimum of sixteen hours each week. Approval of the site and supervisor by the practicum coordinator is required as is the student's eligibility to start the practicum. Theoretical emphasis of this semester is on integrative approaches to psychotherapy. Taping of counseling sessions is required. Prerequisite PSGE 7656.

PSGE 7667. INTERNSHIP IN COUNSELING PSYCHOLOGY I. (0 Credits)
A full-year, full-time experience in providing psychological services under qualified supervision in an approved agency (PSGE7668, PSGE7669). A formal application process is required, which must be completed and approved by the program in the year prior to the beginning of the internship. All coursework except the dissertation seminar must be completed before enrolling in this course.

Attribute: Z624.

PSGE 7668. INTERNSHIP IN COUNSELING PSYCHOLOGY II. (0 Credits)
The second term (Fall, Spring, Summer) of the internship requirement that is described in PSGE 7667.

Attribute: Z624.

PSGE 7669. INTERNSHIP IN COUNSELING PSYCHOLOGY III. (0 Credits)
The third term (Fall, Spring, Summer) of the internship requirement that is described in PSGE 7667.

PSGE 7680. QUALITATIVE RESEARCH METHODS IN COUNSELING PSYCHOLOGY. (3 Credits)
Qualitative research methods useful in the field of counseling psychology are examined. An overview of philosophy of science is included.

PSGE 7681. QUANT RES METHODS I. (3 Credits)
This first course in a two-semester sequence on applied statistical methods focuses on quantitative data analysis techniques used in the social sciences with special emphasis on designs and methods in psychological research. We then will cover analysis of variance (ANOVA) and Multiple Regression - the predominant tools for analyzing experimental and non-experimental quantitative data. Completion of an extensive statistics project is an essential component of this course.

PSGE 7682. QUANTITATIVE RESEARCH METHODS IN PSYCHOLOGY II. (3 Credits)
This second course in a two-semester sequence on applied statistical methods focuses on quantitative data analysis techniques that are frequently used in the social sciences with special emphasis on designs and methods in psychological research. Topics covered in this course include advanced regression analyses, multivariate approaches (MANOVA, path analyses), and factor analysis. Completion of an extensive statistics project is an essential component of this course.

PSGE 7711. PSYCHOMETRIC THEORY. (3 Credits)
Classical and modern test theories, latent trait analysis, scaling methods, and introductory factor analysis are studied. Prerequisites: PSGE 5210 and PSGE 6702.

PSGE 7712. RECENT TRENDS IN MEASUREMENT AND EVALUATION. (3 Credits)
Seminar on issues and developments in testing and evaluation. Original research and writing are required. Prerequisite: PSGE 7711.

PSGE 7900. PROSEMINAR IN PSYCHOLOGICAL AND EDUCATIONAL SERVICES. (0 Credits)
The proseminar serves as an orientation to the research process, allows students to learn about faculty research interests and encourages discussions of research topics. It constitutes an initial developmental step in the research process and is linked to the Experimental Design and Statistics Methods courses.

PSGE 8001. RESEARCH APPRENTICESHIP. (0 Credits)
The seminar serves as an orientation to the research process, allows students to learn about faculty research interests and encourages discussions of research topics. It constitutes an initial developmental step in the research process and is linked to the Experimental Design and Statistics Methods courses.

PSGE 8100. COLLEGE TEACHING INTERNSHIP IN PSYCHOLOGY AND SERVICES. (0 Credits)
Supervised field experience as a college-level instructor. On-campus seminars. Prerequisite: Permission of the program faculty.

PSGE 8672. SOCIAL AND ETHICAL RESPONSIBILITIES IN COUNSELING PSYCHOLOGY. (3 Credits)
The social, professional, legal, historical, and ethical issues and standards relevant to the field of counseling psychology will be explored. This course is taken during the first semester of doctoral study in counseling psychology.
Admissions

In addition to the general requirements for study in the Graduate School of Education and for initial teacher certification programs, candidates for the adolescence biology program must have an earned degree in biology (or a related field, for example, biological sciences), with a minimum of 30 credits in biology coursework. This content must include study in the following areas: anatomy, physiology, ecology, behavior, evolution, genetics, cell biology, microbiology, diversity, growth, and human biology.

Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescence MST information session, is recommended.

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of Education as well as their specific degree or certificate program and the following ITE requirements:

- baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
- a minimum undergraduate grade point average of approximately 3.0 (B or better)
- MAT or GRE scores (no more than five years old)
- MAT or GRE scores (no more than five years old)
- two reference reports: academic and professional
- satisfactory command of oral and written English as evidenced through an admissions essay or interview
- Candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELT (International English Language Test). The following scores are the recommended minimum current1 test scores for English language proficiency for admission to the Graduate School of Education:
  - IELTS1: 7 for General Test Score, no subtest can be lower than 6
  - TOEFL1: 577 for paper test, 90 for Internet-based (IBT) test

1 Scores can be no more than two years old. See program descriptions for additional program-specific requirements.

Matriculation Requirements

Once admitted, teacher candidates must meet these requirements for matriculation:

- proof of immunization against measles, meningitis, mumps, and rubella, to be submitted to Fordham University Office of Student Health Services
- proof of baccalaureate degree in cases where student is admitted to the Graduate School of Education during the undergraduate senior year, to be submitted to the Graduate School of Education, admissions office
- proof of registration for the first semester of coursework, under advisement of the appropriate ITE program coordinator

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEGE 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
<td>3</td>
</tr>
</tbody>
</table>
Admissions

In addition to the general requirements for study in the Graduate School of Education and for initial teacher certification programs, candidates for the adolescent chemistry program must have an earned degree in chemistry (or a related field, for example, applied chemical science), with a minimum of 30 credits in chemistry coursework. This content must include study in the following areas: principles of chemistry, including concepts in inorganic, organic, analytical, physical, and biochemistry.

Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescence MST information session, is recommended.

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEGE 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5420</td>
<td>EDUCATING CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS: PREK-12</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5155</td>
<td>SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5401</td>
<td>TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS: DEVELOPMENT AND COMMUNITIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5402</td>
<td>TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 2: ASSESSMENT &amp; PLANNING</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5165</td>
<td>CONSULTATION AND CO-TEACHING IN COLLABORATIVE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5272</td>
<td>TEACHING AND ASSESSING SCIENCE IN ADOLESCENT CLASSROOMS (7-12)</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5276</td>
<td>CLINICAL SEMINAR IN ADOLESCENCE SCIENCE EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5547</td>
<td>LITERACY AND LEARNING ACROSS THE CURRICULUM</td>
<td>3</td>
</tr>
<tr>
<td>Elective Course on Technology</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CTGE 0709</td>
<td>ADOLESCENCE EDUCATION PORTFOLIO</td>
<td>0</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

The following courses may apply toward the elective technology requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 6200</td>
<td>SPECIAL TOPICS IN EDUCATIONAL TECHNOLOGY</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 6201</td>
<td>DEVELOPING DIGITAL LITERACIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6203</td>
<td>CYBER COMMUNITIES FOR STEM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 6261</td>
<td>TECHNOLOGY IN READING, WRITING, AND SOCIAL STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6262</td>
<td>APPLICATION OF COMPUTERS TO SPECIAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6265</td>
<td>EMERGING ISSUES IN TECHNOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

Required workshops

The workshops listed below are required of all Initial Teaching (MST) programs as well as certain other programs related to NY state licensure.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0220</td>
<td>DRUG, ALCOHOL, AND TOBACCO TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>Elective Course on Technology</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CTGE 0709</td>
<td>ADOLESCENCE EDUCATION PORTFOLIO</td>
<td>0</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

The following courses may apply toward the elective technology requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 6200</td>
<td>SPECIAL TOPICS IN EDUCATIONAL TECHNOLOGY</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 6201</td>
<td>DEVELOPING DIGITAL LITERACIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6203</td>
<td>CYBER COMMUNITIES FOR STEM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 6261</td>
<td>TECHNOLOGY IN READING, WRITING, AND SOCIAL STUDIES</td>
<td>3</td>
</tr>
</tbody>
</table>

Adolescence Chemistry, MST

30 credits
NYSED 25526/25533

This clinically-rich master’s degree program in adolescence chemistry prepares candidates to teach chemistry as a content-area subject in grades 7 through 12. Graduates of the program qualify and are endorsed for New York state teaching certification in Chemistry 7–12.
Adolescence Earth Science Education, MST

30 credits
NYSED 34419/34421

This clinically-rich master’s degree program prepares candidates to teach earth science as a content-area subject in grades 7 through 12. Graduates of the program qualify and are endorsed for New York state certification as teacher of Earth Science 7–12.

Admissions

In addition to the general requirements for study at the Graduate School of Education and for initial teacher education programs, candidates for the adolescence earth science program must have an earned degree in geology (or a related field, for example, geological sciences), with a minimum of 30 credits in earth science coursework. This content must include study in the following areas: scientific methods, space systems, atmospheric systems, geological systems, and water systems.

Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescence MST information session, is recommended.

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEGE 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5420</td>
<td>EDUCATING CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS: PREK-12</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5155</td>
<td>SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5401</td>
<td>TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS: DEVELOPMENT AND COMMUNITIES</td>
<td>3</td>
</tr>
</tbody>
</table>

CTGE 6262 APPLICATION OF COMPUTERS TO SPECIAL EDUCATION 3
CTGE 6265 EMERGING ISSUES IN TECHNOLOGY 3

Required workshops

The workshops listed below are required of all Initial Teaching (MST) programs as well as certain other programs related to NY state licensure.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0220</td>
<td>DRUG, ALCOHOL, AND TOBACCO TRAINING</td>
<td>0</td>
</tr>
</tbody>
</table>

Adolescence English Language Arts, MST

30 credits
NYSED 25527/25531

This clinically-rich master’s degree program prepares candidates to teach English as a content-area subject in grades 7 through 12. Graduates of the program qualify and are endorsed for New York state certification in English 7–12.

Admissions

In addition to the general requirements for study in the Graduate School of Education, for initial teacher education programs, and for the adolescence education programs, candidates for the adolescence English program must have an earned degree in English or its equivalent, with a
minimum of 36 credits in English language arts coursework. This content must include study in the following areas: American literature, British literature, multicultural literature, written composition, literary criticism, women writers, and media studies.

Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescence MST information session, is recommended.

Requirements
Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEGE 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5420</td>
<td>EDUCATING CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS: PREK-12</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5155</td>
<td>SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5401</td>
<td>TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS: DEVELOPMENT AND COMMUNITIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5547</td>
<td>LITERACY AND LEARNING ACROSS THE CURRICULUM</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5165</td>
<td>CONSULTATION AND CO-TEACHING IN COLLABORATIVE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5838</td>
<td>INTEGRATED INSTRUCTION IN ADOLESCENT ENGLISH LANGUAGE ARTS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5834</td>
<td>CLINICAL SEMINAR IN ADOLESCENCE LANGUAGE ARTS EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5402</td>
<td>TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 2: ASSESSMENT &amp; PLANNING</td>
<td>3</td>
</tr>
<tr>
<td>Elective Course on Technology</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CTGE 0709</td>
<td>ADOLESCENCE EDUCATION PORTFOLIO</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

The following courses may apply toward the elective technology requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 6200</td>
<td>SPECIAL TOPICS IN EDUCATIONAL TECHNOLOGY</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 6201</td>
<td>DEVELOPING DIGITAL LITERACIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6203</td>
<td>CYBER COMMUNITIES FOR STEM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 6261</td>
<td>TECHNOLOGY IN READING, WRITING, AND SOCIAL STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6262</td>
<td>APPLICATION OF COMPUTERS TO SPECIAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6265</td>
<td>EMERGING ISSUES IN TECHNOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Workshops
The workshops listed below are required of all Initial Teaching (MST) programs as well as certain other programs related to NY state licensure.

Adolescence Mathematics, MST
30 credits
NYSED 28439/30606

This clinically-rich master's degree program in adolescence mathematics prepares candidates to teach mathematics as a content-area subject in grades 7 through 12. Graduates of the program qualify and are endorsed for New York state certification in Mathematics 7–12.

Admissions
In addition to the general requirement for graduate study and for initial teacher education programs, candidates for the adolescence mathematics program must have an undergraduate major in mathematics or its equivalent with a minimum of 27 credits in specific mathematics content areas.

Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally, but must make up the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescence MST information session, is recommended.

Requirements
Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEGE 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5420</td>
<td>EDUCATING CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS: PREK-12</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5286</td>
<td>TEACHING AND ASSESSING MATHEMATICS: ADOLESCENTS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5155</td>
<td>SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5401</td>
<td>TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS: DEVELOPMENT AND COMMUNITIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5547</td>
<td>LITERACY AND LEARNING ACROSS THE CURRICULUM</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5402</td>
<td>TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 2: ASSESSMENT &amp; PLANNING</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5165</td>
<td>CONSULTATION AND CO-TEACHING IN COLLABORATIVE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5287</td>
<td>SEM ADOL MATH</td>
<td>3</td>
</tr>
<tr>
<td>Elective Course on Technology</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
CTGE 0709  ADOLESCENCE EDUCATION PORTFOLIO  0

Total Credits  30

The following courses may apply toward the elective technology requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 6200</td>
<td>SPECIAL TOPICS IN EDUCATIONAL TECHNOLOGY</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 6201</td>
<td>DEVELOPING DIGITAL LITERACIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6203</td>
<td>CYBER COMMUNITIES FOR STEM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 6204</td>
<td>TECHNOLOGY IN READING, WRITING, AND SOCIAL STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6205</td>
<td>APPLICATION OF COMPUTERS TO SPECIAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6206</td>
<td>EMERGING ISSUES IN TECHNOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Workshops**

The workshops listed below are required of all Initial Teaching (MST) programs as well as certain other programs related to NY state licensure.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0220</td>
<td>DRUG, ALCOHOL, AND TOBACCO TRAINING</td>
<td>0</td>
</tr>
</tbody>
</table>

**Adolescence Physics, MST**

**30 credits**

NYSED 25528/25532

This clinically-rich master’s degree program in adolescent physics prepares candidates to teach physics as a content-area subject in grades 7 through 12. Graduates of the program qualify and are endorsed for New York state certification in Physics 7–12.

**Admissions**

In addition to the general requirements for study in the Graduate School of Education and for initial teacher education programs, candidates for the adolescent physics program must have an earned degree in physics or related area (for example, physical science) with a minimum of 30 credits in physics coursework and 16 credits distributed among biology, earth science, and chemistry. Included in the 30 credits must be coursework in the following areas: principles of physics, including concepts in mechanics, electricity, magnetism, thermodynamics, waves, optics, and atomic and nuclear physics; radioactivity; relativity; and quantum mechanics.

Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescence MST information session, is recommended.

**Requirements**

**Program of Study**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGE 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5155</td>
<td>SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5401</td>
<td>TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS: DEVELOPMENT AND COMMUNITIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5402</td>
<td>TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 2: ASSESSMENT &amp; PLANNING</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5547</td>
<td>LITERACY AND LEARNING ACROSS THE CURRICULUM</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5420</td>
<td>EDUCATING CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS: PREK-12</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5165</td>
<td>CONSULTATION AND CO-TEACHING IN COLLABORATIVE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5272</td>
<td>TEACHING AND ASSESSING SCIENCE IN ADOLESCENT CLASSROOMS (7-12)</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5276</td>
<td>CLINICAL SEMINAR IN ADOLESCENCE SCIENCE EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 0709</td>
<td>ADOLESCENCE EDUCATION PORTFOLIO</td>
<td>0</td>
</tr>
</tbody>
</table>

**Elective Course on Technology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 6200</td>
<td>SPECIAL TOPICS IN EDUCATIONAL TECHNOLOGY</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 6201</td>
<td>DEVELOPING DIGITAL LITERACIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6203</td>
<td>CYBER COMMUNITIES FOR STEM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 6204</td>
<td>TECHNOLOGY IN READING, WRITING, AND SOCIAL STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6205</td>
<td>APPLICATION OF COMPUTERS TO SPECIAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6206</td>
<td>EMERGING ISSUES IN TECHNOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Workshops**

The workshops listed below are required of all Initial Teaching (MST) programs as well as certain other programs related to NY state licensure.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0220</td>
<td>DRUG, ALCOHOL, AND TOBACCO TRAINING</td>
<td>0</td>
</tr>
</tbody>
</table>
Adolescence Social Studies, MST

30 credits
NYSED 25529/25530

This clinically-rich master’s degree program in adolescence social studies prepares candidates to teach social studies as a content-area subject in grades 7 through 12. Graduates of the program qualify and are endorsed for New York state certification as Teacher of Social Studies 7–12.

Admissions

In addition to the general requirements for study at the Graduate School of Education, for initial teacher education programs, and for the adolescence education programs, candidates for the adolescence social studies program must have an earned major in history or its equivalent with a minimum of 30 credits in social studies coursework. This content must include coursework related to: U.S. history, non-U.S. history, anthropology or cultural studies, political science, government or civics, economics, sociology, geography, psychology, global connections, and the impact of science and technology on society. Of these, at least 21 credits must be in the study of history or geography. A grade of C+ or above is required for a course to be counted toward these totals, and an average of B or above is required for all social studies coursework.

Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. An interview, as well as attendance at an Adolescence MST information session, is recommended.

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEGE 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5420</td>
<td>EDUCATING CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS: PREK-12</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5155</td>
<td>SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5401</td>
<td>TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS: DEVELOPMENT AND COMMUNITIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5165</td>
<td>CONSULTATION AND CO-TEACHING IN COLLABORATIVE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5547</td>
<td>LITERACY AND LEARNING ACROSS THE CURRICULUM</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5402</td>
<td>TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 2: ASSESSMENT &amp; PLANNING</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5260</td>
<td>TEACHING SOCIAL STUDIES TO ADOLESCENTS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5795</td>
<td>SEM ADOL SOC STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>Elective Course on Technology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CTGE 0709</td>
<td>ADOLESCENCE EDUCATION PORTFOLIO</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Credits 30

The following courses may apply toward the elective technology requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 6200</td>
<td>SPECIAL TOPICS IN EDUCATIONAL TECHNOLOGY</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 6201</td>
<td>DEVELOPING DIGITAL LITERACIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6203</td>
<td>CYBER COMMUNITIES FOR STEM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 6261</td>
<td>TECHNOLOGY IN READING, WRITING, AND SOCIAL STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6262</td>
<td>APPLICATION OF COMPUTERS TO SPECIAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6265</td>
<td>EMERGING ISSUES IN TECHNOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Workshops

The workshops listed below are required of all Initial Teaching (MST) programs as well as certain other programs related to NY state licensure.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0220</td>
<td>DRUG, ALCOHOL, AND TOBACCO TRAINING</td>
<td>0</td>
</tr>
</tbody>
</table>

Adolescence Special Education, MST

30 credits
NYSED 34664/34671

This clinically-rich master’s degree program in adolescence special education prepares teachers for support roles in special education such as consultant teacher, resource room service providers, and integrated co-teachers. The coursework and field experiences develop competencies in understanding principles and policies of special education, and proficiency in assessing and providing evidenced-based intervention and instruction for culturally diverse adolescents with a range of disabilities.

This program leads to New York state certification as a teacher of Students with Disabilities 7-12 Generalist.

Admissions

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of Education as well as their specific degree or certificate program and the following ITE requirements:

- baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
- a minimum undergraduate grade point average of approximately 3.0 (B or better)
- MAT or GRE scores (no more than five years old)
- two reference reports: academic and professional
- satisfactory command of oral and written English as evidenced through an admissions essay or interview
Candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELT (International English Language Test). The following scores are the recommended minimum current test scores for English language proficiency for admission to the Graduate School of Education:

IELTS: 7 for General Test Score, no subtest can be lower than 6
TOEFL: 577 for paper test, 90 for Internet-based (IBT) test

Scores can be no more than two years old. See program descriptions for additional program-specific requirements.

Matriculation Requirements
Once admitted, teacher candidates must meet these requirements for matriculation:

- proof of immunization against measles, meningitis, mumps, and rubella, to be submitted to Fordham University Office of Student Health Services
- proof of baccalaureate degree in cases where student is admitted to the Graduate School of Education during the undergraduate senior year, to be submitted to the Graduate School of Education, admissions office
- proof of registration for the first semester of coursework, under advisement of the appropriate ITE program coordinator

Requirements
Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEGE 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5420</td>
<td>EDUCATING CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS: PREK-12</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5155</td>
<td>SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5547</td>
<td>LITERACY AND LEARNING ACROSS THE CURRICULUM</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5170</td>
<td>ASSESSMENT OF ALL LEARNERS WITH DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5401</td>
<td>TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS: DEVELOPMENT AND COMMUNITIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5402</td>
<td>TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 2: ASSESSMENT &amp; PLANNING</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5165</td>
<td>CONSULTATION AND CO-TEACHING IN COLLABORATIVE CLASSROOMS</td>
<td>3</td>
</tr>
</tbody>
</table>

Clinical Seminar in Adolescence Exceptional Students 3
Elective Course on Technology 3
CTGE 5200 FIELD EXPERIENCE SEMINAR: ISSUES IN REFLECTIVE PRACTICE 0

Total Credits 30

The following courses may apply toward the elective technology requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 6200</td>
<td>SPECIAL TOPICS IN EDUCATIONAL TECHNOLOGY</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 6201</td>
<td>DEVELOPING DIGITAL LITERACIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6203</td>
<td>CYBER COMMUNITIES FOR STEM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 6261</td>
<td>TECHNOLOGY IN READING, WRITING, AND SOCIAL STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6262</td>
<td>APPLICATION OF COMPUTERS TO SPECIAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6265</td>
<td>EMERGING ISSUES IN TECHNOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Workshops
The workshops listed below are required of all Initial Teaching (MST) programs as well as certain other programs related to NY state licensure.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0220</td>
<td>DRUG, ALCOHOL, AND TOBACCO TRAINING</td>
<td>0</td>
</tr>
</tbody>
</table>

In addition to the workshops listed above, the following workshop is also required of students in this MST program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0270</td>
<td>Autism Training Module</td>
<td>0</td>
</tr>
</tbody>
</table>

Bilingual Childhood Education, MST

42 credits

NYSED 25432/25442

The master's degree program in bilingual childhood education leads to endorsement for New York state teacher certification as a childhood education teacher and an extension to the certificate for bilingual education.

Admissions
Applicants to all childhood programs must meet the general requirements for admission to the Graduate School of Education (p. 725) and the requirements for admission to initial teacher education programs.

In addition, applicants for any of the childhood programs must have the following:

- an undergraduate degree in one of the liberal arts or sciences related to the areas of the New York state student learning standards, including English, American, or comparative literature; mathematics; an area of science; modern languages; media studies; women's studies; political science; computer science; information science; communications; history; sociology; anthropology; economics; the arts; or psychology

Updated: 10-11-2017
• college-level study in the following general education core areas: artistic expression, concepts in history and social sciences, a language other than English, scientific and mathematical processes, written analysis and expression, and communication

In addition, candidates for the bilingual extension must provide evidence of their competence in a language other than English by fulfilling one of the following three options:

1. Taking and obtaining a passing score on the ACTFL Language Test (oral and written) in the target language;
2. Documentation in transcripts of having completed undergraduate studies in the target language; or
3. Agreeing to complete successfully two courses in the target language

**Requirements**

**Program of Study**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEGE 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 5316</td>
<td>PSYCHOLOGY OF CHILD DEVELOPMENT AND LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5155</td>
<td>SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5534</td>
<td>BEGINNING READING AND WRITING IN INCLUSIVE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5548</td>
<td>LITERACY ACROSS THE CURRICULUM IN INCLUSIVE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5227</td>
<td>TEACHING MATHEMATICS TO CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5242</td>
<td>TEACHING SCIENCE AND TECHNOLOGY TO CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5212</td>
<td>TEACHING THE ARTS IN CHILDHOOD EDUCATION</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5065</td>
<td>INTEGRATING TECHNOLOGY INTO ELEMENTARY EDUCATION</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5066</td>
<td>TEACHING SOCIAL STUDIES TO CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5842</td>
<td>SECOND LANGUAGE ACQUISITION AND ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5841</td>
<td>PRINCIPLES OF BILINGUAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5851</td>
<td>BILINGUAL INSTRUCTION ACROSS SUBJECT AREAS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5852</td>
<td>MULTILINGUAL ORACY AND LITERACY</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5551</td>
<td>REFLECTIVE PRACTICE AND FIELD EXPERIENCE I IN AN INCLUSIVE CHILDHOOD CLASSROOM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5552</td>
<td>REFLECTIVE PRACTICE AND FIELD EXPERIENCE II IN AN INCLUSIVE CHILDHOOD CLASSROOM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5553</td>
<td>REFLECTIVE PRACTICE AND STUDENT TEACHING I IN AN INCLUSIVE CHILDHOOD CLASSROOM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5554</td>
<td>REFLECTIVE PRACTICE AND STUDENT TEACHING II IN AN INCLUSIVE CHILDHOOD CLASSROOM</td>
<td>1</td>
</tr>
</tbody>
</table>

CTGE 0704 CHILDHOOD EDUCATION PORTFOLIO 0

Total Credits 42

1. One of the required student-teaching experiences must be completed in a bilingual education classroom (grades 1-6).

**Required Workshops**

The workshops listed below are required of all Initial Teaching (MST) programs as well as certain other programs related to NY state licensure.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0220</td>
<td>DRUG, ALCOHOL, AND TOBACCO TRAINING</td>
<td>0</td>
</tr>
</tbody>
</table>

In addition to the workshops listed above, the following workshop is also required of students in this MST program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0250</td>
<td>HEALTH AND PHYSICAL EDUCATION TRAINING</td>
<td>0</td>
</tr>
</tbody>
</table>

**Childhood Education, MST**

36 credits

NYSED 25431/25441

The master's degree program in childhood education combines coursework in child development, effective instructional practices for inclusive elementary classrooms, professional studies, and related field experiences. Graduates of the program are endorsed for New York state teacher certification in childhood education.

**Admissions**

Applicants to all childhood programs must meet the general requirements for admission to the Graduate School of Education (p. 725) and the requirements for admission to initial teacher education programs.

In addition, applicants for any of the childhood programs must have the following:

• an undergraduate degree in one of the liberal arts or sciences related to the areas of the New York state student learning standards, including English, American, or comparative literature; mathematics; an area of science; modern languages; media studies; women's studies; political science; computer science; information science; communications; history; sociology; anthropology; economics; the arts; or psychology

• college-level study in the following general education core areas: artistic expression, concepts in history and social sciences, a language other than English, scientific and mathematical processes, written analysis and expression, and communication

In addition, candidates for the bilingual extension must provide evidence of their competence in a language other than English by fulfilling one of the following three options:
1. Taking and obtaining a passing score on the ACTFL Language Test (oral and written) in the target language;
2. Documentation in transcripts of having completed undergraduate studies in the target language; or
3. Agreeing to complete successfully two courses in the target language

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of Education as well as their specific degree or certificate program and the following ITE requirements:

- baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
- a minimum undergraduate grade point average of approximately 3.0 (B or better)
- MAT or GRE scores (no more than five years old)
- two reference reports: academic and professional
- satisfactory command of oral and written English as evidenced through an admissions essay or interview

Candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELT (International English Language Test). The following scores are the recommended minimum current test scores for English language proficiency for admission to the Graduate School of Education:

- IELTS: 7 for General Test Score, no subtest can be lower than 6
- TOEFL: 577 for paper test, 90 for Internet-based (IBT) test

Scores can be no more than two years old. See program descriptions for additional program-specific requirements.

Matriculation Requirements
Once admitted, teacher candidates must meet these requirements for matriculation:

- proof of immunization against measles, meningitis, mumps, and rubella, to be submitted to Fordham University Office of Student Health Services
- proof of baccalaureate degree in cases where student is admitted to the Graduate School of Education during the undergraduate senior year, to be submitted to the Graduate School of Education, admissions office
- proof of registration for the first semester of coursework, under advisement of the appropriate ITE program coordinator

Requirements
Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEG 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDA</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 5316</td>
<td>PSYCHOLOGY OF CHILD DEVELOPMENT AND LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5247</td>
<td>TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5534</td>
<td>BEGINNING READING AND WRITING IN INCLUSIVE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CLASSROOMS</td>
<td></td>
</tr>
</tbody>
</table>

CTGE 5548 LITERACY ACROSS THE CURRICULUM IN INCLUSIVE CLASSROOMS 3
CTGE 5527 TEACHING MATHEMATICS TO CHILDREN 3
CTGE 5524 TEACHING SCIENCE AND TECHNOLOGY TO CHILDREN 3
CTGE 5512 TEACHING THE ARTS IN CHILDHOOD EDUCATION 1
CTGE 5065 INTEGRATING TECHNOLOGY INTO ELEMENTARY EDUCATION 1
CTGE 5066 TEACHING SOCIAL STUDIES TO CHILDREN 3
CTGE 5245 CHILDREN’S LITERATURE IN A MULTICULTURAL SOCIETY 3
CTGE 5551 REFLECTIVE PRACTICE AND FIELD EXPERIENCE I IN AN INCLUSIVE CHILDHOOD CLASSROOM 1
CTGE 5155 SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE 3
CTGE 5552 REFLECTIVE PRACTICE AND FIELD EXPERIENCE II IN AN INCLUSIVE CHILDHOOD CLASSROOM 1
CTGE 5553 REFLECTIVE PRACTICE AND STUDENT TEACHING I IN AN INCLUSIVE CHILDHOOD CLASSROOM 1
CTGE 5554 REFLECTIVE PRACTICE AND STUDENT TEACHING II IN AN INCLUSIVE CHILDHOOD CLASSROOM 1
CTGE 0704 CHILDHOOD EDUCATION PORTFOLIO 0

Total Credits 36

Required Workshops
The workshops listed below are required of all Initial Teaching (MST) programs as well as certain other programs related to NY state licensure.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0220</td>
<td>DRUG, ALCOHOL, AND TOBACCO TRAINING</td>
<td>0</td>
</tr>
</tbody>
</table>

In addition to the workshops listed above, the following workshops are also required of students in this MST program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0250</td>
<td>HEALTH AND PHYSICAL EDUCATION TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0270</td>
<td>Autism Training Module</td>
<td>0</td>
</tr>
</tbody>
</table>

Childhood Special Education, MST
45 credits

NYSED 25433/25443

The master's degree program in childhood special education is an integrated dual-certificate program, and leads to endorsement for New
York state teacher certification as a childhood teacher (grade 1-6) and as a teacher of children with disabilities in childhood education.

The program includes coursework in child development, instructional practices for children in regular and special-education settings, and professional studies. The field experiences are coordinated with courses to help candidates understand and apply theory in effective practice. Student-teaching experience is gained in both regular and special-education settings. This program is nationally recognized by the Council for Exceptional Children.

Admissions

Applicants to all childhood programs must meet the general requirements for admission to the Graduate School of Education (p. 725) and the requirements for admission to initial teacher education programs.

In addition, applicants for any of the childhood programs must have the following:

- an undergraduate degree in one of the liberal arts or sciences related to the areas of the New York state student learning standards, including English, American, or comparative literature; mathematics; an area of science; modern languages; media studies; women's studies; political science; computer science; information science; communications; history; sociology; anthropology; economics; the arts; or psychology
- college-level study in the following general education core areas: artistic expression, concepts in history and social sciences, a language other than English, scientific and mathematical processes, written analysis and expression, and communication

In addition, candidates for the bilingual extension must provide evidence of their competence in a language other than English by fulfilling one of the following three options:

1. Taking and obtaining a passing score on the ACTFL Language Test (oral and written) in the target language;
2. Documentation in transcripts of having completed undergraduate studies in the target language; or
3. Agreeing to complete successfully two courses in the target language

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEGE 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 5316</td>
<td>PSYCHOLOGY OF CHILD DEVELOPMENT AND LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5245</td>
<td>CHILDREN'S LITERATURE IN A MULTICULTURAL SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5247</td>
<td>TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5534</td>
<td>BEGINNING READING AND WRITING IN INCLUSIVE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5548</td>
<td>LITERACY ACROSS THE CURRICULUM IN INCLUSIVE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5227</td>
<td>TEACHING MATHEMATICS TO CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5242</td>
<td>TEACHING SCIENCE AND TECHNOLOGY TO CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5212</td>
<td>TEACHING THE ARTS IN CHILDHOOD EDUCATION</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5065</td>
<td>INTEGRATING TECHNOLOGY INTO ELEMENTARY EDUCATION</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5066</td>
<td>TEACHING SOCIAL STUDIES TO CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5155</td>
<td>SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5159</td>
<td>ASSESSMENT OF ALL CHILDREN WITH DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5161</td>
<td>DIFFERENTIATING INSTRUCTION FOR ALL STUDENTS</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 6324</td>
<td>ENVIRONMENTS FOR MANAGING CHALLENGING BEHAVIORS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5551</td>
<td>REFLECTIVE PRACTICE AND FIELD EXPERIENCE I IN AN INCLUSIVE CHILDHOOD CLASSROOM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5552</td>
<td>REFLECTIVE PRACTICE AND FIELD EXPERIENCE II IN AN INCLUSIVE CHILDHOOD CLASSROOM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5553</td>
<td>REFLECTIVE PRACTICE AND STUDENT TEACHING I IN AN INCLUSIVE CHILDHOOD CLASSROOM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5554</td>
<td>REFLECTIVE PRACTICE AND STUDENT TEACHING II IN AN INCLUSIVE CHILDHOOD CLASSROOM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 0718</td>
<td>CHILDHOOD SPECIAL EDUCATION PORTFOLIO</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Credits: 45

Required Workshops

The workshops listed below are required of all Initial Teaching (MST) programs as well as certain other programs related to NY state licensure.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0220</td>
<td>DRUG, ALCOHOL, AND TOBACCO TRAINING</td>
<td>0</td>
</tr>
</tbody>
</table>

In addition to the workshops listed above, the following workshops are also required of students in this MST program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0250</td>
<td>HEALTH AND PHYSICAL EDUCATION TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0270</td>
<td>Autism Training Module</td>
<td>0</td>
</tr>
</tbody>
</table>

Early Childhood and Childhood Education, MST

45 credits

NYSED 25435/25445
The master’s degree program in early childhood and childhood education is an integrated dual-certificate program and leads to endorsement for New York state teacher certification as a childhood education teacher (grades 1-6) and an early childhood teacher (birth-grade 2). The program includes specialized knowledge and instructional practices effective in the early years of childhood, and those appropriate and effective for children in grades 1 through 6.

The program of study is carefully coordinated and sequenced, progressing from foundations and teaching methods through the development of a professional portfolio or a student work sample. Field experiences linked to courses provide guided development throughout the program and culminate in full time student teaching. Clinical experience is provided in both early childhood and childhood settings.

Admissions

Applicants to all childhood programs must meet the general requirements for admission to the Graduate School of Education (p. 725) and the requirements for admission to initial teacher education programs.

In addition, applicants for any of the childhood programs must have the following:

- an undergraduate degree in one of the liberal arts or sciences related to the areas of the New York state student learning standards, including English, American, or comparative literature; mathematics; an area of science; modern languages; media studies; women’s studies; political science; computer science; information science; communications; history; sociology; anthropology; economics; the arts; or psychology
- college-level study in the following general education core areas: artistic expression, concepts in history and social sciences, a language other than English, scientific and mathematical processes, written analysis and expression, and communication

In addition, candidates for the bilingual extension must provide evidence of their competence in a language other than English by fulfilling one of the following three options:

1. Taking and obtaining a passing score on the ACTFL Language Test (oral and written) in the target language;
2. Documentation in transcripts of having completed undergraduate studies in the target language; or
3. Agreeing to complete successfully two courses in the target language

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEGE 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 5316</td>
<td>PSYCHOLOGY OF CHILD DEVELOPMENT AND LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5247</td>
<td>TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5155</td>
<td>SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5534</td>
<td>BEGINNING READING AND WRITING IN INCLUSIVE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5548</td>
<td>LITERACY ACROSS THE CURRICULUM IN INCLUSIVE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5227</td>
<td>TEACHING MATHEMATICS TO CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5242</td>
<td>TEACHING SCIENCE AND TECHNOLOGY TO CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5212</td>
<td>TEACHING THE ARTS IN CHILDHOOD EDUCATION</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5065</td>
<td>INTEGRATING TECHNOLOGY INTO ELEMENTARY EDUCATION</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5066</td>
<td>TEACHING SOCIAL STUDIES TO CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5230</td>
<td>FRAMEWORK FOR EDUCATION FOR ALL YOUNG CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5232</td>
<td>EARLY CHILDHOOD CURRICULUM AND ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5233</td>
<td>EARLY LEARNING THROUGH PLAY</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5234</td>
<td>FAMILY, COMMUNITY, AND ALL YOUNG CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5551</td>
<td>REFLECTIVE PRACTICE AND FIELD EXPERIENCE I IN AN INCLUSIVE CHILDHOOD CLASSROOM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5552</td>
<td>REFLECTIVE PRACTICE AND FIELD EXPERIENCE II IN AN INCLUSIVE CHILDHOOD CLASSROOM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5553</td>
<td>REFLECTIVE PRACTICE AND STUDENT TEACHING I IN AN INCLUSIVE CHILDHOOD CLASSROOM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5554</td>
<td>REFLECTIVE PRACTICE AND STUDENT TEACHING II IN AN INCLUSIVE CHILDHOOD CLASSROOM</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 0704</td>
<td>CHILDHOOD EDUCATION PORTFOLIO</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Credits: 45

Required Workshops

The workshops listed below are required of all Initial Teaching (MST) programs as well as certain other programs related to NY state licensure.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0220</td>
<td>DRUG, ALCOHOL, AND TOBACCO TRAINING</td>
<td>0</td>
</tr>
</tbody>
</table>

Early Childhood Education, MST

36 credits

NYSED 25484/25487

The master’s degree program in early childhood education (birth - second grade) offers coursework in child development, teaching exceptional children, effective instructional practices for young children, professional studies, and related field experiences for student teaching, and provides a beginning teacher with the knowledge and skills needed to be an effective early childhood teacher.
Graduates of the program are endorsed for New York state teacher certification in early childhood education. The program is approved by the National Association for the Education of Young Children (NAEYC), the national professional organization in early childhood education.

Admissions

Applicants to all early childhood programs must meet the general requirements for admission to the Graduate School of Education (p. 721) and the requirements for admission to initial teacher education programs. In addition, applicants for any of the early childhood programs must have

- an undergraduate degree in one of the liberal arts or sciences related to the areas of the New York state student learning standards: for example, English, American, or comparative literature; mathematics; an area of science; modern languages; media studies; women’s studies; political science; computer science; information science; communications; history; sociology; anthropology; economics; the arts; or psychology;
- college-level study in the following general education core areas: artistic expression, concepts in history and social sciences, a language other than English, scientific and mathematical processes, written analysis, and expression and communication;
- at least one college-level course in English or American literature as a foundation for the use of literature in teaching emergent literacy and reading in childhood education.

These courses may be part of or in addition to a liberal arts major/concentration.

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of Education as well as their specific degree or certificate program and the following ITE requirements:

- baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
- a minimum undergraduate grade point average of approximately 3.0 (B or better)
- MAT or GRE scores (no more than five years old)
- two reference reports: academic and professional
- satisfactory command of oral and written English as evidenced through an admissions essay or interview
- Candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELT (International English Language Test). The following scores are the recommended minimum current test scores for English language proficiency for admission to the Graduate School of Education:
  IELTS 7; 7 for General Test Score, no subtest can be lower than 6 TOEFL 577 for paper test, 90 for Internet-based (IBT) test

Scores can be no more than two years old. See program descriptions for additional program-specific requirements.

Matriculation Requirements

Once admitted, teacher candidates must meet these requirements for matriculation:

- proof of immunization against measles, meningitis, mumps, and rubella, to be submitted to Fordham University Office of Student Health Services
- proof of baccalaureate degree in cases where student is admitted to the Graduate School of Education during the undergraduate senior year, to be submitted to the Graduate School of Education, admissions office
- proof of registration for the first semester of coursework, under advisement of the appropriate ITE program coordinator

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEG 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 5316</td>
<td>PSYCHOLOGY OF CHILD DEVELOPMENT AND LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5245</td>
<td>CHILDREN'S LITERATURE IN A MULTICULTURAL SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5247</td>
<td>TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5534</td>
<td>BEGINNING READING AND WRITING IN INCLUSIVE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5230</td>
<td>FRAMEWORK FOR EDUCATION FOR ALL YOUNG CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5232</td>
<td>EARLY CHILDHOOD CURRICULUM AND ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5233</td>
<td>EARLY LEARNING THROUGH PLAY</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5234</td>
<td>FAMILY, COMMUNITY, AND ALL YOUNG CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5155</td>
<td>SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5850</td>
<td>OBSERVING AND DOCUMENTING CHILDREN'S LEARNING: REFLECTIVE AND EFFECTIVE EARLY CHILDHOOD PRACTICES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5200</td>
<td>FIELD EXPERIENCE SEMINAR: ISSUES IN REFLECTIVE PRACTICE</td>
<td>0</td>
</tr>
<tr>
<td>CTGE 5201</td>
<td>STUDENT TEACHING SEMINAR: ISSUES IN REFLECTIVE PRACTICE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 0707</td>
<td>EARLY CHILDHOOD EDUCATION PORTFOLIO</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Credits 36

1 Student teaching required
2 There is a fee associated with this course.

Required Workshops

The workshops listed below are required of all Initial Teaching (MST) programs as well as certain other programs related to NY state licensure.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
<td>0</td>
</tr>
</tbody>
</table>
In addition to the workshops listed above, the following workshop is also required of students in this MST program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0270</td>
<td>Autism Training Module</td>
<td></td>
</tr>
</tbody>
</table>

**Early Childhood Special Education, MST**

**45 credits**
NYSED 25485/25488

The master’s degree program in early childhood/early childhood special education is an integrated, dual-certificate program that leads to endorsement for New York state teacher certification as an early childhood teacher and as a teacher of children with disabilities in early childhood education (birth–grade 2) and two master’s degrees. Student teaching experience is required in regular and special education settings over two semesters.

This program is approved by the Council for Exceptional Children (CEC) and NAEYC (National Association for Education of Young Children).

**Admissions**

Applicants to all early childhood programs must meet the general requirements for admission to the Graduate School of Education (p. 721) and the requirements for admission to initial teacher education programs. In addition, applicants for any of the early childhood programs must have

- an undergraduate degree in one of the liberal arts or sciences related to the areas of the New York state student learning standards: for example, English, American, or comparative literature; mathematics; an area of science; modern languages; media studies; women’s studies; political science; computer science; information science; communications; history; sociology; anthropology; economics; the arts; or psychology;
- college-level study in the following general education core areas: artistic expression, concepts in history and social sciences, a language other than English, scientific and mathematical processes, written analysis, and expression and communication;
- at least one college-level course in English or American literature as a foundation for the use of literature in teaching emergent literacy and reading in childhood education.

These courses may be part of or in addition to a liberal arts major/concentration.

**Requirements**

**Program of Study**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGE 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 5316</td>
<td>PSYCHOLOGY OF CHILD DEVELOPMENT AND LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5245</td>
<td>CHILDREN’S LITERATURE IN A MULTICULTURAL SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5247</td>
<td>TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5534</td>
<td>BEGINNING READING AND WRITING IN INCLUSIVE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5230</td>
<td>FRAMEWORK FOR EDUCATION FOR ALL YOUNG CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5232</td>
<td>EARLY CHILDHOOD CURRICULUM AND ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5233</td>
<td>EARLY LEARNING THROUGH PLAY</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5234</td>
<td>FAMILY, COMMUNITY, AND ALL YOUNG CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5850</td>
<td>OBSERVING AND DOCUMENTING CHILDREN’S LEARNING: REFLECTIVE AND EFFECTIVE EARLY CHILDHOOD PRACTICES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5411</td>
<td>PERS AND ISSUES ECSE</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 5301</td>
<td>PSYCHOLOGICAL FACTORS IN YOUNG CHILDREN WITH DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5157</td>
<td>ASSESSMENT STRATEGIES FOR YOUNG CHILDREN WITH DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5421</td>
<td>PLANNING INSTRUCTION FOR YOUNG CHILDREN WITH DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5200</td>
<td>FIELD EXPERIENCE SEMINAR: ISSUES IN REFLECTIVE PRACTICE 1, 2</td>
<td>0</td>
</tr>
<tr>
<td>CTGE 5201</td>
<td>STUDENT TEACHING SEMINAR: ISSUES IN REFLECTIVE PRACTICE 1</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 0707</td>
<td>EARLY CHILDHOOD EDUCATION PORTFOLIO 2</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Credits 45

1 Student teaching required
2 There is a fee associated with this course.

**Required Workshops**

The workshops listed below are required of all Initial Teaching (MST) programs as well as certain other programs related to NY state licensure.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0220</td>
<td>DRUG, ALCOHOL, AND TOBACCO TRAINING</td>
<td>0</td>
</tr>
</tbody>
</table>
In addition to the workshops listed above, the following workshop is also required of students in this MST program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0270</td>
<td>Autism Training Module</td>
<td>0</td>
</tr>
</tbody>
</table>

**Exceptional Adolescents with Subject Extension, MST**

42 credits  
NYSED 34666/34673

This clinically-rich master’s degree program prepares graduates to be the teacher of record for a special class in the subject area of the extension. In addition, candidates will also be qualified for support roles in special education such as consultant teacher, resource room service providers, and integrated co-teachers. The coursework and field experiences emphasize the subject area of the extension while developing competencies in understanding principles and policies of special education, and proficiency in assessing and providing evidenced-based intervention and instruction for culturally diverse adolescents with a range of disabilities.

This program leads to New York state certification as a teacher of Students with Disabilities 7-12 generalist with an extension in biology, chemistry, physics, earth science, social studies, mathematics, or English language arts.

**Admissions**

In addition to the content-core requirements, applicants for an extension certification must complete these prerequisite content core requirements:

**Biology Extension**

Complete or have completed 18 credits or more in a biology major or concentration, including coursework in these areas: anatomy and physiology, ecology, evolution, genetics, cell biology, microbiology, behavior, diversity, growth, and human biology.

**Chemistry Extension**

Complete or have completed 18 credits or more in a chemistry major or concentration, including coursework in these areas: inorganic chemistry, organic chemistry, analytic chemistry, physical chemistry, and biochemistry.

**Earth Science Extension**

Complete or have completed 18 credits or more in an earth science major or concentration, including coursework in these areas: scientific methods, space systems, atmospheric systems, geological systems, and water systems.

**Physics Extension**

Complete or have completed 18 credits or more in a physics major or concentration including coursework in these areas: mathematics, electricity, waves, optics, atomic and nuclear physics, radioactivity, and quantum mechanics.

**English Extension**

Complete or have completed 18 credits or more in an English major or concentration, including coursework in these areas: British literature, American literature, multicultural writers, women writers, literary criticism, and written composition.

**Mathematics Extension**

Complete or have completed 18 credits or more in a mathematics major or concentration.

**Social Studies Extension**

Complete or have completed the 18 semester hours through a combination of study in United States history, world history, and geography including coursework related to anthropology or cultural studies, economics, sociology, geography, psychology, global connections, and the impact of science and technology on society.

**Requirements**

**Program of Study**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEGE 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5305</td>
<td>TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE ADOLESCENT STUDENTS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5155</td>
<td>SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5170</td>
<td>ASSESSMENT OF ALL LEARNERS WITH DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5175</td>
<td>TEACHING ENGLISH LANGUAGE ARTS AND SOCIAL STUDIES IN INCLUSIVE ADOLESCENCE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5176</td>
<td>TEACHING MATH AND SCIENCE IN INCLUSIVE ADOLESCENCE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5166</td>
<td>COLLAB &amp; CO-TEACHING</td>
<td>2</td>
</tr>
<tr>
<td>CTGE 5167</td>
<td>BEHAVIOR INTERVENTIONS AND EFFECTIVE CLASSROOM MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5547</td>
<td>LITERACY AND LEARNING ACROSS THE CURRICULUM</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5401</td>
<td>TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS: DEVELOPMENT AND COMMUNITIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5402</td>
<td>TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 2: ASSESSMENT &amp; PLANNING</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5403</td>
<td>TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 3: DIFFERENTIATED INSTRUCTION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5404</td>
<td>TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 4: REFLECTION &amp; INNOVATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6201</td>
<td>DEVELOPING DIGITAL LITERACIES</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5200</td>
<td>FIELD EXPERIENCE SEMINAR: ISSUES IN REFLECTIVE PRACTICE</td>
<td>0</td>
</tr>
</tbody>
</table>

**Subject Extension Area Requirement**
Select one subject extension area 6
Total Credits 45

1 Courses require eight to ten fieldwork hours with students with disabilities.

### Subject Extension Areas

In addition to the content-core courses, candidates for this degree must complete related subject-area requirements to obtain the extension. The course of study includes six additional credits in the extension’s subject area.

#### Biology, Chemistry, Physics, Earth Science Extension

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5272</td>
<td>TEACHING AND ASSESSING SCIENCE IN ADOLESCENT CLASSROOMS (7-12)</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5631</td>
<td>SCIENCE CURRICULUM AND INSTRUCTION</td>
<td>2</td>
</tr>
<tr>
<td>CTGE 6203</td>
<td>CYBER COMMUNITIES FOR STEM</td>
<td>1</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

#### Social Studies Extension

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5261</td>
<td>TCHG &amp; ASSESMT SOC STD: ADOL</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5791</td>
<td>SOCIAL STUDIES CURRICULUM</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

#### Mathematics Extension

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5266</td>
<td>TEACHING AND ASSESSING MATHEMATICS: ADOLESCENTS</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5283</td>
<td>TEACHING AND LEARNING MATH IN THE MIDDLE GRADES</td>
<td>2</td>
</tr>
<tr>
<td>CTGE 5284</td>
<td>TEACHING AND LEARNING FOUNDATIONAL TOPICS AND MATH</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

#### English Language Arts Extension

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 6405</td>
<td>TEACHING AND ASSESSING COMPOSITION ADOLESCENTS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6410</td>
<td>TEACHING AND ASSESSING READING AND LITERATURE ADOLESCENTS</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

### Required Workshops

The workshops listed below are required of all Initial Teaching (MST) programs as well as certain other programs related to NY state licensure.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0270</td>
<td>Autism Training Module</td>
<td>0</td>
</tr>
</tbody>
</table>

In addition to the workshops listed above, the following workshop is also required of students in this MST program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0270</td>
<td>Autism Training Module</td>
<td>0</td>
</tr>
</tbody>
</table>

### Five-Year Teacher Education Program (BA/BS and MST)

The Fordham University Graduate School of Education (GSE) offers a 5-Year Integrated Teacher Education Track for students enrolled in one of the undergraduate colleges of the University. Programs are offered at the Lincoln Center campus. The 5-Year Track provides an opportunity for students to complete a B.A./B.S. and a 36 credit Master of Science in Teaching (MST) degree in Early Childhood Education, Childhood Education, or Adolescence Education (biology, chemistry, physics, earth science, mathematics, English, or social studies), or TESOL (Teaching English to Students of Other Languages). Dual certification and extensions may also be pursued in early childhood special education, childhood special education, early childhood/childhood education, bilingual Childhood education, and adolescence special education. Dual certification MST programs are 45 credits. Extensions are also offered in middle childhood education, TESOL, special education or bilingual education for additional credits.

Students interested in teaching English to students of other languages may pursue a program in TESOL for grades Pre K-12. There are specific language requirements for this program and consultation with the appropriate program adviser is necessary.

The five-year combined degree track consists of early admission to the GSE, integration of 12 GSE credits during senior year, the completion of a B.A./B.S. degree, and a fifth year as a full-time student completing the additional credits in coursework and two semesters of student teaching. Dual certifications are additional credits and might take longer to pursue. After completion of all program requirements, students receive an MST degree and are eligible for GSE endorsement for New York State Initial Teacher Certification. New York State Certification is reciprocal with many states.

Early advisement and coordination is an important feature of this track. Please note that any student who does not complete successfully all degree requirements will not be endorsed for New York State Initial Teacher Certification.

Graduate School of Education graduates are highly qualified teachers who respect individuals in a multicultural society, excel in academic disciplines, acquire a broad knowledge base, learn in meaningful contexts, become reflective practitioners, and engage in lifelong learning. Fordham is accredited by the National Council for Accreditation of Teacher Education (NCATE).

To find out more about the track, consult with the GSE adviser.

### Program Activities

#### Field Experience

Once the Declaration of Interest is submitted, the coordinator will permit registration into the 1 credit Field Experience Seminar (CTGE 4200 FLD EXPER RFL PRACT). Sophomores meet twice each semester, juniors meet three times each semester, and seniors meet once monthly. Seminars are held on both campuses except in senior year when they are held...
at LC along with GSE courses. Field experience requires 30 hours per semester through senior year. The field hours are arranged according to the student’s schedule. The field experience helps the student to examine interest in the teaching profession, gain experience working with children on different grade levels, allows education faculty to learn about student’s suitability for teaching, and prepares the student for the fifth year student teaching experience.

**Student Teaching Orientation**

Prior to beginning fall student teaching, an orientation is held for students in all programs who are beginning this experience. Students are provided with extensive information, meet with their field specialists, and receive their school and grade assignment for the fall semester.

**Student Teaching**

In the 5th year, each student completes a full-time student teaching placement at two different sites in the grade levels of the certification area. Students are placed in schools that have partnerships with the GSE and with cooperating teachers that have more than three years of experience teaching. Each works with a field specialist who serves as a mentor and coach and who observes and evaluates the student in their student teaching placement site. A career adviser works specifically with students throughout the job search process. Field and student teaching placements provide more than 600 hours of comprehensive experience in public schools.

**NYS Teacher Certification Exams and Workshops**

Students are notified about NYS teaching certification requirements: certification exams, specialized workshops, fingerprinting, and application process. Extensive support is provided to students throughout this process.

**Final Project**

At the end of the fifth year, students prepare a capstone project as a culminating activity. This includes a theoretical and reflective essay highlighting teaching practice and knowledge gained. Adolescence education programs require the completion of a student work sample.

**Admissions**

There are two application stages to the Five-Year Integrated Teacher Education Track:

**First Stage**

- Complete a Declaration of Interest Form and submit to the Five-Year Track coordinator at the Graduate School of Education.
- Plan to seek program advisement about core courses to complete the B.A./B.S. Students should plan so as to be able to integrate 12 GSE credits in senior year. Fordham core must include the courses and content required by NYSED for teacher candidates; some core courses may fulfill more than one NYSED requirement.
- Inform major advisor of decision to apply. Advisor will give permission to register for the one-credit Field Experience Seminar.
- Meet with GSE Five-Year Track coordinator.

**Second Stage**

- Complete a GSE admissions application and submit all required supplemental information in the spring of the junior year for early admission. The application includes a written personal statement, two letters of reference, a resume, and a copy of all transcripts.
- Provide a letter from the undergraduate adviser indicating that 12 GSE credits will be completed during senior year, including field experience and reflective seminar.
- Maintain a minimum grade point average of 3.0 (B or better).
- Meet the general admissions requirements to the Graduate School of Education and for the specific program to which the Fordham undergraduate student is applying. Specific admissions requirements are listed on each program’s page in this Bulletin.

**Note:** Fordham Juniors who apply to the 5-Year Integrated Track program are not required to submit standardized test scores from the Miller Analogies Test, Graduate Record Examination, or significantly equivalent exam with their application to the program. However, official test scores MUST be submitted during the first semester as a fully-matriculated GSE student.

**Requirements**

**NYS Certification Requirements**

Students who meet all program requirements, complete the course of study, and meet established field experience competencies are eligible to receive Fordham University’s endorsement for New York state initial certification in their program area provided they also have

- earned a passing score on the relevant New York state teacher examinations; and
- completed workshops in child abuse identification, Dignity for All Students Act (DASA), schools against violence education, drug and alcohol abuse, and health and physical education.

**Undergraduate Core and Content Requirements**

Teacher preparation for state certification includes requirements for general education and pedagogical core courses, as well as specific content courses related to the grade(s) and subjects the candidate will teach. The requirements differ across certification areas and are complex. They affect the choices that are made to meet the undergraduate core curriculum distribution, as well as selections and scheduling of courses within the major. For example, to meet state certification requirements in the general education core, teacher education candidates need the following liberal arts and science requirements: artistic expression, communication, or written analysis and expression; concepts in history and social sciences; a language other than English; scientific and mathematical processes; and literature. These core/content requirements do not replace Fordham’s requirements.

Students must also meet the admissions prerequisites for their chosen master’s program. For example, students pursuing adolescence education must have the required 30 credits in specific content areas. More information about the requirements for each certification and major can be obtained from the coordinator of the Five-Year Integrated Track. It is students’ responsibility to meet with their advisers and to ensure they are meeting Fordham undergraduate, GSE, and New York State admissions and completion requirements for their program of choice.

To meet all requirements for the baccalaureate degree and a master’s degree, candidates work closely with their Fordham undergraduate advisers and the GSE adviser.
This clinically-rich master’s degree program in adolescence and special education is an integrated, dual-certification program leading to New York state certification as both education classroom teacher for adolescents grades 7-12 in biology, chemistry, physics, earth science, social studies, mathematics, or English language arts, and Students with Disabilities 7-12 Generalist with an extension in the related subject area. The principles of equity, access, and rigor frame the coursework, and field experiences are designed to develop competencies in both general and special education in a specific subject area.

Admissions
In addition to the general application requirements, applicants for the dual-certification programs must complete these content-core requirements:

**Biology**
Have an earned degree in biology (or a related field, for example, biological sciences) with a minimum of 30 credits in biology coursework. This content must include study in the following areas: anatomy, physiology, ecology, behavior, evolution, genetics, cell biology, microbiology, diversity, growth, and human biology.

**Chemistry**
Have an earned degree in chemistry (or a related field, for example, applied chemical science) with a minimum of 30 credits in chemistry coursework.

**Earth Science**
Have an earned degree in earth science (or a related field, for example, applied chemical science) with a minimum of 30 credits in earth science coursework.

**Physics**
Have an earned degree in physics or related area (for example, physical science) with a minimum of 30 credits in physics coursework and 16 credits distributed among biology, earth science, and chemistry. Included in the 30 credits must be coursework in the following areas: principles of physics, including concepts in mechanics, electricity, magnetism, thermodynamics, waves, optics, atomic and nuclear physics, radioactivity, relativity, and quantum mechanics.

**English**
Have an earned degree in English or its equivalent with a minimum of 30 credits in English language arts coursework. This content must include study in the following areas: American literature, British literature, multicultural literature, written composition, literary criticism, women writers, and media studies.

**Math**
Have an undergraduate major in mathematics or its equivalent with a minimum of 30 credits in specific mathematics content areas.

**Social Studies**
Have an earned degree in history or its equivalent with a minimum of 30 credits in social studies coursework. This content must include coursework related to: anthropology or cultural studies, political science, government or civics, economics, sociology, geography, psychology, global connections, and the impact of science and technology on society. In all, at least 21 credits must be in the study of history and geography.

### Requirements

#### Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEGE 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5305</td>
<td>TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE ADOLESCENT STUDENTS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5155</td>
<td>SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5166</td>
<td>COLLAB &amp; CO-TEACHING</td>
<td>2</td>
</tr>
<tr>
<td>CTGE 5167</td>
<td>BEHAVIOR INTERVENTIONS AND EFFECTIVE CLASSROOM MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5170</td>
<td>ASSESSMENT OF ALL LEARNERS WITH DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5175</td>
<td>TEACHING ENGLISH LANGUAGE ARTS AND SOCIAL STUDIES IN INCLUSIVE ADOLESCENCE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5176</td>
<td>TEACHING MATH AND SCIENCE IN INCLUSIVE ADOLESCENCE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5547</td>
<td>LITERACY AND LEARNING ACROSS THE CURRICULUM</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5401</td>
<td>TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS: DEVELOPMENT AND COMMUNITIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5402</td>
<td>TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 2: ASSESSMENT &amp; PLANNING</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5403</td>
<td>TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 3: DIFFERENTIATED INSTRUCTION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5404</td>
<td>TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 4: REFLECTION &amp; INNOVATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6201</td>
<td>DEVELOPING DIGITAL LITERACIES</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 0709</td>
<td>ADOLESCENCE EDUCATION PORTFOLIO</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Subject Area Requirement

Select a subject area

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
</tr>
<tr>
<td>EDGE 0220</td>
<td>DRUG, ALCOHOL, AND TOBACCO TRAINING</td>
</tr>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
</tr>
<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
</tr>
</tbody>
</table>

*Updated: 10-11-2017*
Total Credits 48

Courses require eight to ten fieldwork hours with students with disabilities.

**Subject Areas**
In addition to the content-core courses, candidates for this degree must complete related subject-area requirements to obtain the dual-certification. The course of study includes nine additional credits in the dual subject area.

**Biology, Chemistry, Physics, Earth Science**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5272</td>
<td>TEACHING AND ASSESSING SCIENCE IN ADOLESCENT CLASSROOMS (7-12)</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5631</td>
<td>SCIENCE CURRICULUM AND INSTRUCTION</td>
<td>2</td>
</tr>
<tr>
<td>CTGE 5275</td>
<td>INTEGRATING MATH, SCIENCE, AND TECHNOLOGY EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6203</td>
<td>CYBER COMMUNITIES FOR STEM</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**Social Studies**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5261</td>
<td>TCHG &amp; ASSESMT SOC STAD: ADOL</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5791</td>
<td>SOCIAL STUDIES CURRICULUM</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5790</td>
<td>INTRODUCTION TO HISTORICAL THINKING</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6794</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

**Mathematics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5284</td>
<td>TEACHING AND LEARNING FOUNDATIONAL TOPICS AND MATH</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5286</td>
<td>TEACHING AND ASSESSING MATHEMATICS: ADOLESCENTS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5283</td>
<td>TEACHING AND LEARNING MATH IN THE MIDDLE GRADES</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**English Language Arts**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5793</td>
<td>CURRICULUM DESIGN</td>
<td>1</td>
</tr>
<tr>
<td>CTGE 5531</td>
<td>LANGUAGE AND CULTURE IN ADOLESCENT ENGLISH LANGUAGE ARTS</td>
<td>2</td>
</tr>
<tr>
<td>CTGE 6405</td>
<td>TEACHING AND ASSESSING COMPOSITION ADOLESCENTS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6410</td>
<td>TEACHING AND ASSESSING READING AND LITERATURE ADOLESCENTS</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**Required Workshops**
The workshops listed below are required of all Initial Teaching (MST) programs as well as certain other programs related to NY state licensure.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0270</td>
<td>Autism Training Module</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0220</td>
<td>DRUG, ALCOHOL, AND TOBACCO TRAINING</td>
<td>0</td>
</tr>
</tbody>
</table>

In addition to the workshops listed above, the following workshop is also required of students in this MST program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0270</td>
<td>Autism Training Module</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

**Teaching English to Speakers of Other Languages, MST**

30 credits

NYSED 25421/25419

This program exposes teacher candidates to contemporary understandings about language, communication, and language education emphasizing the development of English as an additional language in K through 12th grades. Courses explore research-based instructional practices which promote cognitive and emotional growth, academic learning, cultural and linguistic development, and enhanced understanding of the purposes and functions of using English to interact with others in diverse settings.

This program is not available to individuals with an F-1 visa status. Individuals interested in a master’s degree in TESOL without initial teaching certification should refer to the English as a World Language M.S. (p. 785) program in the section on Non-certification Programs.

**Admissions**

Applicants to all childhood programs must meet the general requirements for admission to the Graduate School of Education (p. 725) and the requirements for admission to initial teacher education programs.

In addition, applicants for any of the childhood programs must have the following:

- an undergraduate degree in one of the liberal arts or sciences related to the areas of the New York state student learning standards, including English, American, or comparative literature; mathematics; an area of science; modern languages; media studies; women’s studies; political science; computer science; information science; communications; history; sociology; anthropology; economics; the arts; or psychology
- college-level study in the following general education core areas: artistic expression, concepts in history and social sciences, a language other than English, scientific and mathematical processes, written analysis and expression, and communication

In addition, candidates for the bilingual extension must provide evidence of their competence in a language other than English by fulfilling one of the following three options:
1. Taking and obtaining a passing score on the ACTFL Language Test (oral and written) in the target language;
2. Documentation in transcripts of having completed undergraduate studies in the target language; or
3. Agreeing to complete successfully two courses in the target language.

Specific Admission Requirements
In addition to the general requirements for graduate study and for initial teacher education programs, candidates for the TESOL program must have the following:

- International candidates for whom English is an additional language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELT (International English Language Test). The following scores are the recommended minimum current* test scores for English language proficiency for admission to the Graduate School of Education:
  - IELTS: 7 for General Test score, no subtest can be lower than 6
  - TOEFL: 577 for paper test, 90 for Internet-based (IBT) test
- 12 college credits in a language other than English
- College-level study in the following general education core areas: history and social sciences, English written analysis and expression, and at least one college-level course in English Literature. These courses may be part of or taken in addition to a liberal arts major/concentration.

Scores can be no more than two years old.

Requirements
Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEG 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6781</td>
<td>INSTRUCTING BILINGUAL SPECIAL EDUCATION STUDENTS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5842</td>
<td>SECOND LANGUAGE ACQUISITION AND ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5845</td>
<td>LEARNING CONTENT THROUGH LANGUAGE IN MULTILINGUAL CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5846</td>
<td>TEACHING ENGLISH ORACY AND LITERACY TO SPEAKERS OF OTHER LANGUAGES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6401</td>
<td>TEACHING THE STRUCTURE OF THE ENGLISH LANGUAGE</td>
<td>1</td>
</tr>
<tr>
<td>PSGE 5316</td>
<td>PSYCHOLOGY OF CHILD DEVELOPMENT AND LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>or PSGE 5318</td>
<td>HUMAN DEVELOPMENT AND LEARNING: PRE-K–GRADE 12</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5849</td>
<td>DESIGNING CULTURALLY AND TECHNOLOGICALLY RELEVANT INSTRUCTION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5841</td>
<td>PRINCIPLES OF BILINGUAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5848</td>
<td>TESOL STUDENT TEACHING</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5848</td>
<td>TESOL STUDENT TEACHING</td>
<td>3</td>
</tr>
</tbody>
</table>

Clinical Experience and Student Teaching

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5159</td>
<td>ASSESSMENT OF ALL CHILDREN WITH DISABILITIES</td>
<td>3</td>
</tr>
</tbody>
</table>

Completion of Program Assessment

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 0712</td>
<td>PORTFOLIO FOR TESOL</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Credits: 30

1 Courses require fieldwork.

Required Workshops
The workshops listed below are required of all Initial Teaching (MST) programs as well as certain other programs related to NY state licensure.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0220</td>
<td>DRUG, ALCOHOL, AND TOBACCO TRAINING</td>
<td>0</td>
</tr>
</tbody>
</table>

Advanced and Specialist Teaching Programs (MSE)
The Fordham Graduate School of Education offers several programs for certified teachers who seek to develop professional competencies in specialized areas. These programs lead to a master’s degree in education and certification in a specialization.

- Childhood Special Education, MSE (p. 776)
- Early Childhood Special Education, MSE (p. 777)
- Literacy Education (Birth-Grade 6), MSE (p. 777)
- Literacy Education (Grades 5-12), MSE (p. 778)

Childhood Special Education, MSE
30 credits
NYSED 25434/25444

The master’s degree program in Childhood Special Education prepares teachers who already have childhood (grades 1–6) or elementary certification (pre-k–6), offering the knowledge and skills needed for teaching special education in grades 1 through 6. The coursework and field experiences develop competencies in understanding, assessing, and instructing children with mild disabilities and lead to New York state certification as a teacher of Children with Disabilities in Childhood Education.

Admissions
In addition to the general admission and completion requirements for master’s-level graduate study, candidates must provide evidence of their initial/provisional or permanent/professional certification as a childhood or elementary teacher.

Requirements
Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5159</td>
<td>ASSESSMENT OF ALL CHILDREN WITH DISABILITIES</td>
<td>3</td>
</tr>
</tbody>
</table>
CTGE 5161 DIFFERENTIATING INSTRUCTION FOR ALL STUDENTS 3
CTGE 6192 RESEARCH IN THE TEACHING PROCESS 3
CTGE 6310 EDUCATION WITH DIS ABILITIES IN ELEMENTARY SCHOOLS 3
CTGE 6320 COLLABORATIVE CONSULTATION WITH FAMILIES AND PROFESSIONALS 3
CTGE 6330 COMMUNICATION, TECH ARTS 3
CTGE 6340 INTERVENTIONS READ / WRITE 3
CTGE 6350 POSITIVE BEHAVIOR SUPPORT 3
CTGE 6781 INSTRUCTING BILINGUAL SPECIAL EDUCATION STUDENTS 3
CTGE 5222 PRACTICUM FOR IN-SERVICE TEACHERS 3
CTGE 0718 CHILDHOOD SPECIAL EDUCATION PORTFOLIO 0

Total Credits 30

Required Workshops
The following workshops are required for students in this program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0270</td>
<td>Autism Training Module</td>
<td>0</td>
</tr>
</tbody>
</table>

Early Childhood Special Education, MSE

30 credits

NYSED 25486/25489

The 30-credit master’s degree program in early childhood special education prepares teachers who already have early childhood (birth–grade 2) or elementary certification (pre-k–6), offering the knowledge and skills needed for teaching special education in programs for children from birth through grade 2.

This program places special emphasis on children with disabilities in preschool and the primary grades. The coursework and field experiences develop competencies in understanding, assessing, and instructing children with disabilities and lead to New York state certification as a teacher of Children with Disabilities in Early Childhood Education.

Admissions
In addition to the general admission and completion requirements for master’s-level graduate study, candidates must provide evidence of their initial/provisional or permanent/professional certification as an early childhood or elementary teacher.

Requirements
Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 6192</td>
<td>RESEARCH IN THE TEACHING PROCESS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6330</td>
<td>COMMUNICATION, TECH ARTS</td>
<td>3</td>
</tr>
</tbody>
</table>

CTGE 5157 ASSESSMENT STRATEGIES FOR YOUNG CHILDREN WITH DISABILITIES 3
CTGE 6002 BEGINNING LITERACY DEVELOPMENT IN INCLUSIVE CLASSROOMS 3
or CTGE 6781 INSTRUCTING BILINGUAL SPECIAL EDUCATION STUDENTS 3
CTGE 6320 COLLABORATIVE CONSULTATION WITH FAMILIES AND PROFESSIONALS 3
CTGE 6340 INTERVENTIONS READ / WRITE 3
CTGE 6300 CURRICULUM EVALUATION 3
CTGE 5421 PLANNING INSTRUCTION FOR YOUNG CHILDREN WITH DISABILITIES 3
CTGE 6350 POSITIVE BEHAVIOR SUPPORT 3
CTGE 5222 PRACTICUM FOR IN-SERVICE TEACHERS (Requires one semester of student teaching) 3

Total Credits 30

1 Fieldwork required.
2 There is a fee associated with this course.

Required Workshops
The following workshops are required for students in this program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0270</td>
<td>Autism Training Module</td>
<td>0</td>
</tr>
</tbody>
</table>

Literacy Education (Birth–Grade 6), MSE

30 credits

NYSED 25425/25423

The master’s degree for literacy specialists is designed for certified early childhood, childhood, special education, and TESOL/English teachers who are preparing for professional responsibilities supporting pre-school through grade 6 teachers’ efforts to guide students enrolled in preschool through grade 6.

Graduates of the program earn a Master of Science Degree and are qualified and endorsed for New York state certification as a literacy specialist birth through grade 6. In addition, they meet the requirement for professional certification in the area of their initial certification. Graduates enhance their understanding of reading-writing-learning connections and become increasingly proficient at helping students from diverse backgrounds become confident, successful, lifelong learners. Included within the program is a 50-hour practicum accomplished through 1:1, small group, and whole class experiences.
Admissions

In addition to the general admission and completion requirements for master’s level study in the Graduate School of Education, applicants must provide evidence of their initial/provisional or permanent/professional certification as an early childhood, childhood, or prek–12 teacher, including completion of 9 credits in Literacy Education and 6 credits in Inclusion/Special Education.

Requirements

The program is organized for students to enroll in specific experiences in a faculty guided sequence; specifically CTGE 6500 INTERDISCIPLINARY PERSPECTIVES ON LITERACY; LINGUISTIC AND COGNITIVE DEVELOPMENT, typically the first course in the program, precedes CTGE 6501 SOCIOCULTURAL AND DEVELOPMENTAL DIMENSIONS OF LITERACY; CTGE 6014 ASSESSMENT AND DEVELOPMENT OF LITERACY PROCESSES: GRADES 5–12, PRACTICUM I precedes CTGE 6018 RESEARCH AND PRACTICE FOR STRUGGLING ADOLESCENT READERS AND WRITERS: GRADES 5–12, PRACTICUM II. CTGE 6551 REFLECTIVE SEMINAR IN LITERACY EDUCATION is the final course in the program.

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 0710</td>
<td>PORTFOLIO FOR LITERACY EDUCATION</td>
<td>0</td>
</tr>
<tr>
<td>CTGE 6500</td>
<td>INTERDISCIPLINARY PERSPECTIVES ON LITERACY; LINGUISTIC AND COGNITIVE DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6501</td>
<td>SOCIOCULTURAL AND DEVELOPMENTAL DIMENSIONS OF LITERACY</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6326</td>
<td>PERSPECTIVES ON STANDARDIZED LANGUAGE AND LITERACY ASSESSMENT; POLICY AND PRACTICE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5840</td>
<td>SECOND LANGUAGE ACQUISITION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6012</td>
<td>ASSESSMENT AND DEVELOPMENT OF LITERACY PROCESSES: GRADES 5–12, PRACTICUM I</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6002</td>
<td>BEGINNING LITERACY DEVELOPMENT IN INCLUSIVE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6008</td>
<td>CRITICAL LITERACY, INQUIRY, AND LITERATURE FOR CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6004</td>
<td>INSTRUCTIONAL PRACTICES FOR WRITING ACROSS THE K–6 CURRICULUM</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6016</td>
<td>RESEARCH AND PRACTICE FOR STRUGGLING READERS AND WRITERS: GRADES 5–12, PRACTICUM II</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6551</td>
<td>REFLECTIVE SEMINAR IN LITERACY EDUCATION</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 30

1 These courses include required fieldwork.

Required Workshops

The following workshops are required for students in this program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 0210</td>
<td>CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0230</td>
<td>SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP</td>
<td>0</td>
</tr>
<tr>
<td>EDGE 0260</td>
<td>DIGNITY FOR ALL STUDENTS TRAINING</td>
<td>0</td>
</tr>
</tbody>
</table>

Literacy Education (Grades 5 through 12), MSE

30 credits

NYSED 25426/25424

The master’s degree for literacy specialists is designed for certified early childhood, childhood, special education, and TESOL/English teachers who are preparing for professional responsibilities supporting teachers of grades 5-12. Graduates of the program earn a Master of Science Degree and are qualified and endorsed for New York state certification as a literacy specialist grades 5 through 12 and meet the degree requirement for professional certification in the area of their initial certification.

The program is designed for those preparing for professional responsibilities designing, implementing, and assessing reading and literacy programs for grades 5 through 12. Included within the program is a 50-hour practicum accomplished through 1:1, small group, and whole class experiences.

Admissions

In addition to the general admission and completion requirements for master’s level study at the Graduate School of Education, candidates must provide evidence of their initial/provisional or permanent/professional certification as a middle childhood or specialist teacher grades 7 through 12, six credits in Literacy Education, and six credits in Inclusion/Special Education.

Requirements

The program is organized for students to enroll in courses in a faculty-guided sequence; specifically CTGE 6500, typically the first course in the program, precedes CTGE 6501 SOCIOCULTURAL AND DEVELOPMENTAL DIMENSIONS OF LITERACY; CTGE 6014 ASSESSMENT AND DEVELOPMENT OF LITERACY PROCESSES: GRADES 5–12, PRACTICUM I precedes CTGE 6018 RESEARCH AND PRACTICE FOR STRUGGLING ADOLESCENT READERS AND WRITERS: GRADES 5–12, PRACTICUM II. CTGE 6551 REFLECTIVE SEMINAR IN LITERACY EDUCATION is the final course in the program, taken with at most one elective course. Students will confer with their faculty adviser each semester during registration.

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 0710</td>
<td>PORTFOLIO FOR LITERACY EDUCATION</td>
<td>0</td>
</tr>
<tr>
<td>CTGE 6500</td>
<td>INTERDISCIPLINARY PERSPECTIVES ON LITERACY; LINGUISTIC AND COGNITIVE DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6501</td>
<td>SOCIOCULTURAL AND DEVELOPMENTAL DIMENSIONS OF LITERACY</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6326</td>
<td>PERSPECTIVES ON STANDARDIZED LANGUAGE AND LITERACY ASSESSMENT; POLICY AND PRACTICE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5840</td>
<td>SECOND LANGUAGE ACQUISITION</td>
<td>3</td>
</tr>
</tbody>
</table>
Bilingual Education, Advanced Certificate

15 credits
NYSED 32679/32795

The Bilingual Education Extension Program is for teachers who already possess initial, provisional, permanent, or professional certification in Early Childhood (birth-grade 2), Childhood (grades 1–6), or Adolescence (grades 7–12). Individuals who do not possess an initial teaching certification but are matriculated in an initial teacher education program at Fordham University may also apply.

The program leads to an endorsement for an extension to the Early Childhood, Childhood, or Adolescence Certification to teach bilingual education. The program does not lead to an academic degree.

Admissions

In addition to the general admissions requirements for the Graduate School of Education, applicants must meet the following requirements:

- hold New York state initial/provisional/professional or permanent certification as a classroom teacher (early childhood, childhood, or adolescence) or proof of matriculation in a teacher education program (early childhood, childhood, or adolescence)
- competence in a language other than English, as demonstrated by fulfilling one of the following three options:
  a. taking and obtaining a passing score in the ACTFL Language Test (oral and written) in the target language;
  b. documentation in transcripts of having completed undergraduate studies in the target language; or
  c. agreeing to complete successfully two courses in the target language
- International candidates for whom English is an additional language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELT (International English Language Test). The following scores are the recommended minimum current1 test scores for English language proficiency for admission to the Graduate School of Education as outlined below.
  - IELTS1: 7 for General Test Score; no subtest can be lower than 6
  - TOEFL1: 577 for paper test, 90 for Internet-based (IBT) test
- minimum of 3.0 GPA in graduate work
- two professional/academic recommendations

1 Scores can be no more than two years old.

Certificate and Extension Teaching Programs: Non-degree (Advanced Certificate)

The Fordham Graduate School of Education extension programs are available to certified teachers seeking extensions beyond the area in which they are initially certified. These are also available to current students matriculated in initial certification (M.S.T.) programs who want to add an extension certificate to their current program. All lead to Fordham University endorsement for New York State certification in these extension areas.

- Bilingual Education, Adv (p. 779)
- Bilingual Special Education, Adv (p. 780)
- Childhood Special Education, Adv (p. 780)
- Early Childhood Special Education, Adv (p. 780)
- Exceptional Adolescents with Subject Extension, Adv (p. 781)
- Middle Childhood Biology 7–9, Adv (p. 781)
- Middle Childhood Chemistry 7–9, Adv (p. 782)
- Middle Childhood English 7–9, Adv (p. 782)
- Middle Childhood Mathematics 7–9, Adv (p. 782)
- Middle Childhood Physics 7–9, Adv (p. 783)
- Middle Childhood Social Studies 7–9, Adv (p. 783)
- Special Education/Teaching English to Speakers of Other Languages, Adv (p. 784)
- Teaching English to Speakers of Other Languages, Adv (p. 784)
**Bilingual Special Education, Advanced Certificate**

15 credits  
NYSED 32725/32799

The Bilingual Special Education Extension Program is for teachers who already possess initial, provisional, permanent, or professional certification in special education. The program leads to an endorsement for an extension to the special education certification to teach bilingual special education. The program does not lead to an academic degree.

Individuals who are matriculated in an initial teacher education program in special education at Fordham University may also apply.

**Admissions**

In addition to the general admissions requirements for the Graduate School of Education, applicants must have the following:

- IELTS*: 7 for General Test Score; no subtest can be lower than 6
- TOEFL*: 577 for paper test, 90 for Internet-based (IBT) test
- minimum of 3.0 GPA in graduate work
- two professional/academic recommendations

*Scores can be no more than two years old.

**Requirements**

**Program of Study**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5252</td>
<td>MATH CURRICULUM 7-12</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5841</td>
<td>PRINCIPLES OF BILINGUAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5844</td>
<td>DEVELOPMENT OF COMMUNICATION SKILLS IN ENGLISH LANGUAGE LEARNERS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5851</td>
<td>BILINGUAL INSTRUCTION ACROSS SUBJECT AREAS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6781</td>
<td>INSTRUCTING BILINGUAL SPECIAL EDUCATION STUDENTS</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 15

* Requires completion of 10 hours of fieldwork in a school that has a bilingual education program.

**Early Childhood Special Education, Advanced Certificate**

15 credits  
NYSED 36087/35088

The Early Childhood Special Education Advanced Certificate program is for teachers who already possess initial, provisional, permanent, or professional certification in Early Childhood (birth-grade 2), or Childhood (Grades 1-6) or Elementary Education (pre-k-6). The program leads to New York state certification for teaching Students with Disabilities (birth-grade 2).

The program does not lead to a degree.

**Admissions**

In addition to the general admission and completion requirements for master’s-level graduate study, candidates must provide evidence of their initial/provisional or permanent/professional certification as an early childhood or elementary teacher.
### Requirements

#### Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5157</td>
<td>ASSESSMENT STRATEGIES FOR YOUNG CHILDREN WITH DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5421</td>
<td>PLANNING INSTRUCTION FOR YOUNG CHILDREN WITH DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6340</td>
<td>INTERVENTIONS READ / WRITE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6350</td>
<td>POSITIVE BEHAVIOR SUPPORT</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5222</td>
<td>PRACTICUM FOR IN-SERVICE TEACHERS (Requires one semester of fieldwork)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 15

Candidates who did not take a special education foundation course prior to admission can take a foundation course (or CTGE 6300 CURRICULUM EVALUATION) concurrently with required courses for the advanced certificate program.

### Exceptional Adolescents with Subject Extension, Advanced Certificate

#### 15 credits

NYSED 34670/34677

The Students with Disabilities 7-12 Generalist extension is for teachers who already possess initial, provisional, permanent, or professional certification as a Classroom Teacher, Grades 7-12, in at least one Subject Area (biology, chemistry, physics, earth science, social studies, mathematics, or English language arts). The leads to certification to become the teacher of record for a special class in the candidate’s certification subject area or support, consultant, and collaborative roles. This program does not lead to a degree.

The coursework develops competencies in understanding principles and policies of special education, and proficiency in assessing and providing evidenced-based intervention and instruction for culturally diverse adolescents with a range of disabilities.

### Admissions

In addition to the general requirements for admission to the Graduate School of Education, applicants must hold current general education initial, provisional, permanent, or professional certificate in a subject area and a master’s degree.

### Required Workshops

The workshops listed below are required of all Initial Teaching (MST) programs as well as certain other programs related to NY state licensure.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5175</td>
<td>TEACHING ENGLISH LANGUAGE ARTS AND SOCIAL STUDIES IN INCLUSIVE ADOLESCENCE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5176</td>
<td>TEACHING MATH AND SCIENCE IN INCLUSIVE ADOLESCENCE CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5200</td>
<td>FIELD EXPERIENCE SEMINAR: ISSUES IN REFLECTIVE PRACTICE</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Credits 15

1. Courses require eight to 10 fieldwork hours with students with disabilities.

### Middle Childhood Biology 7–9, Advanced Certificate

#### 12 credits

NYSED 25438/25448

The Middle Childhood Extension programs are open to persons who are completing the MST in childhood education or who already possess initial/professional certification in childhood education or provisional/permanent certification in elementary education (pre-k–6).

The programs lead to a certificate and to endorsement for an extension to the childhood certificate to teach the specific content subject in grades 7 through 9. Candidates for the program must consult their program adviser to select the appropriate courses to meet New York state certification requirements.

### Admissions

In addition to the general requirements for admission to the Graduate School of Education, applicants must

- Provide evidence of teacher certification in childhood or elementary education, or concurrent pursuit of one of Fordham’s childhood education degree programs; and
- Complete or have completed 30 credits or more in a biology major or concentration, including coursework in these areas: anatomy and physiology, ecology, evolution, genetics, cell biology, microbiology, behavior, diversity, growth, and human biology.
Requirements
Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 5302</td>
<td>PSYCHOLOGY OF ADOLESCENT DEVELOPMENT AND LEARNING</td>
<td>3,4</td>
</tr>
<tr>
<td>CTGE 5279</td>
<td>CONTEMPORARY SCIENCE EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5270</td>
<td>TCHG BIOLOGY TO ADOL</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5547</td>
<td>LITERACY AND LEARNING ACROSS THE CURRICULUM</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>12-13</td>
</tr>
</tbody>
</table>

Middle Childhood Chemistry 7–9, Advanced Certificate

12 credits
NYSED 25439/25449

The Middle Childhood Extension programs are open to persons who are completing the MST in childhood education or who already possess initial/professional certification in childhood education or provisional/permanent certification in elementary education (pre-k–6).

The programs lead to a certificate and to endorsement for an extension to the childhood certificate to teach the specific content subject in grades 7 through 9. Candidates for the program must consult their program adviser to select the appropriate courses to meet New York state certification requirements.

Admissions

In addition to the general requirements for admission to the Graduate School of Education, applicants must

- Provide evidence of teacher certification in childhood or elementary education, or concurrent pursuit of one of Fordham’s childhood education degree programs; and
- Complete or have completed 30 credits or more in a chemistry major or concentration, including coursework in these areas: inorganic chemistry, organic chemistry, analytic chemistry, physical chemistry, and biochemistry.

Requirements
Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 5302</td>
<td>PSYCHOLOGY OF ADOLESCENT DEVELOPMENT AND LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5547</td>
<td>LITERACY AND LEARNING ACROSS THE CURRICULUM</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5540</td>
<td>ADOLESCENT LITERATURE IN A MULTICULTURAL SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5838</td>
<td>INTEGRATED INSTRUCTION IN ADOLESCENT ENGLISH LANGUAGE ARTS</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Middle Childhood English 7–9, Advanced Certificate

12 credits
NYSED 25436/25446

The Middle Childhood Extension programs are open to persons who are completing the MST in childhood education or who already possess initial/professional certification in childhood education or provisional/permanent certification in elementary education (pre-k–6).

The programs lead to a certificate and to endorsement for an extension to the childhood certificate to teach the specific content subject in grades 7 through 9. Candidates for the program must consult their program adviser to select the appropriate courses to meet New York state certification requirements.

Admissions

In addition to the general requirements for admission to the Graduate School of Education, applicants must

- Provide evidence of teacher certification in childhood or elementary education, or concurrent pursuit of one of Fordham’s childhood education degree programs; and
- Complete or have completed 30 credits or more in an English major or concentration, including coursework in these areas: British literature, American literature, multicultural (non-Anglo) writers, women writers, study of multiple genres, and written composition.

Requirements
Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 5302</td>
<td>PSYCHOLOGY OF ADOLESCENT DEVELOPMENT AND LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5547</td>
<td>LITERACY AND LEARNING ACROSS THE CURRICULUM</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5540</td>
<td>ADOLESCENT LITERATURE IN A MULTICULTURAL SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5838</td>
<td>INTEGRATED INSTRUCTION IN ADOLESCENT ENGLISH LANGUAGE ARTS</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Middle Childhood Mathematics 7–9, Advanced Certificate

12 credits
NYSED 28443/28444

The Middle Childhood Extension programs are open to persons who are completing the MST in childhood education or who already possess initial/professional certification in childhood education or provisional/permanent certification in elementary education (pre-k–6).

The programs lead to a certificate and to endorsement for an extension to the childhood certificate to teach the specific content subject in grades 7 through 9. Candidates for the program must consult their
Admissions

In addition to the general requirements for admission to the Graduate School of Education, applicants must

- Provide evidence of teacher certification in childhood or elementary education, or concurrent pursuit of one of Fordham's childhood education degree programs; and
- Complete or have completed 30 credits or more in a mathematics major or concentration.

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 5302</td>
<td>PSYCHOLOGY OF ADOLESCENT DEVELOPMENT AND LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5275</td>
<td>INTEGRATING MATH, SCIENCE, AND TECHNOLOGY EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5286</td>
<td>TEACHING AND ASSESSING MATHEMATICS: ADOLESCENTS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5547</td>
<td>LITERACY AND LEARNING ACROSS THE CURRICULUM</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Middle Childhood Physics 7–9, Advanced Certificate

12 credits

NYSED 25440/25450

The Middle Childhood Extension programs are open to persons who are completing the MST in childhood education or who already possess initial/professional certification in childhood education or provisional/permanent certification in elementary education (pre-k–6).

The programs lead to a certificate and to endorsement for an extension to the childhood certificate to teach the specific content subject in grades 7 through 9. Candidates for the program must consult their program adviser to select the appropriate courses to meet New York state certification requirements.

Admissions

In addition to the general requirements for admission to the Graduate School of Education, applicants must

- Provide evidence of teacher certification in childhood or elementary education, or concurrent pursuit of one of Fordham's childhood education degree programs; and
- Complete or have completed 21 credits or more in history or geography, and coursework in the following areas: U.S. history, non-U.S. history, civics/government/political science, economics, geography, anthropology/culture, sociology, and psychology.

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5791</td>
<td>SOCIAL STUDIES CURRICULUM</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5260</td>
<td>TEACHING SOCIAL STUDIES TO ADOLESCENTS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one or both of the following:</td>
<td>3-6</td>
</tr>
<tr>
<td>CTGE 5547</td>
<td>LITERACY AND LEARNING ACROSS THE CURRICULUM</td>
<td></td>
</tr>
<tr>
<td>PSGE 5302</td>
<td>PSYCHOLOGY OF ADOLESCENT DEVELOPMENT AND LEARNING</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>9-12</strong></td>
</tr>
</tbody>
</table>
Special Education/Teaching English to Speakers of Other Languages, Advanced Certificate

15 credits
NYSED 34103/34104

The English as a Second Language Special Education Extension Program is for teachers who already possess initial, provisional, permanent, or professional certification in special education. Individuals who do not possess an initial teaching certification but are matriculated in an initial teacher education program in special education at Fordham University may also apply.

The program leads to an endorsement for an extension to the special education certification to teach ESL special education. The program does not lead to an academic degree.

Admissions

In addition to the general admissions requirements for the Graduate School of Education, applicants must have the following:

- a copy of NYS initial/provisional/professional or permanent certification as a classroom teacher (special education) or proof of matriculation in a teacher education program (special education) at Fordham University
- competence in a language other than English, as demonstrated by an oral and written assessment
- candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELT (International English Language Test). The following scores are the recommended minimum current test scores for English language proficiency for admission to the Graduate School of Education:
  - IELTS: 7 for General Test Score; no subtest can be lower than 6
  - TOEFL: 577 for paper test, 90 for Internet-based (IBT) test
- minimum of 3.0 GPA in graduate work
- two professional/academic recommendations

1 Scores can be no more than two years old.

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5841</td>
<td>PRINCIPLES OF BILINGUAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5842</td>
<td>SECOND LANGUAGE ACQUISITION AND ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5846</td>
<td>TEACHING ENGLISH ORACY AND LITERACY TO SPEAKERS OF OTHER LANGUAGES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6401</td>
<td>TEACHING THE STRUCTURE OF THE ENGLISH LANGUAGE</td>
<td>3</td>
</tr>
</tbody>
</table>

CTGE 5845 LEARNING CONTENT THROUGH LANGUAGE IN MULTILINGUAL CLASSROOMS 3

Total Credits 15

1 Requires completion of 15-20 hours of fieldwork in a school that has a bilingual education program.

Teaching English to Speakers of Other Languages, Advanced Certificate

15 credits
NYSED 32677/32793

The Advanced TESOL Certificate Program is for teachers holding an initial, provisional, permanent, or professional certificate in early childhood (birth–grade 2), childhood (grades 1–6), or adolescence (grades 7–12 in any one of the subject areas offered at Fordham) who are interested in expanding their knowledge about working with Emergent Bilinguals (EBs). Individuals who do not possess an initial teaching certification but are matriculated in an initial teacher education program at Fordham University may also apply.

The program leads to a certificate and to endorsement for an extension to teach English as a second language. The program does not lead to an academic degree.

Admissions

In addition to the general admissions requirements for the Graduate School of Education, applicants must have the following:

- a copy of New York State initial/provisional/professional or permanent certification as a classroom teacher (early childhood, childhood, or adolescence) or proof of matriculation in a teacher education program (early childhood, childhood, or adolescence) at Fordham University
- 12 credits in a language other than English
- 3 credits in English Literature
- 3 credits in English Composition/Writing
- International candidates for whom English is an additional language are required to take and achieve a passing score in one of two tests: the Test of English as a Foreign Language (TOEFL) or the International English Language Test (IELT). The following scores are the recommended minimum current test scores for English language proficiency for admission to the Graduate School of Education:
  - IELTS: 7 for General Test Score; no subtest can be lower than 6
  - TOEFL: 577 for paper test, 90 for Internet based (IBT) test
- minimum 3.0 GPA in graduate work
- two professional/academic recommendations

1 Scores can be no more than two years old.
## Requirements

### Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5841</td>
<td>PRINCIPLES OF BILINGUAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5842</td>
<td>SECOND LANGUAGE ACQUISITION AND ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5845</td>
<td>LEARNING CONTENT THROUGH LANGUAGE IN MULTILINGUAL CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5846</td>
<td>TEACHING ENGLISH ORACY AND LITERACY TO SPEAKERS OF OTHER LANGUAGES</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6401</td>
<td>TEACHING THE STRUCTURE OF THE ENGLISH LANGUAGE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

1. Requires a minimum of 10 hours of fieldwork in a school that has an ESL program.

### Non-Certification Teaching Programs (Masters and Advanced Certificate)

The Fordham Graduate School of Education offers several programs for candidates who are not seeking New York State certification.

- Curriculum and Teaching, MSE (p. 785)
- English as a World Language, MS (p. 785)
- Literacy Leadership, Adv (p. 786)

### Curriculum and Teaching, MSE

**30 credits**  
NYSED 80001/77596

The curriculum and teaching program provides a core of knowledge in professional studies and the opportunity to design, with an academic adviser, unique programs of study or specializations related to professional needs and interests. The program leads to a Master of Science degree in education but does not lead to New York State certification.

### Admissions

Students must meet the general requirements to study at the Graduate School of Education.

## Requirements

### Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Professional Core</strong></td>
<td></td>
</tr>
<tr>
<td>CTGE 6195</td>
<td>THEORY AND PRACTICE IN CURRICULUM AND TEACHING</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Cultural Diversity</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### Individual Diversity

Select one of the following:

- CTGE 5155 | SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE          | 3       |
- CTGE 5247 | TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE CHILDREN       |         |
- CTGE 5455 | RDG SKILLS CHILD LD                                           |         |
- CTGE 5534 | BEGINNING READING AND WRITING IN INCLUSIVE CLASSROOMS         |         |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Research</strong></td>
<td></td>
</tr>
<tr>
<td>PSGE 5203</td>
<td>INTRODUCTION TO RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or CTGE 6192</td>
<td>RESEARCH IN THE TEACHING PROCESS</td>
</tr>
<tr>
<td></td>
<td><strong>Specialization Courses</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select six courses in consultation with a faculty adviser, which are appropriate to the student's professional needs</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td><strong>Comprehensive Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>CTGE 0701</td>
<td>MASTER'S COMPREHENSIVE EXAM/ASSESSMENT</td>
<td>0</td>
</tr>
<tr>
<td>CTGE 0702</td>
<td>MASTER'S COMPREHENSIVE EXAM/ASSESSMENT</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

### English as a World Language, MS

**30 credits**  
NYSED 25422/25420

This Master of Science degree program is designed for persons who want to develop expertise in teaching English to speakers of other languages but are not pursuing a state teaching certificate. It is appropriate for those who work in adult, corporate, or community education, and for international educators preparing to teach English as a foreign language.

### Admissions

In addition to the general admission and completion requirements for master’s-level study at the Graduate School of Education, candidates must have the following:

- a 30-credit major or concentration in English language arts, social studies, science, technology, or mathematics
- candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELT (International English Language Test). The following scores are the recommended minimum, current test scores for English language proficiency for admission to the Graduate School of Education:
  - IELTS: 7 for General Test Score; no subset can be lower than 6
  - TOEFL: 577 for paper test, 90 for Internet based (IBT) test
- 12 college credits in a language other than English
- 3 credits in English Literature
- 3 credits in English Composition/Writing
Scores can be no more than two years old.

**Requirements**

**Program of Study**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEGE 5102</td>
<td>HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5842</td>
<td>SECOND LANGUAGE ACQUISITION AND ASSESSMENT ¹</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5855</td>
<td>ENGLISH AS A SECOND LANGUAGE FOR ADULTS ¹</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6502</td>
<td>ENGLISH AS A WORLD LANGUAGE</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5845</td>
<td>LEARNING CONTENT THROUGH LANGUAGE IN MULTILINGUAL CLASSROOMS ¹</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5846</td>
<td>TEACHING ENGLISH ORACY AND LITERACY TO SPEAKERS OF OTHER LANGUAGES ¹</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 6401</td>
<td>TEACHING THE STRUCTURE OF THE ENGLISH LANGUAGE ¹</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5841</td>
<td>PRINCIPLES OF BILINGUAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 5849</td>
<td>DESIGNING CULTURALLY AND TECHNOLOGICALLY RELEVANT INSTRUCTION</td>
<td>3</td>
</tr>
</tbody>
</table>

**Practicum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5847</td>
<td>PRACTICUM IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES ¹, ²</td>
<td>3</td>
</tr>
<tr>
<td>CTGE 0701</td>
<td>MASTER'S COMPREHENSIVE EXAM/ASSESSMENT</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Credits 30

¹ Fieldwork required.
² There is a fee associated with this course.

**Leadership Programs**

**Office:** Room 1119
**Phone:** 212-636-7670

The Division of Educational Leadership, Administration, and Policy (ELAP) offers graduate degree programs in educational administration at the master's and doctoral levels for future administrators, supervisors, principals, superintendents, and other leaders in public and nonpublic schools and faith-based settings, and for educators and trainers of adults in non-school settings. Within the general program are specialties in pre-K–12 education, and church and religious organizations.

**New York State School Building Leader (SBL) Certification**

Our master's program in Administration and Supervision is approved and recognized by the New York State Education Department as an approved School Building Leader preparation program. Graduates of this two-year program will be prepared to take the examination for New York State School Building Leader (SBL) certification. This certification is appropriate for such positions as principal, supervisor, department chairperson, assistant principal, coordinator, and unit head and required for school-building-level leadership positions in all New York state public schools and, increasingly, in faith-based and nonpublic schools.

Prospective students must consult with their respective state education department to determine whether they meet qualifications for their state certification. Many states have reciprocity with New York state regarding leadership certification. Individuals seeking NYSED School Building
Leader certification must meet all state requirements for the certification and should visit the NYSED website to review these. NYSED requires that candidates for School Building Leader certification take and pass the SBL certification exam (Parts 1 & 2), take and pass the Educating All Students exam, and complete the mandated Dignity for All Students Act (DASA) workshop.

New York State School District Leader (SDL) Certification

The Division of Educational Leadership Administration and Policy offers an advanced certificate program for individuals seeking New York State School District Leader (SDL) certification. SDL certification is required by the New York State Education Department for anyone seeking school-district-level positions, such as superintendent, assistant deputy superintendent, district supervisor, etc. in a New York state public school district.

Students must consult with their state education department as to whether or not these experiences, as well as their respective educational and professional backgrounds, are acceptable for their state certification. Candidates seeking SDL certification are responsible for determining New York State Education Department requirements for qualifying for NYS School District Leadership certification. These include a total of 60 graduate credits that must include a master’s degree, a NYSED-approved school-district-leader preparation program, taking and passing the two-part School District Leader certification exam, and taking and passing the Educating All Students exam, and completing the NYSED mandated Dignity for All Students Act (DASA) workshop.

Programs

• Administration and Supervision, Catholic/Faith-Based Educational Leadership, MSE (p. 790)
• Administration and Supervision, EdD (p. 790)
• Administration and Supervision, PhD (p. 792)
• School Building Leader, MSE (p. 793)
• School District Leadership, Advanced Certificate (p. 794)

Courses

ASGE 5112. FUNDAMENTALS OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT. (1-3 Credits)
A basic course dealing with the role of the school-based administrator in the administration of schools. The course takes up issues related to account management issues, school effectiveness, human resources, communications, and human relations.

ASGE 5119. FUNDAMENTALS OF EDUCATIONAL SUPERVISION. (3 Credits)
Considers the human, technical, educational, and moral aspects of supervision; possible arrangements and alternatives for supervision; effective practices in supervision; and needed involvement of supervision in school restructuring. Students will consider curricula, pedagogy, professional development and evaluation as part of this course.

ASGE 5902. MANAGEMENT OF CONTINUING AND ADULT EDUCATION PROGRAMS. (3 Credits)
This course is designed to provide an understanding of current behavior concepts, theories, and processes of management and supervision as applied to adult-education organizations and agencies.

ASGE 6105. HR I: THE GENERALIST. (3-4 Credits)
This course begins the program, introducing current issues faced by organizations and by HR departments in particular. We examine those functions typically enacted by HR generalists, including recruitment and retention, employee relations, and legal issues germane to HR (e.g., ADA, AFMA, OSHA, fire-at-will, sexual harassment).

ASGE 6110. HR II: THE SPECIALIST. (3 Credits)
This course explores the functions typically enacted by HR specialists, including benefits, compensation, succession planning, and labor relations.

ASGE 6130. INSTRUCTIONAL LEADERSHIP. (3 Credits)
Development of leadership in optimal staff performance and emphasis on factors that facilitate learning. Students will develop understand their role as instructional leaders using formal and informal observation protocols and practice assessing lessons using a variety of rubrics.

ASGE 6132. ORGANIZATIONAL BEHAVIOR. (3 Credits)
Focuses on social/psychological forces influencing the behavior of the individual. Topics include communication, perception, motivation, attitudes, values, adult development, leadership, power, and influence.

ASGE 6145. LEADING IN A DIVERSE SOCIETY. (1-3 Credits)
Provides understanding and knowledge of the various cultural and ethnic groups in America and how they have impacted society and vice versa; explores concepts, issues, and dilemmas related to a multicultural, diverse society from both a historical and contemporary perspective; develops strategies to understand dynamics of the school community; and proposes solutions to meet challenges of a diverse society.

ASGE 6224. THE SUPERINTENDENCY. (3 Credits)
Consideration of the chief roles of the superintendent of schools, such as school board relationships; personnel; finance and budgeting; program planning; community relationships; local, state, and federal relationships; and evaluation.

ASGE 6225. BOARDS OF EDUCATION. (3 Credits)
The study of the role, responsibilities, power, and legal aspects of dealing with boards of education. Course is designed for board members, and practicing and prospective school administrators.

ASGE 6227. CASES AND SIMULATIONS IN ADMINISTRATION AND SUPERVISION. (3 Credits)
This course uses a variety of cases and simulations to provide “situational data” for analysis of issues, problem solving, and leadership development.

ASGE 6322. SCHOOL FINANCE. (3 Credits)
Theory and practice of property taxation, tax and educational equity issues, understanding state school aid, and alternatives to existing funding patterns. It also considers the management of financial resources at the district and site level.

ASGE 6325. SCHOOL LAW. (3 Credits)
The legal status of the pupil, the teacher, and the superintendent; liabilities of school boards; inter-relationships of the school and the state. The interrelationships of the school board and municipality, as well as labor laws.

ASGE 6331. SHAPING EDUCATIONAL POLICY. (3 Credits)
A study of educational management as affected by public policies. Focus on political environments, decision-making processes, and legislation influencing education, as well as strategies and techniques for managing their impact on educational institutions.
ASGE 6333. PROFESSIONAL DEVELOPMENT. (3 Credits)
This course deals with promoting the personal and career growth of people in organizations, using a model of a career life cycle, beginning with orientation and moving through each job change and promotion. Focus is on ways to provide challenging assignments to people through lateral rather than vertical moves.

ASGE 6338. ETHICS OF SCHOOL ADMINISTRATION. (3 Credits)
Using case studies and theoretical analyses, this course examines the ethical issues that school administrators commonly face.

ASGE 6359. ADMINISTRATION OF POST-SECONDARY EDUCATION. (3 Credits)
The course examines the variety of educational institutions beyond secondary education, including colleges and universities, community colleges, professional schools, and career preparation institutes from an organizational and management perspective. Beginning with an overview of the history and philosophy of post-secondary education, this course will consider how purpose, structure, function, budget, and operations have developed and changed to meet the changing needs of and demands on post-secondary education in the 21st century.

ASGE 6361. STRATEGIC PLANNING/CHANGE. (3 Credits)
The basic elements and dynamics of planned change are examined. Emphasis is on strategies for achieving change in urban schools, including examples of successful innovation. The course focuses on how school leaders use data and budgets to drive their instruction plans in a K–12 environment.

ASGE 6362. UNDERSTANDING AND MANAGING CHANGE. (3-4 Credits)
Students learn to scan the internal and external environments to identify challenges and constraints, to understand stakeholders’ investments in maintaining or challenging the status quo, to understand and manage change in the context of various change models, and to align business strategies with organizational systems and structures.

ASGE 6371. HIST & DESCRIP RESEARCH. (3 Credits)
Techniques in the use of archival materials, primary sources, and secondary publications will be taught in the framework of educational policy research.

ASGE 6461. CRITICAL ISSUES IN ADMINISTRATION AND SUPERVISION. (3 Credits)
Synthesizes research on enduring and emerging issues in administration and supervision including retrenchment, special education, finance and desegregation.

ASGE 6520. INTERNSHIP I. (3 Credits)
Systematic observation and planned participation in the administrative and supervisory activities of an urban or suburban school. Application must be submitted to the division chairperson by the end of the second month of the semester preceding internship.

ASGE 6521. INTERNSHIP II. (3 Credits)
Systematic observation and planned participation in the administrative and supervisory activities of an urban or suburban school. Application must be submitted to the division chairperson by the end of the second month of the semester preceding internship.

ASGE 6531. CLINIC FOR SCHOOL ADMINISTRATORS. (1.5-3 Credits)
This clinic course provides a university setting in which present and prospective administrators can consider current issues, problems, and opportunities in contemporary school systems.

ASGE 6532. SEMINAR FOR NONPUBLIC SCHOOL ADMINISTRATORS. (1-3 Credits)
This is an individualized, project-centered course in which participants will bring together multiple understandings and competencies developed in earlier courses and focus them in a synthetic way on a major problem or issue.

ASGE 6541. PERSPECTIVES ON LEADERSHIP. (3 Credits)
This course is designed to expose participants to various theories of leadership, to have them examine their own experience in working with a leader, to have them probe their own sources of motivation in seeking to exercise leadership, and to have them develop specific leadership skills and approaches in becoming accountable school leaders.

ASGE 6620. ADVANCED STATISTICS IN ADMINISTRATION AND SUPERVISION. (3 Credits)
Covers statistical inference and prediction in research in educational leadership, administration, and policy, including parametric and nonparametric methods, and concepts of measurement and probability.

ASGE 6720. PROGRAM EVALUATION AND RESEARCH IN ADMINISTRATION AND SUPERVISION I. (3 Credits)
Focuses on the nature of research as it applies to studies in educational leadership, administration, and policy. Includes the development of research topics and the selection of appropriate ways to investigate these topics. Students will learn how to use data to drive instruction.

ASGE 7320. DATA ANALYSIS & ACCOUNTABILITY. (3 Credits)
School administrators are challenged to manage and analyze data to inform instruction and improve student performance. This course teaches the use of data for setting goals, monitoring progress and using data warehousing—thus holding educators accountable for results. Students will analyze and share data in “data cycle” format to inform educators and the public regarding what they receive from the district and/or read in the print and electronic media.

ASGE 7333. DATA ANALYSIS AND ACCOUNTABILITY. (3 Credits)
Course studies the efficiency of the funding of education—including sources, budgets, uses, and effects—at the federal, state, and local levels. Key concerns are the equity of spending, the efficiency of resource utilization, the productivity of schools in relating dollars spent to student achievement, and the privatization of education (e.g., charter schools, vouchers, and school choice). Course has practical uses for school leaders who must set budgets, maintain sources of school income, and analyze the spending of funds in both public and private schools.

ASGE 7428. SEMINAR IN LEADERSHIP. (3 Credits)
This advanced seminar deals with selected topics and issues in leadership. The course involves the exploration of theoretical frameworks as means of interpreting problems from the field and suggesting leadership responses to these problems.
ASGE 7429. SOCIAL THEORIES AND EDUCATIONAL INSTITUTIONS. (3 Credits)
This is an in-depth analysis of social theories and their implications for the restructuring of educational and other social institutions. The course focuses on structural-functional theory and other theories and their contemporary critics.

ASGE 7430. POLITICAL FACTORS IN ADMINISTRATION AND SUPERVISION. (3 Credits)
The study of the effects of coalitions, local political systems, and power and authority with respect to administering and leading educational systems.

ASGE 7431. ADMIN & SUPV SEMINAR. (3 Credits)
An advanced seminar in administration and supervision; exploration and study of comprehensive professional concerns.

ASGE 7432. SEMINAR IN ORGANIZATIONAL THEORY. (3 Credits)
Focuses on application of organizational theory to school administration. Theories of Weber, Argyris, McGregor, Etzioni, and others will be examined.

ASGE 7435. STRATEGIC THINKING, PLANNING, AND IMPLEMENTATION. (3 Credits)
Every organization needs to grow, and today's organizations need to do so in a competitive and ever-changing environment. The heart of the change process is in the strategy the organization selects to move forward. In this course, students learn to understand their industry, the competition, and their organization's core competencies and values. They learn strategic models, including those of Michael Porter, Treacy and Wiersma, Hamel and Prahalad, Kim and Mauborgne, and Richard D'Aveni. Using Nadler and Tushman's model for Congruence, they learn to align their organizations with the chosen strategy.

ASGE 7439. ADVANCED SEMINAR FOR NONPUBLIC SCHOOL ADMINISTRATION. (1,3 Credits)
This course provides advanced study of administration in nonpublic schools. Issues of finance, curriculum, personnel, physical plant, instruction, and community relations are covered.

ASGE 7440. SEMINAR IN ORGANIZATIONAL BEHAVIOR. (1-3 Credits)
This course focuses on individuals and groups in the organization and on both the micro and macro perspectives of their behavior. The perspective, historical background, methodology, and theoretical framework for the field of organizational behavior will be presented. The emphasis will be on developing leaders with a vision that reflects an understanding of the social and psychological forces influencing the behavior of the individual in organizations and the dynamics, processes, and structures of organizational behavior.

ASGE 7442. LEADING ORGANIZATIONAL CHANGE. (3 Credits)
This course focuses on the nature of discontinuous change and on managing the paradoxes of change including chaos and order. Several current theories of change will be presented and applied to students' organizational settings. The emphasis will be on developing leadership skills for crafting a vision, mission, and strategic plan for change, as well as for aligning the organization behind the vision.

ASGE 7444. LEADING A LEARNING ORGANIZATION. (3 Credits)
This course focuses on the nature of learning organizations (in business and in schools) and the process that has been used to create and lead such organizations. While studying various leadership styles and perspectives, an ongoing emphasis will be placed on hypothesizing how these divergent interpretations of leadership can be applied to learning organizations. Teams will complete in-depth studies of actual learning organizations (in business and schools) and present these models. This will lead to an individual reflective plan centering on leading a learning organization.

ASGE 7446. SEMINAR IN ORGANIZATIONAL CULTURE. (1-3 Credits)
This course focuses on the nature of organizational culture: how it comes into being, how to shape a culture, and how to change a culture. Students discuss the development of norms, values, and behaviors in an organization. Examples of effective as well as dysfunctional cultures are analyzed.

ASGE 7448. SEMINAR IN ETHICS AND SOCIAL JUSTICE. (1-3 Credits)
This course develops students' vocabulary for discussing and clarifying ethical issues and for gaining understanding of ethical issues within organizations. The course helps students develop policies and strategies to address ethical issues within their organizations, toward their clients, and within the civic communities in which they are located.

ASGE 7450. SEMINAR IN THE SPIRITUALITY OF LEADERSHIP. (3 Credits)
This course focuses on the nature of spirituality and on leading the building of community within organizations. The course will explore spirituality as it basically relates to education. Throughout the course, spirituality will be differentiated from formal religion. The spiritual dimension of educational practice will be presented as it pertains to building community with educators, families, organizations, and cultures.

ASGE 7530. CLINICAL PRACTICE IN ADMINISTRATION AND SUPERVISION. (3 Credits)
This course provides students with applied field experiences designed to work out solutions to particular problems of practice.

ASGE 7531. ADVANCED QUALITATIVE RESEARCH. (3 Credits)
This course offers students the opportunity to engage in field research activities that focus on initial research design, data collection, and analysis.

ASGE 7721. RESEARCH IN ADMINISTRATION AND SUPERVISION I. (3 Credits)
Emphasizes development of individual research proposals, using quantitative methods and design, in preparation for dissertation seminar.

ASGE 7731. RESEARCH IN ADMINISTRATION AND SUPERVISION II. (3 Credits)
Continue development of conceptualizing research questions with emphasis on qualitative methodology.

ASGE 8001. RESEARCH APPRENTICESHIP. (0 Credits)

ASGE 8505. DIRECTED RESEARCH IN EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND POLICY. (1-3 Credits)
Designed for students who are developing research problems or projects for their doctoral studies.

ASGE 8750. DISSERTATION SEMINAR: EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND POLICY. (3 Credits)
Seminar for advanced Doctor of Education candidates in the Division of Educational Leadership, Administration, and Policy who have completed all of their coursework. The purpose of the seminar is to assist students in developing an approved dissertation proposal.
ASGE 8751. DISSERTATION SEMINAR: EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND POLICY, PHD. (3 Credits)
Seminar for advanced Doctor of Philosophy candidates in the Division of Educational Leadership, Administration, and Policy who have completed all of their coursework. The purpose of the seminar is to assist students in developing an approved dissertation proposal.

ASGE 9990. INDEPENDENT STUDY. (1-4 Credits)
Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration requires approval of the professor directing the study, the division chair, and the director of graduate studies.

Administration and Supervision, Catholic/Faith-Based Educational Leadership, MSE

30 credits
NYSED 14864/77597

The master’s degree is crafted specifically through the lens of Catholic identity, mission, and culture and has both New York State School Building Leader (SBL) certification and non-certification tracks. The program is designed for current and aspiring administrators and supervisors in nonpublic schools and school districts.

School Building Leader Certification
The master’s program is approved and recognized by the New York State Education Department as an approved School Building Leader preparation program. Graduates will be prepared to take the examination for New York State School Building Leader (SBL) certification. This certification is appropriate for such positions as principal, supervisor, department chairperson, assistant principal, coordinator, and unit head and required for school-building-level leadership positions in all New York state public schools and, increasingly, in faith-based and nonpublic schools. Candidates within and outside New York are responsible for meeting state certification requirements as well as understanding reciprocity policies.

Admissions
Applicants must meet the general requirements for Graduate School of Education as well as the following requirements for the master’s in Administration and Supervision:

• possess a baccalaureate degree from an accredited college or university in an appropriate field;
• have a minimum grade point average of approximately 3.0 (B or better);
• have at least three years of teaching experience;
• provide two references;
• submit a statement of purpose;
• have a satisfactory command of oral and written English;
• submit test scores from the Miller Analogy Test, or the Graduate Record Exam; and
• provide proof of immunization against measles, mumps, meningitis, and rubella.

Matriculation Requirements
Students may take up to 12 credit hours as a non matriculated student. After completion of 12 credit hours of course-work, students desiring to complete the degree must apply for full admission.

Requirements
Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required Courses</td>
<td>30</td>
</tr>
<tr>
<td>ASGE 5112</td>
<td>FUNDAMENTALS OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>ASGE 5119</td>
<td>FUNDAMENTALS OF EDUCATIONAL SUPERVISION</td>
<td></td>
</tr>
<tr>
<td>ASGE 6130</td>
<td>INSTRUCTIONAL LEADERSHIP</td>
<td></td>
</tr>
<tr>
<td>ASGE 6145</td>
<td>LEADING IN A DIVERSE SOCIETY</td>
<td></td>
</tr>
<tr>
<td>ASGE 6322</td>
<td>SCHOOL FINANCE</td>
<td></td>
</tr>
<tr>
<td>ASGE 6325</td>
<td>SCHOOL LAW</td>
<td></td>
</tr>
<tr>
<td>ASGE 6333</td>
<td>PROFESSIONAL DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>ASGE 6338</td>
<td>ETHICS OF SCHOOL ADMINISTRATION</td>
<td></td>
</tr>
<tr>
<td>ASGE 6361</td>
<td>STRATEGIC PLANNING/CHANGE</td>
<td></td>
</tr>
<tr>
<td>ASGE 6461</td>
<td>CRITICAL ISSUES IN ADMINISTRATION AND SUPERVISION</td>
<td></td>
</tr>
<tr>
<td>ASGE 6520</td>
<td>INTERNSHIP I (optional)</td>
<td></td>
</tr>
<tr>
<td>ASGE 6521</td>
<td>INTERNSHIP II (optional)</td>
<td></td>
</tr>
<tr>
<td>ASGE 6531</td>
<td>CLINIC FOR SCHOOL ADMINISTRATORS</td>
<td></td>
</tr>
<tr>
<td>ASGE 6541</td>
<td>PERSPECTIVES ON LEADERSHIP</td>
<td></td>
</tr>
<tr>
<td>ASGE 6720</td>
<td>PROGRAM EVALUATION AND RESEARCH IN ADMINISTRATION AND SUPERVISION I</td>
<td></td>
</tr>
<tr>
<td>ASGE 7450</td>
<td>SEMINAR IN THE SPIRITUALITY OF LEADERSHIP</td>
<td></td>
</tr>
<tr>
<td>UEGE 6276</td>
<td>HISTORY OF EDUCATION</td>
<td></td>
</tr>
</tbody>
</table>

Comprehensive Assessment Exam
ASGE 0701 MASTER’S COMPREHENSIVE EXAM/ASSESSMENT

Total Credits 30

Completion Requirements
In addition to the general degree requirements of the Graduate School of Education, candidates must meet the requirements:

• complete the prescribed program of study
• maintain a minimum overall graduate grade point average of 3.0 (B or better)
• if seeking the SBL certification, complete a year-long, six-credit internship, which is generally done in the candidate’s own school
• pass a master’s comprehensive examination which is generally taken during the last semester of coursework

Administration and Supervision, EdD

45 credits
NYSED 06067, 14372
The Division of Educational Leadership, Administration, and Policy offers a Doctor of Education (EdD) degree for Pre-K–12 administrators. It offers a Doctor of Philosophy (PhD) degree for church and religious school leaders.

The PhD requires 12 credits beyond the requirements for the EdD. Applicants may apply for either the EdD or the PhD, but they cannot apply to both programs.

The EdD program comprises three cohorts:

- The Executive Leadership Cohort (ELP) is designed to prepare transformative leaders who understand the social, political, economic, and cultural changes that will alter, in irreversible ways, traditional conceptions of American society.
- The Urban School Leadership Cohort (ULP) is a parallel program to the ELP designed for current New York City school-building leaders with a focus on urban education.
- The K-12 Educational Leadership Cohort (K12) is a parallel program to the ELP designed with an urban/suburban education focus. This cohort is based on the Westchester campus.

Admissions

Applicants seeking admission to the Doctor of Education degree program must meet the general requirements for admission to graduate study in the Graduate School of Education, and the following program-specific requirements:

- have completed at least three years of appropriate administrative experience in a metropolitan setting (preferred) or three years of professional administrative experience in an educational institution
- possess appropriate professional administrative certification
- possess a master’s degree, including fundamental and intermediate courses equivalent to those required by the division
- have earned a minimum graduate grade point average of approximately 3.5 (B+ or better) and a 3.0 or better on the undergraduate level
- have earned satisfactory scores on the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT); test scores must be less than five years old
- provide two reference reports
- demonstrate satisfactory command of oral and written English
- show proof of immunization against measles, meningitis, mumps, and rubella
- show evidence of academic ability, effective communication skills, leadership potential, and seriousness of purpose

If the admissions committee determines that a deficiency exists in one or more areas of prior graduate study or in the applicant’s background, the committee will specify prerequisites that must be fulfilled by the student for admission to the doctoral program. Prerequisites must be completed prior to permanent matriculation.

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASGE 6331</td>
<td>SHAPING EDUCATIONAL POLICY</td>
<td></td>
</tr>
<tr>
<td>ASGE 6359</td>
<td>ADMINISTRATION OF POST-SECONDARY EDUCATION</td>
<td></td>
</tr>
<tr>
<td>ASGE 6461</td>
<td>CRITICAL ISSUES IN ADMINISTRATION AND SUPERVISION</td>
<td></td>
</tr>
<tr>
<td>ASGE 6531</td>
<td>CLINIC FOR SCHOOL ADMINISTRATORS</td>
<td></td>
</tr>
<tr>
<td>ASGE 7322</td>
<td>ECONOMICS AND FINANCE OF EDUCATION</td>
<td></td>
</tr>
<tr>
<td>ASGE 7333</td>
<td>DATA ANALYSIS AND ACCOUNTABILITY</td>
<td></td>
</tr>
<tr>
<td>ASGE 7428</td>
<td>SEMINAR IN LEADERSHIP</td>
<td></td>
</tr>
<tr>
<td>ASGE 7429</td>
<td>SOCIAL THEORIES AND EDUCATIONAL INSTITUTIONS</td>
<td></td>
</tr>
<tr>
<td>ASGE 7430</td>
<td>POLITICAL FACTORS IN ADMINISTRATION AND SUPERVISION</td>
<td></td>
</tr>
<tr>
<td>ASGE 7431</td>
<td>ADMIN &amp; SUPV SEMINAR</td>
<td></td>
</tr>
<tr>
<td>ASGE 7432</td>
<td>SEMINAR IN ORGANIZATIONAL THEORY</td>
<td></td>
</tr>
<tr>
<td>ASGE 7435</td>
<td>STRATEGIC THINKING, PLANNING, AND IMPLEMENTATION</td>
<td></td>
</tr>
<tr>
<td>ASGE 7440</td>
<td>SEMINAR IN ORGANIZATIONAL BEHAVIOR</td>
<td></td>
</tr>
<tr>
<td>ASGE 7442</td>
<td>LEADING ORGANIZATIONAL CHANGE</td>
<td></td>
</tr>
<tr>
<td>ASGE 7444</td>
<td>LEADING A LEARNING ORGANIZATION</td>
<td></td>
</tr>
<tr>
<td>ASGE 7446</td>
<td>SEMINAR IN ORGANIZATIONAL CULTURE</td>
<td></td>
</tr>
<tr>
<td>ASGE 7448</td>
<td>SEMINAR IN ETHICS AND SOCIAL JUSTICE</td>
<td></td>
</tr>
<tr>
<td>UEGE 6001</td>
<td>PHILOSOPHY OF EDUCATION</td>
<td></td>
</tr>
<tr>
<td>UEGE 6241</td>
<td>URBAN EDUCATION: PROBLEMS AND PERSPECTIVES</td>
<td></td>
</tr>
<tr>
<td>UEGE 6243</td>
<td>THE IMPACT OF PREJUDICE ON MINORITY GROUPS IN AMERICA</td>
<td></td>
</tr>
<tr>
<td>UEGE 6276</td>
<td>HISTORY OF EDUCATION</td>
<td></td>
</tr>
<tr>
<td>UEGE 6330</td>
<td>URBAN SOCIOLOGY AND EDUCATION</td>
<td></td>
</tr>
</tbody>
</table>

Research Component

Select 9 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASGE 6620</td>
<td>ADVANCED STATISTICS IN ADMINISTRATION AND SUPERVISION</td>
<td>9</td>
</tr>
<tr>
<td>ASGE 7531</td>
<td>ADVANCED QUALITATIVE RESEARCH</td>
<td></td>
</tr>
<tr>
<td>ASGE 7721</td>
<td>RESEARCH IN ADMINISTRATION AND SUPERVISION I</td>
<td></td>
</tr>
<tr>
<td>ASGE 7731</td>
<td>RESEARCH IN ADMINISTRATION AND SUPERVISION II</td>
<td></td>
</tr>
</tbody>
</table>

Dissertation Seminar

ASGE 8750 | DISSERTATION SEMINAR: EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND POLICY (3 credits maximum toward degree) | 3 |

Other Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGE 8001</td>
<td>DOCTORAL RESEARCH APPRENTICESHIP</td>
<td>0</td>
</tr>
<tr>
<td>ASGE 0901</td>
<td>FUNDAMENTALS OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT</td>
<td>0</td>
</tr>
<tr>
<td>ASGE 0900</td>
<td>PERMANENT MATRICULATION STATUS</td>
<td>0</td>
</tr>
<tr>
<td>ASGE 0999</td>
<td>PROPOSAL ACCEPTANCE</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Credits | 45 |

Completion Requirements

Students are admitted to the EdD program on a provisional basis, and their progress is monitored through the matriculation review process and periodic review by their adviser, program coordinator, chairperson,
and division faculty in dissertation seminar. As part of the matriculation review process, students must write a qualifying paper during the semester in which they complete 12 to 15 credits of coursework and demonstrate satisfactory progress toward permanent matriculation status.

To complete the program, students must meet the general degree completion requirements and meet these specific requirements:

- complete the prescribed program of study, including a minimum of 45 credits beyond the master’s degree, under the direction and approval of an adviser
- maintain a minimum overall graduate grade point average of 3.5 (B+ or better)
- complete a minimum of one-year doctoral residency seminar (two consecutive semesters and a summer), including participation in EDGE 8001 DOCTORAL RESEARCH APPRENTICESHIP, which meets monthly. (Seminar students are required to work with a faculty member to complete a project that demonstrates the student’s ability to do doctoral work.)
- complete a qualifying exam and academic review for permanent matriculation
- complete an end-of-program comprehensive assessment (ASGE 0901 FUNDAMENTALS OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT)
- complete ASGE 8750 DISSERTATION SEMINAR: EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND POLICY, the three-credit dissertation seminar offered by the Division of Educational Leadership, Administration, and Policy for EdD candidates, which facilitates student/faculty interaction in the development of a dissertation proposal for the EdD. (No more than three credits of dissertation seminar may be applied toward the program total credit requirement.)
- develop and successfully defend in an oral examination an original dissertation related to the application of research to the solution of field-specific problems in educational leadership/educational administration and supervision
- complete all requirements for the doctorate within eight years of initial registration for the program

## Requirements

### Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 11 of the following:</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>ASGE 6331</td>
<td>SHAPING EDUCATIONAL POLICY</td>
<td></td>
</tr>
<tr>
<td>ASGE 6359</td>
<td>ADMINISTRATION OF POST-SECONDARY EDUCATION</td>
<td></td>
</tr>
<tr>
<td>ASGE 6461</td>
<td>CRITICAL ISSUES IN ADMINISTRATION AND SUPERVISION</td>
<td></td>
</tr>
<tr>
<td>ASGE 6531</td>
<td>CLINIC FOR SCHOOL ADMINISTRATORS</td>
<td></td>
</tr>
<tr>
<td>ASGE 7322</td>
<td>ECONOMICS AND FINANCE OF EDUCATION</td>
<td></td>
</tr>
<tr>
<td>ASGE 7333</td>
<td>DATA ANALYSIS AND ACCOUNTABILITY</td>
<td></td>
</tr>
<tr>
<td>ASGE 7428</td>
<td>SEMINAR IN LEADERS</td>
<td></td>
</tr>
<tr>
<td>ASGE 7429</td>
<td>SOCIAL THEORIES AND EDUCATIONAL INSTITUTIONS</td>
<td></td>
</tr>
<tr>
<td>ASGE 7430</td>
<td>POLITICAL FACTORS IN ADMINISTRATION AND SUPERVISION</td>
<td></td>
</tr>
<tr>
<td>ASGE 7431</td>
<td>ADMIN &amp; SUPV SEMINAR</td>
<td></td>
</tr>
<tr>
<td>ASGE 7432</td>
<td>SEMINAR IN ORGANIZATIONAL THEORY</td>
<td></td>
</tr>
<tr>
<td>ASGE 7435</td>
<td>STRATEGIC THINKING, PLANNING, AND IMPLEMENTATION</td>
<td></td>
</tr>
<tr>
<td>ASGE 7439</td>
<td>ADVANCED SEMINAR FOR NONPUBLIC SCHOOL ADMINISTRATION</td>
<td></td>
</tr>
<tr>
<td>ASGE 7440</td>
<td>SEMINAR IN ORGANIZATIONAL BEHAVIOR</td>
<td></td>
</tr>
<tr>
<td>ASGE 7442</td>
<td>LEADING ORGANIZATIONAL CHANGE</td>
<td></td>
</tr>
<tr>
<td>ASGE 7444</td>
<td>LEADING A LEARNING ORGANIZATION</td>
<td></td>
</tr>
<tr>
<td>ASGE 7446</td>
<td>SEMINAR IN ORGANIZATIONAL CULTURE</td>
<td></td>
</tr>
<tr>
<td>ASGE 7448</td>
<td>SEMINAR IN ETHICS AND SOCIAL JUSTICE</td>
<td></td>
</tr>
</tbody>
</table>

### Administration and Supervision, PhD

#### Church and Faith-Based School Leadership

**57 credits**

NYSED 06066

The Division of Educational Leadership, Administration, and Policy offers a Doctor of Education (EdD) degree for Pre-K–12 administrators. It offers a Doctor of Philosophy (PhD) degree for church and religious school leaders.

The PhD requires 12 credits beyond the requirements for the EdD. Applicants may apply for either the EdD or the PhD, but they cannot apply to both programs.

The primary focus of the program is the preparation and development of researchers, professors, leaders, and key administrators in church and faith-based universities, colleges, school systems, and schools. This doctoral program qualifies GSE students to complement their studies with courses in the Graduate School of Religion and Religious Education.

### Admissions

Applicants seeking admission to the PhD program in administration and supervision must meet the general requirements for admission to doctoral study in the Graduate School of Education and these program-specific requirements:

- have completed at least three years (preferred) of appropriate professional administrative experience
- possess a master’s degree or its equivalent from an accredited college or university with a major or concentration in a related area
- have earned a minimum graduate grade point average of approximately 3.5 (B+ or better)
- show evidence of academic ability, effective communication skills, leadership potential, and seriousness of purpose
- demonstrate satisfactory command of oral and written English
- provide two references
- have earned a satisfactory score on the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT); test scores must be less than five years old
- provide proof of immunization against measles, mumps, meningitis, and rubella
To complete the PhD in administration and supervision, students must meet the general PhD completion requirements and these program-specific requirements:

- complete the prescribed program of study, including 57 credits beyond the master's degree, under the direction and approval of an adviser
- maintain a minimum overall graduate grade point average of 3.5 (B+ or better)
- complete a minimum of one-year doctoral residency seminar (two consecutive semesters and a summer), including participation in EDGE 8001 DOCTORAL RESEARCH APPRENTICESHIP (0 credits), which meets monthly. (Seminar students are required to undertake research or other activities with a faculty member, culminating in a project that demonstrates the student's ability to do doctoral research.)
- complete a qualifying exam and academic review for permanent matriculation
- complete an end-of-program comprehensive assessment (ASGE 0901 FUNDAMENTALS OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT)
- complete ASGE 8751 DISSERTATION SEMINAR: EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND POLICY, PHD, the three-credit dissertation seminar for PhD candidates offered by the Division of Educational Leadership, Administration, and Policy, which facilitates student/faculty interaction in the development of a dissertation proposal for the PhD. (No more than three credits of dissertation seminar may be applied toward the program total credit requirement.)
- develop and successfully defend in an oral examination an original dissertation that emphasizes the refinement of theological, humanistic, and social science concepts, methodologies, and findings as they relate to faith-based educational institutions, religious organizations, or other faith-based organizations

## School Building Leader, MSE

### 30 credits

NYSED 29020/29019

This program is designed for current and aspiring administrators and supervisors in public and nonpublic schools and school districts. There are several options within the master’s degree program: a certification track for those seeking New York State School Building Leader certification, a faith-based track for those seeking to become leaders in religious schools, and a one-year, accelerated cohort track (known as AMPLE). It is possible to combine tracks (e.g. there is a faith-based certification track).

### Certification Requirements

This master's program is approved and recognized by the New York State Education Department as an approved School Building Leader preparation program. Graduates will be prepared to take the examination for New York State School Building Leader (SBL) certification, which is appropriate for such positions as principal, supervisor, department chairperson, assistant principal, coordinator, and unit head and required for school-building-level leadership positions in all New York state public schools and, increasingly, in faith-based and nonpublic schools.

Prospective students should consult with their respective state education departments to determine whether they meet qualifications for their state certification. Individuals seeking NYSED School Building Leader certification, a faith-based track for those seeking New York State School Building Leader certification, a faith-based track for those seeking to become leaders in religious schools, and a one-year, accelerated cohort track (known as AMPLE). It is possible to combine tracks (e.g. there is a faith-based certification track).
School District Leadership, Advanced Certificate

Admissions

Applicants must meet the general requirements for admission to graduate study in the Graduate School of Education, as well as the following program-specific admissions requirements:

- possess an initial or professional state certificate in teaching or other appropriate and acceptable educational specialty
- have earned a minimum earned undergraduate and graduate grade point averages of approximately 3.0 (B or better)
- two references (if currently working in a pre-K-12 setting, one reference should be from your current school principal)
- proof of immunization against measles, meningitis, mumps, and rubella
- a satisfactory command of oral and written English
- three years of paid, full time approved, and successful teaching experience by completion of the degree if seeking state SBL or SDL certification

Additional Accelerated Program (AMPEL) Requirements

Applicants to the one-year accelerated master’s program must submit a supplemental application (in addition to the general Graduate School of Education application), submit additional essays and a work sample, and interview with program faculty.

AMPEL applicants seeking SBL certification should already have a minimum of two years of paid, full-time teaching experience in order to meet the three year teaching requirement at the time of application for SBL certifications.

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASGE 5112</td>
<td>FUNDAMENTALS OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT</td>
<td>30</td>
</tr>
<tr>
<td>ASGE 5119</td>
<td>FUNDAMENTALS OF EDUCATIONAL SUPERVISION</td>
<td></td>
</tr>
<tr>
<td>ASGE 6130</td>
<td>INSTRUCTIONAL LEADERSHIP</td>
<td></td>
</tr>
<tr>
<td>ASGE 6145</td>
<td>LEADING IN A DIVERSE SOCIETY</td>
<td></td>
</tr>
<tr>
<td>ASGE 6322</td>
<td>SCHOOL FINANCE</td>
<td></td>
</tr>
<tr>
<td>ASGE 6325</td>
<td>SCHOOL LAW</td>
<td></td>
</tr>
<tr>
<td>ASGE 6333</td>
<td>PROFESSIONAL DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>ASGE 6361</td>
<td>STRATEGIC PLANNING/CHANGE</td>
<td></td>
</tr>
<tr>
<td>ASGE 6461</td>
<td>CRITICAL ISSUES IN ADMINISTRATION AND SUPERVISION</td>
<td></td>
</tr>
<tr>
<td>ASGE 6520</td>
<td>INTERNSHIP I (required of candidates seeking SBL certification)</td>
<td></td>
</tr>
<tr>
<td>ASGE 6521</td>
<td>INTERNSHIP II (required of candidates seeking SBL certification)</td>
<td></td>
</tr>
<tr>
<td>ASGE 6541</td>
<td>PERSPECTIVES ON LEADERSHIP</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits

30

Completion Requirements

In addition to the general degree-completion requirements of the Graduate School of Education, candidates for the MSE in administration and supervision must meet these requirements:

- complete the prescribed program of study, which includes 30 credits in the master's degree program in educational administration and supervision or 15 credits in the advanced certificate program in school district leadership
- maintain a minimum overall graduate grade point average of 3.0 (B or better)
- if seeking the SBL certification, complete a year-long, six-credit internship, which is generally done in the candidate’s own school
- pass a master’s comprehensive examination which is generally taken during the last semester of coursework

School District Leadership, Advanced Certificate

15 credits

NYSED 29021/29022

The advanced certificate program is for those seeking to qualify for the New York State Education Department’s School District Leader (SDL) certification. The advanced certificate SDL program may also be taken as an extension program for current students and recent graduates from our educational leadership programs.

School District Leader (SDL) Certification

SDL certification is required by the New York State Education Department for anyone seeking school-district-level positions, such as superintendent, assistant deputy superintendent, district supervisor, etc. in a New York state public school district. Students within and outside New York State are responsible for knowing and understanding individual state SDL requirements as well as reciprocity policies.

Admissions

Applicants must meet the general requirements for admission to graduate study in the Graduate School of Education, as well as the following program-specific admissions requirements:

- possess an initial or professional state certificate in teaching or other appropriate and acceptable educational specialty
- have earned a minimum earned undergraduate and graduate grade point averages of approximately 3.0 (B or better)
- submit two references (if currently working in a pre-K-12 setting, one reference should be from your current school principal)
- submit proof of immunization against measles, meningitis, mumps, and rubella
- possess a satisfactory command of oral and written English
• have three years of paid, full time approved, and successful teaching experience by completion of the degree

Applicants are responsible for ascertaining which NYSED certificate is required for the positions they are seeking.

Requirements
Candidates seeking SDL certification must take the following five courses, in addition to, or beyond, a master’s degree:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASGE 6224</td>
<td>THE SUPERINTENDENCY</td>
<td>3</td>
</tr>
<tr>
<td>ASGE 6225</td>
<td>BOARDS OF EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>ASGE 6227</td>
<td>CASES AND SIMULATIONS IN ADMINISTRATION AND SUPERVISION</td>
<td>3</td>
</tr>
<tr>
<td>ASGE 7444</td>
<td>LEADING A LEARNING ORGANIZATION</td>
<td>3</td>
</tr>
<tr>
<td>ASGE 7530</td>
<td>CLINICAL PRACTICE IN ADMINISTRATION AND SUPERVISION (Internship District Level)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Credits</th>
<th>15</th>
</tr>
</thead>
</table>

There is required fieldwork associated with all courses in this program.

Current students and recent graduates (within the past 5 years) of the Division of Educational Leadership, Administration, and Policy are eligible to take this program as an extension. Contact the program coordinator for additional information.

Completion Requirements
In addition to the general degree-completion requirements of the Graduate School of Education, candidates for the MSE in administration and supervision or the advanced certificate in school district leadership must meet these requirements:

• complete the prescribed program of study, which includes 30 credits in the master’s degree program in educational administration and supervision or 15 credits in the advanced certificate program in school district leadership
• maintain a minimum overall graduate grade point average of 3.0 (B or better)
• if seeking the SBL certification, complete a year-long, six-credit internship, which is generally done in the candidate’s own school
• if seeking the SDL certification, complete a one-semester, three-credit, district-level internship
• for the master’s degree program, pass a master’s comprehensive examination (Students must register in advance for this during the semester in which they complete their course work. See programs of study.) for the master’s degree program, apply for graduation at the appropriate point in time

Counseling and School Psychology Programs
Office: Room 1008
Phone: 212-636-6460 or 6461

The Division of Psychological and Educational Services (PES) offers master’s and doctoral programs in two areas: Counseling Psychology and School Psychology.

Programs in counseling develop knowledge and expertise for individuals for positions in Pre-K–12 schools and in mental health settings for counseling services. At the doctoral level, the program leads to academic careers in teaching and research, college counseling centers, hospitals, mental health settings, and independent psychological practice.

Programs in school psychology develop knowledge and expertise for individuals for positions in Pre-K–12 schools, for psychological services to children in health-service settings, for academic and research careers, and for independent psychological practice.

General Requirements
PES applicants must meet the general and specific program requirements described in this bulletin. An interview may also be required to reveal more about the applicant’s personal and professional goals and qualifications.

All students accepted into a PES program are assigned a faculty adviser. Students, however, are responsible for meeting all requirements and deadlines for the completion of their studies in a satisfactory manner.

All PhD students in the division must file for evaluation for permanent matriculation status during the semester after they have completed their first 12 to 15 credits at Fordham.

Admission to any of the PES programs also obligates students to uphold the appropriate ethical standards of the professional organizations, such as the American Psychological Association, and professions for which students are preparing.

Credit for previous graduate work may be granted depending upon its relevance to the student’s program at Fordham. The following minimum number of credits must be completed in the Fordham Graduate School of Education: 24 for all master’s programs; 24 beyond the master’s for all professional diploma programs; 45 beyond the master’s for doctoral degree programs. With approval, students may take some of these credits in other schools of Fordham University. Exemptions from any courses will follow existing GSE procedures.

Students who are certified school psychologists when they enter the Fordham school psychology doctoral program may be exempted from some of the practice-related coursework, but they are expected to enhance their skills by completing at least 60 graduate-level credits at Fordham.

All PES students must pass a comprehensive assessment before graduation. All students should consult with their advisers regarding the timing and nature of comprehensive assessments.

Students and graduates of Fordham’s school psychology programs are expected to be guided in their professional conduct by ethical principles, such as those described in the code of the American Psychological Association. They must exercise personal responsibility for continuing self-evaluation, and personal and professional development.

The Fordham University school psychology programs are fully accredited by the American Psychological Association and approved by the National Association of School Psychologists through the National Council for Accreditation of Teacher Education.

The school psychology doctoral program is fully accredited by the American Psychological Association and approved by the National Association of School Psychologists. The PhD degree program in counseling psychology is based on the scientist-practitioner model and
is fully accredited by the American Psychological Association. For more information, contact the

Office of Program Consultation and Accreditation of the American Psychological Association
750 1st Street NE, Washington DC 20002
Telephone: 202-336-5979
Email: apaacccred@apa.org

Also, the school psychology doctoral program is registered with the New York State Education Department for purposes of school psychology certification and professional licensing in psychology.

Programs
• Bilingual School Psychology, Advanced Certificate (p. 803)
• Bilingual School Psychology, Professional Diploma (p. 804)
• Counseling Psychology, PhD (p. 805)
• Mental Health Counseling, MSE (p. 808)
• School Counseling, MSE (p. 810)
• School Psychology, Professional Diploma (p. 811)
• School Psychology, PhD (p. 813)

The following program are captured master’s programs that students earn along the way to earning the professional diplomas in Bilingual School Psychology and School Psychology and doctorate in School Psychology:
• Educational Psychology, MSE (p. 807)
• Psychology of Bilingual Students, MSE (p. 809)
• Therapeutic interventions, MSE (p. 815)

Courses
PSGE 5203. INTRODUCTION TO RESEARCH. (3 Credits)
Presentation of the basic concepts, tools, and methods of research in education and psychology.

PSGE 5204. RESEARCH METHODS IN COUNSELING. (3 Credits)
Basic concepts, tools, and methods of research in counseling.

PSGE 5210. STATISTICAL METHODS IN EDUCATION AND PSYCHOLOGY. (3 Credits)

PSGE 5301. PSYCHOLOGICAL FACTORS IN YOUNG CHILDREN WITH DISABILITIES. (3 Credits)
This course provides an overview of the characteristics of disabling conditions in young children. It introduces the psychological, environmental, and biological conditions, and the interactions among them that place children at risk for developmental delays and disabilities. It discusses the sociocultural and political contexts impacting child development, and the effectiveness of various intervention approaches and models so as to provide students with a knowledge base and skills for interventions.

PSGE 5302. PSYCHOLOGY OF ADOLESCENT DEVELOPMENT AND LEARNING. (3,4 Credits)
Theory and study of development and learning process during the adolescent years. This course examines the cognitive, psychosocial, and character development of children from age 12 to 18 and young adults, their learning abilities and processes; and individual, sociocultural, and other environmental factors affecting their learning and development.

PSGE 5314. PSYCHOLOGY OF CLASSROOM ORGANIZATION AND MANAGEMENT. (1 Credit)
The study of teacher-pupil interactions in classrooms. Characteristics of effective learning environments, time and behavior management, classroom climate, and leadership. Causes of student misbehavior and techniques for prevention and correction. Open only to matriculated students in one of Fordham’s initial teacher education programs.

PSGE 5316. PSYCHOLOGY OF CHILD DEVELOPMENT AND LEARNING. (3 Credits)
This course will review current thinking in the study of child development as reflected in prevailing developmental theory and research. Course readings and assignments will address developmental issues throughout childhood within the physical, cognitive, and socioemotional domains. Special emphasis will be placed on the changes in learning that occur during infancy and childhood.

PSGE 5318. HUMAN DEVELOPMENT AND LEARNING: PRE-K–GRADE 12. (3 Credits)
This course will provide an overview of psychological principles relevant to the process of learning and teaching as applied to the kindergarten through secondary-school learner. Topics will include theories of human development and learning, models of learning and instruction, and academic assessment.

PSGE 5500. PSYCHOLOGICAL FACTORS IN CHILDREN WITH DISABILITIES. (3 Credits)
An introduction to understanding children with disabilities and special health care needs. Study of the physical, social, emotional, and learning characteristics of children identified as disabled.

PSGE 5505. PSYCHOLOGY OF LEARNING DISABILITIES. (3 Credits)
Identification of social, emotional, and learning characteristics of children diagnosed as brain injured, neurologically impaired, or learning disabled. Exploration of perceptual disabilities, language, and motivational and behavioral aspects of children who have learning problems.

PSGE 5520. INTRODUCTION TO COUNSELING I. (3 Credits)
An introduction to the profession of counseling. The processes and techniques of counseling are studied. Emphasis on the development of active listening skills. Prevention and remediation are addressed. Must be taken with PSGE 5622.
Corequisite: PSGE 5622.

PSGE 5621. FOUNDATION OF PROFESSIONAL COUNSELING AND CONSULTATION. (3 Credits)
An introduction to the profession of counseling. The processes and techniques of counseling are studied. Emphasis on the development of active listening skills. Prevention and remediation are addressed. Must be taken with PSGE 5623.
Corequisite: PSGE 5623.

PSGE 5622. PRE-PRACTICUM IN COUNSELING I. (3 Credits)
Guided and supervised experience in individual counseling using a variety of counseling techniques. Must be taken with PSGE 5620.
Corequisite: PSGE 5620.
PSGE 6302. THEORY AND PRACTICE. (3 Credits)
Theories and models of instructional design. Applications of theory and procedures to increase creative thinking. Prerequisite: PSGE 6312 or instructor’s permission.

PSGE 6303. PRE-PRACTICUM IN APPLICATIONS OF COUNSELING THEORY TO PRACTICE. (3 Credits)
This course is the second semester of a two-semester pre-practicum experience. It must be taken concurrently with PSGE 5631 Counseling Theory and Practice. Students will apply various theories of counseling to specific cases though role plays and taped practice counseling sessions. Feedback will be provided by the instructor and peers.
Corequisite: PSGE 5630.

PSGE 6304. ENVIRONMENTS FOR MANAGING CHALLENGING BEHAVIORS. (3 Credits)
Focus on planning and managing instructional environments for at-risk students and students with disabilities. Students will learn to establish secure learning environments that are structured to facilitate the academic and behavioral success of learners. Contemporary approaches to modifying behavior will be studied.

PSGE 6305. PSYCHOLOGY OF MEDIA. (3 Credits)
Theories and models of instructional design. Applications of theory and research in educational psychology to the analysis and development of instructional programs. Prerequisite: PSGE 6312 or permission of instructor.

PSGE 6306. DESIGN AND EVALUATION OF CREATIVITY PROGRAMS. (3 Credits)
Design, development, and evaluation of education and training programs to encourage creative thinking and problem solving. General problem-solving skills vs. discipline-based programs. Teacher and staff-development efforts. Selection and measurement of relevant creativity outcomes.

PSGE 6307. ADVANCED EDUCATIONAL PSYCHOLOGY: INSTRUCTIONAL DESIGN. (3 Credits)
Theories and models of instructional design. Applications of theory and research in educational psychology to the analysis and development of instructional programs. Prerequisite: PSGE 6312 or permission of instructor.

PSGE 6308. COGNITION AND INSTRUCTION I: FOUNDATIONS AND BASIC PROCESSES. (3 Credits)
Historical and contemporary perspectives on the nature of minds and their relation to current psychological theories and research on cognition. Analysis will center on processes underlying perception and understanding—instructional implications will be discussed. Pre- or corequisite: PSGE 6312.

PSGE 6309. COGNITION AND INSTRUCTION II: PROBLEM SOLVING. (3 Credits)
Analysis of the cognitive theories and research on problem solving. Processes underlying imagery, reasoning, transfer of skills, and cultural influences on problem solving will be discussed. Prerequisite: PSGE 6308.

PSGE 6310. INSTITUTE ON APPLIED COGNITION. (3 Credits)
The relation between recent developments in the study of cognition to the solving of applied problems. The institute will be organized around a series of lectures led by noted researchers.

PSGE 6311. APPLICATIONS OF BEHAVIOR ANALYSIS IN EDUCATIONAL SETTINGS. (3 Credits)
Theory and application of psychological principles to modification of social and academic behavior in classrooms and other educational settings.

PSGE 6312. PSYCHOLOGY OF COGNITION AND AFFECT. (3 Credits)
To introduce students to the theoretical & empirical investigation of human learning. Emphasis is on understanding both the cognitive & affective basis of learning, and on new findings that improve understanding and to maximize the use of these complex human skills in relation to educational & psychological practice.

PSGE 6314. PSYCHOLOGY OF PROBLEM SOLVING AND CREATIVITY. (3 Credits)
Definitions of problem solving and creativity; theory, research, and measurement of the creative problem-solving process. Principles and procedures to increase creative thinking. Prerequisite: PSGE 6312 or instructor’s permission.

PSGE 6315. INTRODUCTION TO COUNSELING III. (3 Credits)
This course is designed to review and evaluate various theories of counseling and to encourage students to develop their own conceptualization of the counseling process. This course must be taken concurrently with PSGE 6302 Pre-practicum in Counseling II.
Corequisite: PSGE 5632.

PSGE 6316. INTRODUCTION TO COUNSELING IV. (3 Credits)
This course is designed to review and evaluate various theories of counseling and to encourage students to develop their own conceptualizations of the counseling process. This course must be taken concurrently with PSGE 5633.

PSGE 6317. INTRODUCTION TO COUNSELING V. (3 Credits)
This course is designed to review and evaluate various theories of counseling and to encourage students to develop their own conceptualizations of the counseling process. This course must be taken concurrently with PSGE 5634.

PSGE 6318. INTRODUCTION TO COUNSELING VI. (3 Credits)
This course is designed to review and evaluate various theories of counseling and to encourage students to develop their own conceptualizations of the counseling process. This course must be taken concurrently with PSGE 5635.

PSGE 6319. INTRODUCTION TO COUNSELING VII. (3 Credits)
This course is designed to review and evaluate various theories of counseling and to encourage students to develop their own conceptualizations of the counseling process. This course must be taken concurrently with PSGE 5636.

PSGE 6320. PSYCHOLOGY OF MOTIVATION. (3 Credits)
Theoretical and empirical investigation of human motivation and self-determination. Emphasis on understanding emotional and control processes responsible for motivating selected behavior. Prerequisite: PSGE 6312 or instructor’s permission.

PSGE 6321. PSYCHOLOGY OF PROBLEM SOLVING AND CREATIVE THINKING. (3 Credits)
Theories and models of instructional design. Applications of theory and research in educational psychology to the analysis and development of instructional programs. Prerequisite: PSGE 6312 or permission of instructor.

PSGE 6322. DESIGN OF INTERACTIVE LEARNING SYSTEMS. (3 Credits)
See EDGE 6226.

PSGE 6323. CLINICAL INSTR COUNS PROCESS. (3 Credits)
Guided and supervised experience in individual counseling using a variety of counseling techniques. Must be taken with PSGE 5621.
Corequisite: PSGE 5621.

PSGE 6324. ENVIRONMENTS FOR MANAGING CHALLENGING BEHAVIORS. (3 Credits)
Focus on planning and managing instructional environments for at-risk students and students with disabilities. Students will learn to establish secure learning environments that are structured to facilitate the academic and behavioral success of learners. Contemporary approaches to modifying behavior will be studied.

PSGE 6325. PSYCHOLOGY OF MEDIA. (3 Credits)
Theories and models of instructional design. Applications of theory and research in educational psychology to the analysis and development of instructional programs. Prerequisite: PSGE 6312 or permission of instructor.

PSGE 6326. DESIGN OF INTERACTIVE LEARNING SYSTEMS. (3 Credits)
See EDGE 6226.

PSGE 6327. PSYCHOLOGY OF MEDIA. (3 Credits)
Theories and models of instructional design. Applications of theory and research in educational psychology to the analysis and development of instructional programs. Prerequisite: PSGE 6312 or permission of instructor.

PSGE 6328. DESIGN AND EVALUATION OF CREATIVITY PROGRAMS. (3 Credits)
Design, development, and evaluation of education and training programs to encourage creative thinking and problem solving. General problem-solving skills vs. discipline-based programs. Teacher and staff-development efforts. Selection and measurement of relevant creativity outcomes.
PSGE 6341. PSYCHOLOGY OF PERSONALITY AND INDIVIDUAL DIFFERENCES. (3 Credits)
Theory and research in differential psychology applied to educational settings. Topics include age, sex, intellectual, socioeconomic, racial, and ethnic differences; cognitive styles; and special-talent abilities. Prerequisite: PSGE 6312 or permission of instructor.
PSGE 6345. SOCIAL PSYCHOLOGY. (3 Credits)
Social psychological theories, concepts, and research are studied. Topics include interpersonal relations, social learning, social motivation, communication, attitudes, groups and organizations, and social change.
PSGE 6401. SEMINAR IN THE PSYCHOLOGY OF BILINGUAL STUDENTS. (3 Credits)
This seminar provides a theoretical foundation for understanding critical issues that impact on the psychological functioning of bilingual children and adolescents in the schools. The main objectives are to develop a multicultural psychological perspective, including an understanding of the acculturation process, the nature of bilingualism, bilingual assessment, and bilingual pedagogical issues.
PSGE 6417. DEVELOPMENTAL AND INTELLECTUAL DISABILITIES. (3 Credits)
This course focuses on the assessment and diagnosis of several disorders of early childhood onset. These disorders include mental retardation, autism, other pervasive developmental disorders, Rett’s Disorder, Asperger’s Syndrome, and various learning disabilities. The etiologies of these disorders, as well as how they are manifested throughout the life span, will be highlighted by reviewing relevant research and through course discussions.
PSGE 6418. EMOTIONAL DISORDERS OF CHILDHOOD AND ADOLESCENCE. (3 Credits)
Survey of causes and consequences of emotional problems of children and implications for educational planning. The major psychiatric and psychological classification systems are studied, as are the effects of social and cultural factors on emotional development.
PSGE 6446. CONSULTATION WITH FAMILIES IN A DIVERSE SOCIETY. (3 Credits)
The purpose of this course is to provide students with the skills necessary to be effective consultants with families of young children.
PSGE 6602. HUMAN DEVELOPMENT. (3 Credits)
This course presents an overview of human development through the life span. Theories of psychosocial development are emphasized, as are the implications of life stage for counseling assessment and intervention. Multicultural and feminist perspectives on human development are included.
PSGE 6603. MULTICULTURAL ISSUES IN PROFESSIONAL PSYCHOLOGY. (3 Credits)
The course is designed to provide psychologists, counselors, and school personnel with the requisite knowledge for working with clients and students of diverse racial, ethnic, and cultural backgrounds. Intervention techniques for working with a variety of racial/ethnic and special populations are included.
PSGE 6605. COUNSELING PROGRAM DEVELOPMENT AND EVALUATION. (3 Credits)
The purpose of this course is to provide students with an introduction to principles and methods of counseling program development and evaluation. Psychoeducational, therapeutic, developmental, and culturally appropriate interventions will be considered on individual, group, and system levels. The course focuses on developing and evaluating the effectiveness of counseling interventions based on research evidence. Students will apply the knowledge they gain—through course instruction, assigned readings, and focused reviews of literature relevant to their particular counseling interests—to develop a proposal for a counseling intervention program and design a plan for its implementation and evaluation. Prerequisites: PGSE 5620, 5622, 5204.
PSGE 6607. ASSESSMENT IN COUNSELING. (3 Credits)
This course is an introduction to basic issues and procedures in counseling assessment and testing across the life span. It is part of the PSGE 6602 – PGSE 6607 counseling module, and the content is geared toward practicing professional counselors in a variety of settings. Multicultural and ethical issues are infused throughout the course content.
Attribute: Z621.
PSGE 6609. ADVANCED ASSESSMENT AND APPRAISAL IN COUNSELING. (3 Credits)
Prerequisite for the course is Assessment in Counseling (PSGE 6607). This course is required for students in the Mental Health Counseling program. This class focuses on clinical assessment in mental health counseling with an emphasis on objective inventories of personality and psychopathology. Students will be exposed to a number of assessments of personality and psychotherapy, with a particular emphasis on the range of inventories. Students will also learn diagnostic interviewing and semi-structured assessments of psychopathology. Multicultural and ethical issues are infused throughout the course content and process.
PSGE 6615. HISTORY AND SYSTEMS OF PSYCHOLOGY. (3 Credits)
This doctoral-level course provides students with an overview of the development of psychological thought, from its culturally indigenous origins in roughly 3000 BC, to Western influences in the late 19th century, through to the present and anticipated future of the field. Major topics include: philosophical influences in psychology, structuralism, functionalism, behaviorism, Gestalt, psychoanalysis, multicultural psychology, and recent theoretical developments. While this course is organized in terms of the major schools of thought that have defined the field of psychology, there is extensive coverage of the history of “constructs” that have shaped the field of psychology, as well as exploration of pioneers in the field across race, gender, sexual orientation, and other individual differences. The course aims to promote a critical analysis of the history of psychology through deconstruction of the cultural and historical milieu that influenced the system of thought or construct under consideration. The place of counseling, vocation, multicultural, and social-justice-oriented psychology will be emphasized.
PSGE 6630. GROUP COUNSELING. (3 Credits)
Principles of group dynamics that have implications for group counseling are studied. Must be taken with PSGE 6632. Prerequisites: PSGE 5620 and PSGE 5622.
Corequisite: PSGE 6632.
PSGE 6632. PRE-PRACTICUM IN GROUPS. (3 Credits)
The course is an experientially focused group-counseling course in which students participate as both group members and leaders. Must be taken with PSGE 6630. Prerequisites: PSGE 5620 and PSGE 5622.
Corequisite: PSGE 6630.
PSGE 6640. CAREER COUNSELING. (3 Credits)
Theories, research, and processes of career development are examined. Must be taken with PSGE 6641. Prerequisites: PSGE 5620 and PSGE 5622.

PSGE 6641. PRACT CAREER COUNSELING. (3 Credits)
Focus is on assessment techniques and methods of career development. A case-study approach is used. Must be taken with PSGE 6640. Prerequisites: PSGE 5620 and PSGE 5622.
Corequisite: PSGE 6640.

PSGE 6642. PRACTICUM IN CAREER COUNSELING. (3 Credits)
Focus is on assessment techniques and methods of career development. A case-study approach is used. Must be taken with PSGE 6640. Prerequisites: PSGE 5620 and PSGE 5622.
Corequisite: PSGE 6640.

PSGE 6645. GENERAL PSYCHOPATHOLOGY. (3 Credits)
This course will provide a comprehensive overview of psychopathology. The survey will begin by contextualizing notions of psychopathology within the historical milieu of the cultures of psychology and psychiatry. Methodological and taxonomic issues will be explored with an emphasis on the paradigm presented by DSM-IV. The major adult psychiatric disorders (both Axis I and Axis II) will be studied in detail. Related diagnostic and assessment strategies will also be discussed. Through readings and in-class activities, students are expected to develop an understanding of etiological, diagnostic, and treatment issues related to the various disorders addressed.

PSGE 6650. ETHICS AND PROFESSIONAL ISSUES IN COUNSELING. (3 Credits)
An integrating seminar in which the role and function of counselors in society are examined. Philosophical and psychological roots of counseling are studied, and the ethical guidelines of the major professional organizations are analyzed. Important issues facing the counselor are also studied. Must be taken with PSGE 6652. Prerequisites: Areas I, II, III, and IV from the counseling curriculum.

PSGE 6651. FIELD EXPERIENCE I IN MENTAL HEALTH COUNSELING. (3 Credits)
This is the first field experience course (fall only) for master's students in mental health counseling. Students function as mental health counselors under supervision in a hospital, college, or other agency settings. Experiences vary by site, are individually planned, and may include individual or group counseling, assessment, and attendance at case conferences or staff meetings. Students are responsible for locating and contracting with their own qualifying site, subject to the approval of the coordinator of master's field experiences and their adviser. The course includes group supervision, case presentations, and content specific to developing mental health counseling competencies. Prerequisite: PSGE 6650.
Corequisite: PSGE 6650.

PSGE 6652. FIELD EXPERIENCE IN COUNSELING I. (3 Credits)
Students must complete 130 hours of supervised, off-campus experience. Site should be chosen with a view toward the student's vocational goals. Students will function as counselors under supervision in schools, colleges, hospitals, or mental health agencies. The practicum experience of each student will vary according to his or her site. Ideally, each student will have an opportunity to engage in a wide range of counseling activities, such as individual counseling, group counseling, assessment, attendance at case conferences or other staff meetings, and gradually become acquainted with the total counseling program at the agency or school. Students must provide their own sites, subject to the approval of the field experience coordinator. Generally the course is to be taken during the fall semester of the final year of study. Must be taken with PSGE 6650. Prerequisites: PSGE 5620, 5622, 6640, 6630, 6632, 6602, and 6702.
Corequisite: PSGE 6650.

PSGE 6653. FIELD EXPERIENCE II IN MENTAL HEALTH COUNSELING. (3 Credits)
This is the second field experience course (spring only) for master's students in mental health counseling. Students function as mental health counselors under supervision in a hospital, college, or other agency settings. Experiences vary by site, are individually planned, and may include individual or group counseling, assessment, and attendance at case conferences or staff meetings. Students are responsible for locating and contracting with their own qualifying site, subject to the approval of the coordinator of master's field experiences and their adviser. The course includes group supervision, case presentations, and content specific to developing mental health counseling competencies. Prerequisite: PSGE 6651.

PSGE 6654. FIELD EXPERIENCE IN COUNSELING II. (3 Credits)
This course is the second semester of a two-semester practicum experience for master's students in counseling and personnel services.

PSGE 6655. FIELD EXPERIENCE III IN MENTAL HEALTH COUNSELING. (3 Credits)
This course is offered as an option of a third field experience course (summer I only) for those master's students in mental health counseling who completed the minimum number of supervised hours in the first two practica. Students function as mental health counselors under supervision in a hospital, college, or other agency settings. Students are responsible for locating and contracting with their own qualifying site, subject to the approval of the coordinator of master's field experiences and their adviser. The course includes group supervision, case presentations, and content specific to developing mental health counseling competencies. Prerequisite: PSGE 6653.

PSGE 6656. MULTICULTURAL COUNSELING. (3 Credits)
This course is designed to equip students with the awareness, knowledge, and skills for counseling culturally diverse clients. Students will be exposed to leading theories of multicultural counseling and racial/ethnic identity development and will be involved in case-study analysis, role plays, and other diverse experiences.

PSGE 6659. TRAUMA INTERP NEUROBIO. (3 Credits)
Shall bridge the gap between advances in neuroscience & the practice of psychotherapy topics: the brain & affect regulations, neurobiology of attachment, brain interation & the neurobiology of psychotherapy.

PSGE 6702. FUNDAMENTALS OF EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT. (3 Credits)
Survey of measurement methods in education and psychology. Basic psychometric properties of tests, principles of test development, types of tests, and evaluations of tests are studied.

Updated: 10-11-2017
PSGE 7210. EXPERIMENTAL DESIGN. (3 Credits)

PSGE 7211. CORRELATIONAL DESIGN AND ANALYSIS. (1-3 Credits)
Regression analysis (RA) and the design and interpretation of research using the general linear model (GLM). Interpretation Multiple R, beta coefficients, standard error. Dummy coding and interaction effects. Also, path analytic methods. Prerequisite: PSGE 7210.

PSGE 7213. APPLICATION OF MULTIVARIATE TECHNIQUES IN EDUCATION AND PSYCHOLOGY. (3 Credits)
Survey of multivariate statistics, including regression, discriminant function, canonical correlation, multivariate analysis of variance, and factor analysis. Emphasis is on the use of these techniques. Prerequisite: PSGE 7211.

PSGE 7210. EXPERIMENTAL DESIGN. (3 Credits)

PSGE 7211. CORRELATIONAL DESIGN AND ANALYSIS. (1-3 Credits)
Regression analysis (RA) and the design and interpretation of research using the general linear model (GLM). Interpretation Multiple R, beta coefficients, standard error. Dummy coding and interaction effects. Also, path analytic methods. Prerequisite: PSGE 7210.

PSGE 7213. APPLICATION OF MULTIVARIATE TECHNIQUES IN EDUCATION AND PSYCHOLOGY. (3 Credits)
Survey of multivariate statistics, including regression, discriminant function, canonical correlation, multivariate analysis of variance, and factor analysis. Emphasis is on the use of these techniques. Prerequisite: PSGE 7211.

PSGE 7210. EXPERIMENTAL DESIGN. (3 Credits)

PSGE 7211. CORRELATIONAL DESIGN AND ANALYSIS. (1-3 Credits)
Regression analysis (RA) and the design and interpretation of research using the general linear model (GLM). Interpretation Multiple R, beta coefficients, standard error. Dummy coding and interaction effects. Also, path analytic methods. Prerequisite: PSGE 7210.

PSGE 7213. APPLICATION OF MULTIVARIATE TECHNIQUES IN EDUCATION AND PSYCHOLOGY. (3 Credits)
Survey of multivariate statistics, including regression, discriminant function, canonical correlation, multivariate analysis of variance, and factor analysis. Emphasis is on the use of these techniques. Prerequisite: PSGE 7211.

PSGE 7301. ADVANCED DEVELOPMENTAL PSYCHOLOGY. (3 Credits)
Analysis of recent theory and research in developmental psychology. Prerequisite: PSGE 6301 or PSGE 6302.

PSGE 7372. PD PRO-SEMINAR IN THE PROFESSIONAL PRACTICE OF SCHOOL PSYCHOLOGY. (0 Credits)
This course is designed to develop student basic skills as related to the practice of school psychology. The topics to be covered include professional identity development, school culture, engagement in the supervision process and professional writing and communications.

PSGE 7412. PERSONALITY ASSESSMENT. (3 Credits)
Introduction to the theory of personality assessment. Practice in administration, scoring, and interpretation of selected projective techniques used with children, with emphasis on the Rorschach, Thematic Apperception Tests, and Drawings. Registration limited to matriculated students in school psychology with the permission of the instructor. Prerequisite: PSGE 7508. Attribute: ZLBS.

PSGE 7413. SCHOOL PSYCHOLOGY: ADVANCED ASSESSMENT SEMINAR. (3 Credits)
This advanced seminar on assessment is designed to provide students with theoretical knowledge and applied skills in specialized areas of assessment. The specific topics covered will be offered as separate sections on an alternating basis. The major topics may include advanced personality assessment, neuropsychological assessment, preschool assessment, and dynamic assessment. Prerequisites: PSGE 7508 and permission from the instructor.

PSGE 7418. NON-BIASED ASSESSMENT AND DECISION-MAKING. (3 Credits)
In-depth examination of issues, research, and models in non-biased assessment. Topics will include adaptive behavior, problems in classification, test bias, fairness, and judicial and legislative influences. Prerequisite: PSGE 7508.

PSGE 7422. INSTRUCTIONAL CONSULTATION. (3 Credits)
Assessment and remediation of children with school learning problems. Teacher consultation, observation, task analysis, and evaluation of learning problems. Prerequisites: PSGE 7442 and PSGE 7445.

PSGE 7423. THERAPEUTIC INTERVENTIONS IN THE SCHOOLS. (3 Credits)
This course is presented in two parts. The first part focuses on treatment efficacy, various therapeutic orientations, ethics, and law. In the second half, practical, empirically based intervention techniques appropriate for school psychological services for children and adolescents are discussed. Current best practices in the treatment of social, behavioral, and emotional problems are emphasized.

PSGE 7424. ADVANCED ASSESSMENT SEMINAR: BILINGUAL ASSESSMENT. (3 Credits)
This course is designed to train graduate students in how to conduct bilingual assessments. Conceptualization of assessment incorporating specific ways of taking both culture and language into account shall be reviewed. It will extend prior knowledge of how to minimize bias in assessment and test construction.

PSGE 7425. ADVANCED INTERVENTION SEMINAR: PRESCHOOL INTERVENTION. (3 Credits)
This course is designed to be a topical seminar that will cover a number of major issues and trends in preschool intervention.

PSGE 7426. ADVANCED INTERVENTION SEMINAR: EDUCATIONAL INTERVENTION. (3 Credits)
This course is designed to be a topical seminar that will cover a number of major issues and trends in educational interventions.

PSGE 7427. ADVANCED INTERVENTION SEMINAR: BILINGUAL INTERVENTION. (3 Credits)
This course is designed to be a topical seminar that will cover a number of major issues and trends in interventions with bilingual students.

PSGE 7428. ADVANCED INTERVENTION SEMINAR: THERAPEUTIC INTERVENTION. (3 Credits)
This course is designed to be a topical seminar that will cover a number of major issues and trends in therapeutic interventions. Intensive supervision will be provided.

PSGE 7429. INTEGRATION OF ASSESSMENT TECHNIQUES. (3 Credits)
Supervised pre-internship experience in the integrated use of psychoeducational tests; histories; observation; and clinical interviews in the study of children, adolescents, and adults with learning and behavioral problems. Special considerations of assessment of minority children are addressed. The experience is based in the Rosa A. Hagin School Consultation Center and Early Childhood Center, where students will conduct assessments with clients and attend weekly staff meetings. Registration limited to matriculated students in school psychology or with the permission of the instructor. Prerequisites: PSGE 7508, PSGE 7412, and PSGE 7418.

PSGE 7435. FOUNDATIONS OF NEUROPSYCHOLOGY. (3 Credits)
Focus is on neuropsychology as a science, and its purpose is to assist psychology students in developing an understanding of the theoretical bases and principles underlying brain-behavior relationships. This course will be designed so that students of school, counseling, and educational psychology will be prepared in and introduced to the theoretical foundations of neuropsychology.

PSGE 7442. ROLE AND FUNCTION OF THE SCHOOL PSYCHOLOGIST. (3 Credits)
An analysis of the role of the school psychologist. Emphasis is on models for delivering effective services. Consideration of ethical and legal issues.

Updated: 10-11-2017
PSGE 7444. PSYCHOLOGY: HISTORY AND ETHICS. (3 Credits)
The course provides a survey of the development of theoretical issues and methodology of psychology from the early Greek philosophers to current trends, including historical and current approaches from various cultures. Additionally, ethical principles and practice considerations for the science and practice of psychology will be explored through a variety of sources.

PSGE 7445. THEORIES OF SCHOOL-BASED CONSULTATION. (3 Credits)
Theory and practice in school-based consultation, including mental health, ecological/behavioral, and organizational consultation.

PSGE 7452. CLINICAL SUPERVISION OF SCHOOL PSYCHOLOGISTS. (3 Credits)
This course, conducted mainly as a practicum, analyzes the process of supervision and the basic steps in providing supervision of school psychologists. Emphasis is placed on actual supervisory experience, providing supervision to others, with students expected to spend two laboratory hours weekly in addition to regular class. Registration limited to PhD students in school psychology.

PSGE 7456. EVALUATION OF PSYCHOLOGICAL SERVICES DELIVERY PROGRAMS. (3 Credits)
Theories, models, and practice of program evaluation in psychological and educational services. Prerequisites: PSGE 5210 and PSGE 6702.

PSGE 7480. PROFESSIONAL DIPLOMA INTERNSHIP IN SCHOOL PSYCHOLOGY I. (1.5-3 Credits)
Experience in providing school psychological services under qualified supervision that, in conjunction with PSGE 7481, is equivalent of a full academic year. During the internship, students attend seminars on campus. Completion of appropriate coursework and program permission required. For professional diploma students only.

PSGE 7481. PROFESSIONAL DIPLOMA INTERNSHIP IN SCHOOL PSYCHOLOGY II. (1.5-3 Credits)
A continuation of PSGE 7480.

PSGE 7482. PROFESSIONAL DIPLOMA INTERNSHIP IN BILINGUAL SCHOOL PSYCHOLOGY I. (1.5-3 Credits)
Experience in providing school psychological services to a bilingual population under qualified supervision that, in combination with PSGE 7483, is equivalent of a full academic year. Completion of appropriate coursework and program permission required. For bilingual professional diploma students only.

PSGE 7483. PROFESSIONAL DIPLOMA INTERNSHIP IN BILINGUAL SCHOOL PSYCHOLOGY II. (1.5-3 Credits)
A continuation of PSGE 7482.

PSGE 7490. DOCTORAL INTERNSHIP IN SCHOOL PSYCHOLOGY I. (1.5-3 Credits)
Experience in providing school psychological services under qualified supervision that, in conjunction with PSGE 7492, combines to be counted as the equivalent of a full academic year. Completion of appropriate coursework and program permission required (open only to PhD-degree students).

PSGE 7492. DOCTORAL INTERNSHIP IN SCHOOL PSYCHOLOGY II. (1.5-3 Credits)
A continuation of PSGE 7490.

PSGE 7500. CLINICAL PRACTICUM IN SCHOOL PSYCHOLOGY. (3 Credits)
Supervised pre-internship field experience in psychological services, eight hours weekly in an agency or school offering clinical services to children or adolescents. Registration limited to matriculated students in school psychology. Program approval required.

PSGE 7501. CLINICAL PRACTICUM IN BILINGUAL SCHOOL PSYCHOLOGY. (3 Credits)
Supervised pre-internship field experience in psychological services, eight hours weekly in an agency or school offering clinical services to bilingual or limited English proficient children or adolescents. Registration limited to matriculated students in school psychology. Program approval required.

PSGE 7502. CONSULTATION PRACTICUM IN SCHOOL PSYCHOLOGY. (3 Credits)
Supervised pre-internship fieldwork in delivering consultation services in schools eight hours weekly. Integrating seminar meets on campus. Registration limited to matriculated students in school psychology; completion of appropriate coursework and program approval required.

PSGE 7503. CONSULTATION PRACTICUM IN BILINGUAL SCHOOL PSYCHOLOGY. (3 Credits)
Supervised pre-internship field experience in delivering consultation services in schools serving bilingual or limited English proficient students, eight hours weekly. Integrating seminar meets on campus. Registration limited to matriculated students in school psychology; completion of appropriate coursework and program approval required.

PSGE 7507. RESEARCH SEMINAR IN THE PRACTICE OF PROFESSIONAL SCHOOL PSYCHOLOGY. (3 Credits)
This is an advanced seminar designed to enhance skills in research methods useful in gathering and sharing information on the clinical utility of evidence-based practices.

PSGE 7508. COGNITIVE ASSESSMENT. (3 Credits)
This course is designed to provide students with an in-depth knowledge of the process of cognitive assessment, including administration, scoring, and interpretation of several intelligence tests. Students are expected to assess several individuals and to write reports based on these assessments. The knowledge base that students are expected to obtain through this course consists of the history of intelligence testing, current theories of intelligence, alternative approaches to traditional assessment procedures, and issues in the measurement of intelligence. Attribute: Z621.

PSGE 7510. SCHOOL PSYCHOLOGY EXTERNSHIP I. (0 Credits)
The externship provides an opportunity for students in the school psychology program to enhance research or practice-related skills and competencies above and beyond those typically required in the program. Participants are supervised by a field supervisor at an external setting and by school psychology faculty member(s). The externship could be taken after the completion of appropriate coursework or practica. Prerequisite: permission from instructor. Attribute: ZEEF.

PSGE 7511. SCHOOL PSYCHOLOGY EXTERNSHIP II. (0 Credits)
A continuation of PSGE 7510. Attribute: ZEEF.

PSGE 7520. DOCTORAL EXTERNSHIP IN SCHOOL PSYCHOLOGY. (1.5 Credits)
The externship consists of a specific professional experience during which students enhance the attitudes, knowledge, and skills learned during the program and practiced as part of their practica experience. The focus of the externship is on improving one's skills in a specific area of school psychology practice in preparation for internship or future employment. Goals for the externship should be in keeping with the school psychology program goals.
PSGE 7530. COUNSELING PSYCHOLOGY EXTERNSHIP I. (0 Credits)
This course is intended for doctoral students in the Counseling Psychology program who wish to gain additional clinical experience by working in the field. Students must have completed the entire doctoral practicum sequence. Prerequisite: PSGE 7658.
Attribute: ZEEF.

PSGE 7531. COUNSELING PSYCHOLOGY EXTERNSHIP II. (0 Credits)
This course is intended for doctoral students in the Counseling Psychology program who wish to gain additional clinical experience by working in the field. Students must have completed the entire doctoral practicum sequence. Prerequisite: Counseling Psychology Externship I.
Attribute: ZEEF.

PSGE 7532. COUNS PSY EXTERNSHIP - SUMMER. (0 Credits)
This course is intended for doctoral students in the Counseling Psychology program who wish to gain additional clinical experience by working in the field. Students must have completed the entire doctoral practicum sequence. Prerequisite: PSGE 7530 and PSGE 7531.

PSGE 7609. ADVANCED PERSONALITY ASSESSMENT. (3 Credits)
Introduction to the theory of projective personality by assessment. Practice in administration, scoring and interpretation of selected projective techniques of children and adults, with emphasis on the Rorschach, Thematic Apperception Tests and Drawings. Registration limited to doctoral students.
Attribute: ZLB5.

PSGE 7612. ASSESSMENT IN PERSONALITY. (3 Credits)
Covers the ethics, administration, scoring and interpretation of both projective and objective personality tests. Students shall receive supervision in these aspects of testing.
Attribute: ZLB5.

PSGE 7613. INTELL ASST: CHILD/ADULT. (3 Credits)
Study of the major theories of cognitive and neuropsychological abilities. Intelligence is analyzed as a major individual difference characteristic in clinical and educational settings. Skills developed in the administrative scoring, and analysis of major intelligence measures.

PSGE 7615. ADULT PSYCHOPATHOLOGY. (3 Credits)
The course provides an overview of the etiology, course assessment, and treatment of adult disorders. Psychological, biological, and sociocultural perspectives of psychopathology are examined and differential diagnostic issues are explored. This course is intended for advanced (post-master's) graduate students. For doctoral students.

PSGE 7620. THEORIES OF COUNSELING. (3 Credits)
Consideration of the major theories of counseling, including psychodynamic, cognitive, behavioral, and phenomenological models. Common factors and distinct features are analyzed, as is the research supporting the models. Recent integrative efforts are studied.

PSGE 7630. PSYCHOLOGY OF SMALL GROUPS. (3 Credits)
The principles of group dynamics are analyzed with an emphasis on contemporary theories of group behavior.

PSGE 7640. PSYCHOLOGY OF CAREER DEVELOPMENT. (3 Credits)
A critical analysis of theories and research concerning career development. Application of psychological theories to the career development of diverse persons are studied. Prerequisite: PSGE 6640 or equivalent.

PSGE 7649. CLINICAL SUPERVISION AND CONSULTATION IN COUNSELING PSYCHOLOGY. (3 Credits)
Students will study the developmental processes involved in the training of therapists. The nature of the supervisory relationship will be explored in depth and students will identify skills necessary for sound supervisory practice. Clinical consultation in mental health settings will also be addressed. Prerequisite: PSGE 7655.

PSGE 7654. DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY I. (3 Credits)
This is the fourth course in the series of 4 practicum courses for doctoral students in counseling psychology. Students engage in closely supervised practice of counseling and psychotherapy in a professional setting for a minimum of sixteen hours each week. Approval of the site and supervisor by the practicum coordinator is required as is the student's eligibility to start the practicum. Theoretical emphasis of this semester is on integrative approaches to psychotherapy. Taping of counseling sessions is required. Master's level practicum.

PSGE 7655. DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY II. (3 Credits)
The course is the second half of the field experience in counseling psychology required of students who are matriculated in the counseling psychology program. The course requirements are as described for PSGE 7654. Prerequisite: PSGE 7654.

PSGE 7656. DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY III. (3 Credits)
This is the third semester of practicum for doctoral students in counseling psychology. Students engage in closely supervised practice of counseling psychology in a professional setting 16 hours each week, including one hour of face-to-face, individual supervision by a doctoral-level psychologist. Approval of the site and supervisor by the practicum coordinator is required. Taping of counseling sessions is required. Prerequisites: PSGE 7654 and PSGE 7655.

PSGE 7657. PRACTICUM IN SUPERVISION IN COUNSELING PSYCHOLOGY. (3 Credits)
Theories and methods of clinical supervision will be studied. This course requires weekly supervision of master's-level trainees following the class period. Prerequisite: PSGE 7655.

PSGE 7658. DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY IV. (3 Credits)
This is the fourth course in the series of 4 practicum courses for doctoral students in counseling psychology. Students engage in closely supervised practice of counseling and psychotherapy in a professional setting for a minimum of sixteen hours each week. Approval of the site and supervisor by the practicum coordinator is required as is the student's eligibility to start the practicum. Theoretical emphasis of this semester is on integrative approaches to psychotherapy. Taping of counseling sessions is required. Prerequisite PSGE 7656.

PSGE 7667. INTERNSHIP IN COUNSELING PSYCHOLOGY I. (0 Credits)
A full-year, full-time experience in providing psychological services under qualified supervision in an approved agency (PSGE7668, PSGE7669). A formal application process is required, which must be completed and approved by the program in the year prior to the beginning of the internship. All coursework except the dissertation seminar must be completed before enrolling in this course.
Attribute: Z624.

PSGE 7668. INTERNSHIP IN COUNSELING PSYCHOLOGY II. (0 Credits)
The second term (Fall, Spring, Summer) of the internship requirement that is described in PSGE 7667.
Attribute: Z624.
PSGE 7669. INTERNSHIP IN COUNSELING PSYCHOLOGY III. (0 Credits)
The third term (Fall, Spring, Summer) of the internship requirement that is
described in PSGE 7667.

PSGE 7680. QUALITATIVE RESEARCH METHODS IN COUNSELING
PSYCHOLOGY. (3 Credits)
Qualitative research methods useful in the field of counseling psychology
are examined. An overview of philosophy of science is included.

PSGE 7681. QUANT RES METHODS I. (3 Credits)
This first course in a two-semester sequence on applied statistical
methods focuses on quantitative data analysis techniques used in
the social sciences with special emphasis on designs and methods
in psychological research. We then will cover analysis of variance
(ANOVA) and Multiple Regression - the predominant tools for analyzing
experimental and non-experimental quantitative data. Completion of an
extensive statistics project is an essential component of this course.

PSGE 7682. QUANTITATIVE RESEARCH METHODS IN PSYCHOLOGY II. (3
Credits)
This second course in a two-semester sequence on applied statistical
methods focuses on quantitative data analysis techniques that are
frequently used in the social sciences with special emphasis on
designs and methods in psychological research. Topics covered in this
course include advanced regression analyses, multivariate approaches
(MANOVA, path analyses), and factor analysis. Completion of an
extensive statistics project is an essential component of this course.

PSGE 7711. PSYCHOMETRIC THEORY. (3 Credits)
Classical and modern test theories, latent trait analysis, scaling methods,
and introductory factor analysis are studied. Prerequisites: PSGE 5210
and PSGE 6702.

PSGE 7712. RECENT TRENDS IN MEASUREMENT AND EVALUATION. (3
Credits)
Seminar on issues and developments in testing and evaluation. Original
research and writing are required. Prerequisite: PSGE 7711.

PSGE 7900. PROSEMINAR IN PSYCHOLOGICAL AND EDUCATIONAL
SERVICES. (0 Credits)
The proseminar serves as an orientation to the research process, allows
students to learn about faculty research interests and encourages
discussions of research topics. It constitutes an initial developmental
step in the research process and is linked to the Experimental Design
and Statistics Methods courses.

PSGE 8001. RESEARCH APPRENTICESHIP. (0 Credits)
In the Research Apprenticeship in Psychological and Educational
Services, the student is required to work closely with a research
apprenticeship faculty advisor to develop and carry out a research project
over the course of three consecutive semesters. The student must
register each semester for PSGE 8001. In addition to conducting research
PES Research Colloquia each semester. Prerequisite: Permanent Matric
Status.
Attribute: Z619.

PSGE 8100. COLLEGE TEACHING INTERNSHIP IN PSYCHOLOGY AND
SERVICES. (0 Credits)
Supervised field experience as a college-level instructor. On-campus
seminars. Prerequisite: Permission of the program faculty.

PSGE 8672. SOCIAL AND ETHICAL RESPONSIBILITIES IN COUNSELING
PSYCHOLOGY. (3 Credits)
The social, professional, legal, historical, and ethical issues and
standards relevant to the field of counseling psychology will be explored.
This course is taken during the first semester of doctoral study in
counseling psychology.

PSGE 8999. DISSERTATION SEMINAR IN PSYCHOLOGICAL AND
EDUCATIONAL SERVICES. (3 Credits)
Consultation with faculty on the development and conduct of dissertation
research. Prerequisite: Permission of program faculty.

PSGE 9990. INDEPENDENT STUDY. (1-3 Credits)
Designed to enable students to study selected topics in depth and to
conduct research. For matriculated students only. An outline of the
proposed work must be approved by the adviser. Registration requires
the approval of the professor directing study, the division chairperson and
the director of graduate studies.

Bilingual School Psychology,
Advanced Certificate

15 credits
NYSED 83196

This program is a bilingual extension for certified school psychologists.

Admissions

Applicants seeking admission to the Bilingual Extension program for
Certified School Psychologists have to fulfill the following prerequisites
for the program:

• one of the following:
  • proof of New York state certification as a school psychologist
    (provisional or permanent);
  • proof of National Certification–School Psychology (NCSP);
  • proof of certification as a school psychologist, having earned
certification from a NASP-approved or APA-university-accredited
program;
  • proof of language competence (evidence of passing score on the
NYS BEA)

• GPA of 3.2 or better in graduate studies leading to certification
• proof of completion of the Child Abuse Prevention/Reporting
Workshop and the Violence Prevention Workshop (these workshops
can be taken at Fordham concurrently with other coursework)
• competency in both English and a second language through:
  a. a license as a bilingual teacher; or
  b. a successful rating on a test of dual language proficiency (for
example, New York state Education Department Language
Proficiency Examination)

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTGE 5841</td>
<td>PRINCIPLES OF BILINGUAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>or CTGE 5842</td>
<td>SECOND LANGUAGE ACQUISITION AND ASSESSMENT</td>
<td></td>
</tr>
</tbody>
</table>

Theory and Practices in Bilingual and Bilingual Special
Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 6401</td>
<td>SEMINAR IN THE PSYCHOLOGY OF BILINGUAL STUDENTS</td>
<td>3</td>
</tr>
</tbody>
</table>

Multicultural Theory and Knowledge
**Completion Requirements**

To complete a PD in school psychology or bilingual school psychology, students must

- complete the prescribed program of study, including a minimum of 66 credits beyond the baccalaureate degree, with a minimum of 30 graduate credits taken at Fordham with the approval of an adviser (credit for previous graduate work is granted depending on its relation to the program);
- maintain a minimum overall graduate grade point average of 3.25 (between B and B+);
- successfully complete an end-of-program comprehensive assessment; and
- successfully complete any required related practica or field experiences.

Consistent with accreditation guidelines of the National Association of School Psychologists (NASP), students earning a Professional Diploma in School Psychology at Fordham University must take the National Certification in school psychology Exam and request that their scores be submitted to the program director prior to graduation. Although a passing score on the test is not required for graduation, students are encouraged but not required to seek national certification. Because the Fordham school psychology program is fully approved by NASP, students who successfully complete the program and obtain passing scores on the national certification exam are eligible for National Certification as a School Psychologist.

Acceptance into the program carries with it the responsibility to uphold the published ethical standards of the American Psychological Association. Violation of ethical standards may result in termination from the program. The program reserves the right to review the progress of students and to terminate students from the program on the basis of inability to meet academic, personal, or professional standards. Students may be terminated from the program if they fail to complete any of these requirements.

**Admissions**

**Admission Requirements**

Applicants seeking admission to one of the professional diploma programs in school psychology must meet the general requirements for admission to graduate study in the Graduate School of Education and the following program-specific criteria:

- Possess a baccalaureate or a master’s degree from an accredited college or university with a suitable foundation in the behavioral sciences, including successful completion of courses or their equivalent in the following areas, at either the undergraduate or graduate level: general psychology, child/developmental psychology, educational psychology, abnormal psychology, and psychology of personality. Applicants who lack one or more of these prerequisites may be admitted to the program; however, all but two prerequisites must be completed prior to taking any program coursework. These two prerequisites may be taken concurrently with program coursework. It is preferred that missing prerequisites be taken at Fordham.
- Choose to take and pass a minimum competency examination in psychological and educational measurement. (Students who do not meet the criterion level or choose not to take the exam will be required to enroll in PSGE 6702 FUNDAMENTALS OF EDUCATIONAL

**Bilingual School Psychology, Professional Diploma Program**

**66 credits**

NYSED 83196

The Fordham Graduate School of Education offers two professional diploma (PD) programs in school psychology. Both programs lead to certification as a school psychologist. One of these programs, the bilingual PD program, leads specifically to a school psychology certificate with a bilingual extension.

Both professional diploma programs prepare students to serve as practicing school psychologists. Beginning with a foundation in undergraduate psychology coursework, the student completes a minimum of 66 graduate credits of academic study, including one year of supervised internship. The student is then awarded the professional diploma. Students who complete the program successfully are eligible to apply for National Certification as a School Psychologist and students who are U.S. citizens are recommended to New York state for NY certification as a school psychologist.

Graduates of the bilingual school psychology program who complete the master’s in the psychology of the bilingual student are eligible for New York state certification as bilingual school psychologists (i.e. certification as a school psychologist with a bilingual extension).
AND PSYCHOLOGICAL MEASUREMENT during their first semester at Fordham).

- Have academic and professional goals consistent with the objectives and purposes of the program.
- Show evidence of a high degree of emotional stability, as well as personal and social maturity as indicated by both the student’s record and by an interview with school psychology faculty.
- Have earned a minimum undergraduate grade point average of 3.0 (B or better) or a minimum graduate grade point average of 3.5 (B+ or better).
- Provide two letters of reference.
- Demonstrate satisfactory command of oral and written English.
- Provide proof of immunization against measles, mumps, meningitis, and rubella.

Applicants for the bilingual program must also demonstrate competency in both English and a second language through: a license as a bilingual teacher; or a successful rating on a test of dual language proficiency (for example, New York state Education Department Language Proficiency Examination).

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 7412</td>
<td>PERSONALITY ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7418</td>
<td>NON-BIASED ASSESSMENT AND DECISION-MAKING</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7508</td>
<td>COGNITIVE ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 6311</td>
<td>APPLICATIONS OF BEHAVIOR ANALYSIS IN EDUCATIONAL SETTINGS</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7422</td>
<td>INSTRUCTIONAL CONSULTATION</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7423</td>
<td>THERAPEUTIC INTERVENTIONS IN THE SCHOOLS</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7445</td>
<td>THEORIES OF SCHOOL-BASED CONSULTATION</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7620</td>
<td>THEORIES OF COUNSELING</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7442</td>
<td>ROLE AND FUNCTION OF THE SCHOOL PSYCHOLOGIST</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 0815</td>
<td>PD/PROFESSIONAL PRACTICE IN BILINGUAL SCHOOL PSYCHOLOGY COMPREHENSIVE ASSESSMENT</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Credits: 66

1. Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved assessment setting
2. Internship includes one full academic year or a minimum of 1500 hours of supervised fieldwork (full time for one year or part time over two years).
3. Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved clinical setting
4. Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved school setting

Counseling Psychology, PhD

NYSED 86174

The PhD degree program in counseling psychology is based on the scientist-practitioner model and is fully accredited by:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street NE, Washington, DC 20002
Phone: 202-336-5979
Email: apaaccred@apa.org
Upon completion of all requirements for the PhD degree, students are qualified for practice either independently or in colleges, agencies, clinics, hospitals, or other settings and are also prepared for research or academic careers. In addition, program graduates will have satisfied the academic and internship requirements for licensing as a psychologist in New York state.

The program is structured so that it is open both to those who have already completed an appropriate master’s degree or professional diploma program in counseling and to those who have had no previous graduate work in the field. The number of credits needed to complete the program is based upon students’ standing upon entry.

Admissions

Applicants seeking admission to the PhD program in counseling psychology must meet the general requirements for admission to graduate study in the Graduate School of Education and these program-specific admission criteria:

- possess a baccalaureate or a master’s degree from an accredited college or university
- have academic and professional goals consistent with the objectives and purposes of the program
- show evidence of professional promise (personal, interpersonal, and intellectual characteristics appropriate to the profession and the ability to communicate effectively). Such evidence may be contained in the student’s application for admission or be sought in an interview with the program faculty
- have earned a minimum undergraduate grade point average of 3.0 (B or better) or a minimum graduate grade point average of 3.5 (B+ or better)
- provide a minimum of two reference reports
- have earned satisfactory scores on the Graduate Record Exam (GRE) Aptitude Section; test scores must be less than five years old
- demonstrate satisfactory command of oral and written English
- provide proof of immunization against measles, mumps, meningitis, and rubella

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 8672</td>
<td>SOCIAL AND ETHICAL RESPONSIBILITIES IN COUNSELING PSYCHOLOGY</td>
</tr>
<tr>
<td>PSGE 6312</td>
<td>PSYCHOLOGY OF COGNITION AND AFFECT</td>
</tr>
<tr>
<td>PSGE 6345</td>
<td>SOCIAL PSYCHOLOGY</td>
</tr>
<tr>
<td>PSGE 7435</td>
<td>FOUNDATIONS OF NEUROPSYCHOLOGY</td>
</tr>
<tr>
<td>PSGE 6615</td>
<td>HISTORY AND SYSTEMS OF PSYCHOLOGY</td>
</tr>
<tr>
<td>PSGE 6603</td>
<td>MULTICULTURAL ISSUES IN PROFESSIONAL PSYCHOLOGY or PSGE 6656 MULTICULTURAL COUNSELING</td>
</tr>
<tr>
<td>PSGE 7301</td>
<td>ADVANCED DEVELOPMENTAL PSYCHOLOGY</td>
</tr>
</tbody>
</table>

Doctoral Research Core

Students are required to take the proseminar, advanced research, measurement, and statistics courses. If students need the introductory-level courses in these areas, those courses also become part of this core.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 7681</td>
<td>QUANT RES METHODS I</td>
</tr>
<tr>
<td>PSGE 7682</td>
<td>QUANTITATIVE RESEARCH METHODS IN PSYCHOLOGY II</td>
</tr>
<tr>
<td>PSGE 6607</td>
<td>ASSESSMENT IN COUNSELING</td>
</tr>
<tr>
<td>PSGE 7210</td>
<td>EXPERIMENTAL DESIGN</td>
</tr>
<tr>
<td>PSGE 7683</td>
<td></td>
</tr>
<tr>
<td>PSGE 7684</td>
<td></td>
</tr>
<tr>
<td>PSGE 7213</td>
<td>APPLICATION OF MULTIVARIATE TECHNIQUES IN EDUCATION AND PSYCHOLOGY</td>
</tr>
<tr>
<td>PSGE 7711</td>
<td>PSYCHOMETRIC THEORY</td>
</tr>
<tr>
<td>PSGE 7900</td>
<td>PROSEMINAR IN PSYCHOLOGICAL AND EDUCATIONAL SERVICES</td>
</tr>
</tbody>
</table>

Doctoral Counseling Psychology Requirements

Career Development

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 7640</td>
<td>PSYCHOLOGY OF CAREER DEVELOPMENT</td>
</tr>
</tbody>
</table>

Assessment

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 6645</td>
<td>GENERAL PSYCHOPATHOLOGY</td>
</tr>
<tr>
<td>PSGE 7611</td>
<td></td>
</tr>
<tr>
<td>PSGE 7612</td>
<td>ASSESSMENT IN PERSONALITY</td>
</tr>
</tbody>
</table>

Intervention Procedures

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 7654</td>
<td>DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY I</td>
</tr>
<tr>
<td>PSGE 7655</td>
<td>DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY II</td>
</tr>
<tr>
<td>PSGE 7656</td>
<td>DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY III</td>
</tr>
<tr>
<td>PSGE 7658</td>
<td>DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY IV</td>
</tr>
</tbody>
</table>

Consultation and Supervision

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 7649</td>
<td>CLINICAL SUPERVISION AND CONSULTATION IN COUNSELING PSYCHOLOGY</td>
</tr>
<tr>
<td>PSGE 7657</td>
<td>PRACTICUM IN SUPERVISION IN COUNSELING PSYCHOLOGY</td>
</tr>
</tbody>
</table>

Comprehensive Assessment

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 0905</td>
<td>DOCTORAL COMPREHENSIVE IN COUNSELING PSYCHOLOGY EXAM/ASSESSMENT (clinical practice)</td>
</tr>
<tr>
<td>PSGE 0910</td>
<td>DOCTORAL COMPREHENSIVE EXAM/ASSESSMENT IN COUNSELING PSYCHOLOGY (research)</td>
</tr>
</tbody>
</table>

Dissertation Seminar
Completion Requirements

Students are admitted into the doctoral program on a provisional basis, and their progress is monitored through the matriculation review process and through periodic review by their mentor, adviser, program coordinator, chairperson, and division faculty in dissertation seminar. Students apply for permanent matriculation during the semester after they complete 12 to 15 credits.

Acceptance into the program carries with it the responsibility to uphold the published ethical standards of the American Psychological Association. Violation of ethical standards may result in termination from the program. The program reserves the right to review the progress of students and to terminate students from the program on the basis of inability to meet academic, personal, or professional standards.

To complete the PhD in counseling psychology, students must meet the following requirements:

- complete the prescribed program of study, including a minimum of 96 credits beyond the baccalaureate, or 45 credits beyond a master’s degree in counseling or a collateral field. Additional courses (such as master’s degree prerequisite courses; see PhD student handbook for more information) will be required
- maintain a minimum overall graduate grade point average of 3.5 (B+ or better)
- complete a one-year doctoral research apprenticeship project (two consecutive semesters and a summer), including participation in PSGE 8001 RESEARCH APPRENTICESHIP, which includes monthly seminars, as well as a research apprenticeship under the supervision of a member of the faculty
- complete an end-of-program comprehensive assessment
- complete PSGE 8999 DISSERTATION SEMINAR IN PSYCHOLOGICAL AND EDUCATIONAL SERVICES, including the preparation of an original dissertation under the direction of a mentor and committee of faculty
- develop and defend in an oral examination an original dissertation in the area of counseling psychology
- complete a predoctoral internship
- complete all the requirements for the degree within eight years of initial registration in the program

Educational Psychology, MSE

39 credits

NYSED 14862

Students who are admitted to the doctoral program in school psychology, the professional diploma program in school psychology or to the professional diploma program in bilingual school psychology, and who do not have a relevant master’s degree, must complete a master’s degree (MSE) while matriculated in their programs in order to be eligible for permanent professional New York state certification as a school psychologist or school psychologist with a bilingual extension.

These MSE programs are designed to provide specialized studies in areas that complement the practice of school psychology. These are “captured” programs that overlap with the school psychology professional diploma and doctoral programs.

**Note:** These master’s degree programs or specialization areas do not in and of themselves lead to eligibility as a school psychologist or bilingual school psychologist. Students must complete the PD, Bilingual PD, or PhD in school psychology to meet New York state’s requirements for eligibility as a certified school psychologist.

Completion Requirements

To complete the MSEs, students must

- complete the prescribed program of study, including the four courses (12 credits) that do not overlap with the PD or bilingual PD programs prior to or concurrently with completing the PD or PhD;
- maintain a minimum overall graduate grade point average of 3.25 (B or better); and
- complete an end-of-program comprehensive assessment.

Admissions

Admission to one of these three MSE programs is limited to students already admitted to the PD in school psychology, the bilingual PD in school psychology, or the PhD in school psychology. Admission to and enrollment in one of these programs is sufficient for admission to a master’s program.

Applicants do not need to be bilingual for admission to the MSE in the psychology of bilingual students.

Students in the bilingual PD in school psychology who lack a master’s degree must complete the master’s in the psychology of bilingual students in order to be eligible for the New York state bilingual extension.
To apply, students need to complete an interprogram application form, which is available from the division or deans’ offices.

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multicultural Core</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>EDGE 6101</td>
<td>RACE AND MULTICULTURAL EDUCATION IN AMERICAN SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 6401</td>
<td>SEMINAR IN THE PSYCHOLOGY OF BILINGUAL STUDENTS</td>
<td></td>
</tr>
<tr>
<td>PSGE 6603</td>
<td>MULTICULTURAL ISSUES IN PROFESSIONAL PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td><strong>Foundational Knowledge for Specialization in Educational Evaluation and Intervention</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSGE 6312</td>
<td>PSYCHOLOGY OF COGNITION AND AFFECT</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 6320</td>
<td>PSYCHOLOGY OF MOTIVATION</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 6308</td>
<td>COGNITION AND INSTRUCTION I: FOUNDATIONS AND BASIC PROCESSES</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one additional course among the following:</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7456</td>
<td>EVALUATION OF PSYCHOLOGICAL SERVICES DELIVERY PROGRAMS</td>
<td></td>
</tr>
<tr>
<td>ASGE 6720</td>
<td>PROGRAM EVALUATION AND RESEARCH IN ADMINISTRATION AND SUPERVISION I</td>
<td></td>
</tr>
<tr>
<td>CTGE 6270</td>
<td>DATA, INQUIRY &amp; TECH</td>
<td></td>
</tr>
<tr>
<td>CTGE 5245</td>
<td>CHILDREN’S LITERATURE IN A MULTICULTURAL SOCIETY</td>
<td></td>
</tr>
<tr>
<td>CTGE 5534</td>
<td>BEGINNING READING AND WRITING IN INCLUSIVE CLASSROOMS</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment and Intervention</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSGE 6311</td>
<td>APPLICATIONS OF BEHAVIOR ANALYSIS IN EDUCATIONAL SETTINGS</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7445</td>
<td>THEORIES OF SCHOOL-BASED CONSULTATION</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7422</td>
<td>INSTRUCTIONAL CONSULTATION</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7418</td>
<td>NON-BIASED ASSESSMENT AND DECISION-MAKING</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7426</td>
<td>ADVANCED INTERVENTION SEMINAR: EDUCATIONAL INTERVENTION</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fieldwork</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSGE 7429</td>
<td>INTEGRATION OF ASSESSMENT TECHNIQUES ¹</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7502</td>
<td>CONSULTATION PRACTICUM IN SCHOOL PSYCHOLOGY ¹</td>
<td>3</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSGE 5203</td>
<td>INTRODUCTION TO RESEARCH or PSGE 768 QUANT RES METHODS I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Comprehensive Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSGE 0735</td>
<td>MASTER’S COMPREHENSIVE EXAM/ASSESSMENT IN EDUCATIONAL EVALUATION AND INTERVENTION (portfolio assessment)</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Credits 39

1. Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved assessment setting

Mental Health Counseling, MSE

60 Credits

NYSED 31303

The MSEd program in mental health counseling is designed to prepare mental health counselors who will work in mental health clinics, community mental health centers, hospitals, nonprofit counseling agencies, college and university counseling centers, and corporate mental health services (e.g., employee assistance programs, personnel departments, mental health support units) and are eligible to open independent private practices after licensure. This rigorous, applied training program includes 60 course credits (in semester hours) plus a minimum 600-hour mental health counseling internship. The program has a practitioner-scientist orientation and includes a strong multicultural and social justice counseling emphasis.

The program can be completed full time in two years (with summers) or part time in three years (with summers). Graduates of the program are eligible to sit for the New York state Mental Health Counseling Licensure exam after the completion of 3,000 hours of supervised post-degree mental health counseling practice.

Admissions

Applicants seeking admission to the MSEd program in mental health counseling must meet the general requirements for admission to graduate study in the Graduate School of Education and these program-specific admission criteria:

- possess a baccalaureate degree from an accredited college or university
- show evidence of professional promise (personal, interpersonal, and intellectual characteristics appropriate to the profession and the ability to communicate effectively); evidence may be contained in the student’s application for admission, or may be sought in an interview with a member of the program faculty, if deemed appropriate
- have earned a minimum graduate and undergraduate grade point average of approximately 3.0 (B or better)
- provide two reference reports
- demonstrate proof of immunization against measles, mumps, meningitis, and rubella

Requirements

Program of Study

The 60-credit program includes a 600-hour, on-site, supervised internship completed during the fall and spring (PSGE 6651 FIELD EXPERIENCE I IN MENTAL HEALTH COUNSELING and PSGE 6653 FIELD EXPERIENCE II IN MENTAL HEALTH COUNSELING courses) semesters. The curriculum includes the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 0705</td>
<td>MASTER’S COMPREHENSIVE EXAM/ASSESSMENT IN COUNSELING</td>
<td>0</td>
</tr>
<tr>
<td>PSGE 5621</td>
<td>FOUNDATION OF PROFESSIONAL COUNSELING AND CONSULTATION</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 5623</td>
<td>CLINICAL INSTR COUNS PROCESS</td>
<td>3</td>
</tr>
</tbody>
</table>
Completion Requirements
To complete the MSEd in mental health counseling, students must meet the following requirements:

- strictly adhere to the principles of academic integrity of Fordham University Graduate School of Education and to the ethical principles of the profession
- complete the prescribed program of study, including 60 credits beyond the baccalaureate degree, with a minimum of 54 graduate credits taken at Fordham with the approval of an adviser
- maintain a minimum overall graduate grade point average of 3.0 (B or better)
- complete an end-of-program comprehensive assessment
- complete a 600-hour mental health counseling internship

Students may be terminated from the program if they fail to complete any of these steps.

Psychology of Bilingual Students, MSE

39 credits
NYSED 93020

Students who are admitted to the doctoral program in school psychology, the professional diploma program in school psychology or to the professional diploma program in bilingual school psychology, and who do not have a relevant master’s degree, must complete a master’s degree (MSE) while matriculated in their programs in order to be eligible for permanent professional New York state certification as a school psychologist or school psychologist with a bilingual extension.

These MSE programs are designed to provide specialized studies in areas that complement the practice of school psychology. These are “captured” programs that overlap with the school psychology professional diploma and doctoral programs.

Note: These master’s degree programs or specializations areas do not in and of themselves lead to eligibility as a school psychologist or bilingual school psychologist. Students must complete the PD, Bilingual PD, or PhD in school psychology to meet New York state’s requirements for eligibility as a certified school psychologist.

Completion Requirements
To complete the MSEs, students must

- complete the prescribed program of study, including the four courses (12 credits) that do not overlap with the PD or bilingual PD programs prior to or concurrently with completing the PD or PhD;
- maintain a minimum overall graduate grade point average of 3.25 (B or better); and
- complete an end-of-program comprehensive assessment.

Admissions
Admission to one of these three MSE programs is limited to students already admitted to the PD in school psychology, the bilingual PD in school psychology, or the PhD in school psychology. Admission to and enrollment in one of these programs is sufficient for admission to a master’s program.

Applicants do not need to be bilingual for admission to the MSE in the psychology of bilingual students.

Students in the bilingual PD in school psychology who lack a master’s degree must complete the master’s in the psychology of bilingual students in order to be eligible for the New York state bilingual extension.

To apply, students need to complete an interprogram application form, which is available from the division or deans’ offices.

Requirements
Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master’s Core</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDGE 6100</td>
<td>ISSUES AND TRENDS IN AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>EDGE 6101</td>
<td>RACE AND MULTICULTURAL EDUCATION IN AMERICAN SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td><strong>Foundational Knowledge</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTGE 5841</td>
<td>PRINCIPLES OF BILINGUAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSGE 7418</td>
<td>NON-BIASED ASSESSMENT AND DECISION-MAKING</td>
<td>3</td>
</tr>
<tr>
<td><strong>Intervention</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSGE 6311</td>
<td>APPLICATIONS OF BEHAVIOR ANALYSIS IN EDUCATIONAL SETTINGS</td>
<td>3</td>
</tr>
</tbody>
</table>
School Counseling, MSE

60 credits

The MSEd program in school counseling is designed to prepare school counselors who will work in Pre-K and K-12 schools. This program meets the course requirements for provisional/initial and permanent/professional certification as a school counselor in New York state. Students that successfully complete all of the program requirements will be recommended for certification as a school counselor.

The required courses in this degree program are offered at the Lincoln Center campus. All of the courses are offered during the fall and spring semesters; some of the courses are also offered during the two summer sessions.

Admissions

Admission Requirements

Applicants seeking admission to the MSEd program in school counseling must meet the general requirements for admission to graduate study in the Graduate School of Education and these program-specific admission criteria:

- possess a baccalaureate degree from an accredited college or university
- show evidence of professional promise (personal, interpersonal, and intellectual characteristics appropriate to the profession and the ability to communicate effectively); evidence may be contained in the student's application for admission, or may be sought in an interview with a member of the program faculty, if deemed appropriate
- have earned a minimum undergraduate grade point average of approximately 3.3 on a 4.0 scale
- provide two reference reports
- demonstrate satisfactory command of oral and written English
- provide proof of immunization against measles, mumps, meningitis, and rubella

Requirements

Program of Study

This 60-credit program includes 54 credits in five basic areas, a two-semester field experience, and a one semester practicum. The following courses are offered as six-credit modules (two courses taken together, a didactic course paired with a relevant practice course):

<table>
<thead>
<tr>
<th>Course Title Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 5620 &amp; PSGE 5622 INTRODUCTION TO COUNSELING I and PRE-PRACTICUM IN COUNSELING I 6</td>
</tr>
<tr>
<td>PSGE 5630 &amp; PSGE 5632 INTRODUCTION TO COUNSELING II and PRE-PRACT COUNSEL II 6</td>
</tr>
<tr>
<td>PSGE 6630 &amp; PSGE 6632 GROUP COUNSELING and PRE-PRACTICUM IN GROUPS 6</td>
</tr>
<tr>
<td>PSGE 6640 &amp; PSGE 6641 CAREER COUNSELING and PRACT CAREER COUNSELING 6</td>
</tr>
<tr>
<td>PSGE 6630 &amp; PSGE 6632 GROUP COUNSELING and PRE-PRACTICUM IN GROUPS 6</td>
</tr>
</tbody>
</table>

In addition to the 60 course credits (in semester hours), students must complete a minimum of 600 hours in an approved school counseling field experience, and a minimum of 100 hours in a practicum. Students are required to obtain their own placements for PSGE 6652 FIELD EXPERIENCE IN COUNSELING I and PSGE 6654 FIELD EXPERIENCE IN COUNSELING II, as well as for PSGE 5632 PRE-PRACT COUNSEL II. Full time students must take one summer module in order to satisfy all prerequisites to their field experience.

<table>
<thead>
<tr>
<th>Course Title Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 5620 &amp; PSGE 5622 INTRODUCTION TO COUNSELING I and PRE-PRACTICUM IN COUNSELING I 6</td>
</tr>
<tr>
<td>PSGE 5630 &amp; PSGE 5632 INTRODUCTION TO COUNSELING II and PRE-PRACT COUNSEL II 6</td>
</tr>
</tbody>
</table>

Area II: Understanding the Individual

Select two of the following: 15

- PSGE 6659 TRAUMA INTERP NEUROBIO
- PSGE 6417 DEVELOPMENTAL AND INTELLECTUAL DISABILITIES
- PSGE 6602 HUMAN DEVELOPMENT
- PSGE 6607 ASSESSMENT IN COUNSELING
- PSGE 6645 GENERAL PSYCHOPATHOLOGY

Area III: Working with Groups 1
To qualify for the bilingual extension, field experience must be in a K–12 school setting working with bilingual children under the supervision of a bilingual school counselor.

**Completion Requirements**

To complete the MSEd in counseling, students must meet the following requirements:

- strictly adhere to the principles of academic integrity of Fordham University Graduate School of Education and to the ethical principles of the profession
- complete the prescribed program of study, including 60 credits beyond the baccalaureate degree, with a minimum of 54 graduate credits taken at Fordham. All transfer credits need to be approved by the student’s adviser and program
- maintain a minimum overall graduate grade point average of 3.0 (B or better)
- complete an end-of-program comprehensive assessment
- complete any required related practica or school counseling internship

Students may be terminated from the program if they fail to complete any of these steps.

### School Psychology, Advanced Certificate

**66 credits**

NYSED 14379

The Fordham Graduate School of Education offers two professional diploma (PD) programs in school psychology. Both programs lead to certification as a school psychologist. One of these programs, the bilingual PD program, leads specifically to a school psychology certificate with a bilingual extension.

Both professional diploma programs prepare students to serve as practicing school psychologists. Beginning with a foundation in undergraduate psychology coursework, the student completes a minimum of 66 graduate credits of academic study, including one year of supervised internship. The student is then awarded the professional diploma. Students who complete the program successfully are eligible to apply for National Certification as a School Psychologist and students who are U.S. citizens are recommended to New York state for NY certification as a school psychologist.

Graduates of the bilingual school psychology program who complete the master’s in the psychology of the bilingual student are eligible for New York state certification as bilingual school psychologists (i.e. certification as a school psychologist with a bilingual extension).

**Completion Requirements**

To complete a PD in school psychology or bilingual school psychology, students must

- complete the prescribed program of study, including a minimum of 66 credits beyond the baccalaureate degree, with a minimum of 30 graduate credits taken at Fordham with the approval of an adviser (credit for previous graduate work is granted depending on its relation to the program);
• maintain a minimum overall graduate grade point average of 3.25 (between B and B+);
• successfully complete an end-of-program comprehensive assessment; and
• successfully complete any required related practica or field experiences.

Consistent with accreditation guidelines of the National Association of School Psychologists (NASP), students earning a Professional Diploma in School Psychology at Fordham University must take the National Certification in school psychology Exam and request that their scores be submitted to the program director prior to graduation. Although a passing score on the test is not required for graduation, students are encouraged but not required to seek national certification. Because the Fordham school psychology program is fully approved by NASP, students who successfully complete the program and obtain passing scores on the national certification exam are eligible for National Certification as a School Psychologist.

Acceptance into the program carries with it the responsibility to uphold the published ethical standards of the American Psychological Association. Violation of ethical standards may result in termination from the program. The program reserves the right to review the progress of students and to terminate students from the program on the basis of inability to meet academic, personal, or professional standards. Students may be terminated from the program if they fail to complete any of these requirements.

Admissions

Admission Requirements

Applicants seeking admission to one of the professional diploma programs in school psychology must meet the general requirements for admission to graduate study in the Graduate School of Education and the following program-specific criteria:

• Possess a baccalaureate or a master’s degree from an accredited college or university with a suitable foundation in the behavioral sciences, including successful completion of courses or their equivalent in the following areas, at either the undergraduate or graduate level: general psychology, child/developmental psychology, educational psychology, abnormal psychology, and psychology of personality. Applicants who lack one or more of these prerequisites may be admitted to the program; however, all but two prerequisites must be completed prior to taking any program coursework. These two prerequisites may be taken concurrently with program coursework. It is preferred that missing prerequisites be taken at Fordham.
• Choose to take and pass a minimum competency examination in psychological and educational measurement. (Students who do not meet the criterion level or choose not to take the exam will be required to enroll in PSGE 6702 FUNDAMENTALS OF EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT during their first semester at Fordham).
• Have academic and professional goals consistent with the objectives and purposes of the program.
• Show evidence of a high degree of emotional stability, as well as personal and social maturity as indicated by both the student’s record and by an interview with school psychology faculty.

• Have earned a minimum undergraduate grade point average of 3.0 (B or better) or a minimum graduate grade point average of 3.5 (B+ or better).
• Provide two letters of reference.
• Demonstrate satisfactory command of oral and written English.
• Provide proof of immunization against measles, mumps, meningitis, and rubella.

Applicants for the bilingual program must also demonstrate competency in both English and a second language through: a license as a bilingual teacher; or a successful rating on a test of dual language proficiency (for example, New York state Education Department Language Proficiency Examination).

Requirements

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 7412</td>
<td>PERSONALITY ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7418</td>
<td>NON-BIASED ASSESSMENT AND DECISION-MAKING</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7508</td>
<td>COGNITIVE ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 6311</td>
<td>APPLICATIONS OF BEHAVIOR ANALYSIS IN EDUCATIONAL SETTINGS</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7422</td>
<td>INSTRUCTIONAL CONSULTATION</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7423</td>
<td>THERAPEUTIC INTERVENTIONS IN THE SCHOOLS</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7445</td>
<td>THEORIES OF SCHOOL-BASED CONSULTATION</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7620</td>
<td>THEORIES OF COUNSELING</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7442</td>
<td>ROLE AND FUNCTION OF THE SCHOOL PSYCHOLOGIST</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 5203</td>
<td>INTRODUCTION TO RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7429</td>
<td>INTEGRATION OF ASSESSMENT TECHNIQUES 1</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7480</td>
<td>PROFESSIONAL DIPLOMA INTERNSHIP IN SCHOOL PSYCHOLOGY I 2</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7481</td>
<td>PROFESSIONAL DIPLOMA INTERNSHIP IN SCHOOL PSYCHOLOGY II 2</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7500</td>
<td>CLINICAL PRACTICUM IN SCHOOL PSYCHOLOGY 3</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7502</td>
<td>CONSULTATION PRACTICUM IN SCHOOL PSYCHOLOGY 4</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 6512</td>
<td>PSYCHOLOGY OF COGNITION AND AFFECT</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 6417</td>
<td>DEVELOPMENTAL AND INTELLECTUAL DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 6418</td>
<td>EMOTIONAL DISORDERS OF CHILDHOOD AND ADOLESCENCE</td>
<td>3</td>
</tr>
</tbody>
</table>

Urban Education
School Psychology, PhD

NYSED 76113

The Doctor of Philosophy in School Psychology program is open to individuals who already have state certification in school psychology and to those without previous training in school psychology. It is the philosophy of the program to work with both types of students, upgrading the skills of practicing school psychologists and developing those skills in beginning students. These two objectives are viewed within the context of the urban focus of the program. The program espouses the scientist-practitioner model, which is viewed as most appropriate for achieving our students’ goals.

The program provides the training and experiences necessary for its graduates to function in many leadership positions, and in urban or nonurban settings. These positions include, but are not limited to:

1. scientist-practitioner, providing direct services to children and indirect services through socializing agents such as school/clinic personnel and parents
2. supervisor, responsible for the effectiveness of other school psychologists;
3. administrator, responsible for developing, implementing, and evaluating educational psychological programs;
4. researcher, advancing the state of scientific knowledge; and
5. educator, functioning in institutions of higher education.

The school psychology doctoral program is fully accredited by the American Psychological Association and approved by the National Association of School Psychologists. For more information, contact the Office of Program Consultation and Accreditation of the American Psychological Association

Requirements Program of Study

Email: apaaaccred@apa.org

Also, the school psychology doctoral program is registered with the New York State Education Department for purposes of school psychology certification and professional licensing in psychology.

Admissions

Applicants seeking admission to the PhD program in school psychology must meet the general requirements for admission to graduate study in the Graduate School of Education and these program-specific admission criteria:

- possess a baccalaureate or a master’s degree from an accredited college or university with a suitable foundation in the behavioral sciences, including successful completion of the following courses or their equivalent at either the undergraduate or graduate level: general psychology, child/developmental psychology, educational psychology or the psychology of learning, abnormal psychology, and psychology of personality. (Applicants who lack one or more of these prerequisites may still be admitted to the program; however, all but two of the prerequisites must be completed prior to taking any program coursework. These two prerequisites may be taken concurrently with program coursework. It is preferred that missing prerequisites be taken at Fordham.)
- have academic and professional goals consistent with the objectives and purposes of the program;
- evidence of a high degree of emotional stability and personal and social maturity as indicated by a study of the student’s record and an interview with school psychology faculty
- have earned a minimum undergraduate grade point average of 3.0 (B or better) or a minimum graduate grade point average of 3.5 (B+ or better)
- provide two reference reports
- have earned satisfactory scores on the Graduate Record Exam (GRE) Aptitude Section; test scores must be less than five years old
- demonstrate satisfactory command of oral and written English
- provide proof of immunization against measles, mumps, meningitis, and rubella

Course Title Credits

Cognitive/Affective Aspects of Behavior

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 6312</td>
<td>PSYCHOLOGY OF COGNITION AND AFFECT</td>
<td>3</td>
</tr>
</tbody>
</table>

Social Aspects of Behavior

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 6345</td>
<td>SOCIAL PSYCHOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

Biological Aspects of Behavior

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 7435</td>
<td>FOUNDATIONS OF NEUROPSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7444</td>
<td>PSYCHOLOGY: HISTORY AND ETHICS</td>
<td>3</td>
</tr>
</tbody>
</table>

Doctoral Research Core

Select 12-21 credits among of the following: 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 6702</td>
<td>FUNDAMENTALS OF EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7681</td>
<td>QUANT RES METHODS I (required)</td>
<td>3</td>
</tr>
</tbody>
</table>

Updated: 10-11-2017
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 7682</td>
<td>QUANTITATIVE RESEARCH METHODS IN PSYCHOLOGY II (required)</td>
</tr>
<tr>
<td>PSGE 7683</td>
<td>(required)</td>
</tr>
<tr>
<td>PSGE 7684</td>
<td>(required)</td>
</tr>
<tr>
<td>PSGE 7711</td>
<td>PSYCHOMETRIC THEORY (required)</td>
</tr>
<tr>
<td>PSGE 7900</td>
<td>PROSEMINAR IN PSYCHOLOGICAL AND EDUCATIONAL SERVICES (required)</td>
</tr>
</tbody>
</table>

**Advanced Studies**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 6417</td>
<td>DEVELOPMENTAL AND INTELLECTUAL DISABILITIES (required)</td>
</tr>
<tr>
<td>PSGE 6418</td>
<td>EMOTIONAL DISORDERS OF CHILDHOOD AND ADOLESCENCE (required)</td>
</tr>
</tbody>
</table>

**Professional School Psychology Core**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 7609</td>
<td>ADVANCED PERSONALITY ASSESSMENT</td>
<td></td>
</tr>
<tr>
<td>PSGE 7418</td>
<td>NON-BIASED ASSESSMENT AND DECISION-MAKING</td>
<td></td>
</tr>
<tr>
<td>PSGE 7508</td>
<td>COGNITIVE ASSESSMENT</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 6311</td>
<td>APPLICATIONS OF BEHAVIOR ANALYSIS IN EDUCATIONAL SETTINGS</td>
<td></td>
</tr>
<tr>
<td>PSGE 7422</td>
<td>INSTRUCTIONAL CONSULTATION</td>
<td></td>
</tr>
<tr>
<td>PSGE 7423</td>
<td>THERAPEUTIC INTERVENTIONS IN THE SCHOOLS</td>
<td></td>
</tr>
<tr>
<td>PSGE 7445</td>
<td>THEORIES OF SCHOOL-BASED CONSULTATION</td>
<td></td>
</tr>
<tr>
<td>PSGE 7620</td>
<td>THEORIES OF COUNSELING</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Issues</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 7442</td>
<td>ROLE AND FUNCTION OF THE SCHOOL PSYCHOLOGIST</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fieldwork and Internship</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 7429</td>
<td>INTEGRATION OF ASSESSMENT TECHNIQUES</td>
<td></td>
</tr>
<tr>
<td>PSGE 7490</td>
<td>DOCTORAL INTERNSHIP IN SCHOOL PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSGE 7492</td>
<td>DOCTORAL INTERNSHIP IN SCHOOL PSYCHOLOGY II</td>
<td></td>
</tr>
<tr>
<td>PSGE 7500</td>
<td>CLINICAL PRACTICUM IN SCHOOL PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSGE 7502</td>
<td>CONSULTATION PRACTICUM IN SCHOOL PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSGE 7520</td>
<td>DOCTORAL EXTERNSHIP IN SCHOOL PSYCHOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervision</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 7452</td>
<td>CLINICAL SUPERVISION OF SCHOOL PSYCHOLOGISTS</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Evaluation</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 7456</td>
<td>EVALUATION OF PSYCHOLOGICAL SERVICES DELIVERY PROGRAMS</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Seminar</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 7507</td>
<td>RESEARCH SEMINAR IN THE PRACTICE OF PROFESSIONAL SCHOOL PSYCHOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comprehensive Assessment</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 0930</td>
<td>DOCTORAL COMPREHENSIVE EXAM/ASSESSMENT IN SCHOOL PSYCHOLOGY PART I (Psychology Core)</td>
<td></td>
</tr>
<tr>
<td>PSGE 0935</td>
<td>DOCTORAL COMPREHENSIVE EXAM/ASSESSMENT IN SCHOOL PSYCHOLOGY PART II (Research Core)</td>
<td></td>
</tr>
<tr>
<td>PSGE 0810</td>
<td>PD/PROFESSIONAL PRACTICE IN SCHOOL PSYCHOLOGY COMPREHENSIVE ASSESSMENT</td>
<td></td>
</tr>
</tbody>
</table>

**Cognate Areas of Studies**

Select a cognate area (such as special education, sociology, writing as a psycholinguistic process, administration, or counseling) 9 credits

**Total Credits** 97.5-109.5

1. Select the appropriate course or courses in consultation with your program adviser. Requirements in this core area differ by program.
2. Students are required to take the proseminar, advanced research, measurement, and statistics courses. If students need the introductory-level courses in these areas, those courses also become part of this core. The number of required credits in the research core, accordingly, ranges from 12 to 21.
3. Students must complete a total of 650 hours of pre-internship fieldwork.
4. Requires student to conduct project with teacher and child
5. Requires student to consult with teacher for 8 sessions
6. Requires school visits to interview/shadow school psychologists
7. Requires minimum of 1 day per week for 15 weeks in Centers or approved assessment setting
8. Doctoral Internship includes a minimum of 1500 hours of supervised fieldwork (full time for one year or part time over two years); must meet CDSPP Internship Guidelines
9. Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved clinical setting
10. Requires a minimum of 1 day per week with on-site supervision for 15 weeks in an approved school setting
11. Requires a minimum of 150 hours of supervised fieldwork in an approved setting

**Cognate Areas of Studies (9 credits)**

Study in a cognate area (such as special education, sociology, writing as a psycholinguistic process, administration, or counseling), designed in consultation with the student’s adviser, is required. The cognate is designed to provide advanced study in an area of student interest and need.

Doctoral students who received a master’s degree prior to admittance may be exempt from six credits of the cognate requirement if they choose to declare the area in which they received their master’s as their area of specialty, and if the area is approved by the adviser as relevant. The remaining three credits of study in the cognate should be chosen to enhance expertise in the area.

Doctoral students who complete a master’s degree as part of their PD program are exempt entirely from the cognate requirement.
Additional Notes

Doctoral students who completed PSGE 0810 PD/PROFESSIONAL PRACTICE IN SCHOOL PSYCHOLOGY COMPREHENSIVE ASSESSMENT as part of the Fordham PD program do not need to retake this comprehensive exam.

Students who entered the Fordham School Psychology Doctoral Program as certified school psychologists may be exempted from some of the practice-related coursework. Entering students meet with their faculty advisers to review prior relevant coursework and experiences and to identify possible exemptions. The student is responsible for following GSE exemption procedures. If the exemptions are approved, the student is waived from the specific Fordham course requirement and guided to appropriate advanced-level courses to enhance professional skills and meet the requirement for completing at least 60 graduate-level credits at Fordham. Advanced-level students who exempt all of the courses in one of the three professional tracks (consultation, counseling, assessment) must take at least one advanced-level class in that area.

Completion Requirements

Students are admitted to the doctoral program on a provisional basis, and their progress is monitored through the matriculation review process and through periodic review by their mentor, adviser, program director, chairperson, and division faculty in dissertation seminar. Students apply for permanent matriculation once they complete 12 to 15 credits and PSGE 7900 PROSEMINAR IN PSYCHOLOGICAL AND EDUCATIONAL SERVICES.

Acceptance into the program carries with it the responsibility to uphold the published ethical standards of the American Psychological Association and the National Association of School Psychologists. Violation of ethical standards may result in termination from the program. The program reserves the right to review the progress of students and to terminate students from the program on the basis of inability to meet academic, personal, or professional standards.

To complete the PhD in school psychology, students must:

• Complete a predoctoral internship consistent with internship guidelines of the Council of Directors of School Psychology Programs;
• Complete the prescribed program of study, including a minimum of 99 credits beyond the baccalaureate. Additional courses may be required based on academic and experiential background. A minimum of 60 graduate credits in school psychology or a collateral field must be taken at Fordham University;
• Maintain a minimum overall graduate grade point average of 3.5 (B+ or better);
• Complete a two-semester doctoral proseminar (PSGE 7900 PROSEMINAR IN PSYCHOLOGICAL AND EDUCATIONAL SERVICES). Students register once for the proseminar in the fall of their first semester. The course starts in September and runs through the end of the spring semester of that academic year;
• Complete a one-year doctoral residency seminar (two consecutive semesters and a summer), including participation in the PSGE 8001 RESEARCH APPRENTICESHIP (0 credits), which includes seminars, as well as a research apprenticeship under the supervision of a member of the faculty;
• Complete comprehensive assessments covering the psychology core, research core, and professional practice;
• Complete the three-credit PSGE 8999 DISSERTATION SEMINAR IN PSYCHOLOGICAL AND EDUCATIONAL SERVICES, including the preparation and oral defense of an original dissertation proposal under the direction of a mentor and committee of faculty;
• Develop and defend in an oral examination an original dissertation in the area of school psychology; and
• Complete all the requirements for the degree within eight years of initial registration in the program.

Students may be terminated from the program if they fail to complete any of these requirements.

Therapeutic Interventions, MSE

39 credits

NYSED 21374

Students who are admitted to the doctoral program in school psychology, the professional diploma program in school psychology or to the professional diploma program in bilingual school psychology, and who do not have a relevant master’s degree, must complete a master’s degree (MSE) while matriculated in their programs in order to be eligible for permanent professional New York state certification as a school psychologist or school psychologist with a bilingual extension.

These MSE programs are designed to provide specialized studies in areas that complement the practice of school psychology. These are “captured” programs that overlap with the school psychology professional diploma and doctoral programs.

Note: These master’s degree programs or specialization areas do not in and of themselves lead to eligibility as a school psychologist or bilingual school psychologist. Students must complete the PD, Bilingual PD, or PhD in school psychology to meet New York state’s requirements for eligibility as a certified school psychologist.

Completion Requirements

To complete the MSEs, students must

• Complete the prescribed program of study, including the four courses (12 credits) that do not overlap with the PD or bilingual PD programs prior to or concurrently with completing the PD or PhD;
• Maintain a minimum overall graduate grade point average of 3.25 (B or better); and
• Complete an end-of-program comprehensive assessment.

Admissions

Admission to one of these three MSE programs is limited to students already admitted to the PD in school psychology, the bilingual PD in school psychology, or the PhD in school psychology. Admission to and enrollment in one of these programs is sufficient for admission to a master’s program.

Applicants do not need to be bilingual for admission to the MSE in the psychology of bilingual students.

Students in the bilingual PD in school psychology who lack a master’s degree must complete the master’s in the psychology of bilingual students in order to be eligible for the New York state bilingual extension.
To apply, students need to complete an interprogram application form, which is available from the division or deans' offices.

### Requirements

#### Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master's Core</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDGE 6100</td>
<td>ISSUES AND TRENDS IN AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>EDGE 6101</td>
<td>RACE AND MULTICULTURAL EDUCATION IN AMERICAN SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td><strong>Foundations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSGE 6341</td>
<td>PSYCHOLOGY OF PERSONALITY AND INDIVIDUAL DIFFERENCES</td>
<td>3</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSGE 5203</td>
<td>INTRODUCTION TO RESEARCH or PSGE 7681 QUANT RES METHODS I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Intervention</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSGE 6311</td>
<td>APPLICATIONS OF BEHAVIOR ANALYSIS IN EDUCATIONAL SETTINGS</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 6446</td>
<td>CONSULTATION WITH FAMILIES IN A DIVERSE SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7428</td>
<td>ADVANCED INTERVENTION SEMINAR: THERAPEUTIC INTERVENTION ¹</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7620</td>
<td>THEORIES OF COUNSELING</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fieldwork</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSGE 7500</td>
<td>CLINICAL PRACTICUM IN SCHOOL PSYCHOLOGY ²</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7502</td>
<td>CONSULTATION PRACTICUM IN SCHOOL PSYCHOLOGY ³</td>
<td>3</td>
</tr>
<tr>
<td><strong>Cognate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSGE 6418</td>
<td>EMOTIONAL DISORDERS OF CHILDHOOD AND ADOLESCENCE</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7423</td>
<td>THERAPEUTIC INTERVENTIONS IN THE SCHOOLS</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7630</td>
<td>PSYCHOLOGY OF SMALL GROUPS</td>
<td>3</td>
</tr>
<tr>
<td><strong>Comprehensive Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSGE 0720</td>
<td>MASTER'S COMPREHENSIVE EXAM/ASSESSMENT IN THERAPEUTIC INTERVENTIONS</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total Credits:** 39

1. Usually taken in the first semester of the internship or during externship. An intervention project is required
2. Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved clinical setting
3. Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved school setting

### Courses

**EDGE 6100. ISSUES AND TRENDS IN AMERICAN EDUCATION. (3 Credits)**
The course is designed to provide students with the opportunity to become familiar with the important movements, trends, and innovations that are shaping the education profession.

**EDGE 6101. RACE AND MULTICULTURAL EDUCATION IN AMERICAN SOCIETY. (3 Credits)**
Examines the concept of cultural pluralism—the values, traditions, and aspirations of various immigrant and ethnic groups; examines the institutionalized nature of prejudice and its impact on the cultural, economic, social status, and mobility patterns of selected ethnic groups.

**EDGE 6106. HRE PRACTICUM I. (3 Credits)**
This course integrates the knowledge and skills acquired during the program. In this first practicum, students identify an organizational problem and begin the consultation process. They must identify a sponsor, contract for the assignment, collect data and provide feedback to the appropriate organizational members.

**EDGE 6107. HRE PRACTICUM II. (3 Credits)**
This course continues the process begun in Practicum I. In partnership with the organization, students design and implement an intervention based on the data collected earlier in the consultation process. They must evaluate the performance outcomes associated with the intervention.

**EDGE 6226. DESIGN OF INTERACTIVE LEARNING SYSTEMS. (3 Credits)**
Cognitive theory and programming skills are taught that enable students to develop multimedia instructional software in a variety of paradigms (for example, simulation, coaching, hypertext, multimedia, tutorial, and drill and practice). To ensure instructional effectiveness, emphasis is placed on building instructional strategies (based on cognitive theory) into the design. To ensure usability, human-computer interaction issues are considered (again, based on cognitive theory). Prerequisite: PSGE 5220 or consent of instructor.

**EDGE 6703. MEAS HUM RES ED. (3 Credits)**
Focuses on understanding, using and developing assessment tools in the workplace. Students design an instrument, collect and analyze data, and write and present their findings. Measurement concepts of reliability and validity are discussed in relation to developing or purchasing assessment tools.

**EDGE 8001. DOCTORAL RESEARCH APPRENTICESHIP. (0 Credits)**
A seminar (two consecutive semesters and a summer) in which the student is required to attend monthly seminars. The student is required to undertake research with a faculty member, culminating in a research project that demonstrates the student’s ability to do doctoral work. Prerequisite: Permanent Matriculation Status. **Attribute:** Z637.

**EDGE 9990. INDEPENDENT STUDY. (4 Credits)**
Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration only by approval of professor directing study, chairman of the student’s division, and director of graduate studies.
Contemporary Learning and Interdisciplinary Research, PhD
NYSED 35223
Through interdisciplinary teaching, learning, and research, the PhD program in Contemporary Learning and Interdisciplinary Research (CLAIR) is committed to finding innovative solutions that address the multifaceted challenges of education in a technologically complex, globalized world. Guided by the belief that education should be transformative, this unique program fosters ethical, versatile, and collaborative scholars who embrace multiple paradigms of inquiry to understand and improve contemporary learning environments. The PhD program in CLAIR follows Fordham University’s Jesuit tradition of rigorous academic endeavor, service to complex urban and metropolitan communities, and dedication to the intellectual, moral, and socioemotional development of the individual. CLAIR epitomizes the Graduate School of Education’s mission to create and nurture an inclusive, dynamic, intellectual, and reflective community that generates knowledge and promotes inquiry and excellence.

CLAIR includes a research core that engages students in authentic research. Through the perspective of multiple paradigms and the use of multiple methodologies, research teams of University faculty and CLAIR students generate new knowledge, test hypotheses, and solve problems related to contemporary learning.

Graduates of the program are prepared for a variety of roles, including instructional leader, teacher educator, program evaluator, educational researcher, academician, diversity trainer/multicultural educator, and industry professional designing educational materials, curriculum, and assessments.

Matriculation Requirements

Doctoral students are not fully matriculated until they have successfully completed the initial phase of the program. During the semester in which provisional doctoral students expect to complete their 12th to 15th credits of doctoral work, they must obtain permanent matriculation status. In CLAIR, the review is conducted after students have completed at least one course in the research core and at least 15 credits. CLAIR faculty evaluate each student’s portfolio to determine whether permanent matriculation will be granted. Candidates for matriculation must:

- complete at least one course in the research core and 15 credits;
- hold a 3.7 or higher GPA in CLAIR coursework at the time of review;
- receive satisfactory evaluations from course instructors on a knowledge, skills, and dispositions assessment;
- demonstrate competence in APA style;
- submit an updated personal statement related to research in contemporary learning; and
- submit a course plan, a specialization focus, and a request for a research mentor.

Admissions

Applicants seeking admission to the PhD program in CLAIR must meet the general requirements for admission to doctoral study in the Graduate School of Education and these specific requirements:

- **Master’s Degree**: Applicants must have a master’s degree from an accredited college or university with a major or concentration in an appropriate field. To qualify for doctoral program, applicants must have earned a minimum graduate cumulative GPA of approximately 3.5 (B+).
- **Graduate Record Examination (GRE)/Miller Analogies Test (MAT)**: Applicants are required to submit scores, not older than five years, from either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Information about the Graduate Record Examination is available at the Educational Testing Service Graduate Record Examination website at gre.org. Information about the Miller Analogies Test is available from its website at milleranalogies.com.
- **Personal and Professional Goals Appropriate to Program**: Applicants must submit a personal statement as part of their application to the program.
- **Academic/Professional References**: A minimum of two references are required with the application. The purpose of these references is to establish suitability for doctoral study in this program. Therefore, references should be from persons qualified to assess academic and professional potential. References who can speak to the applicant’s research interests and abilities are also encouraged.
- **Interview**: An in-person, phone, or virtual interview will be required.
- **Academic Writing Samples**: Applicants are required to submit one academic writing sample with their application.

Students are admitted to the doctoral program on a provisional basis, and their progress is monitored through the matriculation review process and through periodic review by their mentor, adviser, the CLAIR director, and CLAIR faculty.

Requirements

Program of Study

All students in CLAIR are required to complete 45 credits of coursework prior to achieving candidacy (i.e., beginning dissertation work), which includes a research core, a contemporary learning core, a specialization core, and electives. Specializations are defined with the CLAIR advisor in order to develop content knowledge in a particular field.

Electives must be taken within the CLAIR program or be approved by CLAIR advisers. Students are required to complete an independent research project (Capstone Project) that serves as a comprehensive assessment and the final gateway to doctoral candidacy. Once students achieve candidacy, they are also required to enroll in Dissertations Seminar, which is credit bearing (3 credits/semester enrolled), until they successfully defend the dissertation. The coursework requirements are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations of Interdisciplinary. Research I &amp; II</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Critique of Research</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Updated: 10-11-2017
Advanced Seminar in Interdisciplinary Research I, II, & III 3
Advanced Qualitative Methods 3
Advanced Quantitative Methods 3
Contemporary Learning Core
Sociopolitical Dimensions of Education 3
Specialization
Courses that count toward specialization are selected in consultation with the academic adviser as the student defines the area of focus. Courses may be taken from any GSE division with approval from adviser. (minimum 12 credits)
Cognates and Electives
Cognates include courses outside of specialization and can be taken from GSE or university courses, research modules, or internship offerings. Students may also take elective courses that enhance an interdisciplinary specialization or focus on research methodology. Courses may be taken from any GSE division or university department with approval from adviser.
Capstone Project
Must be enrolled for three consecutive semesters. The Capstone Project carries a one-time fee and is non-credit bearing.
Dissertation Seminar
Must be enrolled for duration of dissertation phase until successfully defended (3 credits every semester enrolled).
Total Credits 45

Completion Requirements
To complete the Doctor of Philosophy degree in Contemporary Learning and Interdisciplinary Research (CLAIR), students must meet the GSE general degree completion requirements and these specific program requirements:

- complete the prescribed program of study, including a minimum of 45 credits (beyond the master’s degree) taken at Fordham Graduate School of Education, under the direction and approval of an adviser
- maintain a minimum overall graduate GPA of 3.5 (B+ or better)
- complete and defend a one-year independent, capstone research project (3 consecutive semesters)
- develop and defend an original dissertation related to contemporary learning and interdisciplinary research with approval of the CLAIR faculty

GSE Courses
The prefixes used for Graduate School of Education courses are:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASGE</td>
<td>Administration and Supervision</td>
</tr>
<tr>
<td>CLGE</td>
<td>Contemporary Learning</td>
</tr>
<tr>
<td>CTGE</td>
<td>Curriculum and Teaching</td>
</tr>
<tr>
<td>EDGE</td>
<td>Interdisciplinary Research</td>
</tr>
<tr>
<td>PSGE</td>
<td>Psychology</td>
</tr>
<tr>
<td>UEGE</td>
<td>Urban Education</td>
</tr>
</tbody>
</table>

The numbering system is the key to the course levels, specifically:

- 5000 series Graduate courses and institutes
- 6000 series Graduates courses and advanced institutes
- 7000 series Advanced graduate courses

8000 series Seminars and guided tutorials
9000 series Special courses and process registrations

ASGE 5112. FUNDAMENTALS OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT. (1-3 Credits)
A basic course dealing with the role of the school-based administrator in the administration of schools. The course takes up issues related to account management issues, school effectiveness, human resources, communications, and human relations.

ASGE 5119. FUNDAMENTALS OF EDUCATIONAL SUPERVISION. (3 Credits)
Considers the human, technical, educational, and moral aspects of supervision; possible arrangements and alternatives for supervision; effective practices in supervision; and needed involvement of supervision in school restructuring. Students will consider curricula, pedagogy, professional development and evaluation as part of this course.

ASGE 5902. MANAGEMENT OF CONTINUING AND ADULT EDUCATION PROGRAMS. (3 Credits)
This course is designed to provide an understanding of current behavior concepts, theories, and processes of management and supervision as applied to adult-education organizations and agencies.

ASGE 6105. HR I: THE GENERALIST. (3-4 Credits)
This course begins the program, introducing current issues faced by organizations and by HR departments in particular. We examine those functions typically enacted by HR generalists, including recruitment and retention, employee relations, and legal issues germane to HR (e.g., ADA, AFMA, OSHA, fire-at-will, sexual harassment).

ASGE 6110. HR II: THE SPECIALIST. (3 Credits)
This course explores the functions typically enacted by HR specialists, including benefits, compensation, succession planning, and labor relations.

ASGE 6130. INSTRUCTIONAL LEADERSHIP. (3 Credits)
Development of leadership in optimal staff performance and emphasis on factors that facilitate learning. Students will develop understand their role as instructional leaders using formal and informal observation protocols and practice assessing lessons using a variety of rubrics.

ASGE 6132. ORGANIZATIONAL BEHAVIOR. (3 Credits)
Focuses on social/psychological forces influencing the behavior of the individual. Topics include communication, perception, motivation, attitudes, values, adult development, leadership, power, and influence.

ASGE 6145. LEADING IN A DIVERSE SOCIETY. (1-3 Credits)
Provides understanding and knowledge of the various cultural and ethnic groups in America and how they have impacted society and vice versa; explores concepts, issues, and dilemmas related to a multicultural, diverse society from both a historical and contemporary perspective; develops strategies to understand dynamics of the school community; and proposes solutions to meet challenges of a diverse society.

ASGE 6224. THE SUPERINTENDENCY. (3 Credits)
Consideration of the chief roles of the superintendent of schools, such as school board relationships; personnel; finance and budgeting; program planning; community relationships; local, state, and federal relationships; and evaluation.

ASGE 6225. BOARDS OF EDUCATION. (3 Credits)
The study of the role, responsibilities, power, and legal aspects of dealing with boards of education. Course is designed for board members, and practicing and prospective school administrators.
ASGE 6227. CASES AND SIMULATIONS IN ADMINISTRATION AND SUPERVISION. (3 Credits)
This course uses a variety of cases and simulations to provide "situational data" for analysis of issues, problem solving, and leadership development.

ASGE 6322. SCHOOL FINANCE. (3 Credits)
Theory and practice of property taxation, tax and educational equity issues, understanding state school aid, and alternatives to existing funding patterns. It also considers the management of financial resources at the district and site level.

ASGE 6325. SCHOOL LAW. (3 Credits)
The legal status of the pupil, the teacher, and the superintendent; liabilities of school boards; inter-relationships of the school and the state. The interrelationships of the school board and municipality, as well as labor laws.

ASGE 6331. SHAPING EDUCATIONAL POLICY. (3 Credits)
A study of educational management as affected by public policies. Focus on political environments, decision-making processes, and legislation influencing education, as well as strategies and techniques for managing their impact on educational institutions.

ASGE 6333. PROFESSIONAL DEVELOPMENT. (3 Credits)
This course deals with promoting the personal and career growth of people in organizations, using a model of a career life cycle, beginning with orientation and moving through each job change and promotion. Focus is on ways to provide challenging assignments to people through lateral rather than vertical moves.

ASGE 6338. ETHICS OF SCHOOL ADMINISTRATION. (3 Credits)
Using case studies and theoretical analyses, this course examines the ethical issues that school administrators commonly face.

ASGE 6359. ADMINISTRATION OF POST-SECONDARY EDUCATION. (3 Credits)
The course examines the variety of educational institutions beyond secondary education, including colleges and universities, community colleges, professional schools, and career preparation institutes from an organizational and management perspective. Beginning with an overview of the history and philosophy of post-secondary education, this course will consider how purpose, structure, function, budget, and operations have developed and changed to meet the changing needs of and demands on post-secondary education in the 21st century.

ASGE 6361. STRATEGIC PLANNING/CHANGE. (3 Credits)
The basic elements and dynamics of planned change are examined. Emphasis is on strategies for achieving change in urban schools, including examples of successful innovation. The course focuses on how school leaders use data and budgets to drive their instruction plans in a K–12 environment.

ASGE 6362. UNDERSTANDING AND MANAGING CHANGE. (3-4 Credits)
Students learn to scan the internal and external environments to identify challenges and constraints, to understand stakeholders' investments in maintaining or challenging the status quo, to understand and manage change in the context of various change models, and to align business strategies with organizational systems and structures.

ASGE 6371. HIST & DESCRIP RESEARCH. (3 Credits)
Techniques in the use of archival materials, primary sources, and secondary publications will be taught in the framework of educational policy research.

ASGE 6461. CRITICAL ISSUES IN ADMINISTRATION AND SUPERVISION. (3 Credits)
Synthesizes research on enduring and emerging issues in administration and supervision including retrenchment, special education, finance and desegregation.

ASGE 6520. INTERNSHIP I. (3 Credits)
Systematic observation and planned participation in the administrative and supervisory activities of an urban or suburban school. Application must be submitted to the division chairperson by the end of the second month of the semester preceding internship.

ASGE 6521. INTERNSHIP II. (3 Credits)
Systematic observation and planned participation in the administrative and supervisory activities of an urban or suburban school. Application must be submitted to the division chairperson by the end of the second month of the semester preceding internship.

ASGE 6531. CLINIC FOR SCHOOL ADMINISTRATORS. (1.5-3 Credits)
This clinic course provides a university setting in which present and prospective administrators can consider current issues, problems, and opportunities in contemporary school systems.

ASGE 6532. SEMINAR FOR NONPUBLIC SCHOOL ADMINISTRATORS. (1-3 Credits)
This is an individualized, project-centered course in which participants will bring together multiple understandings and competencies developed in earlier courses and focus them in a synthetic way on a major problem or issue.

ASGE 6541. PERSPECTIVES ON LEADERSHIP. (3 Credits)
This course is designed to expose participants to various theories of leadership, to have them examine their own experience in working with a leader, to have them probe their own sources of motivation in seeking to exercise leadership, and to have them develop specific leadership skills and approaches in becoming accountable school leaders.

ASGE 6620. ADVANCED STATISTICS IN ADMINISTRATION AND SUPERVISION. (3 Credits)
Covers statistical inference and prediction in research in educational leadership, administration, and policy, including parametric and nonparametric methods, and concepts of measurement and probability.

ASGE 6720. PROGRAM EVALUATION AND RESEARCH IN ADMINISTRATION AND SUPERVISION I. (3 Credits)
Focuses on the nature of research as it applies to studies in educational leadership, administration, and policy. Includes the development of research topics and the selection of appropriate ways to investigate these topics. Students will learn how to use data to drive instruction.

ASGE 7320. DATA ANALYSIS & ACCOUNTABILITY. (3 Credits)
School administrators are challenged to manage and analyze data to inform instruction and improve student performance. This course teaches the use of data for setting goals, monitoring progress and using data warehousing—thus holding educators accountable for results. Students will analyze and share data in "data cycle" format to inform educators and the public regarding what they receive from the district and/or read in the print and electronic media.
ASGE 7322. ECONOMICS AND FINANCE OF EDUCATION. (3 Credits)
Course studies the efficiency of the funding of education—including sources, budgets, uses, and effects—at the federal, state, and local levels. Key concerns are the equity of spending, the efficiency of resource utilization, the productivity of schools in relating dollars spent to student achievement, and the privatization of education (e.g., charter schools, vouchers, and school choice). Course has practical uses for school leaders who must set budgets, maintain sources of school income, and analyze the spending of funds in both public and private schools.

ASGE 7333. DATA ANALYSIS AND ACCOUNTABILITY. (3 Credits)
School administrators are challenged to manage, analyze, and use data to inform instruction and improve student performance. This course teaches the use of data for setting priorities and goals, monitoring progress, and data warehousing—thus holding educators accountable for results. Students will also analyze and share data in a “data cycle” format to inform educators and the public regarding what they receive from the district or read in the print and electronic media. The overall purpose is to use data analysis for school accountability, improvement, and reform.

ASGE 7428. SEMINAR IN LEADERSHIP. (3 Credits)
This advanced seminar deals with selected topics and issues in leadership. The course involves the exploration of theoretical frameworks as means of interpreting problems from the field and suggesting leadership responses to these problems.

ASGE 7429. SOCIAL THEORIES AND EDUCATIONAL INSTITUTIONS. (3 Credits)
This is an in-depth analysis of social theories and their implications for the restructuring of educational and other social institutions. The course focuses on structural-functional theory and other theories and their contemporary critics.

ASGE 7430. POLITICAL FACTORS IN ADMINISTRATION AND SUPERVISION. (3 Credits)
The study of the effects of coalitions, local political systems, and power and authority with respect to administering and leading educational systems.

ASGE 7431. ADMIN & SUPV SEMINAR. (3 Credits)
An advanced seminar in administration and supervision; exploration and study of comprehensive professional concerns.

ASGE 7432. SEMINAR IN ORGANIZATIONAL THEORY. (3 Credits)
Focuses on application of organizational theory to school administration. Theories of Weber, Argyris, McGregor, Etzioni, and others will be examined.

ASGE 7435. STRATEGIC THINKING, PLANNING, AND IMPLEMENTATION. (3 Credits)
Every organization needs to grow, and today's organizations need to do so in a competitive and ever-changing environment. The heart of the change process is in the strategy the organization selects to move forward. In this course, students learn to understand their industry, the competition, and their organization's core competencies and values. They learn strategic models, including those of Michael Porter, Treacy and Wiersma, Hamel and Prahalad, Kim and Mauborgne, and Richard D'Aveni. Using Nadler and Tushman's model for Congruence, they learn to align their organizations with the chosen strategy.

ASGE 7439. ADVANCED SEMINAR FOR NONPUBLIC SCHOOL ADMINISTRATION. (1,3 Credits)
This course provides advanced study of administration in nonpublic schools. Issues of finance, curriculum, personnel, physical plant, instruction, and community relations are covered.

ASGE 7440. SEMINAR IN ORGANIZATIONAL BEHAVIOR. (1-3 Credits)
This course focuses on individuals and groups in the organization and on both the micro and macro perspectives of their behavior. The perspective, historical background, methodology, and theoretical framework for the field of organizational behavior will be presented. The emphasis will be on developing leaders with a vision that reflects an understanding of the social and psychological forces influencing the behavior of the individual in organizations and the dynamics, processes, and structures of organizational behavior.

ASGE 7442. LEADING ORGANIZATIONAL CHANGE. (3 Credits)
This course focuses on the nature of discontinuous change and on managing the paradoxes of change including chaos and order. Several current theories of change will be presented and applied to students' organizational settings. The emphasis will be on developing leadership skills for crafting a vision, mission, and strategic plan for change, as well as for aligning the organization behind the vision.

ASGE 7444. LEADING A LEARNING ORGANIZATION. (3 Credits)
This course focuses on the nature of learning organizations (in business and in schools)—and the process that has been used to create and lead such organizations. While studying various leadership styles and perspectives, an ongoing emphasis will be placed on hypothesizing how these divergent interpretations of leadership can be applied to learning organizations. Teams will complete in-depth studies of actual learning organizations (in business and schools) and present these models. This will lead to an individual reflective plan centering on leading a learning organization.

ASGE 7446. SEMINAR IN ORGANIZATIONAL CULTURE. (1-3 Credits)
This course focuses on the nature of organizational culture: how it comes into being, how to shape a culture, and how to change a culture. Students discuss the development of norms, values, and behaviors in an organization. Examples of effective as well as dysfunctional cultures are analyzed.

ASGE 7448. SEMINAR IN ETHICS AND SOCIAL JUSTICE. (1-3 Credits)
This course develops students' vocabulary for discussing and clarifying ethical issues and for gaining understanding of ethical issues within organizations. The course helps students develop policies and strategies to address ethical issues within their organizations, toward their clients, and within the civic communities in which they are located.

ASGE 7450. SEMINAR IN THE SPIRITUALITY OF LEADERSHIP. (3 Credits)
This course focuses on the nature of spirituality and on leading the building of community within organizations. The course will explore spirituality as it basically relates to education. Throughout the course, spirituality will be differentiated from formal religion. The spiritual dimension of educational practice will be presented as it pertains to building community with educators, families, organizations, and cultures.

ASGE 7530. CLINICAL PRACTICE IN ADMINISTRATION AND SUPERVISION. (3 Credits)
This course provides students with applied field experiences designed to work out solutions to particular problems of practice.

ASGE 7531. ADVANCED QUALITATIVE RESEARCH. (3 Credits)
This course offers students the opportunity to engage in field research activities that focus on initial research design, data collection, and analysis.

ASGE 7721. RESEARCH IN ADMINISTRATION AND SUPERVISION I. (3 Credits)
Emphasizes development of individual research proposals, using quantitative methods and design, in preparation for dissertation seminar.
ASGE 7731. RESEARCH IN ADMINISTRATION AND SUPERVISION II. (3 Credits)
Continue development of conceptualizing research questions with emphasis on qualitative methodology.

ASGE 8001. RESEARCH APPRENTICESHIP. (0 Credits)

ASGE 8505. DIRECTED RESEARCH IN EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND POLICY. (1-3 Credits)
Designed for students who are developing research problems or projects for their doctoral studies.

ASGE 8750. DISSERTATION SEMINAR: EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND POLICY. (3 Credits)
Seminar for advanced Doctor of Education candidates in the Division of Educational Leadership, Administration, and Policy who have completed all of their coursework. The purpose of the seminar is to assist students in developing an approved dissertation proposal.

ASGE 8751. DISSERTATION SEMINAR: EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND POLICY, PHD. (3 Credits)
Seminar for advanced Doctor of Philosophy candidates in the Division of Educational Leadership, Administration, and Policy who have completed all of their coursework. The purpose of the seminar is to assist students in developing an approved dissertation proposal.

ASGE 9990. INDEPENDENT STUDY. (1-4 Credits)
Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration requires approval of the professor directing the study, the division chair, and the director of graduate studies.

CLGE 6100. SPECIAL TOPICS IN CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (3 Credits)
Special topics for CLAIR program.

CLGE 6101. SPECIAL TOPICS IN CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (3 Credits)
Used with unique course title each time offered.

CLGE 6102. SPECIAL TOPICS IN CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (1 Credit)
This module will focus on analyzing data gathered in mixed method research.

CLGE 6103. SPECIAL TOPICS IN CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (1 Credit)
This module will focus on writing up and presenting mixed methods studies.

CLGE 6104. SPECIAL TOPICS IN CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (3 Credits)
This course shall be used with unique course titles and descriptions each time it is offered.

CLGE 6105. INTERVIEW ANALYSIS. (1 Credit)
This module will focus on analyzing interview data.

CLGE 6106. Academic Writing. (1 Credit)
This module will focus on writing for academic purposes.

CLGE 6140. FOUNDATIONS OF INTERDISCIPLINARY RESEARCH I. (3 Credits)
Representative seminal and field/action research studies drawing on the professional literature in psychology, anthropology, linguistics, and education to develop an understanding of diverse research traditions.
Attribute: TE.

CLGE 6142. FOUNDATIONS OF INTERDISCIPLINARY RESEARCH II. (3 Credits)
During this two-semester seminar, doctoral students will be immersed in representative seminal and field/action research studies drawing on the professional literature in psychology, anthropology, linguistics, and education to develop an understanding of diverse research traditions. Participants will explore research designs and processes in published studies for posing questions, and collecting, analyzing, and interpreting data from quantitative and qualitative perspectives. Drawing on the knowledge bases informing an interdisciplinary understanding of learning, we will design our individual and collaborative studies using hypothesis testing and hypothesis-generating stances, mindful of the ethical dimensions of these endeavors.

CLGE 6240. GLOBAL PERSPECTIVES ON LANGUAGE, CULTURE, AND EQUITY. (1-3 Credits)
Provides theoretical and research exploration of global conceptualizations for communicating and learning in more than one language.

CLGE 6280. MULTICULTURAL COMPETENCIES AND TOOLS OF AWARENESS, TRANSFORMATION, AND ADVOCACY. (3 Credits)
Grounded in interdisciplinary theory, research, and practice implications for effective learning, this course is designed to develop: (a) foundational multicultural competencies, particularly in the self-awareness components of empathic resources and hidden biases, and (b) culturally relevant tools for promoting educational achievement for all students, including those vulnerable to discrimination. Students will be challenged to reflect on their own cultural biases, expand their conception of appropriate professional roles, and develop awareness, knowledge and skills necessary to facilitate effective learning opportunities with diverse students. This course incorporates didactic, experiential, cognitive, affective, individual, and small group models of learning.

CLGE 6380. STANDARDIZED AND ALTERNATE ASSESSMENTS FOR STUDENTS AT RISK OR WITH DISABILITIES. (3 Credits)
Focus on practices and policies related to the use of standardized and alternative assessment approaches for understanding and supporting student learning, instructional planning, and policy making.
Attribute: TE.

CLGE 6400. LEARNING THROUGH LANGUAGE. (3 Credits)
An interdisciplinary course focusing on the relationship for teachers and supervisors between language as a tool for learning and language as evidence of learning. Particular emphasis will be placed on the relationship between these concerns and the need for improving the reading and writing proficiencies of students in all levels of education.

CLGE 6440. UNDERSTANDING CONTEMPORARY LITERACIES. (3 Credits)
Introduces various frameworks of literacy in the contemporary world.

CLGE 6540. DEVELOPMENT IN CONTEXT. (1-3 Credits)
This course will review current thinking in developmental psychology as reflected in prevailing developmental theory and current areas of research.

CLGE 6545. STRUCTURAL, PHILOSOPHICAL AND PSYCHOLOGICAL EXAMINATIONS OF ARGUMENT. (3 Credits)
Explores the form and function of arguments in writing and discourse.

CLGE 6550. MOTIVATION TO LEARN. (1-3 Credits)
This course will focus on taking an in-depth look at achievement motivation from a psychological perspective.

CLGE 6555. BECOMING LEADERS OF CONTEMPORARY LEARNING. (3 Credits)
Examine contemporary learning through the forces that are generally attributed to reshaping education in the 21st century.
CLGE 7150. PROGRAM ASSESSMENT AND EVALUATION II. (1-3 Credits)
This course focuses on how to assess the effectiveness of educational service delivery systems, both in schools and other human service settings.

CLGE 7152. PRGM ASSESS & EVAL 11. (1-3 Credits)
Focuses on how to assess the effectiveness of educational service delivery systems, both in schools and other human service settings.

CLGE 7175. INTERNSHIP IN CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (3 Credits)
Students shall engage in professional experiences in the schools and/or education related agencies as interns. Prerequisite: CLGE6140 and CLGE6142.

CLGE 7190. ADVANCED SEMINAR IN INTERDISCIPLINARY RESEARCH I. (3 Credits)
Team-taught, two semester will scaffold the skills and learning of research apprentices though the process of conducting interdisciplinary, ethnographic, field, and empirical research studies.

CLGE 7192. ADVANCED SEMINAR IN INTERDISCIPLINARY RESEARCH II. (3 Credits)
Team-taught, two semester seminar will scaffold the skills and learning of research apprentices through the process of conducting interdisciplinary, ethnographic, field, and empirical research studies.

CLGE 7194. ADV SEM INTERDIS RES 111. (1 Credit)
Three semester seminar will scaffold the skills and learning of research apprentices through the process of conducting interdisciplinary, ethnographic, field, & empirical research studies.

CLGE 7220. CLOSING THE OPPORTUNITY/ACHIEVEMENT GAP. (3 Credits)
Provides educators, leaders, and policy makers with the skills, knowledge, and dispositions to work with diverse youth populations.

CLGE 7240. MULTILINGUAL LITERACY: EXPLORING LITERACY IN MULTIPLE LANGUAGES AND CULTURES. (3 Credits)
Provides theoretical and research foundations to the intersection of languages and cultures across literacy practices in multiple educational, social, and geographical contexts.

CLGE 7340. CONTEMPORARY INTERVENTIONS FOR STRUGGLING READERS AND WRITERS. (3 Credits)
It is estimated that more than 10 million children in the United States have some degree of oral-language-based reading disability. Roughly 80 percent of children referred for special services require support services in reading, writing, and oral language. Best contemporary practices rely on interdisciplinary teams to assess difficulties and plan interventions. This interdisciplinary course draws from the fields of literacy, learning disabilities, psychology, and neuroscience in examining theories and research in reading and writing processes and best practices for universal design.

CLGE 7490. TEACHING COMPOSITION IN THE 21ST CENTURY: THEORY AND PRACTICE. (1-3 Credits)
This course will explore cognitive and sociocultural perspectives of writing and ask students to consider and practice methods for teaching and researching issues of composition in the 21st century.

CLGE 7520. COGNITION, TECHNOLOGY, AND INNOVATION. (3 Credits)
Overall objective of course is to gain and apply knowledge of human information processing, motivation, and creativity to the design of effective instruction.

CLGE 7570. POSITIVE TRAJECTORIES: RESILIENCE AND ADAPTATION. (1-3 Credits)
CLAIR. Provides an overview of the extant research on the individual, community, and cultural qualities that facilitate optimal development amount “at risk” learners.

CLGE 8001. CAPSTONE RESEARCH PROJ. (1 Credit)
To establish candidacy, CLAIR doctoral students are required to work on a capstone project and schedule a hearing with the capstone project committee.

CLGE 8002. CAPSTONE RESEARCH PROJ. (1 Credit)
To establish candidacy, CLAIR doctoral students are required to work on a capstone project and schedule a hearing with the capstone project committee. The function of the project is to demonstrate the breadth and depth of scholarship, and the unique talents and experiences of each student. As such, this project should be tailored to the student’s interests and ideally tied to the dissertation. During this experience, the student will select and work closely with a mentor, who will help in the development of the capstone project. This mentor can be the student’s academic advisor or another faculty member with whom the student has research interests in common. Successful defense of the capstone project will establish doctoral candidacy.

CLGE 8110. DISSERTATION SEMINAR: CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (3 Credits)
Seminar for advanced doctoral candidates who have completed all coursework for their degree. The purpose of the seminar is to have students develop an approved proposal for their doctoral dissertation.

CLGE 8111. DISSERTATION SEMINAR: CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (3 Credits)
Seminar for advanced doctoral students. PRE-REQUISITE: CLGE 8001.

CLGE 9990. CLGE SPECIAL TOPICS. (3 Credits)
CTGE 5055. INTEGRATING TECHNOLOGY INTO ELEMENTARY EDUCATION. (1 Credit)
This course assumes introductory knowledge, skills, and understanding of concepts related to technology including the ability to access, generate, process and transfer information using appropriate technologies as well as familiarity with various software programs. This course will assist students in planning, designing, implementing and assessing learning environments and experiences supported by technology. This course will emphasize computer capabilities for teaching, classroom management, the use of assistive technology and communicating electronically from a K-6 perspective.

CTGE 5066. TEACHING SOCIAL STUDIES TO CHILDREN. (3 Credits)
This basic course in social studies education provides a conceptual and operational framework for reflective, pre-service teachers, systematically reflecting on research, theory, and practice as these influence teacher decision-making for enhancing student learning in social studies.

CTGE 5153. TEACHING THE GIFTED AND TALENTED. (3 Credits)
Characteristics and problems of gifted students, and ways of meeting their intellectual needs and interests. Emphasis will be placed on innovations, appropriate materials, and activities.
CTGE 5154. INCLUDING EXCEPTIONAL STUDENTS. (4 Credits)
This course will introduce concepts, skills, and assistive technologies that enable teachers to include students with exceptionalities in regular classes. Emphasis will be on students with mild disabilities; in addition, we will learn about students with the full range of disabilities and special health care needs, along with the kinds of provisions often made for them in an Individualized Education Program (IEP). The course focuses on three interconnected strands: the effect of disabilities on learning and behavior, skills to identify student strengths and areas of need in order to individualize instruction, and collaboration with others to prepare students to their highest levels of academic achievement and independence within inclusion settings. Students are encouraged to create ideal inclusion models.

CTGE 5155. SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE. (3 Credits)
Trace the principles, policies, practices, and perspectives of special education over time in the US and other countries. Students shall complete 8 hours field work focused on students with disabilities. Prerequisite: For all special education courses.

CTGE 5157. ASSESSMENT STRATEGIES FOR YOUNG CHILDREN WITH DISABILITIES. (3 Credits)
This course provides an overview of assessment approaches and practices in early intervention and early childhood special education programs. Students will obtain skills in administering formal and informal assessments, implementing culturally unbiased instruments and procedures, and interpreting and communicating assessment results for planning intervention and evaluating instruction and programs. The role of the family in the assessment process is emphasized.

CTGE 5159. ASSESSMENT OF ALL CHILDREN WITH DISABILITIES. (3 Credits)
This course prepares students to use formal and informal educational diagnostic methods for assessment, analysis and evaluation of children with disabilities. Issues of non-biased assessment and instructional implications are included.

CTGE 5160. INSTRUCTIONAL MODIFICATIONS FOR ADOLESCENTS IN INCLUSIVE CLASSROOMS. (3 Credits)
This course will prepare teachers of adolescents to include students with disabilities and special health care needs in their regular content-area classes. Primary focus is on adapting and individualizing instruction and designing assessments to accommodate these students. In addition, the course will address refining skills for improving reading comprehension of content-area text and for collaborating with others to identify strengths, and preparing students with disabilities and special needs to their highest levels of academic achievement and independence. Prerequisite: CTGE 5154 Including Exceptional Students.

CTGE 5161. DIFFERENTIATING INSTRUCTION FOR ALL STUDENTS. (3 Credits)
This course focuses on the development of curricula that is provided in a variety of educational settings. This course assumes that a classroom includes students of different physical and cognitive abilities, students of different racial ethnic, religious, and socio-economic origin, and students who demonstrate individual learning styles. The emphasis of this course is on the teaching-learning process via a decision-making model for differentiating instruction. This process considers the materials, presentation style, organization of classroom instruction (small group, individual, etc.), and the use of technology in differentiating curricula. Recognizing instruction as a collaborative process, this course will examine ways to build collaborative skills needed to establish positive professional relationships with parents, psychologists, social workers, administrators, community agencies, and paraprofessionals.

CTGE 5165. CONSULTATION AND CO-TEACHING IN COLLABORATIVE CLASSROOMS. (3 Credits)
Develop the knowledge, skills, and professional dispositions related to effective communication and shared problem solving used daily in supporting students, families, and the community. Students will complete 8 hours field work focused on students with disabilities.

CTGE 5166. COLLAB & CO-TEACHING. (2 Credits)
Develop the knowledge, skills, and professional dispositions related to effective communication and shared problem solving used daily in supporting students, families, and the community. Practice facilitation roles and responsibilities in key school structures such as IEP meetings, pre-referral intervention assistance teams, RTI Teams, working with Para educators, transition planning, and collaborative or co-teaching. Learn how to use positive behavior intervention and supports, functional behavioral analysis, and behavioral consultation. Plan how to develop a collaborative classroom culture where diversity strengthens a learning community.

CTGE 5167. BEHAVIOR INTERVENTIONS AND EFFECTIVE CLASSROOM MANAGEMENT. (3 Credits)
This course will prepare teachers in special education to support students with disabilities in multicultural settings through the use of positive behavior intervention and supports, functional behavioral analysis, behavioral consultation, explicit instruction, current issues in behavior management. This course will also enable teachers to establish and create a safe, positive, supportive classroom environment in the classroom through behavior change and management.

CTGE 5170. ASSESSMENT OF ALL LEARNERS WITH DISABILITIES. (3 Credits)
Examine assessments to determine eligibility for special education and responsiveness to instruction, including norm-referenced texts, criterion-referenced assessment tasks, and curriculum based assessments.

CTGE 5175. TEACHING ENGLISH LANGUAGE ARTS AND SOCIAL STUDIES IN INCLUSIVE ADOLESCENCE CLASSROOMS. (3 Credits)
Learn Strategies for resolving dilemmas of learner differences when planning curriculum content, daily learning experiences, and assessments specifically for English language arts and social studies courses.

CTGE 5176. TEACHING MATH AND SCIENCE IN INCLUSIVE ADOLESCENCE CLASSROOMS. (1-3 Credits)
Learn Strategies for resolving dilemmas of learner differences when planning curriculum content, daily learning experiences, and assessments specifically for math and science courses.

CTGE 5177. EVID-BASED PRACTICE DISAB. (3 Credits)
Through this course, candidates will develop skills necessary to provide specifically designed instruction to students with mild, moderate, severe, and multiple disabilities including assistive technology, know and be able to use research-based teaching methods of core content areas; including instructional technology, and acquire sufficient pedagogy skills to teach secondary English language arts and social studies in a supportive role. In addition, candidates will learn how to provide access to the general education curriculum through modifications, accommodations, remediation, and acceleration.
CTGE 5200. FIELD EXPERIENCE SEMINAR: ISSUES IN REFLECTIVE PRACTICE. (0 Credits)
This continuous-enrollment seminar and series of field placements focus on issues in schooling practices. Field experiences progress from observation to guided practice with small and whole groups of students. Teacher candidates are assigned to field experiences across a variety of settings and grade levels appropriate to their area of study. The seminar is intended as a vehicle for critical and collaborative reflection, through which theory can be integrated with practical experiences. The seminar/field placement focuses on integrating theory and practice in a setting and grade level appropriate to the candidate's area of study. Foci include observing, guided practice with small and whole groups of students with the seminar designed as a vehicle for critical and collaborative reflection.

CTGE 5201. STUDENT TEACHING SEMINAR: ISSUES IN REFLECTIVE PRACTICE. (3 Credits)
The continuous-enrollment seminar and series of student-teaching placements focus on issues in schooling practices. Student-teaching experiences progress from guided practice with small and whole groups of students to full-time student teaching with ongoing responsibilities for curriculum and instruction. Teacher candidates are assigned to student-teaching experiences across a variety of settings and grade levels appropriate to their area of study. The seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences.

CTGE 5203. FLD EXP SEM IN SERVICE. (0 Credits)
This seminar/field placement focuses on integrating theory and practice in a setting and grade level appropriate to the candidate's area of study. Foci include observing, guided practice with small and whole groups of students with the seminar designed as a vehicle for critical and collaborative reflection.

CTGE 5205. INTERN FELLOWS SEMINAR. (0 Credits)

CTGE 5210. FIELD EXP ED. (3 Credits)
Zero credit and fee for TFA and AELE grant.

CTGE 5211. PRACTICUM FOR IN-SERVICE TEACHERS. (0 Credits)
Supervised student teaching in a setting selected under advisement. Analysis of innovative designs and application of theory to practice. Critical analysis of student competency through self-evaluation and supervisory feedback. Open only to students who already possess initial or professional certification.

CTGE 5212. TEACHING THE ARTS IN CHILDHOOD EDUCATION. (1 Credit)
Introduction to creative and expressive development in children, and to the theory and practice of appreciating and producing drama, movement, music, and the visual arts, as well as the integration of the arts into interdisciplinary curricula.

CTGE 5216. L/T IN PR/EL GRDS: SOC ST. (4 Credits)
CTGE 5222. PRACTICUM FOR IN-SERVICE TEACHERS. (3 Credits)
Supervised student teaching in a setting selected under advisement. Analysis of innovative designs and application of theory to practice. Critical analysis of student competency through self-evaluation and supervisory feedback. Open only to students who already possess initial or professional certification.

CTGE 5224. RDG WRIT LANG ARTS. (3 Credits)

CTGE 5227. TEACHING MATHEMATICS TO CHILDREN. (3 Credits)
This basic course in mathematics education provides a conceptual and operational framework for reflective, pre-service teachers, systematically reflecting on research, theory, and practice as these influence teacher decision-making for enhancing student learning in mathematics.

CTGE 5230. FRAMEWORK FOR EDUCATION FOR ALL YOUNG CHILDREN. (3 Credits)
A critical analysis of the theoretical and empirical bases for working in early childhood settings developed for young children with and without disabilities. Overview of legislation, program models, and program review.

CTGE 5232. EARLY CHILDHOOD CURRICULUM AND ASSESSMENT. (3 Credits)
Conceptual analysis and evaluation of existing early childhood curricula, including emerging trends and issues, educational assessment of the young child, strategies and issues, formulation and implementation of educational goals and objectives, and instructional and behavioral.

CTGE 5233. EARLY LEARNING THROUGH PLAY. (3 Credits)
This course focuses on creating, implementing, and assessing appropriate play experiences in diverse early childhood classrooms. The development of play and its potential for learning across the curriculum will be addressed, with emphasis on the preschool, kindergarten, and early primary grades. Helping families understand the value of play in early learning will also be included.

CTGE 5234. FAMILY, COMMUNITY, AND ALL YOUNG CHILDREN. (3 Credits)
This course critically examines the ecology of early childhood; the young child as a reactive and proactive agent in dynamic interaction with forces in the physical and social environment (family, home, neighborhood, media, legislation, child advocacy, etc.); the reciprocal relationship between early childhood education, family, and community.

CTGE 5241. RDG/LIT: K-12 SPANISH. (3 Credits)

CTGE 5242. TEACHING SCIENCE AND TECHNOLOGY TO CHILDREN. (3 Credits)
This course will provide opportunities to critically analyze recent concepts, theories, and practices in developing a science curriculum. Current trends, technologies, and technological issues and their impact on society will be explored. Emphasis will be placed upon gaining knowledge bases for the life, physical, and earth sciences. Opportunities will be provided to develop an understanding of instructional technologies as tools for reflective practitioners, and to evaluate their use and effectiveness.

CTGE 5245. CHILDREN'S LITERATURE IN A MULTICULTURAL SOCIETY. (3,4 Credits)
Issues of equity and justice are explored through literature. Adult and children's literature are used to examine the concept of cultural pluralism—the values, traditions, and aspirations of various immigrant and ethnic groups. Introduction to various genres and uses of literature in the early childhood and childhood language arts program.

CTGE 5247. TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE CHILDREN. (3 Credits)
Theory and practical approaches and strategies to make content relevant and understandable to students in mainstream classrooms who may lack English language proficiency, experience, and background.

CTGE 5252. MATH CURRICULUM 7-12. (3 Credits)

CTGE 5259. CONTEMPORARY SOCIAL STUDIES EDUCATION. (3 Credits)
This course familiarizes students with the trends and issues facing the specific disciplines in the social studies. The course will examine trends, issues, and implications for the future of American history, global studies, government and politics, economics, anthropology, sociology, and psychology. A strong content base and an appreciation of contemporary issues will enable students to understand the current status of social studies and the implications for the future.

Updated: 10-11-2017
CTGE 5260. TEACHING SOCIAL STUDIES TO ADOLESCENTS. (3 Credits)
This course focuses on recent developments and persistent issues of classroom practice in the teaching of secondary social studies, and on developing skills in teaching methods such as reflective inquiry, problem solving, critical thinking, decision-making, and assessment. Disciplines include anthropology, economics, geography, history, jurisprudence, political science, psychology, and sociology.

CTGE 5261. TCHG & ASSESMNT SOC STD: ADOL. (3 Credits)

CTGE 5270. TCHG BIOLOGY TO ADOL. (3 Credits)
This course familiarizes students with a variety of methods and materials for teaching biology in the secondary schools. The development and analysis of the goals and content of a secondary biology course is emphasized using short- and long-range planning, adherence to curricular standards, assessment of student achievement and teacher effectiveness, instructional applications of technology, and other instructional methods and strategies. Course activities provide a basis for the development of competent biology teachers, including familiarity with relevant journals, issues, sources of information and instructional assistance, and opportunities to practice reflection. The goals and objectives of the course are in concert with the National Science Education Standards for professional development of learning biology content, learning to teach biology, lifelong learning, and integrated programs.

CTGE 5271. TEACHING AND ASSESSING BIOLOGY: ADOLESCENTS. (3 Credits)
This course familiarizes students with a variety of methods and materials for teaching biology in the secondary schools. The development and analysis of the goals and content of a secondary biology course is emphasized using short- and long-range planning, adherence to curricular standards, assessment of student achievement and teacher effectiveness, instructional applications of technology, and other instructional methods and strategies. Course activities provide a basis for the development of competent biology teachers, including familiarity with relevant journals, issues, sources of information and instructional assistance, and opportunities to practice reflection in action.

CTGE 5272. TEACHING AND ASSESSING SCIENCE IN ADOLESCENT CLASSROOMS (7-12). (3 Credits)
Teaching and assessing science in adolescent classrooms. This course familiarizes students with a variety of methods and materials for teaching science (biology, earth science, physics and chemistry) to adolescents.

CTGE 5275. INTEGRATING MATH, SCIENCE, AND TECHNOLOGY EDUCATION. (3 Credits)
This is a culminating course in the secondary math and science education programs. It assumes a strong knowledge base in math and/or science content knowledge, pedagogical content knowledge and pedagogical knowledge. One goal of this course is to gain a deeper knowledge and understanding of models of integrated teaching and learning such as project-based learning, problem-based learning, thematic and interdisciplinary teaching and learning. The second goal is to explore technology through integrated learning activities and projects. In order to gain this knowledge and experience we will engage in dialogue, investigation, analysis and reflection of specific projects that integrate math, science and technology in secondary school. The course will culminate in teams of students developing an MST integrated project to be utilized in their own teaching practice.

CTGE 5276. CLINICAL SEMINAR IN ADOLESCENCE SCIENCE EDUCATION. (3 Credits)
This course is designed to develop skills and habits of mind that are requisite to reflective practitioners of teaching. Course participants will engage in reflective discourse with peers and mentors to engage in a process of continuous learning in professional practice. The focus of the discussions, assignments, and mentoring/instructional activities will be on developing pedagogical content knowledge and skills needed to positively impact the life and learning of all students.

CTGE 5279. CONTEMPORARY SCIENCE EDUCATION. (3 Credits)
This course is designed to provide students with a familiarity with the origins and growth of the ideas of science education. It will also examine past, current, and emerging issues affecting science education.

CTGE 5280. TEACHING CHEMISTRY TO ADOLESCENTS. (3 Credits)
This course integrates the knowledge and processes of chemistry with chemistry teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to teach, support, and assess students of diverse interests, abilities, and culture. The goals and objectives of the course are in concert with the National Science Education Standards for professional development of learning chemistry content, learning to teach chemistry, lifelong learning, and integrated programs.

CTGE 5281. TEACHING AND ASSESSING CHEMISTRY: ADOLESCENTS. (3 Credits)
This course integrates the knowledge and processes of chemistry with chemistry teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to assess, teach, and support students of diverse interests, abilities, and cultures.

CTGE 5283. TEACHING AND LEARNING MATH IN THE MIDDLE GRADES. (2 Credits)
In this course, students focus on understanding the learning challenges and requirements of middle school mathematics. It will focus on topics such as proportional reasoning, rational numbers and operations, and problem solving. Students will explore opportunities for discovery and investigation, strategic thinking, reasoning and justification, and efficient algorithms. They will also examine the use of a variety of tools intended to assist students in their learning.

CTGE 5284. TEACHING AND LEARNING FOUNDATIONAL TOPICS AND MATH. (3 Credits)
This course focuses on methods that foster student development in their understanding of algebraic and geometric mathematics as well as problem solving and modeling. A model of essential understandings for the developing mathematics teacher is provided in the diagram below. This course will expand a teacher candidate’s knowledge in each area but it will focus on knowing and understanding algebraic and geometric thinking.
CTGE 5285. TEACHING AND LEARNING ADVANCED TOPICS IN MATH. (3 Credits)
This course is designed for pre-service and in-service teachers to deepen their knowledge and understanding of a range of advanced mathematical topics in preparation for teaching secondary mathematics. These topics will include recursive functions, curve-fitting, trigonometry, matrices, linear programming, probability and statistics. It is expected that students in this course have previously taken numerous “content” courses in mathematics. In this course, content related to secondary mathematics education will be examined in depth with a focus on conceptual understandings and modeling applications. We will also examine mathematical algorithms, their justifications, and their connections to foundational procedures. We will explore utilizing the technological tools of graphing calculators, apps, and spreadsheets and discuss how these tools can be best used to deepen conceptual understandings. Problem solving and modeling will woven into each content focus to further develop and examine mathematical practices.

CTGE 5286. TEACHING AND ASSESSING MATHEMATICS: ADOLESCENTS. (3 Credits)
This course introduces a variety of instructional and assessment strategies for teaching mathematics to adolescents in grades 7 through 12. Discussions center on methods of planning, teaching, and managing mathematics classes. This course is taught during the student-teaching experience.

CTGE 5287. SEM ADOL MATH. (3 Credits)
This course is designed to develop skills and habits of mind that are requisite to reflective practitioners of teaching. Course participants will engage in reflective discourse with peers and mentors to engage in a process of continuous learning in professional practice. The focus of the discussions, assignments, and mentoring/instructional activities will be on developing pedagogical content knowledge and skills needed to positively impact the life and learning of all students.

CTGE 5290. TEACHING PHYSICS TO ADOLESCENTS. (3 Credits)
This course integrates the knowledge and processes of physics with physics teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to teach, support, and assess students of diverse interests, abilities, and cultures. The goals and objectives of the course are in concert with the National Science Education Standards for professional development of learning physics content, learning to teach physics, lifelong learning, and integrated programs.

CTGE 5291. TEACHING AND ASSESSING PHYSICS: ADOLESCENTS. (3 Credits)
This course integrates the knowledge and processes of physics with physics teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to assess, teach, and support students of diverse interests, abilities, and cultures.

CTGE 5303. LRNG ENVIRON:REF FLD EXP. (3 Credits)
This course helps teacher candidates develop an awareness of the complexity of teaching through field experiences. Emphasis is placed on classroom application of and critical and collaborative reflection upon concepts, techniques, and theories learned in courses and other structured learning experiences. The course examines teacher candidates’ perceptions about the classroom and their learning that are necessary for anticipated learning to occur, ways that teachers can learn about their diverse students, approaches to student motivation, the concept of effective classroom instruction for students within the full range of abilities, the planning and writing of unit plans, and classroom management systems. It also provides a structure for developing the skills and knowledge necessary to provide a sense of community in a safe, respectful, and nurturing classroom environment.

CTGE 5304. LEARNING ENVIRONMENTS FOR DIVERSE ADOLESCENTS: REFLECTIVE FIELD EXPERIENCE. (1-3 Credits)
This course focuses on assuming a professional stance in regard to developing curriculum and interacting with students and colleagues in schools. Teacher candidates develop an understanding of the processes integral to reflecting on and researching student knowledge while promoting student learning. Students in this course will learn how to use research to examine, reflect on, and modify instruction to increase their knowledge and skills in teaching all students. Diversity and social justice are recurring themes for discussion and reflection. In addition, this course focuses on the development of the professional portfolio to meet the requirements for a comprehensive examination for the pedagogical portion of the program.

CTGE 5305. TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE ADOLESCENT STUDENTS. (3,4 Credits)
This course highlights instructional approaches and strategies for teachers of adolescents to promote oral and written English language development in culturally and linguistically diverse students. Emphasis is on creating an integrated classroom where the experiences, capacities, interests, and linguistic and cultural needs of adolescent English language learners are addressed. The course will examine language acquisition and development, as well as the impact of heritage and culture on the progress of English language learners.

CTGE 5307. RESEARCH AND ASSESSMENT WHILE TEACHING ADOLESCENTS. (3 Credits)
In this course, teacher candidates develop an understanding of the processes integral to researching student knowledge while promoting student learning. Teacher candidates will review, create, evaluate, and interpret a wide range of standardized and alternative approaches to assessment, acquiring an abundant repertoire of strategies for assessing student learning in the classroom context, and using that information to plan or modify instruction. Students will learn how to use research to examine and reflect on their teaching, and to update knowledge and skills in teaching.

Updated: 10-11-2017
CTGE 5308. STUDENT-TEACHING ADOLESCENTS: RESEARCH AND REFLECTIVE PRACTICE. (1-3 Credits)
This course focuses on assuming a professional stance in regard to developing curriculum and interacting with students and colleagues in schools. Teacher candidates develop an understanding of the processes integral to reflecting on and researching student knowledge while promoting student learning. Students in this course will learn how to use research to examine, reflect on, and modify instruction to increase their knowledge and skills in teaching all students. Diversity and social justice are recurring themes for discussion and reflection. In addition, this course focuses on the development of the portfolio to meet the requirements for a comprehensive examination for the pedagogical portion of the program.

CTGE 5357. INNOVATIVE CURRICULUM AND TEACHING PRACTICES AND MODELS. (3 Credits)
Examines innovative curriculum models and teaching methods to improve the learning conditions for students; exemplary programs and practices are discussed, including interdisciplinary teaching, and teaming of students and faculty; implications are drawn for maximizing student learning.

CTGE 5401. TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS: DEVELOPMENT AND COMMUNITIES. (2-3 Credits)
First of four clinically-based courses in which candidates build a professional learning community focused on understanding adolescent learning and teaching for social justice.

CTGE 5402. TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 2: ASSESSMENT & PLANNING. (3 Credits)
This is the second of four courses focused broadly on learning environments, learner development, collaboration, teaching and assessing, social justice, reflection, and continuous professional growth. This course provides initial preparation and practice in issues and strategies for teaching for social justice in classrooms with diverse students. The major areas of focus are classroom environments; adolescent development; assessment; and backward design. Candidates will reflect together on their clinical placements using standards of teaching and learning including the Danielson continuum and the Common Core State Standards. This course is connected to a three-five days/week internship that includes college-supervised student-teaching experience.

CTGE 5403. TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 3: DIFFERENTIATED INSTRUCTION. (3 Credits)
This is the third of four courses focused broadly on learning environments, learner development, collaboration, teaching and assessing, social justice, reflection, and continuous professional growth. In this course candidates analyze evidence-based teaching practices in order to reflect on the impact of their teaching on student learning in middle and high schools, and they continue to practice using assessment to inform instruction. They engage in collaborative practices of instructional rounds in schools and looking collaboratively at student work. This course is connected to a five days/week practicum that includes college-supervised student-teaching experience. Prerequisite: CTGE 5410, CTGE 5402.

CTGE 5404. TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 4: REFLECTION & INNOVATION. (3 Credits)
This is the final of four courses focused broadly on learning environments, learner development, collaboration, teaching and assessing, social justice, reflection, and continuous professional growth. In this course candidates design and facilitate an innovative curriculum and engage in reflection through instructional rounds and looking collaboratively at student work. This course is connected to a four week, four days/week residency. Prerequisite: CTGE 5410, CTGE 5402. CTGE 5403.

CTGE 5411. PERS AND ISSUES ECSE. (3 Credits)

CTGE 5420. EDUCATING CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS: PREK-12. (3 Credits)
In this course Teacher Candidates in Early Childhood, Childhood, and Adolescence Education explore the characteristics, strengths, and needs of students who are culturally diverse and are learning English as an additional language (EAL). It highlights research-based instructional approaches and strategies to promote culturally responsive learning, and oral and written development in EAL across all content areas. The emphasis is on creating an integrated learning environment that enhances culture, language, and content knowledge and builds the academic achievement for all learners.

CTGE 5421. PLANNING INSTRUCTION FOR YOUNG CHILDREN WITH DISABILITIES. (3 Credits)
This course shall enable students to structure physical and social environments, and to develop and implement instructional and intervention plans and procedures that are developmentally appropriate and respectful of family, cultural, language, and social diversity.

CTGE 5455. RDG SKILLS CHILD LD. (3 Credits)

CTGE 5505. FOUNDATIONS OF LANGUAGE AND LITERACY EDUCATION. (3 Credits)
Focuses on the linguistic dimension - systems of language, spoken-written language relationships, variation within and across languages - and cognitive dimension - perception and memory, reading comprehension, writing processes, literacy - of literacy and their interrelationships. Develops understandings of the history and structure of the English language, and of language development in individuals.

CTGE 5506. FOUNDATIONS OF LANGUAGE AND LITERACY EDUCATION IN INCLUSIVE CLASSROOMS. (3 Credits)

CTGE 5530. ADOL LITERACY ENGLISH LANG. (3 Credits)
This course will focus on “ways with words” and how to best promote language usage and literacy through our teaching. Topics explored will include linguistic dimensions/systems of language, relationships between spoken and written words, variations within and across languages, readings and writing processes, and of course, how to best incorporate this knowledge into practice as teachers of English language arts. Students will gain deeper understanding of the English language and systems of grammar.
CTGE 5531. LANGUAGE AND CULTURE IN ADOLESCENT ENGLISH LANGUAGE ARTS. (2 Credits)
This course will focus on “ways with words” and how to best promote language usage and literacy through our teaching. Topics explored will include linguistic dimensions/systems of language, relationships between spoken and written words, variations within and across languages, reading and writing processes, and how to best incorporate this knowledge into practice as teachers of English language arts. Students will gain a deeper understanding of the English language and systems of grammar.

CTGE 5532. DEV LIT INTERMEDIATE GRADES. (3 Credits)
Students examine ways of organizing and implementing curriculum and instruction that foster literacy development in a range of students in grade 5-9. Students explore strategies for assessing and improving reading comprehension and writing fluency, develop strategies for motivating intermediate students to read and write, and discover methods for integrating electronic and other non-print texts into the curriculum for developing literacy.

CTGE 5534. BEGINNING READING AND WRITING IN INCLUSIVE CLASSROOMS. (3 Credits)
This course focuses on the development of linguistic and cognitive processes in emergent literacy and beginning reading and writing, as well as application in models for the instruction and assessment of reading and writing in young children. The course includes contemporary as well as historic approaches to the relationship between meaning-based literacy activities and word-level reading and spelling. It also includes material on classroom-based interventions for young children at risk of reading failure because of learning differences.

CTGE 5536. ASSESSING AND DEVELOPING LITERACY ENGLISH LANGUAGE ARTS EDUCATION. (3 Credits)
In this course, students examine ways of assessing, organizing, and implementing curriculum and instruction that foster literacy development in a range of intermediate and high school grades. Students explore strategies for assessing and improving reading comprehension and writing fluency, develop strategies for motivating intermediate-grade students to read and write, and discover methods for integrating electronic and other nonprint texts into the curriculum as a means for developing literacy.

CTGE 5540. ADOLESCENT LITERATURE IN A MULTICULTURAL SOCIETY. (1-3 Credits)
An exploration of the role of diverse adolescent literature from multiple genres across the disciplines as a vehicle for introducing students to themselves, their world, and the worlds of other cultures. Works will include those written by women and authors from a variety of cultures. Students will plan curricula that incorporate a variety of instructional strategies, integrating adolescent literature across curriculum areas in order to foster lifelong habits of reading, critical thinking, and judgment in adolescent readers.

CTGE 5545. RDG DIAG:SEC SCH/ADULTS. (3 Credits)

CTGE 5547. LITERACY AND LEARNING ACROSS THE CURRICULUM. (1-3 Credits)
In this course, students will learn about reading and writing as processes, language and literacy development, the use of literature and meaningful writing activities in content area curriculum, and the acquisition of comprehension, critical thinking and study skills needed for a variety of text types. Assessment of literacy proficiencies will be examined. The focus of this course is on middle and high school application.

CTGE 5548. LITERACY ACROSS THE CURRICULUM IN INCLUSIVE CLASSROOMS. (3 Credits)
This course has a threefold focus: an in-depth study of strategies for comprehending and creating text; integration of previous coursework in a comprehensive literature-based interdisciplinary theme unit; and an expectation that teachers or teacher candidates will teach, evaluate, and reflect upon this curriculum in their role as teacher-researchers. Topics include background knowledge, questions, and queries; reader response theory; cognitive and metacognitive strategies, interconnections between text structure in reading and text structure in writing; study and research strategies; and multiple print sources, including technology. The course promotes the individualization of curriculum for all children.

CTGE 5549. ASSESSING AND DEVELOPING READING AND WRITING IN SOCIAL STUDIES, SCIENCE, AND MATHEMATICS. (3 Credits)
In this course, students will learn about reading and writing as processes; language and literacy development; and use of literature and meaningful reading-writing strategies in content-area curriculum; and the acquisition of comprehension, critical thinking, and study skills needed for a variety of text types. Assessment of literacy proficiencies will be examined. The focus of this course is on middle and high school application.

CTGE 5551. REFLECTIVE PRACTICE AND FIELD EXPERIENCE I IN AN INCLUSIVE CHILDHOOD CLASSROOM. (1-3 Credits)
This course provides an introduction to schools and schooling practices. The Reflective Seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. It focuses on several interconnected teaching strands: curriculum design, lesson planning, classroom organization, classroom management, assessment, reflective practice, collaboration and professionalism. Students in this seminar are viewed as reflective practitioners who draw from multiple models in planning for learning and teaching. This planning will build an inclusive community of learners, minimize behavior problems, and provide a welcoming, supportive environment for all children. The course meetings are designed to meet the varying needs of our students in either the traditional or alternative programs. The seminar also provides a structure for organizing workshops in child abuse prevention, drug and alcohol abuse prevention, and violence prevention. Field experiences progress from observation to guided practice with small and whole groups of students.

CTGE 5552. REFLECTIVE PRACTICE AND FIELD EXPERIENCE II IN AN INCLUSIVE CHILDHOOD CLASSROOM. (1-3 Credits)
This course provides an introduction to schools and schooling practices. The Reflective Seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. It focuses on several interconnected teaching strands: curriculum design, lesson planning, classroom organization, classroom management, assessment, reflective practice, collaboration and professionalism. Students in this seminar are viewed as reflective practitioners who draw from multiple models in planning for learning and teaching. This planning will build an inclusive community of learners, minimize behavior problems and provide a welcoming, supportive environment for all children. The course meeting are designed to meet the varying needs of our students in either the traditional or alternative programs.
CTGE 5553. REFLECTIVE PRACTICE AND STUDENT TEACHING I IN AN INCLUSIVE CHILDHOOD CLASSROOM. (1 Credit)
This course provides an introduction to schools and schooling practices. The reflective seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. It focuses on several interconnected teaching strands: curriculum design, lesson planning, classroom organization, classroom management, assessment, reflective practice, collaboration, and professionalism. Students in this seminar are viewed as reflective practitioners who draw from multiple models of planning for learning and teaching. This planning will build an inclusive community of learners, minimize behavior problems, and provide a welcoming supportive environment for all children. The course meetings are designed to meet the varying needs of our students in either the traditional or alternative programs.

CTGE 5554. REFLECTIVE PRACTICE AND STUDENT TEACHING II IN AN INCLUSIVE CHILDHOOD CLASSROOM. (1-3 Credits)
This course provides an introduction to schools and schooling practices. The reflective seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experience. It focuses on several interconnected teaching strands: curriculum design, lesson planning, classroom organization, classroom management, assessment, reflective practice, collaboration, and professionalism. Students in this seminar are viewed as reflective practitioners who draw from multiple models of planning for learning and teaching. This planning will build an inclusive community of learners, minimize behavior problems, and provide a welcoming, supportive environment for all children. The course meetings are designed to meet the varying needs of our students in either the traditional or alternative programs.

CTGE 5631. SCIENCE CURRICULUM AND INSTRUCTION. (1-3 Credits)
Principles of curriculum construction applied to development of science sequences for children of various ages and ability levels, to assist teachers to understand and present basic concepts of science, and to utilize the environment in science teaching.

CTGE 5634. COMMUNITY BASED RESOURCES FOR SCIENCE. (3 Credits)
This course explores the resources of urban communities for teaching science at elementary and intermediate school levels. Field trips will include visits to urban centers for the study of astronomy, biology, and applied physics.

CTGE 5790. INTRODUCTION TO HISTORICAL THINKING. (2 Credits)
Has three interwoven strands. History, learning history, what is means to teach history.

CTGE 5791. SOCIAL STUDIES CURRICULUM. (3 Credits)
This course is designed to provide students with the research data, trends, and processes connected with developing an effective social studies curriculum. This course will have both a theoretical and practical focus, which will prepare students for all the steps needed to develop a curriculum—from framing goals and objectives to implementing the curriculum in middle and high school settings.

CTGE 5792. TOPICS HIST GEOG ECON. (2 Credits)
Candidates do a brief study of an economics/geography topic the and in-depth study of interdisciplinary theme across time and/or place.

CTGE 5793. CURRICULUM DESIGN. (3 Credits)

CTGE 5794. SOC STUD SCOPE & SEQ. (1 Credit)
Prepares candidates to develop a year-long sequence of instruction in one or more 5-12 interdisciplinary content areas.

CTGE 5795. SEM ADOL SOC STUDIES. (3 Credits)
This course is designed to develop skills and habits of mind that are requisites to reflective practitioners of teaching. Course participants will engage in reflective discourse with peers and mentors to engage in a process of continuous learning in professional practice. The focus of the discussions, assignments, and mentoring/instructional activities will be on developing pedagogical content knowledge and skills needed to positively impact the life and learning of all students.

CTGE 5834. CLINICAL SEMINAR IN ADOLESCENCE LANGUAGE ARTS EDUCATION. (3 Credits)
This course is designed to develop skills and habits of mind that are requisite to reflective practitioners of teaching. Course participants will engage in reflective discourse with peers and mentors to engage in a process of continuous learning in professional practice. The focus of the discussions, assignments, and mentoring/instructional activities will be on developing pedagogical content knowledge and skills needed to positively impact the life and learning of all students.

CTGE 5835. LANG ARTS/TCHG OF RDG. (3 Credits)

CTGE 5838. INTEGRATED INSTRUCTION IN ADOLESCENT ENGLISH LANGUAGE ARTS. (3 Credits)
This course will develop the knowledge, abilities, attitudes, and pedagogical approaches necessary for teaching English language arts to diverse secondary-level students. Emphasis is on selecting and designing instructional strategies, materials, and assessment tools for meeting the needs of all students in inclusive multicultural classes, and helping them meet the learning standards for English language arts.

CTGE 5839. INTEGRATED INST. ELA. ADOL. (2 Credits)
Develop the knowledge, abilities, attitudes, and pedagogical approaches necessary for teaching English language arts to diverse secondary-level students.

CTGE 5840. SECOND LANGUAGE ACQUISITION. (3 Credits)
L2 Acquisition & Assess. Overview of the nature of second language acquisition processes with emphasis on teaching and learning. Areas addressed include: second-language acquisition, sociolinguistic and psycholinguistic factors in learning a second language, second-language proficiency, characteristics of L2 learners, ESL programs, instructional approaches and instructional resources for teachers. Second Language Acquisition (SEC LANG ACQ) title changed September 13, 2011, and again DECEMBER 3, 2012 to SECOND LANGUAGE ACQUIS.

CTGE 5841. PRINCIPLES OF BILINGUAL EDUCATION. (3 Credits)
Topics include an examination of local, national, and international types of bilingual curricular models and practices; sociolinguistic and psycholinguistic aspects of bilingualism; and approaches to concept development in bilingual students. Graduate students will examine the history of bilingual education in the US, the evolution of different ideologies about language, and their impact on language policies in schools will be conducted.

CTGE 5842. SECOND LANGUAGE ACQUISITION AND ASSESSMENT. (3 Credits)
Overview of the nature of second language acquisition processes with emphasis on teaching, learning, and assessment. Areas addressed include second language acquisition, sociolinguistic and psycholinguistic factors in learning a second language, second language proficiency and development, and assessment of language competence and performance. In addition, the course will survey characteristics of emergent bilingual students, ESL programs, and instructional approaches and resources.
CTGE 5844. DEVELOPMENT OF COMMUNICATION SKILLS IN ENGLISH LANGUAGE LEARNERS. (3 Credits)
Practical approaches to development of language arts experiences, integrated bilingual and English language techniques, curriculum materials, and assessment procedures.

CTGE 5845. LEARNING CONTENT THROUGH LANGUAGE IN MULTILINGUAL CLASSROOMS. (3 Credits)
This course provides an overview of English language instruction and development across the content areas when working with students who acquire English as an additional language. Particular attention will be given to investigating language demands of academic text; exploring instructional methods and instructional strategies to teach the language of academic text; and designing instruction guided by language standards as well as content standards of social studies, science, and mathematics in culturally and linguistically diverse classrooms.

CTGE 5846. TEACHING ENGLISH ORACY AND LITERACY TO SPEAKERS OF OTHER LANGUAGES. (3 Credits)
This course provides an overview of the main theories and research related to the development of oracy and literacy when teaching students for whom English is an additional language. The learning processes of oracy and literacy as well as research-based instructional practices Pre-K to 12th grades will be examined. Attention will be given to the interconnection of these processes, similarities and differences between oral and written discourses, and the influence of the home language on developing oracy and literacy in English as an additional language. In addition, a survey of children and adolescent multicultural literature and its role in developing oracy and literacy will be conducted.

CTGE 5847. PRACTICUM IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES. (3 Credits)
Supervised teaching practice of a minimum of 180 hours in English as a Second Language classrooms. Bi-weekly seminars.

CTGE 5848. TESOL STUDENT TEACHING I. (1,3 Credits)
One semester of supervised student teaching in English as a second language in an accredited elementary, junior high or high school, including observations and wholeclass and small-group teaching. Seminar in effective teaching practices. CTGE 5849 Observing and Documenting Children's Learning: Reflective and Effective English as a Second Language Practices (OBSERV ASSES DOCU ESL) This course will introduce major child development and learning theories, and different assessment tools for observing and documenting the development and learning of English language learners. Implications for programming and instruction for English language learners will be discussed.

CTGE 5849. DESIGNING CULTURALLY AND TECHNOLOGICALLY RELEVANT INSTRUCTION. (3 Credits)
This course provides an overview of designing instruction which integrates cultural, academic, and linguistic funds of knowledge that reside in families of culturally and linguistically diverse students and the neighborhoods and communities where schools are located. In addition, an examination of how instruction is enhanced through technological resources that connect learning in individual classrooms to the outside world will be conducted. Emphasis will be given to exploring socio-historical, cultural, and -political influences on learning and teaching, as well as, enhancing education by bridging the gap between schools, families, neighborhoods, and communities.

CTGE 5850. OBSERVING AND DOCUMENTING CHILDREN'S LEARNING: REFLECTIVE AND EFFECTIVE EARLY CHILDHOOD PRACTICES. (3 Credits)
This course will introduce major child-development and learning theories, and different assessment tools for observing and documenting child development and learning. Implications for programming and instruction for young children will be discussed.

CTGE 5851. BILINGUAL INSTRUCTION ACROSS SUBJECT AREAS. (3 Credits)
This course is designed to provide an understanding of different pedagogical methods to develop bilingualism across subject areas. Additional attention is given to content curriculum and standards, negotiating academic content in more than one language and instructional strategies to scaffold academic language and text bilingually. The exploration of making cross-disciplinary and cross-linguistic connections in teaching and learning is required.

CTGE 5852. MULTILINGUAL ORACY AND LITERACY. (3 Credits)
This course explores the developmental processes of oracy and literacy in more than one language. Particular attention will be given to differentiating between oral language and oracy, reading and literacy, and monolingual and bilingual oracy and literacy development. The course integrates the study of metalinguistic strategies to support oracy and literacy development across languages and academic text. Graduate students conduct a survey of authentic and translated bilingual literature as well as the use of technology in bilingual classrooms.

CTGE 5853. PRACTICUM IN BILINGUAL/SECOND-LANGUAGE CLASSROOMS. (3 Credits)
Application and evaluation of teaching approaches, methods, and techniques in bilingual/second-language classrooms with pupils of limited English proficiency (LEP). Supervised student teaching of a minimum of 180 hours and clinical analysis by students and support personnel.

CTGE 5854. ENGLISH AS A SECOND LANGUAGE FOR ADULTS. (3 Credits)
This course is designed to provide an understanding of different principles of adult learning theory will be integrated with principles of ESL to provide students an opportunity to explore and reflect on theory meeting practice in this specific curriculum area.

CTGE 5855. ENGLISH AS A SECOND LANGUAGE FOR ADULTS. (3 Credits)
This course focuses on the specific needs educators encounter as they prepare to teach adults who acquire English as an additional language. Principles of adult learning theory will be integrated with principles of ESL to provide students an opportunity to explore and reflect on theory meeting practice in this specific curriculum area.

CTGE 5858. TESOL STUDENT TEACHING II. (3 Credits)
Teacher candidates are required to complete a second semester of supervised student teaching in English as an additional/new language (EAL/ENL) in an accredited elementary, junior high, or high school under the guidance of a certified ESL teacher. This clinical experience will include reflective observations, designing lessons and mini units, and teaching individual, small groups, and whole group lessons. An in-depth analysis of performance of EAL/ENL students is required. In addition, attendance and meaningful participation in a seminar of effective teaching practices is required.

CTGE 5904. HUMAN RELATIONS IN ADULT EDUCATION AND HUMAN RESOURCE DEVELOPMENT. (3 Credits)
Human relations theory and practice applied to the human problems found within institutional, bureaucratic, or service systems. Topics considered are maturation, stress, conflict, and improvement of human relations skills.
CTGE 5910. COMPUTERS AND TECHNOLOGY FOR EDUCATORS. (1-3 Credits)
This course is designed to help educators explore how to use present and emerging technologies in their classrooms and for their professional and personal development. There are four major emphases in the course: personal computer skills development, computers as aids in record management and research, advanced computer applications, and other technologies available for teaching and learning. No prerequisites or prior experience with computers is necessary.

CTGE 5920. ADULT DEVELOPMENT AND ADULT LEARNING THEORY. (3 Credits)
Provides an understanding of theories and research in adult learning and development. Explores the dynamic relationship between the domains of adult learning and development, as well as implications for the practice of adult education.

CTGE 6000. DEVELOPING EMERGING LITERACY. (3 Credits)
This course addresses emerging literacy in children from birth to age eight, with emphasis on the preschool and kindergarten years. It focuses on theoretical underpinnings and development of language, concepts about print, book knowledge, and early drawing and writing. Effective instructional and assessment strategies appropriate for diverse early childhood classrooms are emphasized. Children's play as a vehicle for literacy development, as well as family literacy, is also included.

CTGE 6002. BEGINNING LITERACY DEVELOPMENT IN INCLUSIVE CLASSROOMS. (3 Credits)
Theory- and research-based beginning reading and writing strategies for classroom teachers, K–3. The focus is on understanding the underlying processes that support strategies for young children in transition from spoken to written language, the development of phonemic awareness and invented spelling, the relationship between writing and reading, phonics, and the use of multiple cue systems in early decoding and strategies for the construction of meaning. The course will also include theory and research of special programs for young children with learning differences.

CTGE 6004. INSTRUCTIONAL PRACTICES FOR WRITING ACROSS THE K–6 CURRICULUM. (3 Credits)
This course will provide teachers of literacy the opportunity to explore writing as a process and to develop instructional practices that may lead to growth in all students' writing abilities across the childhood curriculum. In addition, students will have the opportunity to evaluate existing writing programs and to propose revisions to the programs to make them more effective.

CTGE 6006. INSTRUCTIONAL PRACTICES FOR WRITING ACROSS THE 5–12 CURRICULUM. (3 Credits)
This course will provide teachers of adolescents the opportunity to explore writing as a process and to develop instructional practices that may lead to growth in all students' writing abilities across the curriculum in grades 5 through 12. In addition, students will have the opportunity to evaluate existing writing programs and to propose revisions to the programs to make them more effective.

CTGE 6008. CRITICAL LITERACY, INQUIRY, AND LITERATURE FOR CHILDREN. (3 Credits)
Explores how literacy can be used in the classroom as a vehicle for the critical examination of various issues and topics. Examines the use of the disciplines—literatures, sciences, and social sciences—to provide the contents for the inquiry and the communication systems—language, art, music, mathematics, and movement—to provide the processes through which the content is encountered.

CTGE 6010. CRITICAL LITERACY, INQUIRY, AND LITERATURE FOR ADOLESCENTS. (3 Credits)
This course explores how inquiry and literature can be used in the classroom as a vehicle for the critical examination of various issues and topics with adolescents.

CTGE 6012. ASSESSMENT AND DEVELOPMENT OF LITERACY PROCESSES: BIRTH–GRADE 6: PRACTICUM I. (3 Credits)
Literacy educators adopt reflective teacher-researcher stances as they informally document and assess individual students' reading and writing achievements while implementing instructional activities to promote literacy development in authentic settings for children from birth to grade 6. They design or select appropriate procedures for documenting, promoting, and evaluating learners' strategies and proficiencies. Includes 25 hours of supervised practicum experience on site. CTGE 6012 is open only to matriculated students who have completed a minimum of nine credits in the program. Completion of CTGE 6012 requires satisfying Gateway assignments, explained in the program handbook.

CTGE 6014. ASSESSMENT AND DEVELOPMENT OF LITERACY PROCESSES: GRADES 5–12, PRACTICUM I. (3 Credits)
Literacy educators adopt reflective teacher-researcher stances as they informally document and assess individual students' reading and writing achievements while implementing instructional activities to promote literacy development in authentic settings for students in grades 5-12. They design or select appropriate procedures for documenting, promoting, and evaluating learners' strategies and proficiencies. Includes 25 hours of supervised practicum experience on-site. CTGE 6014 is open only to matriculated students who have completed a minimum of nine credits in the program. Completion of CTGE 6014 requires satisfying Gateway assignments, explained in the program handbook.

CTGE 6016. RESEARCH AND PRACTICE FOR STRUGGLING READERS AND WRITERS: GRADES 1–6, PRACTICUM II. (3 Credits)
Systematic documentation and analysis of literacy behaviors and literacy development of struggling readers and writers. Students adopt a reflective teacher-researcher stance as they implement and evaluate instructional activities intended to promote literacy growth. Includes 25 hours of supervised practicum experience on site. This course typically follows completion of CTGE 6012.

CTGE 6018. RESEARCH AND PRACTICE FOR STRUGGLING ADOLESCENT READERS AND WRITERS: GRADES 5–12, PRACTICUM II. (3 Credits)
Systematic documentation and analysis of literacy behaviors and literacy development of struggling readers and writers. Students adopt a reflective teacher-researcher stance as they implement and evaluate instructional activities intended to promote literacy growth. Includes 25 hours of supervised practicum experience on site. This course typically follows the completion of CTGE 6014. Completion of CTGE 6018 requires satisfying Gateway assignments, explained in the program handbook.

CTGE 6191. PHILOSOPHY AND CRITIQUE OF RESEARCH IN CURRICULUM. (3 Credits)
Examination of the principles for the design of educational research. Students will be trained to subject educational research to intensive analysis, defining all possible sources of variation.

CTGE 6192. RESEARCH IN THE TEACHING PROCESS. (3 Credits)
Students develop an understanding of processes involved in conducting classroom research through designing and implementing collaborative or individual classroom research projects. Issues include understanding the nature of classroom interactions and the learning process, the effects of specific techniques on learning, and the influence of the classroom environment on learning. Findings are reported through workshops and papers.
CTGE 6195. THEORY AND PRACTICE IN CURRICULUM AND TEACHING. (3 Credits)
A critical review of conflicting curriculum theories advanced and implemented in contemporary education. Steps in developing and implementing curriculum theory will be analyzed, and the role of theory in curriculum development will be emphasized from varying perspectives.

CTGE 6200. SPECIAL TOPICS IN EDUCATIONAL TECHNOLOGY. (1 Credit)
This course explores the use of various technologies in teaching and learning. Discussion of and practice with technologies is in service of developing content learning.

CTGE 6201. DEVELOPING DIGITAL LITERACIES. (3 Credits)
This course explores various aspects of digital literacies, including the use of multimedia technologies in teaching and learning. Discussion of and practice with technologies is in service of defining digital skills that students must develop to succeed in school and beyond.

CTGE 6203. CYBER COMMUNITIES FOR STEM. (1 Credit)
This course is designed to support the development of the habits of mind required to engage in Science/Math/Technology/Engineering (STEM) education from the perspective of both instructor and learner. Course participants will co-construct cyber-based discourse communities designed to contribute to the resources available for STEM educators.

CTGE 6260. MEDIA TCHN MATH SCIENCE. (3 Credits)
Students will be introduced to multimedia technologies and their use in science and mathematics education. The goals for the course include an understanding of multimedia technologies as tools for teachers (not replacements, not baby sitters). The most effective tools build cognitive theory into their design. Tools that incorporate cognitive theory are said to represent cognitive technologies. A second goal is to empower the student to evaluate educational software along multiple dimensions. An additional goal involves familiarization with modern graphic-user interfaces with a direct-manipulation style of interaction.

CTGE 6261. TECHNOLOGY IN READING, WRITING, AND SOCIAL STUDIES. (3 Credits)
The course will cover the uses of the computer and other technology in language arts and social studies at the elementary and secondary levels. Among the topics covered will be text processing, computerized tutorials, and computerized simulations. Students will review a range of technology-based instructional activities, as well as create technology-based materials.

CTGE 6262. APPLICATION OF COMPUTERS TO SPECIAL EDUCATION. (3 Credits)
Designed for teachers concerned with the educational needs of students with disabilities. Introduces computer software that is available for use by the teacher of students with the full range of disabilities and other health impairments. Experience using the Internet to access information, lesson plans, and resources helpful to the special education teacher.

CTGE 6265. EMERGING ISSUES IN TECHNOLOGY. (3 Credits)
This course is designed to help educators better understand how emerging issues in educational technologies influence their professional environment and pedagogical options. The course will focus on the educational transformations sometimes facilitated by electronic technology use and adoption. Going beyond learning particular techniques for integrating technology into the curriculum, this course takes a wider institutional view of the transformative potential of new technologies in education.

CTGE 6270. DATA, INQUIRY & TECH. (1-3 Credits)
This course for educators is designed to promote deep understanding or 1) the design of school-based inquiry teams, and 2) the links between inquiry, student learning outcomes and technology.

CTGE 6300. CURRICULUM EVALUATION. (3 Credits)
Examination of evaluation strategies, techniques, and models applicable to the school curriculum. Study of the application of objectives to evaluation, development of evaluation designs, systematic approaches to assessment, problems of implementation, and accountability.

CTGE 6305. DEV DELAYS / EARLY INTERV. (3 Credits)
Provides an overview of the characteristics of disabling conditions in young children. It introduces the psychological, environmental and biological conditions, and the interactions among them that place children at risk for developmental delays and disabilities.

CTGE 6310. EDU STU W/DIS IN ELEM SCHS. (3 Credits)
This course provides an introduction to understanding children with disabilities and special health care needs. It examines the physical, social, emotional and learning characteristics of children identified as disabled and their impact on the family. It meets NYS Education department regulatory requirements for teachers of students with disabilities to understand the needs of students with autism.

CTGE 6320. COL/CONSULT W/FAM & PROF. (3 Credits)
Primary focus of this course is to understand roles that families, professionals, and communities play in the lives and education of children from various backgrounds.

CTGE 6326. PERSPECTIVES ON STANDARDIZED LANGUAGE AND LITERACY ASSESSMENT: POLICY AND PRACTICE. (3 Credits)
Focuses on issues, principles, and current practices in literacy assessment, examination of available measures and evaluation procedures of norm-referenced, language and literacy assessment, relationship of standardized assessment to instruction, and examination of strengths and weaknesses of such instruments.

CTGE 6330. COMMUNICATION, TECH ARTS. (3 Credits)
Candidates shall develop skills necessary to provide specifically designed instruction to students with mild, moderate, severe, and multiple disabilities using assistive and instructional technology.

CTGE 6340. INTERVENTIONS READ / WRITE. (3 Credits)
Draws on the fields of literacy, learning disabilities, psychology, and neuroscience to examine ways to assess the reading and writing skills of students who struggle and to determine evidence based interventions that support their learning. MG, Chair, C&T, October 16, 2014.

CTGE 6350. POSITIVE BEHAVIOR SUPPORT. (3 Credits)
This course focuses on obtaining the knowledge and skills necessary to develop, implement, and evaluate the impact of positive behavior support on student behavior.

CTGE 6400. LANGUAGE FOR SCHOOL LEARNING: IMPLICATIONS FOR READING AND WRITING PROGRAMS. (3 Credits)
An interdisciplinary course focusing on the relationship for teachers and supervisors between language as a tool for learning and language as evidence of learning. Particular emphasis will be placed on the relationship between these concerns and the need for improving the reading and writing abilities of students in all levels of education.
CTGE 6401. TEACHING THE STRUCTURE OF THE ENGLISH LANGUAGE. (3 Credits)
An introduction to theories of English language phonology, syntax, and semantics and their implications for developing English language understanding, speaking, reading, and writing skills by speakers of other languages. Particular emphasis will be placed on the development of related teaching and learning approaches.

CTGE 6405. TEACHING AND ASSESSING COMPOSITION ADOLESCENTS. (1-3 Credits)
This course focuses on the teaching of writing in middle and high school English classes. Topics covered will include theories of writing and writing instruction, assessment of writing, and instructional practices in the teaching of composition.

CTGE 6410. TEACHING AND ASSESSING READING AND LITERATURE ADOLESCENTS. (3 Credits)
In this course, students examine ways of assessing, organizing and implementing standards-based curriculum and instruction that foster reading development and literary understanding for adolescents within the full range of abilities. The course provides opportunities to explore formal and informal strategies for assessing and improving reading comprehension and fluency, to develop strategies for motivating adolescents to read a wide range of literatures, and to plan differentiated instruction for reading and the study of literature to promote learning for all students.

CTGE 6415. SPECIAL TOPICS IN ENGLISH EDUCATION. (1 Credit)
This one-credit course focuses on a special topic related to the teaching and learning of English Language Arts.

CTGE 6500. INTERDISCIPLINARY PERSPECTIVES ON LITERACY; LINGUISTIC AND COGNITIVE DEVELOPMENT. (3 Credits)
The course focuses on literacy as the interrelationship between and among linguistic dimensions (systems of language, spoken-written language, development connections, language variation) and cognitive dimensions (development, teaching, learning, understanding, and interpretations). Addresses competing theories of literacy, language, and learning, and the potential implications for decision-making by literacy leaders.

CTGE 6501. SOCIOCULTURAL AND DEVELOPMENTAL DIMENSIONS OF LITERACY. (3 Credits)
Focuses on the sociocultural of literacy - group uses of literacy, literacy as a tool for knowledge and power - and the developmental dimensions - patterns of learning literacy, role of learner, adult and environment - and their interrelationships.

CTGE 6502. ENGLISH AS A WORLD LANGUAGE. (3 Credits)
This course explores English instruction and use around the world. Course readings will survey varieties of global Englishes. The purpose of speaking and writing English, by native and non-native speakers, and how these purposes influence teaching and learning are examined. Discussions are held on the international spectrum of English teaching approaches and local conditions that may influence their implementation. Graduate students analyze the impact of English teaching approaches and local conditions that may influence their interrelationships.

CTGE 6504. TCH & ASSESS COMP ADOL. (3 Credits)
This course focuses on the teaching of writing in middle and high school English classes. Topics covered will include theories of writing and writing instruction, assessment of writing, and instructional practices in the teaching of composition. MG - OCTOBER 23, 2014. MSE.

CTGE 6532. DEVELOPING LITERACY IN INTERMEDIATE GRADES. (3 Credits)
In this course, students examine ways of organizing and implementing curriculum and instruction that foster literacy development in a range of students in the intermediate grades (grades 5-9). Students explore strategies for assessing and improving reading comprehension and writing fluency, develop strategies for motivating intermediate grade students to read and write, and discover methods for integrating electronic and other non-print texts into the curriculum as a means for developing literacy.

CTGE 6551. REFLECTIVE SEMINAR IN LITERACY EDUCATION. (3 Credits)
As a culminating experience in the Language and Literacy program, students engage in weekly seminar sessions reflecting on evolving personal, professional philosophies and proficiencies. Students will explore approaches to evaluating, organizing and enhancing literacy programs. Teacher research and practice as a literacy leader will result in the creation and presentation of a professional portfolio to a professional panel for evaluation and approval. The portfolio should contain evidence that the student has met each of the program objectives.

CTGE 6593. ADMINISTRATION AND SUPERVISION OF LITERACY AND LANGUAGE PROGRAMS. (3 Credits)
The course deals with organization, administration, and problems of organizing a reading program. Attention is also focused on in-service teacher education.

CTGE 6608. LITERACY INSTITUTE. (3 Credits)
Important and emerging topics in literacy education; theories, current research and best practice applications for developing literacy proficiencies K-12.

CTGE 6662. TEACHING GEOMETRIC CONCEPTS. (3 Credits)
CTGE 6781. INSTRUCTING BILINGUAL SPECIAL EDUCATION STUDENTS. (3 Credits)
The course presents a general overview of multiple perspectives in teaching the bilingual/limited English proficient students with special needs: instructional models, individualized instruction, the role of English in teaching, literacy development in both languages, and content-area teaching.

CTGE 6782. BIL SPEC ED:ISSUES&TREND. (3 Credits)
CTGE 6810. SOCIOPOLITICAL DIMENSIONS OF EDUCATION. (3 Credits)
This course introduces students to various pedagogical theories and leads to an understanding of how these theories relate to urban schooling in the 21st century. Several questions will guide the course: What are the relationships among power, knowledge, and social identities in the making of “teachers” and “students”? How is power—particularly in the form of class, race, gender, and other social stratifications—enacted, contested, and perpetuated in urban school contexts? Who is privileged? Who is disadvantaged?

CTGE 6891. INTERNSHIP IN CURRICULUM AND TEACHING. (3 Credits)
Offered as a Guided Tutorial Course. Professional experiences in the schools or educational agencies other than schools, as interns to curriculum coordinators, supervisors, or consultants. Registration with approval of chairperson, faculty supervisor, and agency director.

CTGE 6892. INTERNSHIP IN CURRICULUM AND TEACHING. (3 Credits)
A continuation of CTGE 6891: Offered as a Guided Tutorial Course. Professional experiences in the schools or educational agencies other than schools, as interns to curriculum coordinators, supervisors, or consultants. Registration with approval of chairperson, faculty supervisor, and agency director.
CTGE 7000. SPECIAL TOPICS LANG LIT LRNG. (3 Credits)

CTGE 7190. STATISTICS AND QUANTIFICATION DESIGN. (3 Credits)
Statistical methods applied to curriculum research studies. Strategies for evaluating educational intervention, balancing internal and external validity, obtaining appropriate population samples and implementing multivariate designs.

CTGE 7194. INTRODUCTION TO QUALITATIVE INQUIRY IN EDUCATION. (3 Credits)
In this course, students will examine the nature and characteristics of various qualitative inquiry traditions utilized in educational research. Emphasis will be placed on developing competence in qualitative research design, data collection, analysis, and report writing.

CTGE 7236. PROBLEMS AND ISSUES IN EARLY CHILDHOOD EDUCATION. (3 Credits)
Examination of the concerns that affect practice and the child's ability to learn. Selection of topics current to working with all young children in early childhood settings.

CTGE 7330. RES SEM: SECONDARY EDUC. (3 Credits)

CTGE 7460. ADVANCED SEMINAR IN SPECIAL EDUCATION CURRICULUM. (3 Credits)
Focus on providing an appropriate curriculum for children, adolescents, and young adults with disabilities. Examination of curriculum evaluation strategies, techniques, and models applicable to both inclusive and special education classrooms. Students address issues of implementation and accountability. Students will apply this information in analyzing their own recent experiences in the classroom.

CTGE 7470. SEMINAR IN LANGUAGE DISORDERS IN SPECIAL EDUCATION. (3 Credits)
Critical evaluation of major concerns in selected areas related to language development and remediation in the education of children, adolescents, and young adults with disabilities.

CTGE 7491. READING AND WRITING AS PSYCHOLINGUISTIC PROCESSES. (3 Credits)
This course examines theories and research on reading and writing processes as these influence and result from cognitive activities. Implications for classroom use of reading and writing as activities for increasing learning.

CTGE 7496. SOCIOLINGUISTICS: LANGUAGE AND READING ANALYSIS. (3 Credits)
Examines theories of linguistic analysis as they provide insight into psycholinguistic and sociolinguist processes affecting reading. Directions for research and implications for instructions.

CTGE 7568. ADVANCED PRACTICUM IN SPECIAL EDUCATION. (3 Credits)
Practicum experiences for advanced students, designed to prepare for supervisory roles and for curriculum development specialists; emphasis on the analysis of clinical teaching in a variety of classroom settings.

CTGE 7570. ADVANCED STUDY ON PROBLEMS AND ISSUES IN SPECIAL EDUCATION. (3 Credits)
Focus on current problems and issues in special education related to the development and education of children, adolescents, and young adults with physical, cognitive, and/or emotional disabilities. Emphasis will be focused on communication and language disorders, and literacy development of children with disabilities. Exploration of trends in providing educational services to students with disabilities; application of this information in analyzing our recent experiences in schools.

CTGE 7571. RESEARCH ISSUES AND POLICY TRENDS IN SPECIAL EDUCATION. (3 Credits)
Focus on the design and conduct of research in special education. Critique recent research tools and techniques in the field and relate these to current needs for more informative research results in special education. Read examples of research that employ different types of research methodologies. Students will be encouraged to apply these concepts in their own classrooms and schools as a basis for their own field-based research.

CTGE 7591. EVALUATION AND TESTING IN LITERACY. (3 Credits)
Analysis and evaluation of current tests in reading; the major requirement for the course will be the construction of a new instrument to measure some part of the reading process. Recommended course: CTGE 7592.

CTGE 7596. THE COGNITIVE BASES OF LANGUAGE AND LITERACY. (3 Credits)
History and impact of the cognitive revolution on language and literacy curricula, theories, and research. Overview of historical theories and research on text processing as problem solving (e.g., reader response theory, metacognitive theory, schema theory, information processing theory). Recent neurobiological studies are considered as methods of observing literacy problem solving. Implications for curriculum and teaching. Includes possible links to the development of student research agendas.

CTGE 7597. TOOLS FOR INQUIRY IN LANGUAGE AND LITERACY EDUCATION. (3 Credits)
By "tool of inquiry" we mean both the research designs and data-collection instruments used in language and literacy research. We will explore a range of tools used across the continuum of qualitative, mixed-method, and quantitative research, including coding of language samples as well as teacher-made and norm-referenced and criterion-referenced measures. This Tier 3 research course can be used as either the final course in the LLL 4 course research sequence, or as a 5th (elective) research course. As a Tier 3 course, it draws on previous course work in both qualitative and quantitative research.

CTGE 7820. GLOBAL PERSPECTIVES: LCE/CLAIR. (3 Credits)
Provides theoretical and research exploration of global conceptualizations for communicating and learning in more than one language.

CTGE 7843. SCND LANG PROFICNCY/LRNG. (3 Credits)
Survey of research on how students from diverse backgrounds acquire a second language; psycho-linguistic and sociolinguistic variables involved in curriculum; appraisal of techniques and instruments employed in such research; development of research models. Permission of chairperson or instructor required.

CTGE 7844. LANG/ED ASMT MLT LANG ST. (3 Credits)
Focuses on theoretical problems in bilingual and second-language studies; examination of available measures and evaluation approaches, for example, language dominance and proficiency instruments; criterion-referenced tests; and construction and application of new techniques and measures for such programs.

CTGE 7845. CURRICULUM MODELS: BILINGUAL/ESL PROGRAMS. (3 Credits)
The course provides theoretical and practical knowledge related to planning, development, and implementation of curriculum models and methods in bilingual and English as a second language program. The course focuses on (1) curriculum models and design typologies, (2) analysis of policy issues, (3) language and cultural issues, and (4) second language methods.
CTGE 8001. RESEARCH APPRENTICESHIP. (0 Credits)
In the Research Apprenticeship the student is required to work closely with a research apprenticeship faculty advisor to develop and carry out a research project. The student must register each of the 3 semesters and must attend the Research Colloquia each semester. Prerequisite: Permanent Matriculation status plus 21 doctoral credits.

CTGE 8101. ADVANCED RESEARCH IN CURRICULUM AND TEACHING. (3 Credits)
Designed for advanced doctoral students who are developing dissertation topic areas or who are conducting research projects. The course is usually taken on an independent study basis because of unique student needs.

CTGE 8110. DISSERTATION SEMINAR IN LANGUAGE, LITERACY, AND LEARNING. (3 Credits)
Seminar for advanced doctoral candidates who have completed all coursework for their degree. The purpose of the seminar is to have students develop an approved proposal for their doctoral dissertation. Attribute: Z619.

CTGE 8111. DISSERTATION SEMINAR IN LANGUAGE, LITERACY, AND LEARNING. (3 Credits)
A continuation of CTGE 8110: Seminar for advanced doctoral candidates who have completed all coursework for their degree. The purpose of the seminar is to have students develop an approved proposal for their doctoral dissertation.

CTGE 8502. DIRECTED RESEARCH IN CURRICULUM AND TEACHING. (3 Credits)
Designed for students who have completed their coursework and are developing research problems or projects for completion of doctoral studies. It may not be used to replace any degree course requirements.

CTGE 9000. SPECIAL TOPICS IN CURRICULUM AND TEACHING. (3 Credits)
Special topics in curriculum and teaching. (Permission of course instructor required.)

CTGE 9001. SPEC TOPICS C & T. (0 Credits)
CTGE 9002. SPEC TOPICS C & T. (3 Credits)

CTGE 9990. INDEPENDENT STUDY. (3 Credits)
Designed for students who have completed their coursework and are developing research problems or projects for completion of doctoral studies. It may not be used to replace any degree course requirements.

EDGE 6100. ISSUES AND TRENDS IN AMERICAN EDUCATION. (3 Credits)
The course is designed to provide students with the opportunity to become familiar with the important movements, trends, and innovations that are shaping the education profession.

EDGE 6101. RACE AND MULTICULTURAL EDUCATION IN AMERICAN SOCIETY. (3 Credits)
Examines the concept of cultural pluralism—the values, traditions, and aspirations of various immigrant and ethnic groups; examines the institutionalized nature of prejudice and its impact on the cultural, economic, social status, and mobility patterns of selected ethnic groups.

EDGE 6106. HRE PRACTICUM I. (3 Credits)
This course integrates the knowledge and skills acquired during the program. In this first practicum, students identify an organizational problem and begin the consultation process. They must identify a sponsor, contract for the assignment, collect data and provide feedback to the appropriate organizational members.

EDGE 6107. HRE PRACTICUM II. (3 Credits)
This course continues the process begun in Practicum I. In partnership with the organization, students design and implement an intervention based on the data collected earlier in the consultation process. They must evaluate the performance outcomes associated with the intervention.

EDGE 6226. DESIGN OF INTERACTIVE LEARNING SYSTEMS. (3 Credits)
Cognitive theory and programming skills are taught that enable students to develop multimedia instructional software in a variety of paradigms (for example, simulation, coaching, hypertext, multimedia, tutorial, and drill and practice). To ensure instructional effectiveness, emphasis is placed on building instructional strategies (based on cognitive theory) into the design. To ensure usability, human-computer interaction issues are considered (again, based on cognitive theory). Prerequisite: PSGE 5220 or consent of instructor.

EDGE 6703. MEAS HUM RES ED. (3 Credits)
Focuses on understanding, using and developing assessment tools in the workplace. Students design an instrument, collect and analyze data, and write and present their findings. Measurement concepts of reliability and validity are discussed in relation to developing or purchasing assessment tools.

EDGE 8001. DOCTORAL RESEARCH APPRENTICESHIP. (0 Credits)
A seminar (two consecutive semesters and a summer) in which the student is required to attend monthly seminars. The student is required to undertake research with a faculty member, culminating in a research project that demonstrates the student’s ability to do doctoral work. Prerequisite: Permanent Matriculation Status.

EDGE 8101. DOCTORAL MAINTENANCE OF MATRICULATION. (0 Credits)
Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration requires the approval of professor directing study, chairman of the student’s division, and director of graduate studies.

EDGE 8110. DOCTORAL MAINTENANCE OF MATRICULATION. (0 Credits)
Doctoral Maintenance of Matriculation (0 credit) (DOCTORAL MATINTENANCE)
Attribute: ZAME.

EDGE 8999. DISSERTATION MENTORING. (0 Credits)
Consultation with mentor and dissertation committee on defense of completed dissertation work.

PSGE 5203. INTRODUCTION TO RESEARCH. (3 Credits)
Presentation of the basic concepts, tools, and methods of research in education and psychology.

PSGE 5204. RESEARCH METHODS IN COUNSELING. (3 Credits)
Basic concepts, tools, and methods of research in counseling.

PSGE 5210. STATISTICAL METHODS IN EDUCATION AND PSYCHOLOGY. (3 Credits)
GSE Courses

PSGE 5301. PSYCHOLOGICAL FACTORS IN YOUNG CHILDREN WITH DISABILITIES. (3 Credits)
This course provides an overview of the characteristics of disabling conditions in young children. It introduces the psychological, environmental, and biological conditions, and the interactions among them that place children at risk for developmental delays and disabilities. It discusses the sociocultural and political contexts impacting child development, and the effectiveness of various intervention approaches and models so as to provide students with a knowledge base and skills for interventions.

PSGE 5302. PSYCHOLOGY OF ADOLESCENT DEVELOPMENT AND LEARNING. (3.4 Credits)
Theory and study of development and learning process during the adolescent years. This course examines the cognitive, psychosocial, and character development of children from age 12 to 18 and young adults, their learning abilities and processes; and individual, sociocultural, and other environmental factors affecting their learning and development.

PSGE 5314. PSYCHOLOGY OF CLASSROOM ORGANIZATION AND MANAGEMENT. (1 Credit)
The study of teacher-pupil interactions in classrooms. Characteristics of effective learning environments, time and behavior management, classroom climate, and leadership. Causes of student misbehavior and techniques for prevention and correction. Open only to matriculated students in one of Fordham’s initial teacher education programs.

PSGE 5316. PSYCHOLOGY OF CHILD DEVELOPMENT AND LEARNING. (3 Credits)
This course will review current thinking in the study of child development as reflected in prevailing developmental theory and research. Course readings and assignments will address developmental issues throughout childhood within the physical, cognitive, and socioemotional domains. Special emphasis will be placed on the changes in learning that occur during infancy and childhood.

PSGE 5318. HUMAN DEVELOPMENT AND LEARNING: PRE-K–GRADE 12. (3 Credits)
This course will provide an overview of psychological principles relevant to the process of learning and teaching as applied to the kindergarten through secondary-school learner. Topics will include theories of human development and learning, models of learning and instruction, and academic assessment.

PSGE 5500. PSYCHOLOGICAL FACTORS IN CHILDREN WITH DISABILITIES. (3 Credits)
An introduction to understanding children with disabilities and special health care needs. Study of the physical, social, emotional, and learning characteristics of children identified as disabled.

PSGE 5505. PSYCHOLOGY OF LEARNING DISABILITIES. (3 Credits)
Identification of social, emotional, and learning characteristics of children diagnosed as brain injured, neurologically impaired, or learning disabled. Exploration of perceptual disabilities, language, and motivational and behavioral aspects of children who have learning problems.

PSGE 5620. INTRODUCTION TO COUNSELING I. (3 Credits)
An introduction to the profession of counseling. The processes and techniques of counseling are studied. Emphasis on the development of active listening skills. Prevention and remediation are addressed. Must be taken with PSGE 5622.
Corequisite: PSGE 5622.

PSGE 5621. FOUNDATION OF PROFESSIONAL COUNSELING AND CONSULTATION. (3 Credits)
An introduction to the profession of counseling. The processes and techniques of counseling are studied. Emphasis on the development of active listening skills. Prevention and remediation are addressed. Must be taken with PSGE 5623.
Corequisite: PSGE 5623.

PSGE 5622. PRE-PRACTICUM IN COUNSELING I. (3 Credits)
Guided and supervised experience in individual counseling using a variety of counseling techniques. Must be taken with PSGE 5620.
Corequisite: PSGE 5620.

PSGE 5623. CLINICAL INSTR COUNS PROCESS. (3 Credits)
Guided and supervised experience in individual counseling using a variety of counseling techniques. Must be taken with PSGE 5621.
Corequisite: PSGE 5621.

PSGE 5625. THEORIES FAM COUNS:ASST. (3 Credits)
This course covers leading theories of family counseling and reviews a variety of family assessment procedures and techniques. The course has an applied focus and integrates multicultural and social justice perspectives in understanding and working with families both within and across cultures.

PSGE 5627. COUNS COLLEGE & POST HS. (3 Credits)
This course provides systematic training in counseling for post high school planning including the college admission and selection process. Students will be introduced to concepts and practical skills required for competency in working with diverse populations: the traditionally aged college student applicant, the disadvantaged, the minority student, the gifted, the learning disabled, the student athlete, and the adult.

PSGE 5630. INTRODUCTION TO COUNSELING II. (3 Credits)
This course is designed to review and evaluate various theories of counseling and to encourage students to develop their own conceptualization of the counseling process. This course must be taken concurrently with PSGE 5632 Pre-practicum in Counseling II.
Corequisite: PSGE 5632.

PSGE 5631. COUNS THEORY & PRACTICE. (3 Credits)
This course is designed to review and evaluate various theories of counseling and to encourage students to develop their own conceptualizations of the counseling process. This course must be taken concurrently with PSGE 5633.

PSGE 5632. PRE-PRACT COUNSEL II. (3 Credits)
This course is the second semester of a two-semester pre-practicum experience. It must be taken concurrently with PSGE 5630 Introduction to Counseling II. Students will apply various theories of counseling to specific cases through role plays and taped practice counseling sessions. Feedback will be provided by the instructor and peers.
Corequisite: PSGE 5630.

PSGE 5633. PRE-PRACTICUM IN APPLICATIONS OF COUNSELING THEORY TO PRACTICE. (3 Credits)
This course is the second semester of a two-semester pre-practicum experience. It must be taken concurrently with PSGE 5631 Counseling Theory and Practice. Students will apply various theories of counseling to specific cases through role plays and taped practice counseling sessions. Feedback will be provided by the instructor and peers.

PSGE 6226. DESIGN OF INTERACTIVE LEARNING SYSTEMS. (3 Credits)
See EDGE 6226.
PSGE 6308. COGNITION AND INSTRUCTION I: FOUNDATIONS AND BASIC PROCESSES. (3 Credits)
Historical and contemporary perspectives on the nature of minds and their relation to current psychological theories and research on cognition. Analysis will center on processes underlying perception and understanding—instructional implications will be discussed. Prereq or corequisite: PSGE 6312.

PSGE 6309. COGNITION AND INSTRUCTION II: PROBLEM SOLVING. (3 Credits)
Analysis of the cognitive theories and research on problem solving. Processes underlying imagery, reasoning, transfer of skills, and cultural influences on problem solving will be discussed. Prerequisite: PSGE 6308.

PSGE 6310. INSTITUTE ON APPLIED COGNITION. (3 Credits)
The relation between recent developments in the study of cognition to the solving of applied problems. The institute will be organized around a series of lectures led by noted researchers.

PSGE 6311. APPLICATIONS OF BEHAVIOR ANALYSIS IN EDUCATIONAL SETTINGS. (3 Credits)
Theory and application of psychological principles to modification of social and academic behavior in classrooms and other educational settings.

PSGE 6312. PSYCHOLOGY OF COGNITION AND AFFECT. (3 Credits)
To introduce students to the theoretical & empirical investigation of human learning. Emphasis is on understanding both the cognitive & affective basis of learning, and on new findings that improve understanding and to maximize the use of these complex human skills in relation to educational & psychological practice.

PSGE 6314. PSYCHOLOGY OF PROBLEM SOLVING AND CREATIVITY. (3 Credits)
Definitions of problem solving and creativity; theory, research, and measurement of the creative problem-solving process. Principles and procedures to increase creative thinking. Prerequisite: PSGE 6312 or instructor's permission.

PSGE 6320. PSYCHOLOGY OF MOTIVATION. (3 Credits)
Theoretical and empirical investigation of human motivation and self-determination. Emphasis on understanding emotional and control processes responsible for motivating selected behavior. Prerequisite: PSGE 6312 or instructor's permission.

PSGE 6324. ENVIRONMENTS FOR MANAGING CHALLENGING BEHAVIORS. (3 Credits)
Focus on planning and managing instructional environments for at-risk students and students with disabilities. Students will learn to establish secure learning environments that are structured to facilitate the academic and behavioral success of learners. Contemporary approaches to modifying behavior will be studied.

PSGE 6325. PSYCHOLOGY OF MEDIA. (3 Credits)
This course is designed to examine key issues and theoretical perspectives within the interdisciplinary field of media psychology. Course readings will concern the psychological underpinnings of various forms of media, including television, telecommunications, and multimedia, and their impact on the viewer from a psychosocial and cognitive vantage point. Special emphasis will be placed on the child and the adolescent user.

PSGE 6337. ADVANCED EDUCATIONAL PSYCHOLOGY: INSTRUCTIONAL DESIGN. (3 Credits)
Theories and models of instructional design. Applications of theory and research in educational psychology to the analysis and development of instructional programs. Prerequisite: PSGE 6312 or permission of instructor.

PSGE 6338. DESIGN AND EVALUATION OF CREATIVITY PROGRAMS. (3 Credits)
Design, development, and evaluation of education and training programs to encourage creative thinking and problem solving. General problem-solving skills vs. discipline-based programs. Teacher and staff-development efforts. Selection and measurement of relevant creativity outcomes.

PSGE 6341. PSYCHOLOGY OF PERSONALITY AND INDIVIDUAL DIFFERENCES. (3 Credits)
Theory and research in differential psychology applied to educational settings. Topics include age, sex, intellectual, socioeconomic, racial, and ethnic differences; cognitive styles; and special-talent abilities. Prerequisite: PSGE 6312 or permission of instructor.

PSGE 6345. SOCIAL PSYCHOLOGY. (3 Credits)
Social psychological theories, concepts, and research are studied. Topics include interpersonal relations, social learning, social motivation, communication, attitudes, groups and organizations, and social change.

PSGE 6401. SEMINAR IN THE PSYCHOLOGY OF BILINGUAL STUDENTS. (3 Credits)
This seminar provides a theoretical foundation for understanding critical issues that impact on the psychological functioning of bilingual children and adolescents in the schools. The main objectives are to develop a multicultural psychological perspective, including an understanding of the acculturation process, the nature of bilingualism, bilingual assessment, and bilingual pedagogical issues.

PSGE 6417. DEVELOPMENTAL AND INTELLECTUAL DISABILITIES. (3 Credits)
This course focuses on the assessment and diagnosis of several disorders of early childhood onset. These disorders include mental retardation, autism, other pervasive developmental disorders, Rett's Disorder, Asperger's Syndrome, and various learning disabilities. The etiologies of these disorders, as well as how they are manifested throughout the life span, will be highlighted by reviewing relevant research and through course discussions.

PSGE 6418. EMOTIONAL DISORDERS OF CHILDHOOD AND ADOLESCENCE. (3 Credits)
Survey of causes and consequences of emotional problems of children and implications for educational planning. The major psychiatric and psychological classification systems are studied, as are the effects of social and cultural factors on emotional development.

PSGE 6446. CONSULTATION WITH FAMILIES IN A DIVERSE SOCIETY. (3 Credits)
The purpose of this course is to provide students with the skills necessary to be effective consultants with families of young children.

PSGE 6602. HUMAN DEVELOPMENT. (3 Credits)
This course presents an overview of human development through the life span. Theories of psychosocial development are emphasized, as are the implications of life stage for counseling assessment and intervention. Multicultural and feminist perspectives on human development are included.
PSGE 6603. MULTICULTURAL ISSUES IN PROFESSIONAL PSYCHOLOGY. (3 Credits)
The course is designed to provide psychologists, counselors, and school personnel with the requisite knowledge for working with clients and students of diverse racial, ethnic, and cultural backgrounds. Intervention techniques for working with a variety of racial/ethnic and special populations are included.

PSGE 6605. COUNSELING PROGRAM DEVELOPMENT AND EVALUATION. (3 Credits)
The purpose of this course is to provide students with an introduction to principles and methods of counseling program development and evaluation. Psychoeducational, therapeutic, developmental, and culturally appropriate interventions will be considered on individual, group, and system levels. The course focuses on developing and evaluating the effectiveness of counseling interventions based on research evidence. Students will apply the knowledge they gain—through course instruction, assigned readings, and focused reviews of literature relevant to their particular counseling interests—to develop a proposal for a counseling intervention program and design a plan for its implementation and evaluation. Prerequisites: PSGE 6620, 6622, 5204.

PSGE 6607. ASSESSMENT IN COUNSELING. (3 Credits)
This course is an introduction to basic issues and procedures in counseling assessment and testing across the life span. It is part of the PSGE 6602 – PSGE 6607 counseling module, and the content is geared toward practicing professional counselors in a variety of settings. Multicultural and ethical issues are infused throughout the course content.

Attribute: Z621.

PSGE 6609. ADVANCED ASSESSMENT AND APPRAISAL IN COUNSELING. (3 Credits)
Prerequisite for the course is Assessment in Counseling (PSGE 6607). This course is required for students in the Mental Health Counseling program. This class focuses on clinical assessment in mental health counseling with an emphasis on objective inventories of personality and psychopathology. Students will be exposed to a number of assessments of personality and psychotherapy, with particular emphasis on the range of inventories. Students will also learn diagnostic interviewing and semi-structured assessments of psychopathology. Multicultural and ethical issues are infused throughout the course content and process.

PSGE 6615. HISTORY AND SYSTEMS OF PSYCHOLOGY. (3 Credits)
This doctoral-level course provides students with an overview of the development of psychological thought, from its culturally indigenous origins in roughly 3000 BC, to Western influences in the late 19th century, through to the present and anticipated future of the field. Major topics include: philosophical influences in psychology, structuralism, functionalism, behaviorism, Gestalt, psychoanalysis, multicultural psychology, and recent theoretical developments. While this course is organized in terms of the major schools of thought that have defined the field of psychology, there is extensive coverage of the history of “constructs” that have shaped the field of psychology, as well as exploration of pioneers in the field across race, gender, sexual orientation, and other individual differences. The course aims to promote a critical analysis of the history of psychology through deconstruction of the cultural and historical milieu that influenced the system of thought or construct under consideration. The place of counseling, vocation, multicultural, and social-justice-oriented psychology will be emphasized.

PSGE 6630. GROUP COUNSELING. (3 Credits)
Principles of group dynamics that have implications for group counseling are studied. Must be taken with PSGE 6632. Prerequisites: PSGE 5620 and PSGE 5622.
Corequisite: PSGE 6632.

PSGE 6632. PRE-PRACTICUM IN GROUPS. (3 Credits)
The course is an experientially focused group-counseling course in which students participate as both group members and leaders. Must be taken with PSGE 6630. Prerequisites: PSGE 5620 and PSGE 5622.
Corequisite: PSGE 6630.

PSGE 6640. CAREER COUNSELING. (3 Credits)
Theories, research, and processes of career development are examined. Must be taken with PSGE 6641. Prerequisites: PSGE 5620 and PSGE 5622.

PSGE 6641. PRACT CAREER COUNSELING. (3 Credits)
Focus is on assessment techniques and methods of career development. A case-study approach is used. Must be taken with PSGE 6640. Prerequisites: PSGE 5620 and PSGE 5622.
Corequisite: PSGE 6640.

PSGE 6642. PRACTICUM IN CAREER COUNSELING. (3 Credits)
Focus is on assessment techniques and methods of career development. A case-study approach is used. Must be taken with PSGE 6640. Prerequisites: PSGE 5620 and PSGE 5622.
Corequisite: PSGE 6640.

PSGE 6645. GENERAL PSYCHOPATHOLOGY. (3 Credits)
This course will provide a comprehensive overview of psychopathology. The survey will begin by contextualizing notions of psychopathology within the historical milieu of the cultures of psychology and psychiatry. Methodological and taxonomic issues will be explored with an emphasis on the paradigm presented by DSM-IV. The major adult psychiatric disorders (both Axis I and Axis II) will be studied in detail. Related diagnostic and assessment strategies will also be discussed. Through readings and in-class activities, students are expected to develop an understanding of etiological, diagnostic, and treatment issues related to the various disorders addressed.

PSGE 6650. ETHICS AND PROFESSIONAL ISSUES IN COUNSELING. (3 Credits)
An integrating seminar in which the role and function of counselors in society are examined. Philosophical and psychological roots of counseling are studied, and the ethical guidelines of the major professional organizations are analyzed. Important issues facing the counselor are also studied. Must be taken with PSGE 6652. Prerequisites: Areas I, II, III, and IV from the counseling curriculum.

PSGE 6651. FIELD EXPERIENCE I IN MENTAL HEALTH COUNSELING. (3 Credits)
This is the first field experience course (fall only) for master’s students in mental health counseling. Students function as mental health counselors under supervision in a hospital, college, or other agency settings. Experiences vary by site, are individually planned, and may include individual or group counseling, assessment, and attendance at case conferences or staff meetings. Students are responsible for locating and contracting with their own qualifying site, subject to the approval of the coordinator of master’s field experience and their adviser. The course includes group supervision, case presentations, and content specific to developing mental health counseling competencies. Corequisite: PSGE 6650. Prerequisites: PSGE 5620-5622, 5630-5632, 6630-6632, 6640-6641, 6602, and 6607.
Corequisite: PSGE 6650.
PSGE 6652. FIELD EXPERIENCE IN COUNSELING I. (3 Credits)
Students must complete 130 hours of supervised, off-campus experience. Site should be chosen with a view toward the student's vocational goals. Students will function as counselors under supervision in schools, colleges, hospitals, or mental health agencies. The practicum experience of each student will vary according to his or her site. Ideally, each student will have an opportunity to engage in a wide range of counseling activities, such as individual counseling, group counseling, assessment, attendance at case conferences or other staff meetings, and gradually become acquainted with the total counseling program at the agency or school. Students must provide their own sites, subject to the approval of the field experience coordinator. Generally the course is to be taken during the fall semester of the final year of study. Must be taken with PSGE 6650. Prerequisites: PSGE 5620, 5622, 6640, 6630, 6632, 6602, and 6702.
Corequisite: PSGE 6650.

PSGE 6653. FIELD EXPERIENCE II IN MENTAL HEALTH COUNSELING. (3 Credits)
This is the second field experience course (spring only) for master’s students in mental health counseling. Students function as mental health counselors under supervision in a hospital, college, or other agency settings. Experiences vary by site, are individually planned, and may include individual or group counseling, assessment, and attendance at case conferences or staff meetings. Students are responsible for locating and contracting with their own qualifying site, subject to the approval of the coordinator of master’s field experiences and their adviser. The course includes group supervision, case presentations, and content specific to developing mental health counseling competencies. Prerequisite: PSGE 6651.

PSGE 6654. FIELD EXPERIENCE IN COUNSELING II. (3 Credits)
This course is the second semester of a two-semester practicum experience for master’s students in counseling and personnel services.

PSGE 6655. FIELD EXPERIENCE III IN MENTAL HEALTH COUNSELING. (3 Credits)
This course is offered as an option of a third field experience course (summer I only) for those master’s students in mental health counseling who completed the minimum number of supervised hours in the first two practica. Students function as mental health counselors under supervision in a hospital, college, or other agency settings. Students are responsible for locating and contracting with their own qualifying site, subject to the approval of the coordinator of master’s field experiences and their adviser. The course includes group supervision, case presentations, and content specific to developing mental health counseling competencies. Prerequisite: PSGE 6653.

PSGE 6656. MULTICULTURAL COUNSELING. (3 Credits)
This course is designed to equip students with the awareness, knowledge, and skills for counseling culturally diverse clients. Students will be exposed to leading theories of multicultural counseling and racial/ethnic identity development and will be involved in case-study analysis, role plays, and other diverse experiences.

PSGE 6659. TRAUMA INTERP NEUROBIO. (3 Credits)
Shall bridge the gap between advances in neuroscience & the practice of psychotherapy topics: the brain & affect regulations, neurobiology of attachment, brain integration & the neurobiology of psychotherapy.

PSGE 6702. FUNDAMENTALS OF EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT. (3 Credits)
Survey of measurement methods in education and psychology. Basic psychometric properties of tests, principles of test development, types of tests, and evaluations of tests are studied.

PSGE 7210. EXPERIMENTAL DESIGN. (3 Credits)

PSGE 7211. CORRELATIONAL DESIGN AND ANALYSIS. (1-3 Credits)
Regression analysis (RA) and the design and interpretation of research using the general linear model (GLM). Interpretation Multiple R, beta coefficients, standard error. Dummy coding and interaction effects. Also, path analytic methods. Prerequisite: PSGE 7210.

PSGE 7213. APPLICATION OF MULTIVARIATE TECHNIQUES IN EDUCATION AND PSYCHOLOGY. (3 Credits)
Survey of multivariate statistics, including regression, discriminant function, canonical correlation, multivariate analysis of variance, and factor analysis. Emphasis is on the use of these techniques. Prerequisite: PSGE 7211.

PSGE 7301. ADVANCED DEVELOPMENTAL PSYCHOLOGY. (3 Credits)
Analysis of recent theory and research in developmental psychology. Prerequisite: PSGE 6301 or PSGE 6302.

PSGE 7372. PD PRO-SEMINAR IN THE PROFESSIONAL PRACTICE OF SCHOOL PSYCHOLOGY. (0 Credits)
This course is designed to develop student basic skills as related to the practice of school psychology. The topics to be covered include professional identity development, school culture, engagement in the supervision process and professional writing and communications.

PSGE 7412. PERSONALITY ASSESSMENT. (3 Credits)
Introduction to the theory of personality assessment. Practice in administration, scoring, and interpretation of selected projective techniques used with children, with emphasis on the Rorschach, Thematic Apperception Tests, and Drawings. Registration limited to matriculated students in school psychology with the permission of the instructor. Prerequisite: PSGE 7508.
Attribute: ZLB5.

PSGE 7413. SCHOOL PSYCHOLOGY: ADVANCED ASSESSMENT SEMINAR. (3 Credits)
This advanced seminar on assessment is designed to provide students with theoretical knowledge and applied skills in specialized areas of assessment. The specific topics covered will be offered as separate sections on an alternating basis. The major topics may include advanced personality assessment, neuropsychological assessment, preschool assessment, and dynamic assessment. Prerequisites: PSGE 7508 and permission from the instructor.

PSGE 7418. NON-BIASED ASSESSMENT AND DECISION-MAKING. (3 Credits)
In-depth examination of issues, research, and models in non-biased assessment. Topics will include adaptive behavior, problems in classification, test bias, fairness, and judicial and legislative influences. Prerequisite: PSGE 7508.

PSGE 7422. INSTRUCTIONAL CONSULTATION. (3 Credits)
Assessment and remediation of children with school learning problems. Teacher consultation, observation, task analysis, and evaluation of learning problems. Prerequisites: PSGE 7442 and PSGE 7445.
PSGE 7423. THERAPEUTIC INTERVENTIONS IN THE SCHOOLS. (3 Credits)
This course is presented in two parts. The first part focuses on treatment efficacy, various therapeutic orientations, ethics, and law. In the second half, practical, empirically based intervention techniques appropriate for school psychological services for children and adolescents are discussed. Current best practices in the treatment of social, behavioral, and emotional problems are emphasized.

PSGE 7424. ADVANCED ASSESSMENT SEMINAR: BILINGUAL ASSESSMENT. (3 Credits)
This course is designed to train graduate students in how to conduct bilingual assessments. Conceptualization of assessment incorporating specific ways of taking both culture and language into account shall be reviewed. It will extend prior knowledge of how to minimize bias in assessment and test construction.

PSGE 7425. ADVANCED INTERVENTION SEMINAR: PRESCHOOL INTERVENTION. (3 Credits)
This course is designed to be a topical seminar that will cover a number of major issues and trends in preschool intervention.

PSGE 7426. ADVANCED INTERVENTION SEMINAR: EDUCATIONAL INTERVENTION. (3 Credits)
This course is designed to be a topical seminar that will cover a number of major issues and trends in educational interventions.

PSGE 7427. ADVANCED INTERVENTION SEMINAR: BILINGUAL INTERVENTION. (3 Credits)
This course is designed to be a topical seminar that will cover a number of major issues and trends in interventions with bilingual students.

PSGE 7428. ADVANCED INTERVENTION SEMINAR: THERAPEUTIC INTERVENTION. (3 Credits)
This course is designed to be a topical seminar that will cover a number of major issues and trends in therapeutic interventions. Intensive supervision will be provided.

PSGE 7429. INTEGRATION OF ASSESSMENT TECHNIQUES. (3 Credits)
Supervised pre-internship experience in the integrated use of psychoeducational tests; histories; observation; and clinical interviews in the study of children, adolescents, and adults with learning and behavioral problems. Special considerations of assessment of minority children are addressed. The experience is based in the Rosa A. Hagin School Consultation Center and Early Childhood Center, where students will conduct assessments with clients and attend weekly staff meetings. Registration limited to matriculated students in school psychology or with the permission of the instructor. Prerequisites: PSGE 7508, PSGE 7412, and PSGE 7418.

PSGE 7435. FOUNDATIONS OF NEUROPSYCHOLOGY. (3 Credits)
Focus is on neuropsychology as a science, and its purpose is to assist psychology students in developing an understanding of the theoretical bases and principles underlying brain-behavior relationships. This course will be designed so that students of school, counseling, and educational psychology will be prepared in and introduced to the theoretical foundations of neuropsychology.

PSGE 7442. ROLE AND FUNCTION OF THE SCHOOL PSYCHOLOGIST. (3 Credits)
An analysis of the role of the school psychologist. Emphasis is on models for delivering effective services. Consideration of ethical and legal issues.

PSGE 7444. PSYCHOLOGY: HISTORY AND ETHICS. (3 Credits)
The course provides a survey of the development of theoretical issues and methodology of psychology from the early Greek philosophers to current trends, including historical and current approaches from various cultures. Additionally, ethical principles and practice considerations for the science and practice of psychology will be explored through a variety of sources.

PSGE 7445. THEORIES OF SCHOOL-BASED CONSULTATION. (3 Credits)
Theory and practice in school-based consultation, including mental health, ecological/behavioral, and organizational consultation.

PSGE 7452. CLINICAL SUPERVISION OF SCHOOL PSYCHOLOGISTS. (3 Credits)
This course, conducted mainly as a practicum, analyzes the process of supervision and the basic steps in providing supervision of school psychologists. Emphasis is placed on actual supervisory experience, providing supervision to others, with students expected to spend two laboratory hours weekly in addition to regular class. Registration limited to PhD students in school psychology.

PSGE 7456. EVALUATION OF PSYCHOLOGICAL SERVICES DELIVERY PROGRAMS. (3 Credits)
Theories, models, and practice of program evaluation in psychological and educational services. Prerequisites: PSGE 5210 and PSGE 6702.

PSGE 7480. PROFESSIONAL DIPLOMA INTERNSHIP IN SCHOOL PSYCHOLOGY I. (1.5-3 Credits)
Experience in providing school psychological services under qualified supervision that, in conjunction with PSGE 7481, is the equivalent of a full academic year. During the internship, students attend seminars on campus. Completion of appropriate coursework and program permission required. For professional diploma students only.

PSGE 7481. PROFESSIONAL DIPLOMA INTERNSHIP IN SCHOOL PSYCHOLOGY II. (1.5-3 Credits)
A continuation of PSGE 7480.

PSGE 7482. PROFESSIONAL DIPLOMA INTERNSHIP IN BILINGUAL SCHOOL PSYCHOLOGY I. (1.5-3 Credits)
Experience in providing school psychological services to a bilingual population under qualified supervision that, in combination with PSGE 7483, is the equivalent of a full academic year. Completion of appropriate coursework and program permission required. For bilingual professional diploma students only.

PSGE 7483. PROFESSIONAL DIPLOMA INTERNSHIP IN BILINGUAL SCHOOL PSYCHOLOGY II. (1.5-3 Credits)
A continuation of PSGE 7482.

PSGE 7490. DOCTORAL INTERNSHIP IN SCHOOL PSYCHOLOGY I. (1.5-3 Credits)
Experience in providing school psychological services under qualified supervision that, in conjunction with PSGE 7492, combines to be counted as the equivalent of a full academic year. Completion of appropriate coursework and program permission required (open only to PhD-degree students).

PSGE 7492. DOCTORAL INTERNSHIP IN SCHOOL PSYCHOLOGY II. (1.5-3 Credits)
A continuation of PSGE 7490.

PSGE 7500. CLINICAL PRACTICUM IN SCHOOL PSYCHOLOGY. (3 Credits)
Supervised pre-internship field experience in psychological services, eight hours weekly in an agency or school offering clinical services to children or adolescents. Registration limited to matriculated students in school psychology. Program approval required.
PSGE 7501. CLINICAL PRACTICUM IN BILINGUAL SCHOOL PSYCHOLOGY. (3 Credits)
Supervised pre-internship field experience in psychological services, eight hours weekly in an agency or school offering clinical services to bilingual or limited English proficient children or adolescents. Registration limited to matriculated students in school psychology. Program approval required.

PSGE 7502. CONSULTATION PRACTICUM IN SCHOOL PSYCHOLOGY. (3 Credits)
Supervised pre-internship fieldwork in delivering consultation services in schools eight hours weekly. Integrating seminar meets on campus. Registration limited to matriculated students in school psychology; completion of appropriate coursework and program approval required.

PSGE 7503. CONSULTATION PRACTICUM IN BILINGUAL SCHOOL PSYCHOLOGY. (3 Credits)
Supervised pre-internship field experience in delivering consultation services in schools serving bilingual or limited English proficient students, eight hours weekly. Integrating seminar meets on campus. Registration limited to matriculated students in school psychology; completion of appropriate coursework and program approval required.

PSGE 7507. RESEARCH SEMINAR IN THE PRACTICE OF PROFESSIONAL SCHOOL PSYCHOLOGY. (3 Credits)
This is an advanced seminar designed to enhance skills in research methods useful in gathering and sharing information on the clinical utility of evidence-based practices.

PSGE 7508. COGNITIVE ASSESSMENT. (3 Credits)
This course is designed to provide students with an in-depth knowledge of the process of cognitive assessment, including administration, scoring, and interpretation of several intelligence tests. Students are expected to assess several individuals and to write reports based on these assessments. The knowledge base that students are expected to obtain through this course consists of the history of intelligence testing, current theories of intelligence, alternative approaches to traditional assessment procedures, and issues in the measurement of intelligence.
Attribute: Z621.

PSGE 7510. SCHOOL PSYCHOLOGY EXTERNSHIP I. (0 Credits)
The externship provides an opportunity for students in the school psychology program to enhance research or practice-related skills and competencies above and beyond those typically required in the program. Participants are supervised by a field supervisor at an external setting and by school psychology faculty member(s). The externship could be taken after the completion of appropriate coursework or practica. Prerequisite: permission from instructor.
Attribute: ZEEF.

PSGE 7511. SCHOOL PSYCHOLOGY EXTERNSHIP II. (0 Credits)
A continuation of PSGE 7510.
Attribute: ZEEF.

PSGE 7520. DOCTORAL EXTERNSHIP IN SCHOOL PSYCHOLOGY. (1.5 Credits)
The externship consists of a specific professional experience during which students enhance the attitudes, knowledge, and skills learned during the program and practiced as part of their practica experience. The focus of the externship is on improving one's skills in a specific area of school psychology practice in preparation for internship or future employment. Goals for the externship should be in keeping with the school psychology program goals.

PSGE 7530. COUNSELING PSYCHOLOGY EXTERNSHIP I. (0 Credits)
This course is intended for doctoral students in the Counseling Psychology program who wish to gain additional clinical experience by working in the field. Students must have completed the entire doctoral practicum sequence. Prerequisite: PSGE 7658.
Attribute: ZEEF.

PSGE 7531. COUNSELING PSYCHOLOGY EXTERNSHIP II. (0 Credits)
This course is intended for doctoral students in the Counseling Psychology program who wish to gain additional clinical experience by working in the field. Students must have completed the entire doctoral practicum sequence. Prerequisite: Counseling Psychology Externship I.
Attribute: ZEEF.

PSGE 7532. COUNS PSY EXTERNSHIP - SUMMER. (0 Credits)
This course is intended for doctoral students in the Counseling Psychology program who wish to gain additional clinical experience by working in the field. Students must have completed the entire doctoral practicum sequence. Prerequisite: PSGE 7530 and PSGE 7531.

PSGE 7609. ADVANCED PERSONALITY ASSESSMENT. (3 Credits)
Introduction to the theory of projective personality by assessment. Practice in administration, scoring and interpretation of selected projective techniques of children and adults, with emphasis on the Rorschach, Thematic Apperception Tests and Drawings. Registration limited to doctoral students.
Attribute: ZL5.

PSGE 7612. ASSESSMENT IN PERSONALITY. (3 Credits)
Covers the ethics, administration, scoring and interpretation of both projective and objective personality tests. Students shall receive supervision in these aspects of testing.
Attribute: ZL5.

PSGE 7613. INTELL ASST: CHILD/ADULT. (3 Credits)
Study of the major theories of cognitive and neuropsychological abilities. Intelligence is analyzed as a major individual difference characteristic in clinical and educational settings. Skills developed in the administrative scoring, and analysis of major intelligence measures.

PSGE 7615. ADULT PSYCHOPATHOLOGY. (3 Credits)
The course provides an overview of the etiology, course assessment, and treatment of adult disorders. Psychological, biological, and sociocultural perspectives of psychopathology are examined and differential diagnostic issues are explored. This course is intended for advanced (post-master’s) graduate students. For doctoral students.

PSGE 7620. THEORIES OF COUNSELING. (3 Credits)
Consideration of the major theories of counseling, including psychodynamic, cognitive, behavioral, and phenomenological models. Common factors and distinct features are analyzed, as is the research supporting the models. Recent integrative efforts are studied.

PSGE 7630. PSYCHOLOGY OF SMALL GROUPS. (3 Credits)
The principles of group dynamics are analyzed with an emphasis on contemporary theories of group behavior.

PSGE 7640. PSYCHOLOGY OF CAREER DEVELOPMENT. (3 Credits)
A critical analysis of theories and research concerning career development. Application of psychological theories to the career development of diverse persons are studied. Prerequisite: PSGE 6640 or equivalent.
PSGE 7649. CLINICAL SUPERVISION AND CONSULTATION IN COUNSELING PSYCHOLOGY. (3 Credits)
Students will study the developmental processes involved in the training of therapists. The nature of the supervisory relationship will be explored in depth and students will identify skills necessary for sound supervisory practice. Clinical consultation in mental health settings will also be addressed. Prerequisite: PSGE 7655.

PSGE 7654. DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY I. (3 Credits)
This is the fourth course in the series of 4 practicum courses for doctoral students in counseling psychology. Students engage in closely supervised practice of counseling and psychotherapy in a professional setting for a minimum of sixteen hours each week. Approval of the site and supervisor by the practicum coordinator is required as is the student’s eligibility to start the practicum. Theoretical emphasis of this semester is on integrative approaches to psychotherapy. Taping of counseling sessions is required. Master’s level practicum.

PSGE 7655. DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY II. (3 Credits)
The course is the second half of the field experience in counseling psychology required of students who are matriculated in the counseling psychology program. The course requirements are as described for PSGE 7654. Prerequisite: PSGE 7654.

PSGE 7656. DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY III. (3 Credits)
This is the third semester of practicum for doctoral students in counseling psychology. Students engage in closely supervised practice of counseling psychology in a professional setting 16 hours each week, including one hour of face-to-face, individual supervision by a doctoral-level psychologist. Approval of the site and supervisor by the practicum coordinator is required. Taping of counseling sessions is required. Prerequisites: PSGE 7654 and PSGE 7655.

PSGE 7657. PRACTICUM IN SUPERVISION IN COUNSELING PSYCHOLOGY. (3 Credits)
Theories and methods of clinical supervision will be studied. This course requires weekly supervision of master’s-level trainees following the class period. Prerequisite: PSGE 7655.

PSGE 7658. DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY IV. (3 Credits)
This is the fourth course in the series of 4 practicum courses for doctoral students in counseling psychology. Students engage in closely supervised practice of counseling and psychotherapy in a professional setting for a minimum of sixteen hours each week. Approval of the site and supervisor by the practicum coordinator is required as is the student’s eligibility to start the practicum. Theoretical emphasis of this semester is on integrative approaches to psychotherapy. Taping of counseling sessions is required. Prerequisite PSGE 7656.

PSGE 7667. INTERNSHIP IN COUNSELING PSYCHOLOGY I. (0 Credits)
A full-year, full-time experience in providing psychological services under qualified supervision in an approved agency (PSGE7668, PSGE7669). A formal application process is required, which must be completed and approved by the program in the year prior to the beginning of the internship. All coursework except the dissertation seminar must be completed before enrolling in this course.
Attribute: Z624.

PSGE 7668. INTERNSHIP IN COUNSELING PSYCHOLOGY II. (0 Credits)
The second term (Fall, Spring, Summer) of the internship requirement that is described in PSGE 7667.
Attribute: Z624.

PSGE 7669. INTERNSHIP IN COUNSELING PSYCHOLOGY III. (0 Credits)
The third term (Fall, Spring, Summer) of the internship requirement that is described in PSGE 7667.

PSGE 7680. QUALITATIVE RESEARCH METHODS IN COUNSELING PSYCHOLOGY. (3 Credits)
Qualitative research methods useful in the field of counseling psychology are examined. An overview of philosophy of science is included.

PSGE 7681. QUANT RES METHODS I. (3 Credits)
This first course in a two-semester sequence on applied statistical methods focuses on quantitative data analysis techniques used in the social sciences with special emphasis on designs and methods in psychological research. We then will cover analysis of variance (ANOVA) and Multiple Regression - the predominant tools for analyzing experimental and non-experimental quantitative data. Completion of an extensive statistics project is an essential component of this course.

PSGE 7682. QUANTITATIVE RESEARCH METHODS IN PSYCHOLOGY II. (3 Credits)
This second course in a two-semester sequence on applied statistical methods focuses on quantitative data analysis techniques that are frequently used in the social sciences with special emphasis on designs and methods in psychological research. Topics covered in this course include advanced regression analyses, multivariate approaches (MANOVA, path analyses), and factor analysis. Completion of an extensive statistics project is an essential component of this course.

PSGE 7711. PSYCHOMETRIC THEORY. (3 Credits)
Classical and modern test theories, latent trait analysis, scaling methods, and introductory factor analysis are studied. Prerequisites: PSGE 5210 and PSGE 6702.

PSGE 7712. RECENT TRENDS IN MEASUREMENT AND EVALUATION. (3 Credits)
Seminar on issues and developments in testing and evaluation. Original research and writing are required. Prerequisite: PSGE 7711.

PSGE 7900. PROSEMINAR IN PSYCHOLOGICAL AND EDUCATIONAL SERVICES. (0 Credits)
The proseminar serves as an orientation to the research process, allows students to learn about faculty research interests and encourages discussions of research topics. It constitutes an initial developmental step in the research process and is linked to the Experimental Design and Statistics Methods courses.

PSGE 8001. RESEARCH APPRENTICESHIP. (0 Credits)
In the Research Apprenticeship in Psychological and Educational Services, the student is required to work closely with a research apprenticeship faculty advisor to develop and carry out a research project over the course of three consecutive semesters. The student must register each semester for PSGE 8001. In addition to conducting research PES Research Colloquia each semester. Prerequisite:Permanent Matric Status.
Attribute: Z619.

PSGE 8100. COLLEGE TEACHING INTERNSHIP IN PSYCHOLOGY AND SERVICES. (0 Credits)
Supervised field experience as a college-level instructor. On-campus seminars. Prerequisite: Permission of the program faculty.

PSGE 8672. SOCIAL AND ETHICAL RESPONSIBILITIES IN COUNSELING PSYCHOLOGY. (3 Credits)
The social, professional, legal, historical, and ethical issues and standards relevant to the field of counseling psychology will be explored. This course is taken during the first semester of doctoral study in counseling psychology.
PSGE 8999. DISSERTATION SEMINAR IN PSYCHOLOGICAL AND EDUCATIONAL SERVICES. (3 Credits)
Consultation with faculty on the development and conduct of dissertation research. Prerequisite: Permission of program faculty.

PSGE 9990. INDEPENDENT STUDY. (1-3 Credits)
Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration requires the approval of the professor directing study, the division chairperson and the director of graduate studies.

UEGE 5102. HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION. (3,4 Credits)
This introductory course examines the historical and philosophical roots of public education and discusses how this system is related to the social, multicultural, political, and economic life of the nation. As a course in educational foundations, this course examines the concept of cultural pluralism—the values, traditions, and aspirations of various immigrant and ethnic groups, and the ways in which those differences influenced schooling cultures and processes.

UEGE 6001. PHILOSOPHY OF EDUCATION. (1,3 Credits)
An examination of the philosophies underlying contemporary policy issues in education with an emphasis on egalitarian versus meritocratic positions.

UEGE 6241. URBAN EDUCATION: PROBLEMS AND PERSPECTIVES. (3 Credits)
An analysis of those trends and innovations most likely to shape urban education delivery systems in the future.

UEGE 6243. THE IMPACT OF PREJUDICE ON MINORITY GROUPS IN AMERICA. (3 Credits)
Examines the institutionalized nature of prejudice and the cultural, economic, and social status of selected minority groups.

UEGE 6276. HISTORY OF EDUCATION. (1-3 Credits)
An examination of selected innovations in American public and nonpublic education with an emphasis on use of the past to improve current practice.

UEGE 6330. URBAN SOCIOLOGY AND EDUCATION. (3 Credits)
An analysis of group values, mobility patterns, and intergroup relations as they affect metropolitan school systems. Emphasis on the education of ethnic minority groups.

UEGE 9990. INDEPENDENT STUDY. (1-3 Credits)
Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration requires the approval of the professor directing the study, the division chairperson, and the associate dean of academic affairs.
## PROGRAMS OF STUDY

<table>
<thead>
<tr>
<th>Program</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting - Public Accountancy Major (CPA-150 track)</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Accounting - Public Accounting Major (120 credits)</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Accounting/Information Systems</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>Minor, Primary Concentration, Secondary Concentration</td>
<td></td>
</tr>
<tr>
<td>Administration and Supervision</td>
<td>MSE, EdD, PhD</td>
<td></td>
</tr>
<tr>
<td>Administration and Supervision—Catholic/Faith-Based Educational Leadership</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>Adolescence Biology</td>
<td>MST</td>
<td></td>
</tr>
<tr>
<td>Adolescence Chemistry</td>
<td>MST</td>
<td></td>
</tr>
<tr>
<td>Adolescence Earth Science Education</td>
<td>MST</td>
<td></td>
</tr>
<tr>
<td>Adolescence English</td>
<td>MST</td>
<td></td>
</tr>
<tr>
<td>Adolescence Mathematics</td>
<td>MST</td>
<td></td>
</tr>
<tr>
<td>Adolescence Physics</td>
<td>MST</td>
<td></td>
</tr>
<tr>
<td>Adolescence Social Studies</td>
<td>MST</td>
<td></td>
</tr>
<tr>
<td>African and African American Studies</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>African Studies</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Air Force ROTC/Aerospace Science</td>
<td>Special Program</td>
<td></td>
</tr>
<tr>
<td>Alternative Investments</td>
<td>Secondary Concentration</td>
<td></td>
</tr>
<tr>
<td>American Catholic Studies Certificate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>American Studies</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Applied Accounting and Finance</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Army ROTC/Military Science</td>
<td>Special Program</td>
<td></td>
</tr>
<tr>
<td>Art History and Visual Arts</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Art History</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Bilingual Childhood Education</td>
<td>MST</td>
<td></td>
</tr>
<tr>
<td>Bilingual Extension for Certified School Psychologists</td>
<td>Special Program</td>
<td></td>
</tr>
<tr>
<td>Bilingual School Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bioethics</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Bioinformatics</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Business Administration</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Business Economics</td>
<td>Primary Concentration, Secondary Concentration</td>
<td></td>
</tr>
<tr>
<td>Business Law and Ethics</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Certified Management Accountant (CMA) Exam Prep</td>
<td>Special Program</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Childhood Education</td>
<td>MST</td>
<td></td>
</tr>
<tr>
<td>Childhood Special Education</td>
<td>Certificate, MSE, MST</td>
<td></td>
</tr>
<tr>
<td>Classical Civilization</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Classical Languages</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Communication and Culture</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Communication and Media Management</td>
<td>Secondary Concentration</td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Comparative Literature</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Contemporary Learning and Interdisciplinary Research</td>
<td>PhD</td>
<td></td>
</tr>
<tr>
<td>Cooperative Program in Engineering (3-2 Engineering)</td>
<td>Special Program</td>
<td></td>
</tr>
<tr>
<td>Counseling Psychology</td>
<td>PhD</td>
<td></td>
</tr>
<tr>
<td>Credit for Experiential Learning</td>
<td>Special Program</td>
<td></td>
</tr>
<tr>
<td>Curriculum and Teaching</td>
<td>MSE</td>
<td></td>
</tr>
<tr>
<td>Cybersecurity</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Digital and Social Media Professional Certificate Program</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Digital Media and Technology</td>
<td>Concentration</td>
<td></td>
</tr>
<tr>
<td>Digital Technologies and Emerging Media</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Early Childhood and Childhood Education</td>
<td>Certificate, MST</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Major/Minor</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>MST</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Special Education</td>
<td>Certificate, MSE</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Education 5-Year Program</td>
<td>MSE, MST</td>
<td></td>
</tr>
<tr>
<td>Educational Psychology:</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>School Psychology Specialization in Educational Evaluation and Intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Physics</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>Primary Concentration, Secondary Concentration</td>
<td></td>
</tr>
<tr>
<td>Environmental Policy</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Exceptional Adolescents with Subject Extension</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Extension to Early Childhood, Childhood, and Adolescence Certificate Programs</td>
<td>Special Program</td>
<td></td>
</tr>
<tr>
<td>Fashion Studies</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Film and Television</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td>Major, Primary Concentration, Secondary Concentration</td>
<td></td>
</tr>
<tr>
<td>Fordham Post-Baccalaureate PreMedical/Pre-Health Program</td>
<td>Special Program</td>
<td></td>
</tr>
<tr>
<td>French Language and Literature</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>French Studies</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>General and Exceptional Adolescents (Dual Certification)</td>
<td>MST</td>
<td></td>
</tr>
<tr>
<td>General Science</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>German Language and Literature</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>German Studies</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Global Business</td>
<td>Major, Secondary Concentration</td>
<td></td>
</tr>
<tr>
<td>Global Finance and Business Economics</td>
<td>Concentration</td>
<td></td>
</tr>
<tr>
<td>History Major</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Humanitarian Studies</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Individualized Majors</td>
<td>Special Program</td>
<td></td>
</tr>
<tr>
<td>Information Science</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Information Systems</td>
<td>Primary Concentration, Secondary Concentration</td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td>Major, Minor and Systems</td>
<td></td>
</tr>
<tr>
<td>Integrative Neuroscience</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>International Humanitarian Affairs</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>International Political Economy</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>International Studies</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Irish Studies</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Italian Studies</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Italian</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Jewish Studies</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Journalism</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Latin American and Latino Studies</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Legal and Policy Studies</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Lincoln Center Honors Program</td>
<td>Special Program</td>
<td></td>
</tr>
<tr>
<td>Literacy Education (Birth–Grade 6)</td>
<td>MSE</td>
<td></td>
</tr>
<tr>
<td>Literacy Education (Grades 5 through 12)</td>
<td>MSE</td>
<td></td>
</tr>
<tr>
<td>Literacy Leadership/Literacy Coaching</td>
<td>Advanced Certificate</td>
<td></td>
</tr>
<tr>
<td>Management of Information and Communications Systems</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Management Systems</td>
<td>Primary Concentration, Secondary Concentration</td>
<td></td>
</tr>
<tr>
<td>Management with a Focus on Healthcare</td>
<td>Concentration</td>
<td></td>
</tr>
<tr>
<td>Mandarin Chinese</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Marketing Analytics</td>
<td>Secondary Concentration</td>
<td></td>
</tr>
<tr>
<td>Marketing Major</td>
<td>Major, Minor, Primary Concentration, Secondary Concentration</td>
<td></td>
</tr>
<tr>
<td>Marketing with a Focus on Consumer Insights</td>
<td>Concentration</td>
<td></td>
</tr>
<tr>
<td>Master of Science in Cybersecurity</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>Mathematics and Computer &amp; Information Sciences</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Mathematics/ Economics</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Major, Minor</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medieval Studies</td>
<td></td>
<td>MSE</td>
</tr>
<tr>
<td>Mental Health Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle Childhood Biology 7–9</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Middle Childhood Chemistry 7–9</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Middle Childhood English 7–9</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Middle Childhood Mathematics 7–9</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Middle Childhood Physics 7–9</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Middle Childhood Social Studies 7–9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle East Studies</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Naval ROTC/Naval Science</td>
<td>Special Program</td>
<td></td>
</tr>
<tr>
<td>New Media and Digital Design</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Noncredit PCS Programs College at Sixty</td>
<td>Special Program</td>
<td></td>
</tr>
<tr>
<td>Organizational Leadership</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Orthodox Christian Studies</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>PCS Honors Program</td>
<td>Special Program</td>
<td></td>
</tr>
<tr>
<td>Peace and Justice Studies</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Post Baccalaureate Pre-medical/Pre-Health Program</td>
<td>Special Program</td>
<td></td>
</tr>
<tr>
<td>Pre-Architecture Program</td>
<td>Special Program</td>
<td></td>
</tr>
<tr>
<td>Pre-Health Professions Program</td>
<td>Special Program</td>
<td></td>
</tr>
<tr>
<td>Pre-Law Program</td>
<td>Special Program</td>
<td></td>
</tr>
<tr>
<td>Pre-Professional Design</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Professional Studies in New Media</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Psychology of Bilingual Students</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Religious Studies</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Rose Hill Honors Program</td>
<td>Special Program</td>
<td></td>
</tr>
<tr>
<td>Russian</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>School Counseling</td>
<td>MSE</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Major, Minor</th>
<th>Advanced Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>School District Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Psychology</td>
<td></td>
<td>Professional Diploma Program, PhD</td>
</tr>
<tr>
<td>Services Marketing</td>
<td>Secondary Concentration</td>
<td></td>
</tr>
<tr>
<td>Social Innovation</td>
<td>Primary Concentration, Secondary Concentration</td>
<td></td>
</tr>
<tr>
<td>Social Work</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Spanish Language and Literature</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Spanish Studies</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Sports Journalism</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Strategic Branding</td>
<td>Secondary Concentration</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities 7–12 Generalist</td>
<td>MST</td>
<td></td>
</tr>
<tr>
<td>Sustainable Business</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Teacher Certification Programs for Fordham Undergraduate Students: Five-Year Integrated Teacher Education Program</td>
<td>BA, BS</td>
<td>MST</td>
</tr>
<tr>
<td>Teaching English to Speakers of Other Languages</td>
<td>Advanced Certificate, MS, MST</td>
<td></td>
</tr>
<tr>
<td>TESOL Extension to Special Education Early Childhood, Childhood, and Adolescence Certificate Programs</td>
<td>Special Program</td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Theology Secondary Major</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Theology</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Theology-Religious Studies</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Therapeutic Interventions</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>Urban Studies</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Value Investing</td>
<td>Secondary Concentration</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Major, Minor</td>
<td></td>
</tr>
<tr>
<td>Women, Gender, and Sexuality Studies</td>
<td>Major, Minor</td>
<td></td>
</tr>
</tbody>
</table>

**Program Links**

- Accounting - Public Accountancy Major (CPA-150 track) (p. 99)
- Accounting - Public Accounting Major (120 credits) (p. 100)
• Accounting Minor (p. 98)
• Accounting/Information Systems Major (p. 406)
• Administration and Supervision, Catholic/Faith-Based Educational Leadership, MSE (p. 790)
• Administration and Supervision, EdD (p. 790)
• Administration and Supervision, PhD (p. 792)
• Adolescence Biology, MST (p. 758)
• Adolescence Chemistry, MST (p. 759)
• Adolescence Earth Science Education, MST (p. 760)
• Adolescence English Language Arts, MST (p. 760)
• Adolescence Mathematics, MST (p. 761)
• Adolescence Physics, MST (p. 762)
• Adolescence Social Studies, MST (p. 763)
• Adolescence Special Education, MST (p. 763)
• African Studies Minor (p. 117)
• African and African American Studies Major (p. 114)
• African and African American Studies Minor (p. 115)
• American Catholic Studies Certificate (p. 118)
• American Studies Major (p. 128)
• American Studies Minor (p. 136)
• Anthropology Major (p. 159)
• Anthropology Minor (p. 160)
• Applied Accounting and Finance Major (p. 352)
• Arabic Minor (p. 479)
• Art History Major (p. 169)
• Art History Minor (p. 171)
• Art History and Visual Arts Double Major (p. 668)
• Childhood Education, MST (p. 764)
• Childhood Special Education, MSE (p. 776)
• Childhood Special Education, MST (p. 766)
• Classical Civilization Major (p. 195)
• Classical Civilization Minor (p. 196)
• Classical Languages Major (p. 197)
• Classical Languages Minor (p. 198)
• College at Sixty (p. 556)
• Communication and Culture Major (p. 203)
• Communication and Culture Minor (p. 205)
• Communications Major (p. 206)
• Communications Minor (p. 208)
• Comparative Literature Major (p. 261)
• Comparative Literature Minor (p. 262)
• Computer Science Major (p. 264)
• Computer Science Minor (p. 265)
• Concentration in Accounting (p. 102)
• Concentration in Alternative Investments (p. 353)
• Concentration in Business Economics (p. 184)
• Concentration in Communications and Media Management (p. 246)
• Concentration in Consumer Insights (p. 447)
• Concentration in Digital Media and Technology (p. 291)
• Concentration in Entrepreneurship (p. 440)
• Concentration in Finance (p. 354)
• Concentration in Fintech (p. 355)
• Concentration in Global Business (p. 367)
• Concentration in Global Finance and Business Economics (p. 356)
• Concentration in Healthcare Management (p. 441)
• Concentration in Information Systems (p. 407)
• Concentration in Management (p. 442)
• Concentration in Marketing (p. 449)
• Concentration in Marketing Analytics (p. 448)
• Concentration in Services Marketing (p. 450)
• Concentration in Sports Business (p. 664)
• Concentration in Strategic Branding (p. 451)
• Concentration in Value Investing (p. 357)
• Contemporary Learning and Interdisciplinary Research, PhD (p. 817)
• Counseling Psychology, PhD (p. 805)
• Creative Writing Minor (p. 306)
• Credit for Experiential Learning (p. 558)
• Curriculum and Teaching, MSE (p. 785)
• Cybersecurity Minor (p. 266)
• Dance Major (p. 288)
• Digital Technologies and Emerging Media Major (p. 209)
• Digital Technologies and Emerging Media Minor (p. 210)
• Digital and Social Media Professional Certificate Program (p. 559)
• Early Childhood Education, MST (p. 768)
• Early Childhood Special Education, Advanced Certificate (p. 780)
• Early Childhood Special Education, MSE (p. 777)
• Early Childhood Special Education, MST (p. 770)
• Early Childhood and Childhood Education, MST (p. 767)
• Economics Major (p. 293)
• Economics Minor (p. 303)
• Educational Psychology, MSE (p. 807)
• Engineering Physics Major (p. 596)
• Engineering Physics Minor (p. 597)
• English Major (p. 336)
• English Major with a Creative Writing Concentration (p. 304)
• English Minor (p. 338)
• English as a World Language, MS (p. 785)
• Environmental Science Major (p. 341)
• Environmental Studies Major (p. 343)
• Environmental Studies Minor (p. 345)
• Exceptional Adolescents with Subject Extension, Advanced Certificate (p. 781)
• Exceptional Adolescents with Subject Extension, MST (p. 771)

F
• Fashion Studies Minor (p. 351)
• Film and Television Major (p. 211)
• Film and Television Minor (p. 212)
• Finance Major (p. 358)
• Five-Year Teacher Education Program (BA/BS and MST) (p. 772)
• French Language and Literature Major (p. 480)
• French Minor (p. 482)
• French Studies Major (p. 483)

G
• General Science Major (p. 366)
• General and Exceptional Adolescents, MST (p. 774)
• German Major (p. 484)
• German Minor (p. 485)
• German Studies Major (p. 486)
• Global Business (p. 368)
• Global Business Major (p. 369)

H
• History Major (p. 396)
• History Minor (p. 398)
• Humanitarian Studies Major (p. 402)
• Humanitarian Studies Minor (p. 404)

I
• Individualized Major (p. 405)
• Information Science Major (p. 275)
• Information Science Minor (p. 276)
• Information Systems Major (p. 412)
• Information Technology and Systems Major (p. 565)
• Integrative Neuroscience Major (p. 414)
• International Political Economy Major (p. 418)
• International Studies Major (p. 423)
• Irish Studies Minor (p. 427)

J
• Jewish Studies Minor (p. 429)
• Journalism Major (p. 242)
• Journalism Minor (p. 244)

L
• Latin American and Latino Studies Major (p. 436)
• Latin American and Latino Studies Minor (p. 439)
• Legal and Policy Studies Major (p. 566)
• Legal and Policy Studies Minor (p. 568)
• Literacy Education (Birth–Grade 6), MSE (p. 777)
• Literacy Education (Grades 5 through 12), MSE (p. 778)
• Literacy Leadership, Advanced Certificate (p. 786)

M
• Mandarin Chinese Minor (p. 527)
• Marketing Major (p. 457)
• Marketing Minor (p. 458)
• Mathematics Major (p. 463)
• Mathematics Minor (p. 466)
• Mathematics and Computer & Information Sciences Major (p. 277)
• Mathematics and Computer & Information Sciences Major (p. 464)
• Mathematics/Economics Major (p. 302)
• Mathematics/Economics Major (p. 465)
• Medieval Studies Major (p. 471)
• Medieval Studies Minor (p. 473)
• Mental Health Counseling, MSE (p. 808)
• Middle Childhood Biology 7–9, Advanced Certificate (p. 781)
• Middle Childhood Chemistry 7–9, Advanced Certificate (p. 782)
• Middle Childhood English 7–9, Advanced Certificate (p. 782)
• Middle Childhood Mathematics 7–9, Advanced Certificate (p. 782)
• Middle Childhood Physics 7–9, Advanced Certificate (p. 783)
• Middle Childhood Social Studies 7–9, Advanced Certificate (p. 783)
• Middle East Studies Major (p. 477)
• Middle East Studies Minor (p. 478)
• Music Major (p. 538)
• Music Minor (p. 539)

N
• Natural Sciences Major (p. 545)
• New Media and Digital Design Major (p. 549)
• New Media and Digital Design Minor (p. 551)

O
• Organizational Leadership Major (p. 569)
• Organizational Leadership Minor (p. 570)
• Orthodox Christian Studies Minor (p. 553)
P
• Peace and Justice Studies Minor (p. 579)
• Philosophy Major (p. 593)
• Philosophy Minor (p. 595)
• Physics Major (p. 602)
• Physics Minor (p. 603)
• Political Science Major (p. 617)
• Political Science Minor (p. 619)
• Post-Baccalaureate Pre-Medical/Pre-Health Program (p. 571)
• Professional Studies in New Media Major (p. 573)
• Professional Studies in New Media Minor (p. 574)
• Psychology Major (p. 628)
• Psychology Minor (p. 630)
• Psychology of Bilingual Students, MSE (p. 809)

R
• Religious Studies Major (p. 633)
• Religious Studies Minor (p. 634)
• Russian Minor (p. 528)

S
• School Building Leader, MSE (p. 793)
• School Counseling, MSE (p. 810)
• School District Leadership, Advanced Certificate (p. 794)
• School Psychology, Advanced Certificate (p. 811)
• School Psychology, PhD (p. 813)
• Social Work Major (p. 638)
• Sociology Major (p. 662)
• Sociology Minor (p. 663)
• Spanish Language and Literature Major (p. 529)
• Spanish Minor (p. 530)
• Spanish Studies Major (p. 531)
• Special Education/Teaching English to Speakers of Other Languages, Advanced Certificate (p. 784)
• Sports Journalism Minor (p. 245)
• Sustainable Business Minor (p. 667)

T
• Teaching English to Speakers of Other Languages, Advanced Certificate (p. 784)
• Teaching English to Speakers of Other Languages, MST (p. 775)
• Theatre Major (p. 684)
• Theatre Minor (p. 687)
• Theology Minor (p. 705)
• Theology Religious Studies Major (p. 706)
• Theology Religious Studies Second Major (p. 708)
• Therapeutic Interventions, MSE (p. 815)

U
• Urban Studies Major (p. 713)
• Urban Studies Minor (p. 714)

V
• Visual Arts Major (p. 688)
• Visual Arts Minor (p. 690)

W
• Women, Gender, and Sexuality Studies Major (p. 719)
• Women, Gender, and Sexuality Studies Minor (p. 720)
COURSE DESCRIPTIONS
(UNIVERSITY-WIDE)

A
- Accounting (Graduate) (ACGB) (p. 852)
- Accounting (Undergraduate) (ACBU) (p. 854)
- Accounting Law (ACGL) (p. 855)
- Administration and Supervision (GSE) (ASGE) (p. 855)
- Administrative Law (ADGL) (p. 858)
- African and African American Studies (AFAM) (p. 859)
- American Catholic Studies (AMCS) (p. 865)
- American Studies (AMST) (p. 868)
- Anthropology (ANTH) (p. 869)
- Antitrust (ATGL) (p. 878)
- Applied Statistics and Decision Making (SDGB) (p. 878)
- Arabic (ARAB) (p. 879)
- Art History (ARHI) (p. 880)

B
- Banking (BKGL) (p. 886)
- Bankruptcy (BRGL) (p. 889)
- Biological Sciences (BISC) (p. 890)
- Bronx Zoo Partnership (BZGE) (p. 894)
- Business Administration (BABU) (p. 895)
- Business Analytics (BYGB) (p. 895)
- Business Economics (BEGB) (p. 895)
- Business Law (Gabelli Graduate) (BLGB) (p. 896)
- Business Law (Gabelli Undergraduate) (BLBU) (p. 898)

C
- Campion Languages (CAMP) (p. 900)
- Center for Ethics Education (CEED) (p. 900)
- Center for International Policy Studies (CIPA) (p. 902)
- Chemistry (CHEM) (p. 902)
- Civil Law (CVGL) (p. 905)
- Civil Rights (CIGL) (p. 907)
- Classical Languages and Civilization (CLAS) (p. 908)
- Clinic (Law) (CLGL) (p. 910)
- College at 60 (CASP) (p. 924)
- Commercial Law (COGL) (p. 925)
- Communication and Culture (COMC) (p. 927)
- Communication and Media Management (Gabelli Graduate) (CMGB) (p. 934)
- Communication and Media Management (Gabelli Undergraduate) (CMBU) (p. 938)
- Communication and Media Studies (COMM) (p. 940)
- Communications Law (CMGL) (p. 944)
- Comparative Literature (COLI) (p. 944)
- Compliance (Law) (CPGL) (p. 952)
- Computer and Information Sciences (CISC) (p. 956)
- Consulting Projects (CPBU) (p. 969)
- Contemporary Learning And Interdisciplinary Research (CLAIR) (CLGE) (p. 969)
- Continuing Education (Grad Religion) (CEGR) (p. 971)
- Contracts Law (CNGL) (p. 971)
- Core Business (CBBU) (p. 972)
- Corporations Law (BUGL) (p. 972)
- Criminal Law (CRGL) (p. 976)
- Curriculum and Teaching (CTGE) (p. 978)
- Cybersecurity (CYSC) (p. 992)

D
- Dance (DANC) (p. 992)
- Design Management (DGGB) (p. 1000)
- Digital Technologies and Emerging Media (DTEM) (p. 1003)
- Digital and Social Media Marketing (DSMM) (p. 1001)
- Domestic Relations Law (DRGL) (p. 1006)

E
- Economics (ECON) (p. 1007)
- Economics (Law) (ECGL) (p. 1017)
- English (ENGL) (p. 1017)
- Entertainment Law (ETGL) (p. 1066)
- Environmental Law (EVGL) (p. 1067)
- Environmental Science (ENVS) (p. 1069)
- Environmental Studies (ENST) (p. 1070)
- Estates Law (ESGL) (p. 1071)
- Ethics (Law) (EHGL) (p. 1071)
- Evidence (EDGL) (p. 1073)

F
- Fed Con Law (FCGL) (p. 1074)
- Field Study (Gabelli Graduate) (FSGB) (p. 1075)
- Film and Television (FITV) (p. 1076)
- Finance (Graduate) (FNGB) (p. 1081)
- Finance (Undergraduate) (FNBU) (p. 1088)
- Financial Planning (FPCE) (p. 1092)
- Fordham Center for Nonprofit Leaders (NPLD) (p. 1092)
- Fordham Fellowship Media Lead (FMCE) (p. 1093)
- French (FREN) (p. 1093)

G
- German (GERM) (p. 1101)
- Global Finance (GFGB) (p. 1103)
- Greek (GREK) (p. 1108)

H
- Health Care Ethics (HECE) (p. 1109)
- Health Law (HEGL) (p. 1109)
- Healthcare Workshop (HLTH) (p. 1111)
- History (HIST) (p. 1111)
- History Law (HSLG) (p. 1141)
- Honors Program - CBA (HPCB) (p. 1142)
- Honors Program - FCLC (HPLC) (p. 1143)
• Honors Program - FCRH (HPRH) (p. 1144)
• Humanitarian Affairs (HUAF) (p. 1145)
• Humanitarian Studies (HUST) (p. 1147)
• Humanities and Sciences (HUMA)

I
• Independent Study (UG) (INDP) (p. 1148)
• Independent Study Law (INGL) (p. 1148)
• Information Systems (Gabelli Graduate) (ISGB) (p. 1149)
• Information Systems (Gabelli Undergraduate) (INSY) (p. 1155)
• Institute of American Language and Culture (IALC) (p. 1158)
• Institute of American Language and Culture (ILAC) (p. 1159)
• Insurance Law (ISGL) (p. 1160)
• Integrative Neuroscience (NEUR) (p. 1160)
• Intellectual Property (IPGL) (p. 1160)
• Interdisciplinary (IDIS) (p. 1166)
• Interdivisional (GSE) (EDGE) (p. 1168)
• International Law (ITGL) (p. 1169)
• International Political Economy and Development (IPED) (p. 1184)
• International Studies (INST) (p. 1186)
• Introductory Law (LWGL) (p. 1186)
• Investor Relations (IRGB) (p. 1186)
• Irish Studies (IRST) (p. 1188)
• Italian (ITAL) (p. 1188)

J
• Japanese (JPAN) (p. 1194)
• Journalism (JOUR) (p. 1194)
• Journals Law (JNGL) (p. 1200)
• Juilliard Exchange (JUIL) (p. 1200)
• Jurisprudence (JUGL) (p. 1200)

L
• Labor (LBGL) (p. 1204)
• Language (LANG) (p. 1206)
• Latin (LATN) (p. 1206)
• Latin American and Latino Studies (LALS) (p. 1208)
• Legal Writing (LTGL) (p. 1213)
• Legal and Policy Studies (LGPO) (p. 1212)
• Life Experience (LIFE) (p. 1215)
• London Dramatic Academy (LODA) (p. 1215)

M
• Management Science (Graduate) (MGGB) (p. 1216)
• Management Science (Undergraduate) (MGBU) (p. 1226)
• Mandarin Chinese (MAND) (p. 1228)
• Marketing (Graduate) (MKGB) (p. 1230)
• Marketing (Undergraduate) (MKBU) (p. 1238)
• Marketing Intelligence (MIGB) (p. 1242)
• Master’s Seminar (Gabelli) (MSGB) (p. 1242)
• Mathematics (MATH) (p. 1243)
• Medieval Studies (MVST) (p. 1246)

N
• Natural Science (NSCI) (p. 1253)
• Naval ROTC (NAVY) (p. 1257)
• New Media and Digital Design (NMDD) (p. 1268)
• New York Real Estate Institute (REAL) (p. 1269)

O
• Organizational Leadership (ORGL) (p. 1270)

P
• Pastoral Counseling (PCGR) (p. 1271)
• Pastoral Ministry (PMGR) (p. 1272)
• Peace and Justice Studies (PJST) (p. 1273)
• Philosophy (PHIL) (p. 1274)
• Physics (PHYS) (p. 1289)
• Political Science (POSC) (p. 1292)
• Portuguese (PORT) (p. 1305)
• PreMasters Colloquium in Business (PMGB) (p. 1305)
• Professional English (PCS) (PREN) (p. 1305)
• Professional Studies New Media (PSNM) (p. 1305)
• Project USA L’Italia (UICE) (p. 1306)
• Property Law (PRGL) (p. 1306)
• Psych and Educational Services (PSGE) (p. 1307)
• Psychology (PSYC) (p. 1315)
• Public Media (PMMA) (p. 1327)

Q
• Quantitative Finance (QFGB) (p. 1331)

R
• Religion (GSRRE) (RLGR) (p. 1333)
• Religious Education (REGR) (p. 1334)
• Remedies Law (RMGL) (p. 1337)
• Research (Law) (RHGL) (p. 1337)
• Russian (RUSS) (p. 1337)

S
• Securities (SCGL) (p. 1339)
• Service Learning (SERV) (p. 1341)
• Social Science (SCSI)
• Social Work (graduate) (SWGS) (p. 1341)
• Social Work (online) (SWKO) (p. 1352)
• Social Work (undergraduate) (SOWK) (p. 1354)
• Sociology (SOCI) (p. 1355)
• Spanish (SPAN) (p. 1370)
• Spirituality (SPGR) (p. 1380)
• Supreme Court (SUML) (p. 1383)
Academic Course Descriptions:

**ACGB 7155. OPERATIONAL CONTROL.** (3 Credits)
The primary focus of the class will be on the use of data-driven analytics to help managers make key operating and strategic decisions. A secondary focus will be on the use of data-driven analytics for the purpose of internal control. PREREQUISITE: ACGB 7155.

**ACGB 719G. AUDIT DATA ANALYTICS.** (3 Credits)
Introduces audit and accounting students to data analytics foundations, methods and tools. It reviews industry applications and trends. Students will do hands-on projects analyzing audit and other accounting data.

**ACGB 719H. IT AUDIT & INFO ASSURANCE.** (3 Credits)
This course will present an overview of the various elements of IT Audit and Information Assurance. Basic IT audit and information assurance concepts will be discussed and analyzed. General IT and application controls will be covered along with how the controls underlie SOX Section 404 Legislation. The course will also examine business processes, technologies and controls relating to financial reporting. Key components of information systems, including operating system security, database controls, network safeguards, systems development and application maintenance will also be covered. Technology processes supported under COBIT 5 will be discussed along with risk assessment techniques. The challenges around information assurance, data governance and privacy will be explored in detail.

**ACGB 719J. INDUSTRY ANA & STRAT PLN.** (3 Credits)
Discusses techniques for analyzing the long-term attractiveness of different industries and develops a framework to understand the nature of competition and the relative competitive position of firms within industries. Emphasizes global factors that affect industry attractiveness and competitive positioning. In particular, highlights the impact of differences in and the competitive advantages of nations and trade, as well as the development of global standards for the long-term profit potential of industries. While this course emphasizes the industry level, it also includes competitive factors of firms within industries to introduce a framework for strategic planning at the firm level.

**ACGB 819B. ISS IN FIN:MODERN FIN’AL ANA.** (1.5 Credits)
Learn how the financial services industry applies valuation techniques in a deal context! In this mini-course, you will demystify the theory behind the analytics and ultimately appreciate the “art” and “science” of valuation analytics. What is a company worth? What is someone willing to pay? The answers depend on: who the seller is; who the potential buyer(s) is; the context of the transaction and the current market conditions.

**ACGB 819B. ISS IN FIN:MODERN FIN’AL ANA.** (1.5 Credits)
MBA CORE COURSE This core course in accounting is required of all GBA students in every concentration. Provides insights into how accounting information can be used by investors and creditors to measure the results of business operations. Students requiring more in-depth accounting knowledge can select electives in financial and/or managerial accounting as their advisors suggest.

Mutually Exclusive: MMGB 6111.
ACGB 7104. ACCOUNTING FOR INTL MGMT. (4.5 Credits)

ACGB 7105. FINANCIAL ACCOUNTING. (3 Credits)
Develops the ability to analyze and interpret financial statements and studies the effects of alternative accounting standards and practices on income statements, balance sheets and statements of cash flows. Prerequisite: ACGB 6111.

Attribute: ABEP.
Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 7120. EXT FINL INFO & RPTG. (3 Credits)
Focuses on the theory and techniques utilized in corporate financial reporting. Examines ethical principles and pronouncements of the Financial Accounting Standards Board (FASB) and the Securities and Exchange Commission (SEC) with regard to their impact on financial statements. Emphasizes the analysis and understanding of financial reports rather than the mechanics of their construction. Designed primarily, but not exclusively, for students in the public accounting programs. Prerequisite: ACGB 7105 and FNGB 6411.

Prerequisites: (ACGB 7105 or GBA Waiver Financial Acct with a score of 070) and (FNGB 6411 or GBA Waiver Fin Environment with a score of 070).

ACGB 7125. FINL STATEMENT ANALYSIS. (3 Credits)
Gives students in the general MBA program a better understanding of financial statements and the information they communicate on the operating, investing and financing activities of corporations. Focuses on the impact of financial accounting principles, disclosure standards and alternative accounting practices on financial reports. Examines and evaluates traditional and non-traditional methods of financial statement analysis. Prerequisite: ACGB 6111 and FNGB 6411.

Prerequisites: (ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070) and (FNGB 6411 or GBA Waiver Fin Environment with a score of 070).

ACGB 7128. ADV FINAN STATEMNT ANALY. (3 Credits)
Augments the concepts taught in ACGB 7125. Also introduces state-of-the-art tools based on modern financial theory for analyzing financial reports. Topics may include: off-balance-sheet financing; damage assessment and litigation regarding misrepresentation; new reporting standards; and international accounting standards and consolidation issues. Prerequisite: ACGB 7125.

Prerequisite: ACGB 7125.

ACGB 7130. ADV EXT INFO & RPTG. (3 Credits)
Critically examines accounting principles and standards for corporate financial reporting with particular emphasis on mergers and other consolidations, asset sales and divestitures. Additional topics include fund accounting, foreign currency, partnerships and segment and interim reporting. Prerequisite: ACGB 7120.

Prerequisites: (ACGB 7120 or GBA Waiver Ext FinInfoReprt with a score of 070).

ACGB 7136. INTERNATIONAL ACCOUNTING. (3 Credits)
Provides students with an understanding of accounting problems and issues encountered by multinational corporations (MNCs) operating in an international environment. Most businesses today, large and small, have customers or clients throughout the world. The course covers the general problems facing MNCs, which will prepare students to interpret financial statements of MNCs. Prerequisite: ACGB 6111.

Attribute: ABIB.
Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 7140. CONTEM ISSUES IN FIN REPORT. (3 Credits)
Familiarizes students with the process of developing Generally Accepted Accounting Principles (GAAP). The course covers the Financial Accounting Standards Board (FASB) and its interaction with the Securities and Exchange Commission (SEC). A major portion of the course is devoted to an analysis of current financial reporting issues being addressed by the FASB and the impact that alternative solutions could have on reported financial results. The course also includes a discussion of various international accounting standard-setting bodies and their roles in financial reporting, domestically and abroad. Prerequisite: ACGB 7120 or ACGB 7125.

Prerequisites: ACGB 7120 or ACGB 7125 or GBA Waiver Ext FinInfoReprt with a score of 070.

ACGB 7150. ACCTG INFO FOR MGMT. (3 Credits)

ACGB 7155. MANAGERIAL ACCTG ANAL. (3 Credits)
MBA CORE COURSE For students in the general MBA program, focuses on product and service cost determination and using cost analysis in management decision making, control and performance evaluation. Oriented toward the manager as a user and interpreter of accounting information. Teaching includes case analysis and problem-solving. Prerequisite: ACGB 6111.

Attribute: ABEP.
Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

ACGB 7160. INTERNAL REPORTING & CONTROL. (3 Credits)
The objective of this course is to provide students with an understanding of IT internal controls, including the IT audit function as it relates to Sarbanes Oxley. Emphasizes the identification of information technology control weaknesses as well as their impact on risk management. Prerequisite: ACGB 7171 or equivalent.

Prerequisites: ACGB 7171 or GBA Waiver Audit Acct Sys1 with a score of 070.

ACGB 7171. AUDITING OF ACCTG SYS I. (3 Credits)
Familiarizes students with the audit procedures required under Generally Accepted Auditing Standards (GAAS). Among the topics covered are audit planning, evaluating internal control, auditing transaction cycles and audit reports. Directed toward students in the public accounting programs who plan to take the Uniform Certified Public Accountant examination. Corequisite: ACGB 7105.

Prerequisites: ACGB 7105 (may be taken concurrently) or GBA Waiver Financial Acct with a score of 070.

ACGB 7176. PLANNING & MANAGING THE AUDIT. (3 Credits)
Focuses on audit testing techniques and the current auditing environment. Audit-testing techniques include statistical sampling and analytical procedures. Also includes recent trends in audit litigation, IRS uses of statistical methods and forensic techniques. Conducted as a seminar, students work individually and in groups on case studies and a term paper. Oral and written presentations are required. Prerequisite: ACGB 7171.

Prerequisites: GBA Waiver Audit Acct Sys1 with a score of 070 or ACGB 7171.
ACGB 7180. ACCOUNTING RESEARCH SEMINAR. (3 Credits)
Explores the sources and ideas underlying tax laws and their
development in relation to fiscal and social policy. Emphasizes the
application of basic concepts in tax planning for individuals and
businesses. Topics include gross income, exclusions, deductions,
credits, property transactions, basis and the alternative minimum tax.
Prerequisites: ACGB 6111.
Prerequisites: ACGB 7120 (may be taken concurrently) or GBA Waiver
Ext FinInfoReprt with a score of 070 or ACGB 7125 (may be taken
concurrently).

ACGB 7184. INDEPENDENT & BUS ENTITY TAX. (3 Credits)
ACGB 7184 Explores the sources and ideas underlying tax laws and their
development in relation to fiscal and social policy. Emphasizes the
application of basic concepts in tax planning for individuals and
businesses. Topics include gross income, exclusions, deductions,
credits, property transactions, basis and the alternative minimum tax.
Prerequisites: ACGB 6111.
Attributes: ABEP.
Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score
of 070.

ACGB 7199. SPEC TOPICS IN ACCTG. (3 Credits)
Offered from time to time to permit faculty and students to explore an
accounting topic of particular interest. Specific topics and prerequisites
are announced when the course is offered. Some examples of Special
Topics in Accounting are Taxation for Finance and Issues in Accounting.

ACGB 7811. ACCOUNTING -INTERNSHIP. (1-3 Credits)
This course is intended for students with an Accounting internship for
this trimester that wish to receive academic credit for it. The course
will begin with an orientation session and will be followed by additional
meetings with students. The course instructor will provide additional
details to enrolled students.

ACGB 8999. INDEPENDENT STUDY. (3 Credits)

ACBU 2222. PRINCIPLES OF FINANCIAL ACCOUNTING. (3 Credits)
This course covers the basic of financial accounting. Students will learn
the accounting cycle and accounting terminology, and they will master
the major recognition, measurement and disclosure principles that serve
as the foundation for financial accounting. In addition, students are introduced to the basics of analyzing financial statements for decision making.

Attributes: ACM, BUMI.
Prerequisites: ECON 1200 or ECON 1250.

ACBU 2223. PRINCIPLES OF MANAGERIAL ACCOUNTING. (3 Credits)
This course covers how to measure and use cost data for internal
decision making under uncertainty. Among the topics covered are job
costing, process costing, standard costing, activity-based costing,
budgeting, balanced scorecard, direct versus indirect cost measures, cost
volume profit analysis, and management control systems.

Attributes: ACM, BUMI.
Prerequisite: ACBU 2222.

ACBU 3421. SPECIAL TOPIC: ACCOUNTING INFORMATION SYSTEMS. (3 Credits)
This course introduces students to computer-based accounting
information systems (AIS). Students master the understanding of
business processes, transaction cycles and internal controls, as well as
their respective current day systems components.

Attributes: ACM, BUMI.
Prerequisites: (INSY 2300 (may be taken concurrently) or INSY 2299 or
HPCB 2300) and ACBU 2222.

ACBU 3434. INTERMEDIATE FINANCIAL ACCOUNTING I. (3 Credits)
This course is the first of a two-semester course of intensive study
in accounting theory and its applications. Major topics include the
conceptual frameworks, special cases of revenue recognition and the
accounting standards that pertains to current and noncurrent assets.

Attributes: ACM, BUMI.
Prerequisite: ACBU 2222.

ACBU 3435. INTERMEDIATE FINANCIAL ACCOUNTING II. (3 Credits)
This course is the continuation of ACBU 3434. The course contains
rigorous, in-depth coverage of current and noncurrent liabilities, as well
as owners’ equity. In addition, the course revisits the cash flow statement
for additional pertinent topics.

Attributes: ACM, BUMI.
Prerequisite: ACBU 3434.

ACBU 3436. GLOBAL FINANCIAL STATEMENT ANALYSIS. (3 Credits)
This course provides students with the tools necessary to understand,
analyze, and use the information provided in corporate financial
statements in a global environment. Students learn to analyze complex
accounting issues under both domestic and international generally
accepted accounting principles.

Attribute: GLBB.
Prerequisite: ACBU 2222.

ACBU 3440. ADVANCED ASSURANCE AUDIT. (3 Credits)
This course introduces students to the real life demands of the workplace
of public accounting. One part of the course is devoted to requisite "soft
skills" that students will need as they enter the workforce. Other parts
of the course focus on hands-on auditing skills and audit strategy. This
course also contains content relevant to the regulatory context of the
audit function, including, for example, laws such as Sarbanes-Oxley.

Attributes: ACM, BUMI, GLBB.
Prerequisite: ACBU 3443.

ACBU 3441. ADVANCED CONCEPTS IN FINANCIAL ACCOUNTING. (3 Credits)
This course focuses on the preparation of consolidated financial
statements stemming from mergers and acquisitions, as well as other
types of inter-corporate investments. Also covered are accounting issues
pertaining to foreign exchange translations and transactions, as well
accounting for derivatives. Issues pertaining to governmental accounting
and to partnerships are also addressed.

Attributes: ACM, BUMI.
Prerequisite: ACBU 3435.

ACBU 3442. INDIVIDUAL AND BUSINESS TAXATION. (3 Credits)
This course covers the basic principles of taxation of individuals and
businesses.

Attributes: ACM, BUMI.
Prerequisite: ACBU 2222.
ACBU 3443. ASSURANCE AND AUDITING. (3 Credits)
This course covers the basic concepts and procedures of auditing. Topics include generally accepted auditing standards, internal control, computer-based auditing, the audit report, professional ethics and legal responsibilities.
Attributes: ACMI, BUMI.
Prerequisite: ACBU 3435.

ACBU 3445. CORPORATE AND PARTNERSHIP TAXATION. (3 Credits)
This course provides an in-depth coverage of special issues relating to taxation of partnerships, estates and trusts, corporations and tax-exempt entities.
Attributes: ACMI, BUMI.
Prerequisite: ACBU 3442.

ACBU 3560. ST: STUDY TOUR ITALY. (3 Credits)
This course is designed to provide students with an opportunity to combine academic study of international business and on-site corporate visits to international firms and exchange markets. International visitations provide students with the ability to observe the implementation of accounting theories into practice. Students are further enriched by lectures and assignments that are designed to hone their accounting analytical skills as well as their ability to appreciate financial reporting in a global commerce.
Attribute: GLBB.
Prerequisites: ACBU 2222 and ACBU 2223.

ACBU 4435. ST: AIS CONSULTING PROJECT. (3 Credits)
Students define and implement controls to accurately capture and process data and to protect information assets against internal and external risks. Working in teams and under the guidance of a faculty mentor, students develop solutions rooted in rigorous analysis to client problems. At the end of the term, students will present their project findings to the client and receive client feedback. Students acquire consulting and project management skills, and network with industry professionals in accounting and information system areas.
Prerequisites: ACBU 2222 and ACBU 2223 and INSY 2299 or INST 2300.

ACBU 4444. ACCOUNTING RESEARCH SEMINAR. (3 Credits)
The accounting research course will explore the changing landscape of corporate reporting. A new, standardized language is needed to articulate the material, non-financial risks and opportunities facing companies today. Both financial and non-financial risks affect a corporations’ ability to create long-term value thus reporting should include the way companies compete, use their of resources, and their impact on society. This course hones the student’s analytic tools and effective communication capability thus enabling students to become successful members of the accounting profession. Additionally, the course will heighten students’ awareness as to his/her personal responsibility and the importance of considering the needs of future generations.
Attributes: ACMI, BUMI.
Prerequisites: ACBU 2222 and ACBU 2223.

ACBU 4500. ST:CNTP ISS FIN FORENSICS. (3 Credits)
This course focuses on the methods of fraud investigation, detection and prevention. Topics include financial fraud, bankruptcy, and computer forensics, as well as the corresponding professional responsibilities of the CPA.
Prerequisite: ACBU 3435.

ACBU 4646. ETHICS IN FINANCIAL REPORTING AND ACCOUNTING. (3 Credits)
This course provides students with a framework for understanding the critical need for ethics in professionalism in financial accounting. In addition to readings, case studies, and research, the course incorporates interactive learning techniques such as role playing.
Attributes: ACMI, BUMI, GLBB.
Prerequisites: ACBU 2222 and BLBU 3443.

ACBU 4706. ST: HONORS PROJECT 2- ACCTG. (3 Credits)
Students work with a faculty advisor to develop an original paper that utilizes the analytical, business and problem solving skills students developed throughout the CBA curriculum.

ACBU 4999. INDEPENDENT STUDIES. (1-3 Credits)

Accounting Law (ACGL)

ACGL 0299. ACCOUNTING AND FINANCIAL SKILLS FOR LAWYERS. (2-3 Credits)
In our sophisticated and ever-evolving global economy and marketplace, lawyers, in addition to their legal expertise, often need basic accounting and financial skills to be effective. Accordingly, this three credit course is designed to provide a variety of “hands-on applications” of pertinent accounting and financial skills regarding accounting and taxation for entrepreneurs, partnerships and corporations; accounting for mergers and acquisitions; forensic accounting; accounting for managerial decisions and control and an overview of governmental and not-for-profit entities and the impact of the Sarbanes-Oxley Act (SOX) on the audits and practices of publicly-traded corporations in the United States.
Attributes: CRCP, JD, LAW, LAWB.

ACGL 0329. ACCOUNTING FOR LAWYERS. (2 Credits)
Studies business accounting with particular emphasis on the preparation and analysis of financial statements and such problems as revenues and costs, tangible and intangible assets, depreciation and amortization, inventory valuation, and surplus and reserves. In addition, discussion is directed to various phases of legal problems and the legal and financial decisions with respect to them. The course is not open to students who have taken accounting in college.
Attributes: BFF, CORC, CRCP, LAWB.

Administration and Supervision (GSE) (ASGE)

ASGE 0701. MASTER’S COMPREHENSIVE EXAM/ASSESSMENT. (0 Credits)
Master’s comprehensive exam or assessment for programs in the Division of Educational Leadership, Administration, and Policy.

ASGE 0705. HRE MASTER’S COMPREHENSIVE EXAM. (0 Credits)
Master’s comprehensive exam or assessment for programs in the Division of Educational Leadership, Administration, and Policy.

ASGE 0900. PERMANENT MATRICULATION STATUS. (0 Credits)
During the semester the student demonstrates satisfactory progress completing 12-15 credits which leads to permanent matriculation status.

ASGE 0901. FUNDAMENTALS OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT. (0 Credits)
Doctoral comprehensive exam or assessment for programs in the Division of Educational Leadership, Administration, and Policy.

ASGE 0999. PROPOSAL ACCEPTANCE. (0 Credits)
During the semester the dissertation proposal is completed.
ASGE 5112. FUNDAMENTALS OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT. (1-3 Credits)
A basic course dealing with the role of the school-based administrator in the administration of schools. The course takes up issues related to account management issues, school effectiveness, human resources, communications, and human relations.

ASGE 5119. FUNDAMENTALS OF EDUCATIONAL SUPERVISION. (3 Credits)
Considers the human, technical, educational, and moral aspects of supervision; possible arrangements and alternatives for supervision; effective practices in supervision; and needed involvement of supervision in school restructuring. Students will consider curricula, pedagogy, professional development and evaluation as part of this course.

ASGE 5902. MANAGEMENT OF CONTINUING AND ADULT EDUCATION PROGRAMS. (3 Credits)
This course is designed to provide an understanding of current behavior concepts, theories, and processes of management and supervision as applied to adult-education organizations and agencies.

ASGE 6105. HR I: THE GENERALIST. (3-4 Credits)
This course begins the program, introducing current issues faced by organizations and by HR departments in particular. We examine those functions typically enacted by HR generalists, including recruitment and retention, employee relations, and legal issues germane to HR (e.g., ADA, AFMA, OSHA, fire-at-will, sexual harassment).

ASGE 6110. HR II: THE SPECIALIST. (3 Credits)
This course explores the functions typically enacted by HR specialists, including benefits, compensation, succession planning, and labor relations.

ASGE 6130. INSTRUCTIONAL LEADERSHIP. (3 Credits)
Development of leadership in optimal staff performance and emphasis on factors that facilitate learning. Students will develop understanding of their role as instructional leaders using formal and informal observation protocols and practice assessing lessons using a variety of rubrics.

ASGE 6132. ORGANIZATIONAL BEHAVIOR. (3 Credits)
Focuses on social/psychological forces influencing the behavior of the individual. Topics include communication, perception, motivation, attitudes, values, adult development, leadership, power, and influence.

ASGE 6145. LEADING IN A DIVERSE SOCIETY. (1-3 Credits)
Provides understanding and knowledge of the various cultural and ethnic groups in America and how they have impacted society and vice versa; explores concepts, issues, and dilemmas related to a multicultural, diverse society from both a historical and contemporary perspective; develops strategies to understand dynamics of the school community; and proposes solutions to meet challenges of a diverse society.

ASGE 6224. THE SUPERINTENDENCY. (3 Credits)
Consideration of the chief roles of the superintendent of schools, such as school board relationships; personnel; finance and budgeting; program planning; community relationships; local, state, and federal relationships; and evaluation.

ASGE 6225. BOARDS OF EDUCATION. (3 Credits)
The study of the role, responsibilities, power, and legal aspects of dealing with boards of education. Course is designed for board members, and practicing and prospective school administrators.

ASGE 6227. CASES AND SIMULATIONS IN ADMINISTRATION AND SUPERVISION. (3 Credits)
This course uses a variety of cases and simulations to provide “situational data” for analysis of issues, problem solving, and leadership development.

ASGE 6222. SCHOOL FINANCE. (3 Credits)
Theory and practice of property taxation, tax and educational equity issues, understanding state school aid, and alternatives to existing funding patterns. It also considers the management of financial resources at the district and site level.

ASGE 6325. SCHOOL LAW. (3 Credits)
The legal status of the pupil, the teacher, and the superintendent; liabilities of school boards; inter-relationships of the school and the state. The interrelationships of the school board and municipality, as well as labor laws.

ASGE 6331. SHAPING EDUCATIONAL POLICY. (3 Credits)
A study of educational management as affected by public policies. Focus on political environments, decision-making processes, and legislation influencing education, as well as strategies and techniques for managing their impact on educational institutions.

ASGE 6333. PROFESSIONAL DEVELOPMENT. (3 Credits)
This course deals with promoting the personal and career growth of people in organizations, using a model of a career life cycle, beginning with orientation and moving through each job change and promotion. Focus is on ways to provide challenging assignments to people through lateral rather than vertical moves.

ASGE 6338. ETHICS OF SCHOOL ADMINISTRATION. (3 Credits)
Using case studies and theoretical analyses, this course examines the ethical issues that school administrators commonly face.

ASGE 6359. ADMINISTRATION OF POST-SECONDARY EDUCATION. (3 Credits)
The course examines the variety of educational institutions beyond secondary education, including colleges and universities, community colleges, professional schools, and career preparation institutes from an organizational and management perspective. Beginning with an overview of the history and philosophy of post-secondary education, this course will consider how purpose, structure, function, budget, and operations have developed and changed to meet the changing needs of and demands on post-secondary education in the 21st century.

ASGE 6361. STRATEGIC PLANNING/CHANGE. (3 Credits)
The basic elements and dynamics of planned change are examined. Emphasis is on strategies for achieving change in urban schools, including examples of successful innovation. The course focuses on how school leaders use data and budgets to drive their instruction plans in a K–12 environment.

ASGE 6362. UNDERSTANDING AND MANAGING CHANGE. (3-4 Credits)
Students learn to scan the internal and external environments to identify challenges and constraints, to understand stakeholders’ investments in maintaining or challenging the status quo, to understand and manage change in the context of various change models, and to align business strategies with organizational systems and structures.

ASGE 6371. HIST & DESCRIP RESEARCH. (3 Credits)
Techniques in the use of archival materials, primary sources, and secondary publications will be taught in the framework of educational policy research.

ASGE 6461. CRITICAL ISSUES IN ADMINISTRATION AND SUPERVISION. (3 Credits)
Synthesizes research on enduring and emerging issues in administration and supervision including retrenchment, special education, finance and desegregation.
ASGE 6520. INTERNSHIP I. (3 Credits)
Systematic observation and planned participation in the administrative and supervisory activities of an urban or suburban school. Application must be submitted to the division chairperson by the end of the second month of the semester preceding internship.

ASGE 6521. INTERNSHIP II. (3 Credits)
Systematic observation and planned participation in the administrative and supervisory activities of an urban or suburban school. Application must be submitted to the division chairperson by the end of the second month of the semester preceding internship.

ASGE 6531. CLINIC FOR SCHOOL ADMINISTRATORS. (1.5-3 Credits)
This clinic course provides a university setting in which present and prospective administrators can consider current issues, problems, and opportunities in contemporary school systems.

ASGE 6532. SEMINAR FOR NONPUBLIC SCHOOL ADMINISTRATORS. (1-3 Credits)
This is an individualized, project-centered course in which participants will bring together multiple understandings and competencies developed in earlier courses and focus them in a synthetic way on a major problem or issue.

ASGE 6541. PERSPECTIVES ON LEADERSHIP. (3 Credits)
This course is designed to expose participants to various theories of leadership, to have them examine their own experience in working with a leader, to have them probe their own sources of motivation in seeking to exercise leadership, and to have them develop specific leadership skills and approaches in becoming accountable school leaders.

ASGE 6620. ADVANCED STATISTICS IN ADMINISTRATION AND SUPERVISION. (3 Credits)
Covers statistical inference and prediction in research in educational leadership, administration, and policy, including parametric and nonparametric methods, and concepts of measurement and probability.

ASGE 6720. PROGRAM EVALUATION AND RESEARCH IN ADMINISTRATION AND SUPERVISION I. (3 Credits)
Focuses on the nature of research as it applies to studies in educational leadership, administration, and policy. Includes the development of research topics and the selection of appropriate ways to investigate these topics. Students will learn how to use data to drive instruction.

ASGE 7320. DATA ANALYSIS & ACCOUNTABILITY. (3 Credits)
School administrators are challenged to manage and analyze data to inform instruction and improve student performance. This course teaches the use of data for setting goals, monitoring progress, and data warehousing—thus holding educators accountable for results. Students will also analyze and share data in a “data cycle” format to inform educators and the public regarding what they receive from the district or read in the print and electronic media. The overall purpose is to use data analysis for school accountability, improvement, and reform.

ASGE 7428. SEMINAR IN LEADERSHIP. (3 Credits)
This advanced seminar deals with selected topics and issues in leadership. The course involves the exploration of theoretical frameworks as means of interpreting problems from the field and suggesting leadership responses to these problems.

ASGE 7429. SOCIAL THEORIES AND EDUCATIONAL INSTITUTIONS. (3 Credits)
This is an in-depth analysis of social theories and their implications for the restructuring of educational and other social institutions. The course focuses on structural-functional theory and other theories and their contemporary critics.

ASGE 7430. POLITICAL FACTORS IN ADMINISTRATION AND SUPERVISION. (3 Credits)
The study of the effects of coalitions, local political systems, and power and authority with respect to administering and leading educational systems.

ASGE 7431. ADMIN & SUPV SEMINAR. (3 Credits)
An advanced seminar in administration and supervision; exploration and study of comprehensive professional concerns.

ASGE 7432. SEMINAR IN ORGANIZATIONAL THEORY. (3 Credits)
Focuses on application of organizational theory to school administration. Theories of Weber, Argyris, McGregor, Etzioni, and others will be examined.

ASGE 7433. DATA ANALYSIS AND ACCOUNTABILITY. (3 Credits)
School administrators are challenged to manage, analyze, and use data to inform instruction and improve student performance. This course teaches the use of data for setting priorities and goals, monitoring progress, and data warehousing—thus holding educators accountable for results. Students will also analyze and share data in a “data cycle” format to inform educators and the public regarding what they receive from the district or read in the print and electronic media. The overall purpose is to use data analysis for school accountability, improvement, and reform.

ASGE 7435. STRATEGIC THINKING, PLANNING, AND IMPLEMENTATION. (3 Credits)
Every organization needs to grow, and today’s organizations need to do so in a competitive and ever-changing environment. The heart of the change process is in the strategy the organization selects to move forward. In this course, students learn to understand their industry, the competition, and their organization’s core competencies and values. They learn strategic models, including those of Michael Porter, Treacy and Wiersma, Hamel and Prahalad, Kim and Mauborgne, and Richard D’Aveni. Using Nadler and Tushman’s model for Congruence, they learn to align their organizations with the chosen strategy.

ASGE 7439. ADVANCED SEMINAR FOR NONPUBLIC SCHOOL ADMINISTRATION. (1-3 Credits)
This course provides advanced study of administration in nonpublic schools. Issues of finance, curriculum, personnel, physical plant, instruction, and community relations are covered.

ASGE 7440. SEMINAR IN ORGANIZATIONAL BEHAVIOR. (1-3 Credits)
This course focuses on individuals and groups in the organization and on both the micro and macro perspectives of their behavior. The perspective, historical background, methodology, and theoretical framework for the field of organizational behavior will be presented. The emphasis will be on developing leaders with a vision that reflects an understanding of the social and psychological forces influencing the behavior of the individual in organizations and the dynamics, processes, and structures of organizational behavior.
ASGE 7442. LEADING ORGANIZATIONAL CHANGE. (3 Credits)
This course focuses on the nature of discontinuous change and on managing the paradoxes of change including chaos and order. Several current theories of change will be presented and applied to students' organizational settings. The emphasis will be on developing leadership skills for crafting a vision, mission, and strategic plan for change, as well as for aligning the organization behind the vision.

ASGE 7444. LEADING A LEARNING ORGANIZATION. (3 Credits)
This course focuses on the nature of learning organizations (in business and in schools)—and the process that has been used to create and lead such organizations. While studying various leadership styles and perspectives, an ongoing emphasis will be placed on hypothesizing how these divergent interpretations of leadership can be applied to learning organizations. Teams will complete in-depth studies of actual learning organizations (in business and schools) and present these models. This will lead to an individual reflective plan centering on leading a learning organization.

ASGE 7446. SEMINAR IN ORGANIZATIONAL CULTURE. (1-3 Credits)
This course focuses on the nature of organizational culture: how it comes into being, how to shape a culture, and how to change a culture. Students discuss the development of norms, values, and behaviors in an organization. Examples of effective as well as dysfunctional cultures are analyzed.

ASGE 7448. SEMINAR IN ETHICS AND SOCIAL JUSTICE. (1-3 Credits)
This course develops students’ vocabulary for discussing and clarifying ethical issues and for gaining understanding of ethical issues within organizations. The course helps students develop policies and strategies to address ethical issues within their organizations, toward their clients, and within the civic communities in which they are located.

ASGE 7450. SEMINAR IN THE SPIRITUALITY OF LEADERSHIP. (3 Credits)
This course focuses on the nature of spirituality and on leading the building of community within organizations. The course will explore spirituality as it basically relates to education. Throughout the course, spirituality will be differentiated from formal religion. The spiritual dimension of educational practice will be presented as it pertains to building community with educators, families, organizations, and cultures.

ASGE 7530. CLINICAL PRACTICE IN ADMINISTRATION AND SUPERVISION. (3 Credits)
This course provides students with applied field experiences designed to work out solutions to particular problems of practice.

ASGE 7531. ADVANCED QUALITATIVE RESEARCH. (3 Credits)
This course offers students the opportunity to engage in field research activities that focus on initial research design, data collection, and analysis.

ASGE 7721. RESEARCH IN ADMINISTRATION AND SUPERVISION I. (3 Credits)
Emphasizes development of individual research proposals, using quantitative methods and design, in preparation for dissertation seminar.

ASGE 7731. RESEARCH IN ADMINISTRATION AND SUPERVISION II. (3 Credits)
Continue development of conceptualizing research questions with emphasis on qualitative methodology.

ASGE 8001. RESEARCH APPRENTICESHIP. (0 Credits)

ASGE 8505. DIRECTED RESEARCH IN EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND POLICY. (1-3 Credits)
Designed for students who are developing research problems or projects for their doctoral studies.

ASGE 8750. DISSERTATION SEMINAR: EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND POLICY. (3 Credits)
Seminar for advanced Doctor of Education candidates in the Division of Educational Leadership, Administration, and Policy who have completed all of their coursework. The purpose of the seminar is to assist students in developing an approved dissertation proposal.

ASGE 8751. DISSERTATION SEMINAR: EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND POLICY, PHD. (3 Credits)
Seminar for advanced Doctor of Philosophy candidates in the Division of Educational Leadership, Administration, and Policy who have completed all of their coursework. The purpose of the seminar is to assist students in developing an approved dissertation proposal.

ASGE 9990. INDEPENDENT STUDY. (1-4 Credits)
Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration requires approval of the professor directing the study, the division chair, and the director of graduate studies.

Administered Law (ADGL)

ADGL 0302. ADMINISTRATIVE LAW. (3,4 Credits)
Administrative Law builds on 1L Legislation and Regulation, digging deeper into the federal laws, rules, and norms governing administrative agencies, and examining the executive orders, federal statutes (especially the Administrative Procedure Act), federal court decisions, and rules promulgated by the agencies themselves. We will consider how agencies promulgate public law within the context of these authorities, as well as the legal mechanisms by which each of the three branches of government attempt to control the work that agencies do. The prerequisite is 1L Legislation and Regulation.

Attributes: INLJ, LMCO, LPI, PIF.
Prerequisite: FCGL 0102.

ADGL 0360. LITIGATION & ADVOCACY IN ADMINISTRATIVE PROCEEDINGS. (2 Credits)
This is a skills-focused practicum combining an immigration field-placement with a weekly seminar in support of and to complement the field experience. The course is designed to prepare students to creatively approach problems and develop strategies in administrative/ quasi-judicial proceedings. Through field placements, case studies and, simulations, students will encounter typical scenarios from all phases of this type of an administrative practice with an emphasis on methods of developing facts including interviewing, direct examination, case theory development and planning, witness preparation, document identification and, opening and closing statements. Each week students will have an opportunity to discuss the experiences gained through working for an immigration service provider. During the seminar portion of the practicum we will engage in discussions and simulation exercises designed to mirror real life situations faced by lawyers in these proceedings. Complementary topics will include the right to counsel, the charging process, discovery, prosecutorial discretion, the intersection between criminal law and immigration, and the application of the Exclusionary Rule in the context of immigration proceedings. Rules of conduct and legal ethics will also be covered. The semester will conclude with a mock hearing at the immigration court.

Attributes: INLJ, LAW.
African and African American Studies (AFAM)

AFAM 1200. ASANTE-TWI A LANGUAGE OF GHANA. (3 Credits)
TWI- An introduction to TWI, one of the major languages of Ghana, and a language widely spoken in the Bronx.

AFAM 1201. ELEMENTARY SWAHILI. (3 Credits)
Elementary Swahili I is a course for absolute beginners. It focuses on developing competence in reading, speaking, writing and listening. All these four skills are considered equally important therefore, classroom activities, assignments, exercises, quizzes and exams are designed to develop a learner's ability to function in various life situations, including academic. Aspects of Swahili and East African cultures are introduced and highlighted as necessary components towards achieving communicative competence.

AFAM 1600. UNDERSTANDING HISTORICAL CHANGE: AFRICA. (3 Credits)
This course introduces students to major themes in Africa's complex history, including early human origins; religion; trade networks; slavery and the slave trade; colonialism; and liberation struggles. We will explore Africa as an idea and field of study, by attending to the major debates that have shaped historical writing about Africa. Significant class time will be devoted to developing student writing and public speaking skills through individual and group presentations, revision writing, and peer review.

AFAM 1650. BLACK POPULAR CULTURE. (4 Credits)
Examines creative expressions of everyday life as well as commodified arenas of mass produced popular culture as sites through which African Americans have been represented and through which they represent themselves. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AFAM 1999. TUTORIAL. (1 Credit)

AFAM 2005. AMERICAN PLURALISM. (4 Credits)
Contemporary and historical studies in the racial and ethnic diversity of American (U.S.) society with a special emphasis on the issues of race relations migration, and immigration and their relation to either (1) the distribution of economic and political power or (2) their cultural manifestations in literature, the arts, and/or religion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AFAM 2547. THIRD WORLD AND THE CITY. (4 Credits)
This course explores international migration and settlement of third world peoples in urban communities of the United States since 1965. Topics include the impact of globalization on international migration, the formation of ethnic enclaves and informal economies, social networks, employment patterns, undocumented status, and recent immigrant law. Gender and class as well as race form analytical categories within these topics. Students will examine case studies based on the experiences of selected groups, including Chinese, Haitians, Koreans, Southwest Asians, and Dominicans. Recent interdisciplinary research and theoretical perspectives are offered in conjunction with first hand accounts such as immigrant fiction, autobiography and films, Key documentary films are used as supplementary texts and are an integral part of the resources of the class. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AFAM 2999. TUTORIAL. (2 Credits)

AFAM 3001. AFRICAN AMERICAN HISTORY I. (4 Credits)
Begins with an introduction to the African background and slave trade. An examination of U.S. slave communities, resistance and rebellion, abolitionism, and institutional development through the Civil War. Readings in original texts from 18th and 19th centuries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AFAM 3002. AFRICAN AMERICAN HISTORY II. (4 Credits)
A survey of African American history from the Reconstruction period to the present: the era of accommodation and the origins of the 20th-century protest; Washington-DuBois debate; migration and urbanization; the Harlem Renaissance; the civil rights movement; black power and contemporary issues. Fulfills urban studies requirement in history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AFAM 3030. AFRICAN AMERICAN WOMEN. (4 Credits)
A survey of African American women's history using documentary texts, fiction, and social science literature. Examines the multiple trajectories of race, sex, and economic condition. Explores specific conditions of female slavery, resistance, work, and political activism. Women studies include Sojourner Truth, Anna Julia Cooper, Ida Wells Barnett, Fannie Lou Hamer, Amy Jacques Garvey and Bell Hooks. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
AFAM 3033. WOMEN IN HIP-HOP. (4 Credits)
This course will explore how women are portrayed in hip hop music and culture, addressing women both as consumers and producers. The course will utilize Black feminist theory, consumption theory, and youth culture theory to interpret and critique the ways in which women are represented in hip hop music, art, fashion and dance, and its surrounding culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PLUR.

AFAM 3034. BLACK TRADITIONS IN AMERICAN SOCIAL DANCE. (4 Credits)
This course is an introduction to dance as part of a larger cultural expression. The course introduces some of the chronology, the choreographic approaches and changes in dance techniques which have shaped the way AA moved the Black Dance traditions from the history, to the stage and to the streets. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PLUR.

AFAM 3036. GLOBAL BLACK YOUTH CULTURES. (4 Credits)
Course will explore how adolescent and young adult members of the African Diaspora form youth subcultures and engage with popular culture transnationally. The courses focus is comparative with attention to American, Caribbean, Afro-Latino, and African youth. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, INST, IPE, URST.

AFAM 3037. BEING AND BECOMING BLACK IN THE ATLANTIC WORLD. (4 Credits)
A study of dispersed African communities in the New World in the 19th and 20th centuries. Examines diasporic identity formation, enslavement and resistance, religious movements, anticolonial politics and Pan-African thought. Emphasis is on cross-cultural connections and interactions. Areas studied include Haiti, Brazil, Surinam, the British-held Caribbean, Cuba and the United States. Scholars studied include, James, Du Bois, Gilroy and Hall. Fulfills global studies requirement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, GLBL, INST, IPE, LALS.

AFAM 3070. AFRICAN POLITICS. (4 Credits)
A study of the politics of Africa, including colonial independence struggles, post independence state formation, development paradigms, and grassroots movements. Case studies will be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: MEST.

AFAM 3071. AFRICAN INTELLECTUAL HISTORY. (4 Credits)
Traces the competing and complementary theoretical, ideological, political and philosophical contributions of African Americans such as Walker, Garnet, Douglas, Stewart Harper, Crummel, DuBois, Garvey, Padmore, Dunbar, Nelson, Fanan, Davis, Malcolm X and Bell Hooks. Explores black nationalism, emigrationism, Pan Africanism and socialism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, GLBL, INST.

AFAM 3072. CIVIL WARS IN AFRICA. (4 Credits)
Examines the main causes and forms of civil wars on the African continent. A central theme of inquiry will be the relationship between the process of state formation and reproduction of political identities. Looks at the reform of these political identities through the definition of citizenship in Post Independence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE, MEST, PJST.

AFAM 3075. DEMOCRACY IN AFRICA. (4 Credits)
Examines African experiences in governance focusing primarily on democracy. An examination of the challenges of building and sustaining democratic governments in various African nations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE, MEST.

AFAM 3102. THE BLACK FAMILY. (4 Credits)
An examination of the history of the black family from slavery to the present facing on the social, political, and economic challenges facing this institution. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, URST.

AFAM 3110. THE BLACK ATHLETE. (4 Credits)
An examination of the impact of the black liberation movement, the women's movement, and other currents of political and cultural change in amateur and professional sports in America. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, PLUR.

AFAM 3112. THE SIXTIES. (4 Credits)
An examination of the political, cultural and economic changes that took place in the United States during the 1960s. Special attention will be given to the civil rights movement and the Vietnam War in shaping public discourse and in presenting Americans with important political and moral choices. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, PJST, PLUR, WGSS.

Updated: 10-11-2017
AFAM 3115. MARTIN LUTHER KING JR. AND MALCOLM X. (4 Credits)
An examination of the lives, philosophies, and historical influences of Martin Luther King Jr. and Malcolm X. The purpose of this course is to examine the life and thought of Martin L. King Jr. and Malcolm X. Our main goals are to trace the development in their thinking, and to examine the similarities and differences between them. Finally, we will seek to evaluate their contribution to the African-American freedom struggle, American society and the world. Our method of study will emphasize the VERY close reading of the primary and secondary material; the use of audio and videocassettes; lecture presentations and class discussions. But it is important to note that we are not simply interested in the academic study of these two men's political and religious commitment; we are also concerned with how they inform our own political and spiritual lives. Hopefully, we will learn from Martin and Malcolm and be motivated by their passion for justice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, P/JST, PLUR, REST, THEO, URST.

AFAM 3120. BLACK RELIGION AND BLACK POLITICS. (4 Credits)
A study of the African American church and its influence on the lives of black and white Americans. A study of the interaction between African-American religion and politics from Frederick Douglass to Barack Obama. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, P/JST, PLUR, REST, THEO.

AFAM 3130. RACIAL AND ETHNIC CONFLICT. (4 Credits)
This course examines the major sources of tension between ethnic and racial groups in the American city, as well as the political and cultural traditions of various ethnic groups. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, LALS, PLUR, URST.

AFAM 3132. BLACK PRISON EXPERIENCE. (4 Credits)
This course examines the historical and contemporary experience of African Americans in the prison system with a special emphasis on the role of religion as a transforming agent. Students will survey the writings of current and former prisoners and ask what role, if any, spirituality played in their experience of incarceration. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, P/JST, PLUR, REST, URST.

AFAM 3133. PERFORMANCE AFRICAN DIASPORA. (4 Credits)
This course explores how young people of the African diaspora in the United States use expressive culture as a space to creatively respond to social injustice and political marginalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

AFAM 3134. FROM ROCK-N-ROLL TO HIP-HOP. (4 Credits)
A study of urban youth culture through an examination of musical forms and their evolution from the post WWII era to the present. Begins with Rock and Roll and ends with Rap and Hip Hop. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST, COMC, COMM, HIST, PLUR, URST, WGSS.

AFAM 3136. CIVIL RIGHTS/BLACK POWER. (4 Credits)
The course examines the history of the dramatic African-American social and political movements that took shape in the aftermath of World War II. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, PLUR, URST.

AFAM 3138. NONVIOLENT PROTEST. (4 Credits)
This course examines the genesis of non-violent direct action protest in modern history. Starting with the writings of David Henry Thoreau and Leo Tolstoy, the class will focus on Gandhi in South Africa and India. Influenced by these non-violent philosophies and individuals, the course examines the modern Civil Rights Movements in the United States, especially the practice of non-violent direct action of Bayard Rustin, Martin Luther King, members of the Student Non-Violent Coordinating Committee (SNCC) and the Congress of Racial Equality (CORE). Finally the course examines the life and times of Nelson Mandela and Steve Biko of South Africa, looking for the roots of their non-violent philosophies and practices. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

AFAM 3139. BUFFALO SOLDIERS: RACE AND WAR. (4 Credits)
Buffalo Soldiers examines the intersection of race and military service in the United States, from the American Revolution to the Cold War. The focus of the course is on the role African Americans played in the major military conflicts of this country’s history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, PLUR.

AFAM 3140. CONTEMPORARY AFRICA. (4 Credits)
An examination of the cultural characteristics of African societies and an analysis of African’s significance in world politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: INST.

AFAM 3141. WOMEN IN AFRICA. (4 Credits)
This course examines the formal and informal participation of African women in politics, their interaction with the state and their role in society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, GLBL, IPE, PJST, WGSS.

Updated: 10-11-2017
AFAM 3146. CONTEMPORARY AFRICAN IMMIGRATION TO THE UNITED STATES. (3 Credits)
It explores the experiences of contemporary African immigrants in the United States. It is designed to introduce students to contemporary literature, theories, and methodologies on the study of African immigration and the history of recent African immigrants by examining their earlier migratory process both within the continent and across international border. This course should be of interest to students, who are interested in learning about international migrations, refugee and forced migration issues, globalization, and formation of transnational identities.
Attributes: AMST, GLBL.

AFAM 3148. HISTORY OF SOUTH AFRICA. (4 Credits)
This course examines the history of South Africa from the Pre-European encounter to the Post-Apartheid era. Special emphasis will be given to nineteenth and twentieth century racial policies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, GLBL, INST, IPE, PJST.

AFAM 3149. SOUTH AFRICA STUDY TOUR. (1 Credit)
A three week study tour of South Africa, exploring the pre-Encourage Cape, the Mineral Revolution area, and the Apartheid High Veld.

AFAM 3150. CARIBBEAN PEOPLES AND CULTURE. (4 Credits)
An examination of the historical, cultural and contemporary characteristics of various ethnic groups in the Caribbean. Special attention will be devoted to Afro-West Indians. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, GLBL, INST, IPE, LALS, MVST.

AFAM 3152. EXPRESSIVE BODIES: RACE, SEXUALITY, AND THE ARTS. (4 Credits)
Using research on race and sexuality the course examines how the socio-cultural lived experience and world view creates distinct expressive capacities especially in movement and dance. Writers studied include Appiah, Charles Johnson, Dunham, as well as Foucault, Butler, and the French feminists. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PLUR.

AFAM 3154. BLACK, WHITE, AND CATHOLIC: RACE, RELIGION, AND CIVIL RIGHTS. (4 Credits)
This course examines the modern Catholic Civil Rights Movement from the late 1890s through the 1970s as Black and White Catholics found their voice and their agency to bring about racial justice within and without the church. This engagement across racial lines gave rise to Catholic Interracialism, which served as a paradigm for future struggles in the quest for racial harmony. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, EP3, PLUR.

AFAM 3155. CHILDREN OF IMMIGRANTS IN AMERICA. (4 Credits)
This EP Seminar applies anthropological, sociological and literary texts to explore the experiences of the second generation immigrants in the United States. Diverse immigrant communities from the Caribbean, Africa, the Middle East, Asia and Latin America are covered. The course will draw primarily on contemporary ethnographic examples, but will include historical examples for the comparative perspective. Major debates in migration studies are discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AFAM 3162. VALUE IN BLACK AND WHITE DRAMA. (4 Credits)
A study and evaluation of dramas with like themes as treated by playwrights from differing ethnic backgrounds. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PLUR.

AFAM 3188. EXPLORING AFRICA: ENCOUNTER, EXPEDITION, AND REPRESENTATION. (4 Credits)
Tarzan, "Deep Dark Africa", lion safaris, diamonds: these words conjure in the western mind the image of a continent not fully comprehended. This course focuses on the exploration, representation, and understanding as well as mis-understanding and mis-representation of the continent from the Fifteenth to Twentieth Centuries, focusing on Nineteenth-century Exploration, Exploitation and Representation of Sub-Saharan Africa. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, EP3, GLBL.

AFAM 3190. MAPPING SOUTHERN AFRICA. (4 Credits)
This course maps the development of Southern Africa from the late 15th century to the late 20th. While a cartographer's knowledge of the region is the starting point, this course will examine the political, socio-economic, and cultural geography of southern Africa, including Namibia, Zimbabwe, Zambia, Malawi, Botswana, South Africa, Angola, and Mozambique. Emphasis is placed on the colonial and post-colonial evolution of this region in the context of cultural identity, independence movements, and Cold War politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AFAM 3192. THE UNITED STATES, AFRICA, AND THE COLD WAR. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

Updated: 10-11-2017
AFAM 3210. ON THE MOVE: MIGRATION, LABOR, AND TRANS-NATIONALISM IN THE AFRICAN DIASPORA. (4 Credits)
Migration has played an essential role in the history of the African Diaspora. The Trans-Atlantic Slave trade, the most famous movement of African descended peoples was involuntary, but many movements after this period were planned and deliberate. The end of slavery in the late 19th century saw mass movements of African descended people throughout the world. In the late 1850s, there was significant movement to the American port cities of New York and Boston. In the 20th century, we see the movement of 8 million blacks form the rural south to Industrial cities in the North. Pan African groups urged blacks to go “Back to Africa.” This class examines the theme of migration to the African Diaspora. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, GLBL.

AFAM 3510. IN "AMERICA'S BACKYARD": U.S.-CARIBBEAN SOCIAL, POLITICAL, AND ECONOMIC RELATIONS 1850-1950. (4 Credits)
The long history of exchange between the Caribbean and the US has been fraught with complex and at times contradictory policies and events. The US has frequently pursued imperialist interest within the region and played a significant role in its economic and political development. The term “America’s Backyard” has often been utilized to migration to the US’s sphere of influence. However, this history has not been one of the unilateral American dominance. Caribbean nations used US resources in order to steer their own agendas. This course will examine how these intertwined regions have negotiated with each other by analyzing themes such as race, gender, nationalism, and military intervention. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, GLBL.

AFAM 3630. HARLEM CENTURY. (4 Credits)
Examines a century of Harlem place-making, politics and culture. Course in history and literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AFAM 3632. HARLEM RENAISSANCE. (4 Credits)
A study of the literature of the period known as the Harlem Renaissance. Writers include James Weldon Johnson, Jean Toomer, Nella Larsen, Jessie Fauset, Zora Neale Hurston and Langston Hughes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, ENGL, PLUR, URST.

AFAM 3633. THE BRONX: IMMIGRATION, RACE, AND CULTURE. (4 Credits)
An examination of how immigration and migration shaped Bronx neighborhoods from the Great Depression to the present. Subjects covered will include community building, racial conflict and the ways that the mixing of cultures in Bronx communities inspired cultural creativity and political activism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST, EP3, PJST, PLUR.

AFAM 3634. FILM AND THE AFRICAN AMERICAN. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

AFAM 3637. BLACK FEMINISM: THEORY AND EXPRESSION. (4 Credits)
This course examines the history of black feminist/womanist thought as a political practice, an aesthetic sensibility and a scholarly methodology. Combining black feminist theory with literary and cultural works by black women artists, the class will discuss conflicts with black feminists practice as well as the future of black feminism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, ENGL, PLUR.

AFAM 3666. MINORITIES IN THE MEDIA. (4 Credits)
Introduces the study of U.S. minority group representation, participation and employment in media. Minority is defined according to ethnic, religious, national, gender or other social groupings, while media include print, broadcasting, film, music and other cultural manifestations. Students apply analyses from readings in media theory and prepare reports-videos, tapes, graph presentations, etc. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, LALS.

AFAM 3667. CARIBBEAN LITERATURE. (4 Credits)
A broad survey of the literatures of the Caribbean region, including translations from Spanish and French. Primarily 20th-century works will be read against the background of colonial discourse theory. Writers read include Maran, Cesaire, Fanon, Carpenter, Chauvet, Mohr, V.S. Naipaul, Walcott, Brathwaite, Kincaid, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, ENGL, GLBL, INST, LALS.

AFAM 3669. RACING THE CITY. (4 Credits)
This class will consider the racialization of city spaces as well as the content and dynamics of historical and contemporary constructions of blackness. Primarily grounded in ethnography, the class also uses journalism and media portrayals and discourse rooted in popular culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AFAM 3688. AFRICAN LITERATURE I. (4 Credits)
The first course in an introduction to precolonial and indigenous oral and literary forms of African peoples. The epics of the West African empire, the Islam-influenced writings of the Western and Northern lands and the development of the Swahili tradition in the East will be the main foci. All materials will be read in English translations. This is not a prerequisite for African Literature II. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, ENGL, GLBL.
AFAM 3689. AFRICAN LITERATURE II. (4 Credits)
The second course is an examination of the colonial and postcolonial literary production of European-influenced African writers writing in European languages: English, French and Portuguese. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, ENGL, GLBL.

AFAM 3692. SOCIAL CONSTRUCTION OF WOMEN. (4 Credits)
This advanced social science course examines the social construction of female identities across cultural contexts. The course will employ an anthropological approach to the study of how ideas regarding what it means to "be female" circulate and gain credence through narratives crafted by popular culture, policy and legislative definitions, science fiction, and modes of cultural consumption, for example, and are mediated by race, social status, age, national identity and cultural context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, ENGL, GLBL, INST.

AFAM 3693. CONTEMPORARY AFRICAN LITERATURES. (4 Credits)
Contemporary works from around the continent including a selection of anglophone literatures of south, west and east Africa and translations into English from Portuguese, French, Arabic and Kiswahili. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, ENGL, GLBL, INST, MEST.

AFAM 3695. MAJOR DEBATES IN AFRICAN STUDIES. (4 Credits)
Key debates that have shaped the study of Africa in the post colonial period. Includes state formation, under development, pan-Africanism and globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, MEST.

AFAM 3720. AFRICAN AMERICAN PHILOSOPHY. (4 Credits)
Using texts by Frederick Douglass, Sojourner Truth, W.E.B. DuBois, Alain Locke, Martin Luther King, Jr., Malcolm X, James H. Cone, Angela Davis, Cornel West, Patricia Hill Collins, Howard McGary, William E. Lawson, Leonard Harris, Lucius Outlaw and others, this course will focus on pillars, prophets and prospects for African American philosophy, a 'philosophy born of struggle' created by profound critical and transformative voices from times of chattel slavery to the present that plays an influential role in American philosophy and American society today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, PJST, PLUR, WGSS.

AFAM 3729. THE BLACK AMERICAN NOVEL. (4 Credits)
The evolution of the black American novel from William Wells Brown to Ismael Reed. The novel will be placed in its proper literary, social and political context. The novel will be explored through various themes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AFAM 3939. HISTORY OF GLOBAL POP MUSIC: FROM AFRICA TO THE AMERICAS AND BACK. (4 Credits)
Who brought the banjo to the United States? How did jazz get to Paris? Why is reggae so popular in Ghana? In this course, students will learn the history of African and African Diasporic popular music as it has crossed the Atlantic with enslaved Africans, African American soldiers, Caribbean migrants, and students from West Africa. Through primary sources, songs, films, and academic texts, students will examine issues of globalization, consumerism, migration, pan Africanism, race, and gender in the history of Africa and the Black Atlantic. The final project will involve original research in local and online archives, and will be accompanied by a post on the course blog. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

AFAM 3999. TUTORIAL. (3 Credits)

AFAM 4000. AFFIRMATIVE ACTION AND THE AMERICAN DREAM. (4 Credits)
An examination of the political and legal history of Affirmative Action and an exploration of the moral and economic consequences of the policy as practiced in universities, businesses and government agencies. Fulfills senior values requirement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP4, LALS, PJST, SRVL, URST, VAL.

AFAM 4045. YOUNG, GIFTED, AND BLACK. (4 Credits)
This interdisciplinary course will explore themes of political, social, and personal transgression and transformation in the cultural tradition of Black American Theatre and performance from the Harlem Renaissance, through the Black Arts Movement to the present. The interrelationship of text, music, and movement will be highlighted to underscore significant aesthetic innovations and also to allow for a discussion of plays, playwrights, and performers in the fullest possible context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PLUR.

AFAM 4147. FOOD AND GLOBALIZATION. (4 Credits)
This course will examine scholarship on food and globalization from a range of disciplinary perspectives, including anthropological, sociological, historical, and literary. It will also examine the interdisciplinary fields of food studies and globalization studies to discuss the development of global exchange networks and their impact on consumer cultures and notions of identity in the United States and beyond. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, ICC, INST.

AFAM 4148. RACE, RELIGION, AND POLITICS: CATHOLIC AND CIVIL RIGHTS. (4 Credits)
This Interdisciplinary Capstone Course examines Catholic Civil Rights through the prisms of race, religion and politics from the New World Encounter of the Fifteenth and Sixteenth Centuries through the Civil Rights struggles of the Nineteenth and Twentieth Century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC.
AFAM 4192. RACE AND RELIGION IN THE TRANSATLANTIC WORLD. (4 Credits)
This course examines the construction and deconstruction of race policies in the Trans-Atlantic World form the Sixteenth Centuries. Focusing on the socioeconomic, political, theological, and philosophical precepts and practices, students will grapple with the moral and ethical dilemmas presented by race-based policies and beliefs. Using the United States and South Africa as case studies, this course is divided into four historic periods: Colonization and Enslavement (1492-1860’s), Separation and Segregation (1890-1940’s), and Apartheid, desegregation, and integration (1940-1990’s). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attributes: EP4, INST, MEST, VAL.

AFAM 4600. AFRICAN AMERICANS AND THE LAW. (4 Credits)
American law has shaped the course of African American history. This class will examine themes such as segregation, civil rights, lynching and capital punishment, racial profiling and race-related sentencing, and state control of black families and reproduction. In order to understand the impact of the law, students will read and analyze cases, Constitutional Amendments and state statutes, as well as primary and secondary historical sources. This course will provide students with an understanding of how U.S. laws and state control were used to oppress African Americans, and how African Americans and other civil rights advocates used the law as a tool to gain citizenship recognition, equal treatment under the law, and equal access to society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attribute: PLUR.

AFAM 4650. SOCIAL WELFARE AND SOCIETY. (4 Credits)
An examination of American values and attitudes about poverty, entitlement and dependency and the role of the state, individuals and society in social welfare. Presents an exploration of how experiences such as homelessness, welfare and unemployment are conceptualized in American society and how this thinking affects our values over time. Fulfills senior values requirement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attributes: EP4, LALS, PJST, URST, VAL, WGSS.

AFAM 4800. INTERNSHIP. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AFAM 4802. COMMUNITY RESEARCH METHODS: ORAL HISTORY. (4 Credits)
This Service-learning course will impart proficiency in the research methods used by anthropologists and oral historians studying marginalized urban communities. Through volunteer work in Bronx community organizations, students will learn how to design a research agenda, how to maintain a field notebook, how to conduct an oral history interview, and how to effectively transcribe oral interviews. A primary course, objective will be to enable students to help community members uncover and record the rich cultural, political, economic and religious histories of Bronx residents. Each student will volunteer in a community-based organization in order to 1) help serve the needs of the community; and 2) master the skills of participant observation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attribute: PLUR.

AFAM 4890. RESEARCH SEMINAR. (4 Credits)
Intensive course on research techniques appropriate to African and African American studies. Required of all African and African American studies majors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attribute: URST.

AFAM 4896. FEELING THE FUNK. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attribute: URST.

AFAM 4999. TUTORIAL. (4 Credits)
Independent research and readings with supervision from a faculty member. Attribute: GLBL.

AFAM 8999. CARIBBEAN PEOPLE&CULTURES. (4 Credits)

American Catholic Studies (AMCS)
AMCS 0001. CATECHESIS I. (0 Credits)
AMCS 0002. CATECHESIS II. (0 Credits)
AMCS 0003. CATECHESIS III. (0 Credits)
AMCS 3100. IGNATIAN DISCERNMENT. (1 Credit)
This seminar serves as a point of entry to the American Catholic Studies certificate and an opportunity to reflect on pressing global challenges. Taken in the spring of the sophomore year, the seminar invites students to explore how to deploy their talents in the service of a more just and humane society. In this process, students learn to communicate effectively and memorably about the multifaceted global issues of our time.
AMCS 3101. THE DISCERNMENT SEMINAR. (1 Credit)
The seminar serves as a point of entry to the American Catholic Studies certificate program and an opportunity to reflect deeply and critically on the pressing global challenges. Taken in the spring of the sophomore year, the seminar invites students to explore how to deploy their talents in the service of a more just and humane society. In this process, students learn how to communicate effectively and memorably about the multifaceted global issues of our time.
Attribute: AMST.

AMCS 3130. FAITH IN U.S. POLITICS. (4 Credits)
This course will examine the effects of religion on the contemporary American political landscape. How does religion shape the American political system? In what ways and to what extent should religious considerations be allowed to influence public policy? How does religion affect citizens’ voting decisions? Does faith really have an impact on the political behavior of elected officials? Special attention will be paid to the role of religion in the 2008 presidential election and to the influence of the American Catholic Church and Catholic voters. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3150. CATHOLICS AND POPULAR CULTURE. (4 Credits)
An exploration of the intersection of popular devotion and popular culture in the experience of American Catholics, examining the ways in which Catholics are portrayed and participate in popular media and consumer society and how this expresses and/or transforms what it means to be both American and Catholic. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3200. AMERICAN AND CATHOLIC. (4 Credits)
This course examines the contributions of various Catholic figures and movements from the end of the 19th Century to the start of the 21st. How did the various Catholic generations of the past 110 years understand themselves as Americans and Catholics? And how did subsequent generations change that understanding? This course will give particular emphasis to how younger generations initiated or prompted change, with an eye to discovering how youth culture today might be shaping the future of American Catholic identity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

AMCS 3250. CONTEMPORARY CATHOLIC FICTION. (4 Credits)
This course will examine several major Catholic writers of the 20th century (Graham Greene, Flannery O’Connor, Mary Gordon, J.F. Powers, and others). This course will examine Catholic themes and issues in their writings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3251. LABOR, LEISURE, AND GOD. (4 Credits)
An examination of a variety of philosophical, theological, and aesthetic concepts studying work and play. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3256. COMPARATIVE ECONOMIC SYSTEMS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3300. ETHICS OF CYBERSPACE. (4 Credits)
A Catholic Studies "basket course" focused on ethical issues of the internet and the issues of intellectual property. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: SRVL.

AMCS 3320. THE WRITING IRISH. (4 Credits)
This course will explore the influence of Catholicism on the development on Irish and Irish-American Literature from the early 20th century to the present. Featuring Irish- and American- born writers of Irish ancestry, the course will focus on the work of writers such as James Joyce, Patrick Kavanagh, Seamus Heaney, Eavan Boland, Mebh McGuckian, F. Scott Fitzgerald, William Kennedy, Elizabeth Cullinan, Frank O’Hara, Alice McDermott, and Michael Donaghy. Through selected historical and critical readings, we will attempt to create a descriptive narrative of what happens when Irish writers wrestle with Catholic identity in the context of 20th-century political and economic struggle, both in Ireland and in America, and a growing culture of unbelief. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, EP3, IRST.

AMCS 3333. AMERICAN CATHOLIC FICTIONS. (4 Credits)
This course explores the narratives created by American Catholic artists and the variety of forms their stories take. Emphasis will be on the 20th Century and contemporary American Catholic novelists and short story writers, such as William Kennedy, John O’Hara, Flannery O’Connor, Ron Hansen, Mary Gordon, David Plante, and Andre Dubus. In addition, students will engage the work of American Catholic filmmakers (such as Coppola and Scorsese), visual artists (including Mapplethorpe and Warhol), and the music & lyrics of Catholic composers/songwriters (such as Bruce Springsteen). We will consider the content of these visual, musical, and literary narratives in light of their grounding in the specific American and Catholic Culture they portray, and we will explore the particular capability of each genre to convey the artist’s vision of the possibilities and limitations of the world he or she inhabits and (re)creates. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP3.
AMCS 3340. CATHOLICISM AND DEMOCRACY. (4 Credits)
This course will examine the relationship between Catholicism and democracy, placing particular stress on their relevance to contemporary American public life. In this context, Catholicism will be understood not only as a religious institution, but also as a source of communal religious and political thought, while democracy will be understood not only as a form of government, but also as an ethos shaping American society. Authors and texts will include Alexis de Tocqueville, Orestes Brownson, Dorothy Day, John Courtney Murray, and relevant documents from Vatican II and the American hierarchy. The historic tension between Catholicism and democracy will be the subject of our conversation as will the possibilities for greater harmony between them. In particular, we will explore the possibility that Catholicism’s communitarian orientation might serve as a corrective to American individualism and consumerism, while democratic institutions and practices might have something to offer Catholicism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP3, PJST, REST.

AMCS 3350. AMERICAN CATHOLIC POETRY. (4 Credits)
A course focused on poets whose work is grounded in the faith and culture of the Catholic Church in America. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: WGSS.

AMCS 3355. AMERICAN CATHOLIC NOVEL. (4 Credits)
The appearance and importance of faith in the work of American Catholic novelists, including J.F. Powers, Alice McDermott, Mary Gordon, Walter Miller, Ron Hansen and John Kennedy Toole. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3359. AMER CATHOLIC WOMEN WRITERS. (4 Credits)
An examination of American Catholic women’s imaginative writing, looking at Denise Levertov, Flannery O’Connor, Valerie Sayers, Mary McCarthy, and Mary Gordon. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: WGSS.

AMCS 3360. ETHNIC AND CATHOLIC LITERATURE. (4 Credits)
This course engages the question of what it means to be both "ethnic" and "Catholic" in America and explores the ways in which these primary aspects of identity influence the work of writers affiliated with three of the most visible European Catholic ethnic groups that immigrated to the United States in the early 20th Century: the Irish, the Italians, and the Polish. Students will read memoir, fiction, and poetry by representative writers from each group, including work of J.T. Farrell, Elizabeth Cullinan, Don DeBello, Helen Barolini, Czeslaw Milosz and Adam Zagajewski.
Through selected historical and critical readings, we will attempt to create a descriptive narrative of what happens when writers wrestle with ethnic and Catholic identity in the context of the 20th century political and economic struggle in America, a predominantly White-Anglo-Saxon-Protestant society, and a growing culture of unbelief. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 33450. THE CATHOLIC METROPOLIS. (4 Credits)
A history of Catholicism in the New York metropolitan area focusing on sites of historic significance that inscribed a permanent Catholic presence and shaped an evolving urban culture. Students will explore and research architectural sites, locations of popular devotions, and streetscapes that reveal identities for parishes as urban villages.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3451. NIEBUHR IN AMERICA. (4 Credits)
Focusing on the influential work of liberal Protestant theologian Reinhold Niebuhr, the course will trace the development of major strands of modern American social and political thought and actions including the Social Gospel, Catholic Worker and Settlement House movements as reactions to nativism, consumerism, industrialism, individualism, and greed. Niebuhr helped shape both contemporary liberalism and Neo-Conservatism and was the architect of a "Christian realism," which influenced American Catholic and Jewish thought. Niebuhr is widely known as the author of the "Serenity Prayer" ("God give us the serenity to accept what cannot be changed...") Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3535. BUILDING THE IDEAL CITY, ETHICS AND ECONOMIC FOUNDATIONS OF REALIZABLE UTOPIAS. (4 Credits)
This course introduces students to the investigation of the role that economic concepts such as profit, work, utility, and exchange play in defining the ideal city as a realizable political project. Students will investigate ethical and economic concepts and their interrelation in the debate on the best form of State and government that developed from antiquity to modern American Utopian Communities. This course includes texts from various sources, philosophical, theological, juridical, and literary. Through these readings, students learn how theoretical and practical ideas on the best form of society developed in time and influence modern political thought. The course focuses on the impact of the socio-economic doctrines of the Church in shaping the idea of a possible, realizable, ideal city. Among the texts and authors included are Plato, St. Augustine, Thomas Aquinas, Dante, Boccaccio, Thomas Moore, Leon Battista Alberti, Tommaso Campanella, Francis Bacon. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: MLL, MVST.

AMCS 3777. JESUIT CONSPIRACY IN AMERICA. (4 Credits)
From colonial times, rumors of Jesuit conspiracies abound in American religious and political rhetoric. Jesuits, it was thought, were plotting to win America for the Pope. This course explores the history of the Jesuits in America and the related topics of anti-Catholicism, separation of church and state, Vatican II, Catholic education, divisions within the U.S. Catholic community, past and present, and how Jesuits real and imagined inhabit these stories. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
AMCS 3975. CATHOLIC ACROSS CULTURES. (4 Credits)
A seminar exploring, comparing, and contrasting the Catholic fiction of disparate cultures including Britain, Ireland, France, Brazil and Japan. Authors read will include Waugh, Greene, Percy, Bernanos, Endo and more. American authors will also be considered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3981. CATHOLIC STUDIES SEMINAR I. (4 Credits)
This course is the first half of a year-long interdisciplinary seminar, introducing students to the Catholic Studies concentration, using literary, theological and historical texts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 3982. CATHOLIC STUDIES SEMINAR II. (4 Credits)
This course is the second half of a year-long interdisciplinary seminar, introducing students to the Catholic Studies concentration, using literary, theological and historical texts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 4950. CHRISTIANITY AND GENDER/SEXUAL DIVERSITY: INTERDISCIPLINARY PERSPECTIVES. (4 Credits)
Employing perspectives from history, theological ethics, and LGBT studies, this course will investigate what it means to take queer perspectives on Christianity sexuality, and discipleship. Readings will include biblical, historical, and contemporary materials that seek to illuminate the ways in which Christians and Christian communities have responded to sexual and gender diversity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMCS 4999. INDEPENDENT STUDY. (1-4 Credits)

American Studies (AMST)

AMST 2000. MAJOR DEVELOPMENTS IN AMERICAN CULTURE. (4 Credits)
An interdisciplinary history of American cultural traditions. Students will be introduced to major developments in American culture, arts, literature, folk culture, thought, and media. Course sets transformations in culture in the context of American political, social, religious, and economic history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMST 2800. AMERICAN LEGAL REASONING. (4 Credits)
An introduction to American legal reasoning through selected readings. For enrollment, please contact pre-law advisor Erin Burke at erburke@fordham.edu or the American Studies director at amerstudies@fordham.edu. Preference will be given to American Studies majors and pre-law students. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMST 3000. INTRO TO AMERICAN CULTURE. (4 Credits)
An introduction to American culture with particular emphasis on the interdisciplinary aims and methods of American Studies. Junior level seminar usually taken in the first semester of junior year. Provides an overview of methods and texts used by different disciplines. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMST 3600. AMERICAN LEGAL REASONING. (4 Credits)
An introduction to American legal reasoning through selected readings. For enrollment, please contact pre-law advisor Erin Burke at erburke@fordham.edu or the American Studies director at amerstudies@fordham.edu. Preference will be given to American Studies majors and pre-law students. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMST 3800. INTERNSHIP. (1-3 Credits)

AMST 4010. APPROACHES TO AMERICAN STUDIES. (4 Credits)
An introduction to the interdisciplinary perspectives and methods of American Studies. Class will explore the theme of characterizing and defining "America," with attention to how a distinctive interdisciplinary approach to this theme has shaped the field of American Studies. Students will also develop skills to analyze a wide range of primary materials from an interdisciplinary perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMST 4500. THE SENIOR SEMINAR. (4 Credits)
A team-taught seminar, drawing on faculty in different areas of American Studies, the seminar provides a focused exploration of some aspect of American history and culture and forms the basis of the senior essay. During their senior year, all majors enroll in this course and, in consultation with the director of the program, research and write their senior thesis. American Studies senior majors only. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

AMST 4999. INDEPENDENT STUDY. (1-4 Credits)
Independent research and readings with supervision from a faculty member.
## Anthropology (ANTH)

### ANTH 1050. ANTHROPOLOGY FOCUS. (3 Credits)
How different is family life around the world? In this course, students will become acquainted with families in several cultures, and they will compare these to their own to discover what they share in common and what they don’t. Emphasis will be placed on definitions of family, types of family, the developmental cycle, domestic space, roles and activities within the family, families in their community, adaptation to external forces, and family and memory. Students will explore how anthropologists look at family life cross-culturally and how they explain the range of diversity observed.

*Attributes*: EP1, FRSS, INST, IPE, SSCI.

### ANTH 1100. INTRODUCTION TO CULTURAL ANTHROPOLOGY. (3 Credits)
We live in a shrinking international arena that demands greater sensitivity to the diversity of cultural patterns surrounding us. In this course, students investigate human beliefs and behavior, particularly in regard to forms of communication, marriage and the family, adaptations to the environment and to political, economic and religious institutions in a variety of past and present cultures.

*Attributes*: FRSS, GLBL, LALS, MEST, SSCI.

### ANTH 1200. INTRODUCTION TO PHYSICAL ANTHROPOLOGY. (3 Credits)
This introduction to physical (or biological) anthropology satisfies a core life science requirement and serves as a general survey of the biological focus of anthropology. The course summarizes the different areas of physical anthropology and covers the history of evolutionary theories, human genetics and adaptation, primate biology, behavioral ecology and conservation, and an extensive overview of the human fossil record. In particular, we emphasize the variations found in non-human primates and the biological and cultural changes that took place in our ancestors over the past 6.8 million years. Lab sessions will provide a practical introduction to human osteology, primate morphology, primate conservation, and comparisons of human fossil morphology.

*Attribute*: LSCI.

### ANTH 1300. INTRODUCTION TO ARCHAEOLOGY. (3 Credits)
How do we study society when no living members of that culture remain? Students will examine the ways by which archaeologists have inferred former patterns of behavior from surviving evidence through a survey of traditional methods as well as new scientific techniques. Students will study artifacts from the University’s collection and ‘excavate’ their own archaeological site on paper to better understand the process of investigation.

*Attributes*: CLAS, FRSS, GLBL, IPE, MEST, SSCI.

### ANTH 1413. LANGUAGE AND CULTURE. (4 Credits)
An introduction to linguistic science emphasizing the structure, functions, and origins of languages as the symbolic system of communication peculiar to humans. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

*Attribute*: GLBL.

### ANTH 1500. INTRODUCTION TO FASHION AND CULTURE. (4 Credits)
This introductory lecture course is required for students pursuing the Fashion and Culture minor. In this class, students will be introduced to cultural and media studies concepts that will equip them with the theoretical and methodological tools necessary to explore fashion as a historically situated and context dependent form of communication and meaning making. The course considers the implications of fashion within systems of power, every day acts of self-presentation, and larger politics of representation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

*Attribute*: FCLC.

### ANTH 1600. INTRODUCTION TO HUMAN VARIATION. (3 Credits)
This introductory physical anthropology course explores in detail issues of human biological variation, that is, why humans differ from each other. It satisfies a life science core requirement and examines evolutionary theories, human genetic variations, and human adaptations to environmental stresses. The main focus of investigation of human genotypic and phenotypic variations as observed in contemporary human populations to obtain an understanding of the biological basis for anatomical and physiological variation (incorrectly referred to as ‘race’ in a social context), including different evolutionary mechanisms that have shaped these variations, and how changing environments may have influenced these directions as well as the emergence of, and adjustment to, various chronic diseases. Lab sessions provide a practical introduction to cellular genetics, population genetics, osteology, anthropometry, statistics, and human evolution.

*Attribute*: LSCI.

### ANTH 1999. SERVICE LEARNING-1000 LEVEL. (1 Credit)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

### ANTH 2202. ANTHROPOLOGY OF PERFORMANCE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

*Attribute*: ASSC.

### ANTH 2447. PASSAGES: LIFE CYCLES. (4 Credits)
Although the life cycle is biologically based, societies differ in the way they conceptualize the stages of life. This course explores differing concepts of personhood and how a person is linked to moral beliefs and ideologies of power. We examine the way rites of passage (e.g., birth, initiation ceremonies, marriage, parenthood, and death) shape personhood in different cultures. We consider how the perspectives of psychology and anthropology complement, challenge, and enrich our understanding of the life cycle. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

*Attribute*: INST.
ANTH 2500. TABOO: ANTHROPOLOGY OF THE FORBIDDEN. (4 Credits)
Taboo helps identify sources of social danger, establishing prohibitions designed to protect society from that which it considers dangerous or repulsive. Yet, the prohibitions always exert an undeniable attraction, leading to a fascination with transgression. Through exploration of the anthropological notion of taboo and related cross-cultural concepts of impurity, contagion, and transgression—this course will explore the extent to which prohibition and danger structure social life. Topics considered will include incest, cannibalism, eroticism, filth, murder, madness, and sin. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE.

ANTH 2520. INTRODUCTION TO FORENSIC ANTHROPOLOGY. (4 Credits)
The course surveys methods in crime scene investigation and forensic archaeology. Often, the commission of a violent act leaves an unidentified corpse, which requires the expertise of a forensic anthropologist to identify the guilty party. Students will learn how forensic anthropologists create biological profiles from deceased individuals (using metric, non-metric, odontological, and genetic information). Notable persons and current research in the field will be introduced through the examination of case studies. The applications and abuse of forensic evidence in the courtroom and popular culture are also explored. Students will come to understand the direct relationship between archaeology, physical anthropology, and forensics in the quest not only to solve "Who Dunnit?", but "Who Was It?" Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

ANTH 2525. WHY ARE WE DIFFERENT? THE BASIS FOR HUMAN DIVERSITY. (4 Credits)
This course considers how and why people differ physically, the genetic and functional basis for these differences, and their significance for adaptation and survival. Topics covered will include variations in skin, hair, and eye color, body size and proportions, serological and biochemical distributions, nutritional requirements, diseases such as HIV and cancer, and growth patterns. Theoretical issues will also be discussed, including the concepts of race and the continuing evolution of the human species. There are no prerequisites for this course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PJST.

ANTH 2619. MAGIC, SCIENCE, AND RELIGION. (4 Credits)
Magic, science and religion will be analyzed, compared and contrasted. Problems in the comparative study of these topics, especially of religion, the "supernatural," and world view, are discussed in the context of various cultures. (Every other year). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: BIOE, GLBL, INST, IPE, REST.

ANTH 2620. THE ANTHROPOLOGY OF CITIES. (4 Credits)
This course explores the everyday life of cities in a range of international contexts. We will investigate the formation of urban neighborhoods, urban ties based on ethnicity and religious beliefs, multilingualism and changing notions of the city due to globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, IPE, URST.

ANTH 2650. WHY JOHNNY CAN'T READ. (4 Credits)
What is the role of schooling in US society? This course will explore the socio-cultural contexts of educational institutions in the United States, as well as the historical development of prevalent theories of education and learning. Topics and debates in education include testing and curriculum standards, language policies and classroom literacy practices, dropout rates, minority and low-income population access to education opportunities, the charter school movement, teaching methodologies, school accountability, and the role of technology in the classroom, among others. The class will also investigate what is means to be a student in a linguistically and culturally diverse society. How do young and adult learners form their own educational communities both inside and outside the classroom? How are families, peer networks, religious institutions, workplaces and other community spaces also important educational sites? How have expectations in the US, especially as they relate to and change along with, national and global political ideas of social/economic development and progress. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

ANTH 2700. YOU ARE WHAT YOU EAT: THE ANTHROPOLOGY OF FOOD. (4 Credits)
As the center of all significant human rituals and ceremonies, food is studied by a range of natural and social scientists. For the anthropologist, food is connected to the human body, health social relations, identity, and even ideology; we are literally what we eat. This course examines the role food plays in shaping cultural practices throughout the world. Students will explore changing concepts of food through time, beginning with early humans, modes of food production, and consumption. Through primary literature, lectures, local ethnic markets, and sharing meals throughout the semester, this class will immerse you in the theoretical and empirical significance of the cross-cultural significance of food. Bon appetit! Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.
ANTH 2770. ANTHROPOLOGY OF CHILDHOOD. (4 Credits)
This course will explore the experience of childhood cross-culturally, including, for example, toddlers in New Guinea, North American tweens, and child soldiers in Sierra Leone. We will address issues such as discipline, emotion, authority, and socialization within the broader context of race, religion and gender. Special attention will be given to the effects of war, poverty, and social inequality on children and the recent development of a set of universal human rights for children. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE.

ANTH 2880. HUMAN SEXUALITY IN CROSS-CULTURAL PERSPECTIVE. (4 Credits)
Human sexuality in Cross-Cultural Perspective. Human sexuality presents a challenge to anthropology which, as a general practice, continues to divide the biological from cultural. Sexuality depends on biology, but its actual practices arise in specific cultural contexts, which vary widely. In this course, we examine older anthropological theories of sexuality as well as a new emerging interactionist paradigm that recognizes the power of both biology and culture. Specific topics include ethnographic method in the study of sexuality, evolutionary theory, cultural constructivism, heteronormativity, and gay, lesbian, bisexual, and transgender issues, in a range of societies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, IPE, WGSS.

ANTH 2885. ANTHROPOLOGY OF ECONOMICS. (4 Credits)
The purpose of this course is to acquaint students with the major theoretical and methodological perspectives in the anthropological study of human economies, past and present. The course will explore the principles and history of economic analysis in anthropology, including the cultural factors that shape and guide economic behavior in diverse societies from the stone age to modem times. Readings will cover topics in ethnography, human ecology, social theory, political economy, and economic development. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 2886. ANTHROPOLOGY OF GENDER AND SEXUALITY. (4 Credits)
Are sex roles biologically determined or culturally defined? A cross-cultural perspective provides a unique opportunity to explore answers to this question through an examination of the roles of men and women in marriage and the family and in economic, political and religious institutions, as well as how such roles are interrelated with conceptions of masculinity, femininity, honor and shame. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE, WGSS.

ANTH 2888. GENDER AND ISLAM. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, MEST.

ANTH 2890. VISUAL ANTHROPOLOGY. (4 Credits)
Culture affects what and how we see, and what we see affects our culture. Film, still photography and video each enable anthropologists to capture and analyze aspects of this relationship, and of culture in general. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 2999. TUTORIAL. (2 Credits)

ANTH 3002. ART AND ANTHROPOLOGY. (4 Credits)
In this class, we will explore the century-long dialogue between anthropology and the creative arts. From Picasso and Matisse appropriating African arts, and Zorah Hurston drawing on her anthropological research for her novels, to Michael Taussig’s use of fiction as an ethnographical tool, the study of culture and the creation of art have long been closely intertwined. We will read essays, ethnographies, poems, novels, and life histories, tracing the possibilities of anthropology as a creative discipline and a way of understanding creativity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3110. ANCIENT CULTURES OF THE BIBLE. (4 Credits)
What was it really like in Biblical times? Through an archaeological investigation of the Holy Land, particularly the Canaanite, Israelite and classical cultures of Old and New Testament times, this course provides students with a better understanding of the ancient social and religious background of our modern Judeo-Christian tradition. Extensively slide illustrated. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, CLAS, GLBL, MEST, PJST, REST.

ANTH 3111. NEW WORLD ARCHAEOLOGY. (4 Credits)
What were the Americas like before the arrival of Europeans? This course investigates the prehistory of the western hemisphere with emphasis on the arrival and expansion of hunter-gatherer societies throughout the New World. Explore ancient Native American cultural adaptations from the Ice Age to today’s global warming within the diverse and dynamic habitats of early times. Students will gain a broader appreciation of American Indian culture and diversity, as well as its extraordinarily long record of survival and achievement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, LALS, MVST.

ANTH 3115. INTRODUCTION TO MEDICAL ANTHROPOLOGY. (4 Credits)
The interdisciplinary field of medical anthropology focuses on the study of health and healing within cultural, biosocial and cross-cultural contexts. Students will develop an understanding of how to apply core concepts and methods from anthropology to understanding and addressing problems located at the intersection of culture, well-being, disease and death.
ANTH 3152. SPORTS AND NATIONAL POLITICS. (4 Credits)
This course looks at sports as a very serious (and entertaining) enterprise comprising multiple levels, from lighthearted enjoyment needed to keep us sane every week, to the insane passions of national rivalries usually camouflaged in other political and cultural arenas. Sport is also serious business in that it commands so many cultural and financial resources and international media attention. Ultimately the course will look to explore how sports is central to our national and transnational existence and is an essential in post-modern consumerist world that seeks to erase the traces of global capitalism's homogenizing project of domesticating differences. In this light, sport and global culture of the body at play, constitute a fundamental dimension of the contemporary transnational landscape. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, INST.

ANTH 3154. SPORTS: AN ANTHROPOLOGICAL PERSPECTIVE. (4 Credits)
Why is sports so pervasive throughout the world? Sports entertains and generates billions in revenue, but it has a more profound role in human society. This course will examine sports as an integral part of human culture that can both reproduce and challenge cultural structures. We will discuss how issues such as race, class, gender, sexuality and nationalism are embodied and performed on the field and in the stands, using the context of multiple sports. While we will take a critical look at sports, this course will also approach the topic with an eye to the common human experience of joy in the game. As Galeano said, “when good soccer happens, I give thanks for the miracle and I don’t give a damn which team or country performs it.” Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3180. ETHNOGRAPHIC METHODS: CULTURES OF NEW YORK CITY. (4 Credits)
This course explores the cultural diversity of New York City from an Anthropological perspective. The focus will be on how different groups use urban public spaces, e.g., ethnic and religious communities within the city and urban subcultures. Students will use readings to inform their own ethnographic research on the cultures of New York. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP3, URST.

ANTH 3197. PEOPLES OF SOUTH ASIA. (4 Credits)
This course explores the people, history, culture and politics of South Asia. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3220. ARCHAEOLOGY, LANGUAGE, AND GENETICS: THE POLITICS OF IDENTITY. (4 Credits)
The course explores parallel lines of investigation in archaeology, linguistics, and evolutionary biology that have been used to construct social and cultural identity. We will survey ways in which people have approached this matter, including origin myths, art, text, language change, material culture, and genetic mutation, then compare the findings of these disparate fields to consider how they have been used, and might be used, to assemble a picture of the past from the perspective of individuals, archaeologists, and political leaders. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC.

ANTH 3260. POLITICS OF REPRODUCTION. (4 Credits)
The biological reproduction of the human species is a complex process that engages all major institutions of society: family, religion, morality, health, economy, and government. Using cross-cultural and social historical materials, this course will examine cases in which the control over reproduction is contested, focusing on such issues as family limitation, new reproductive technologies, and child custody. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, BIOE, GLBL, PJST.

ANTH 3330. RACE AND URBAN LANDSCAPE. (4 Credits)
This course will examine the segregation of whites and blacks in urban communities in the United States. As blacks moved into urban communities in the South and migrated ot cities in the North and West from the late 19th century to the mid 20th century, whites segregated them and instituted “Jim Crow” practices that denied them equal rights. What did Jim Crow look like on the urban landscape? Students will be able to answer this question as the learn about the growing confinement of blacks and establishment of ghettos on the landscape of a number of U.S. cities including Chicago, and New York. Students will read several historical and anthropological studies of urban communities in the United States. They will learn some of the techniques anthropologists use, such as mapping, observation, and historical research, to study Harlem. In addition, students will become familiar with the holistic anthropological approach that explores race in the urban landscape as well as documents the political, economic, religious, and social forces that shape the city environment. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

ANTH 3339. IRISH AND MEXICAN MIGRATION: NEW YORK FOCUS. (4 Credits)
The course will take a comparative look at the historical and contemporary Irish and Mexican migrations to New York City. Special emphasis will be given to ethnographic exploration and analysis of the different communities’ migration processes, including how each has impacted on the city, and also transformed the origin populations back home in Ireland and Mexico. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, LALS, MVST, SOCI.

ANTH 3340. ANTHROPOLOGICAL PERSPECTIVES ON RACE AND ETHNICITY. (4 Credits)
A cross-cultural, interdisciplinary consideration of the concepts of race and ethnicity, this course examines racial and ethnic categories and explores how they form, how society gives them meaning and the circumstances under which they change. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, IPE, LALS, PLUR, URST.

Updated: 10-11-2017
ANTH 3341. RACE, SEX, AND SCIENCE. (4 Credits)
This course introduces students to interdisciplinary debates about the relationship between race, sex, and gender, on the one hand, and science, technology, and medicine, on the other. We will examine two interrelated questions: How do scientific claims influence cultural understandings of race, gender, and sexuality; and how do cultural beliefs about race, sex, and gender influence scientific research and knowledge production? The course will explore the role that understandings of race, sex, and gender have played in the development of Western science; the relationship among race, sex, gender, and scientific research in genomics and health disparities research (among other fields); and, finally, the ways in which race, gender, and social inequalities become embodied and affect human biology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, LALS, SOCI, URST, WGSS.

ANTH 3343. GHETTOS AND GATED COMMUNITIES. (4 Credits)
How do humans order their urban landscapes? Do different cultures segregate certain peoples in the urban landscape? Do cultures exclude certain groups from certain neighborhoods? Students will become acquainted with ghettos and gated communities in different cultures around the world and compare them with their own to discover what they share and don't share. Students will learn how anthropologists study global urban communities. Topics to be covered in this course are urbanization, creation of ghettos and gated communities, influences on the urban landscape from gender, political, economic, social, and global forces. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, EP3, GLBL, INST, PJST, URST.

ANTH 3347. ANTHROPOLOGY OF HIV/AIDS. (4 Credits)
This course explores the cultural, historical, political, economic, and public health aspects of HIV/AIDS. We will study the emergence, development, and contemporary meaning of HIV/AIDS in the US and internationally, impacts across multiple sectors of society, experience of affected populations, responses of health, political and social sectors; and varying approaches to prevention and treatment. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3351. COMPARATIVE CULTURES. (4 Credits)
This course will survey the diversity of cultures in the world and the processes that have produced similarities and differences among and within various geographic areas. Some of the central topics of discussion include human adaptation and adaptability, social change, modernization and ideas of development in small scale as well as in complex societies today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, GLBL, INST, IPE, LALS, MEST.

ANTH 3353. ANTHROPOLOGY OF GLOBALIZATION. (4 Credits)
Although globalization began in the 14th century with the voyage of Columbus, it is very much a contemporary concept. More than any other social system, globalization has permeated every institution, structure, and human relationship, thereby generating a whole new structure of values. Even though globalization has resulted in more development, it also brought great inequalities, frustrations, and conflicts among nations. The objective of this course is to provide students with substantive knowledge and understanding of the process from its many anthropological and cultural dimensions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PJST, URST.

ANTH 3354. RACE, IDENTITY, AND GLOBALIZATION. (4 Credits)
The course will explore the power of racial discourses in the production of global difference over the last five decades. Particular emphasis will be placed on the work of James Baldwin to understand the insights of the North American civil rights movement, and its global influence since the 1960's. The civil rights movement coalesced at an important moment of global historical questioning, and along with the African and Caribbean national liberation movements, anti-Vietnam war protests, feminist and gay struggles and the student uprisings in Europe and Latin America, marked a particular manner in which to re-think global concepts such as democracy, citizenship, transnational identity, and political consciousness. The objective of the course is to make use of Baldwin's racial, national, and global reflections to understand the global effects of the progressive movements initiated five decades ago. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, INST, URST.

ANTH 3355. CULTURE AND ANTICOLONIALISM. (4 Credits)
In this course students will read and discuss major texts in the anticolonial traditions of Africa, Latin America and the Caribbean. The course will also address how the search for a "native" esthetics marked the cultural production of these regions in the Twentieth Century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

ANTH 3371. PEOPLE AND ENVIRONMENT. (4 Credits)
This course problematizes and examines the nature/ culture binary in terms of spaces & subjects through race; gender; technology; city – country/metropole – (neo) colony; "the environment" (as a priori vs. culturally constructed); discourses of environmentalism (values, expert/local knowledge, politicization/ depoliticization); violence, disaster and ruin. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
ANTH 3380. HAZARDS, DISASTERS, AND HUMAN EXPERIENCE. (4 Credits)
Sandy, Katrina, 9/11. Natural and anthropogenic disasters are not new (consider Pompeii or even Noah’s flood), but because of global climate change, the intensity and frequency of storms is increasing along with tragic human suffering and property destruction. Anthropological perspectives are increasingly relevant to disaster prevention and relief efforts, especially since anthropologists participate in inquiry and cleanup in the aftermath of these disasters. By exploring the complexities of recent and past natural and human caused disasters, this course explores the ways in which cultures perceive and respond to disaster. We will identify pragmatic actions which can mitigate or prevent human suffering and improve relief efforts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, ENST.

ANTH 3393. GRAFFITI: THE CHALLENGES AND CONUNDRUMS OF STREET ART. (4 Credits)
The course will focus on the history and development of graffiti since its ancient inception in cities like Pompeii to its post-modern expressions. Particular emphasis will be placed on the role of graffiti in resisting and critiquing official state power, and how, over the centuries it has been a focus of state censorship and repression. Scholars and colleagues will also be invited to talk about graffiti from different perspectives. Meanwhile students are expected to carry out a research term paper about the history, development, and unique issues of graffiti in a particular urban center. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

ANTH 3400. POLITICS OF MEMORY: TORTURE, GUILT. (4 Credits)
The course will explore the politics of historical trauma, particularly looking at the manner in which contemporary societies deal with past forms of violence, oppression and hatred. Emphasis will be placed on the United States, Chile and South Africa in terms of assessing how each of these nationstates have looked to deal with foundational forms of genocide and ethnocide. Part of the course will also look at reparations and the creation of Truth and Reconciliation Commissions as ways to reconcile with past exploitative legacies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3406. RACE AND GENDER IN VISUAL CULT. (4 Credits)
The course will explore how different racial, engendered and class elements affect visual culture. Particular emphasis will be placed upon the cultural production in the Americas but this will be contrasted with other areas and regions from today’s globalized and migrant world. The students will be taught how to assess visual culture and the varying powerful and multi-faceted medium it represents. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3450. THE ANTHROPOLOGY OF NATIONALISM AND IDENTITY. (4 Credits)
Nationalism is a potent force in the modern world, and national affiliation is a major component of social identity. We will start by examining the origins of and main theories on the “nation.” We will discuss how identity is formed in relation to the nation, and the intersection of national identity with other identities such as ethnicity, race, and gender. We will define “nationalism” and look at the role it plays in various aspects of the global world, including migration, national liberation movements, conflict and the rise of the “all-right.” The course will use a variety of case studies, but particular attention will be paid to the development of national identity and the rise of nationalism in the United States.

ANTH 3470. PEOPLE AND CULTURES OF LATIN AMERICA. (4 Credits)
This course surveys the diversity of Latin America as a continent and as a complex mixture of peoples and cultures with an increasing presence in the United States. It will place particular emphasis on the discussion of ethnicity, race, gender, religion, artistic production, and economic and political inequality. The aim of the course is to understand the cultural and social particularities of contemporary Latin America and to place them in a global context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, LALS, PJST.

ANTH 3472. LATINO IDENTITY AND CULTURE. (4 Credits)
The course will explore Latino identity and culture. Latinos are the fastest growing ethnicity and largest minority group in the United States. Not surprisingly, defining what unifies and divides Latinos as a whole is a matter of great complexity. In this matter, the course will start with the exploration of the immigrant / migrant experience and assess the central question, woven throughout the group’s experience, “can Latinos ever be from here?” Hence, the subtitle “Ni de Aquí, Ni de Allá” - “Not from here, not from there.” To this degree, the course will also engage the term “Latino”; How was it created?; What are its most important personal meanings and political implications?; and what is the Latino potential of power and influence? This also implies that the course also must engage the educational and economic disparities, media stereotypes and perceptions that may cloud the group’s existence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3481. AFRO-BRAZILIAN CULTURE, POLITICS, AND IDENTITY. (4 Credits)
The purpose of this course is to introduce students to the topic of Afro-Brazilian culture through examining aspects of its history and contemporary dynamics. The course offers a panorama of the processes of formation and transformation of Afro-Brazilian culture, analyzing how its main elements, such as samba, capoeira, and Candomble shifted from a marginalized position to become central components of Brazilian national identity. The course also examines the relationship between black culture and local politics in Brazil, and the representations of Africa in the formulation of contemporary black identities in the Diaspora. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: LALS.
ANTH 3483. BOND, Bourne, and Britain: The Nostalgia of Empire. (4 Credits)

“Bond, James Bond,” has become indicative of a particular gendered kind of seductively choreographed “cultured” behavior. It is both telling and theoretically productive that the imperial tenets of this spy character are always hidden under a façade of masculine charm and civilizing ideals. This melodramatic façade has been inherited in the recent Jason Bourne cinema thrillers as well, where it is now an American serviceman, not a British one, who upholds the ideals of democracy and what is right and wrong in a global setting that, more than ever, is exploding into violence and chaos. The course will explore the cultural legacy of the Bond genre, replicated in a “similar but different” manner by the Bourne contributions, in creating ideas about the global ecumene, postcolonial identities, and the production of whiteness in a supposedly post-racial world. Ultimately, the course will focus on the nostalgia of empire exercised by polities such as Great Britain, and most recently the United States, that keep reproducing greater popular cultural products (in films and music) as their own political and financial stronghold on old colonies continues to wane. Perhaps the British Nobel laureate, Doris Lessing, most succinctly highlighted this problematic when she turned down the prestigious Order of the British Empire, publicly wondering what would be the purpose of joining an order of something (i.e., British Empire) that no longer exists. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

ANTH 3487. London Underground: History, Myths, and Traditions. (4 Credits)
The city of London is one of the most cosmopolitan and culturally diverse cities in the world, with over a third of its current residents having been born outside of Great Britain. It has experienced a long history of occupations, its name itself coming from the Latin Londinium given to the city by its Roman conquerors. Since then, it has seen centuries of cultural life and political organization, becoming the pride of the British Empire and the destination of hundreds of thousands of current and former members of the empire. This course will use the metaphor of the London Underground to explore the multiple layers of history, myth, and tradition that make up the city of London. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3505. Museums: Cultures on Display. (4 Credits)
This course will explore the purposes museums serve and the meanings museums create in New York City and throughout the world. We will consider practices of collecting and displaying both objects and people, and we will cover both the historical development of museums and contemporary museums-related controversies. The course will frequently meet at New York City museums for in-situ learning experiences. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: URST.

ANTH 3520. Forensic Investigation of the Human Skeleton. (4 Credits)
To understand how the human skeleton is utilized to identify the deceased and sometimes solve crimes, knowledge of skeletal biology and anatomy is paramount. This course has two primary objectives: first to provide basic but solid knowledge of the human skeleton, and second to explain the application of that knowledge to forensic anthropology. Students can expect to obtain a critical understanding of human skeletal anatomy and forensic osteology, as well as the ability to think critically about the recent media glamorization of forensic practice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

ANTH 3570. Applied Human Rights. (1 Credit)
Most people working on international affairs, and other disciplines internationally oriented, might confront cases of human rights violations. Some international workers try to prevent those directly, or to deal with these impacts, and others need to document, at least partially, those violations as the relate to their core mission (e.g. implement health programs for teenagers in a conflict area, or address displacement of indigenous peoples by corporations). How can we understand the relations between different international programs and human rights works? What are the similarities, differences and intersections? What abilities and methods are required for all international workers confronting human rights violations? What are some of the most recent successes in international law and domestic regulations? In this seminar, we will present diverse examples in several domestic regulations? In this seminar, we will present diverse examples in several countries that intersect with human rights violations. We will discuss the professional roles of different team members (lawyers, psychologists, social workers, doctors, community actors, etc.) and the tools and protocols needed in order to successfully register their experiences (in context of warfare, environmental damage, and even in natural disasters). We will listen to the testimonies of survivors and human rights workers, and will present specific cases emphasizing the security needs and the risks involved in those.

Attributes: ASSC, BIOE.

ANTH 3605. Mothering and Motherhood. (4 Credits)
This course provides an in-depth look at what is often assumed to be the most basic and fundamental building blocks of all human relations: mothering. But what does it mean to be a mother? Who is allowed to mother? Whose motherhood is lost or denied? What qualifications does it take mother? And how does what appears to be the private practice of motherhood, intersect with larger political processes, gender ideals and hierarchies, science and technology, and public expressions of intimacy? We will explore the concepts of mothering and motherhood to understand its dynamics beyond birth, bake sales, and kissed boo-boos. This course provides an opportunity to question and rethink mothering and motherhood in a variety of social and cultural contexts both within and outside the U.S. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: WGSS.
ANTH 3610. FAMILIES IN ECONOMIC CRISIS. (4 Credits)
At times in US history, millions of American families have been in economic crisis. Such crises have significantly altered patterns of household composition and social relations, especially regarding jobs, home, and family life. This course will examine theories and policies of economic conditions and labor market trends across a broad spectrum of income brackets and culturally diverse households, including housing, alternative living arrangements, educational access, educational security, occupational and industry specific employment and unemployment trends, and customs and traditions of marriage and social relations between the sexes. The course will use a comparative and historical approach by reviewing the influence of the Great Recession on American families as compared to the impact of previous recessions (for example, the mid-1970s, the early to mid 1980s and early 1990s). Readings will be drawn from the social sciences in such disciplines as: cultural anthropology, political economy, sociology, and gender and sexuality studies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

ANTH 3620. BORDER CULTURES IN THE CITY: SUMMER IN NEW YORK. (1 Credit)
The course will explore a migrant New York City normally not visable to most of the native inhabitants of the city. In this manner, the course will allow students to meet and understand the different struggles and lived-in reality of migrants, particularly Mexican ones, as they strive to make a dignified living for themselves and their families. The course will look to assess and discuss the physical, cultural and emotional border culture that migration has created between Mexico and the United States but also between many of the Central and South American nations. To this degree it will also explore the newly invigorated Latino culture in the United States, one that figures more and more prominently in the future of the United States and the continent. Finally, through daily lectures and site visits to migrant organizations and communities students will explore the myriad of manners in which politics of identity and culture have taken shape and have shaped our city.
Attribute: ASSC.

ANTH 3710. BILINGUALISM: LOCAL PRACTICES AND GLOBAL PERSPECTIVES. (4 Credits)
Human beings have produced at least 7,000 languages in the history of the world, many communities support the use of more than one of these within their boundaries and many individuals acquire multiple languages over the course of a lifetime, sometimes switching among tongues within the same conversation even in today’s global English. The course examines the many approaches that sociolinguists and linguistic anthropologists have developed for studying how and why humans do this. What are the causes and consequences of retaining more than one language in our domestic lives, cultural institutions, and nation-states? What are the costs and benefits? Why, in short, do humans continue to value and invest in bilingualism, both locally and globally? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: INST.

ANTH 3725. CULTURE AND CULTURE CHANGE. (4 Credits)
Selected issues in the relationship of human behavior and culture. Issues dealt with in this course include the concept of culture, culture and the individual, culture contact, and culture change. (Every other year) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE, MEST.

ANTH 3726. LANGUAGE, GENDER, AND POWER. (4 Credits)
An examination of how everyday language use is constituted by cultural ideas about gender, power, and identity. Various theoretical frameworks are analyzed through ethnographic case studies which include Mexico, Malagasy, Senegal, Hungary, Nepal and the United States. We focus on issues such as prestige, politeness, inequality and hierarchy, language shift, multilingualism, code-switching, and literacy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: INST.

ANTH 3771. PYRAMIDS, GODS, AND MUMMIES. (4 Credits)
The course looks to explore the myriad of manners in which these politics of identity and culture have taken shape over the last centuries (and even millennia). Through lectures, readings and site visits to archaeological and historical sites around Puebla and Mexico City the course will assess how these migrating notions of culture have served to enable contesting identities across and through the border production between the United States and Mexico. It is particularly useful to view this dynamic from down below to better complete the authoritative picture officially espoused by the governing bodies of both countries. To this degree the value of the course will be to explore, first through lectures, secondly through site visits, and thirdly through small research papers and a final small research project how sometimes similar, and at other times differing, notions of what it means lobe American has permeated the landscape of the continent, and continues to fuel our cultural and political identities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 3800. INTERNSHIP. (3 Credits)

ANTH 3888. ARAB WOMEN AND SOCIAL MOVEMENTS. (4 Credits)
This course explores the participation of Arab women in social movements before and after the 2011 “Arab Spring”. The course will be examining why and how women contribute to political and social changes, the challenges they encounter, and the changes in their understanding of their roles as citizens in the postcolonial nation-state. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: INST.

ANTH 3999. SERVICE LEARNING-3000 LEVEL. (3 Credits)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.
ANTH 4004. Art Worlds: Anthropology and Sociology Perspectives. (4 Credits)
Incorporating methods and insights from sociology and anthropology, and drawing on the resource of the immediate context of New York City’s cultural communities and institutions, this course will analyze many of the arts and artistic communities of New York City. The study of culture generally, and art worlds more specifically, allows us to understand art and culture not only as aesthetic experiences, but also as institutional, economic, social and political phenomena. Our summer mid-day time slot will allow us to avail ourselves of numerous field trips and cultural excursions to support our discussions, readings, and lectures. This course currently fulfills an Interdisciplinary Capstone Core requirements for Fordham College students and is expected to be listed as an EP3 course by Summer 2014. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 4005. ANTHROPOLOGY OF J.R.R. TOLKIEN. (4 Credits)
The fictional writing of J.R.R. Tolkien, including The Hobbit, and The Lord of the Rings, has many direct correlations with historical Europe, and beyond its literary value, it can serve in some ways as an ethnographic account of the curious land of Middle Earth. The works describe and extraordinary panorama of myth and borrowed facts, from which we can refine our understanding of the “other” through analysis of sociolinguistics, funerary ritual, cultural norms, and archaeology while simultaneously exploring the sources of Tolkien’s imaginative creations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC.

ANTH 4114. ANTHROPOLOGY OF HEALTH HEALING AND SOCIAL JUSTICE. (4 Credits)
Health and illness will be studied as an interrelationship of biology, ecology, and culture in antiquity and contemporary societies. Among concepts of health and healing explored in Euro-American and non-Western cultures are: What is "normal"? What causes disease? Who can heal? What treatments are provided? What impact does modernization have on these cultural patterns? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, BIOE, GLBL, ICC, INST, IPE, LALS.

ANTH 4344. REPRODUCTIVE TECHNOLOGIES: GLOBAL PERSPECTIVE. (4 Credits)
The interdisciplinary course will focus on issues in technology and reproduction, emphasizing the view that reproduction is not simply a biological process, but one that is laden with symbolic, political, and ideological meanings. Drawing on the fields of anthropology, sociology, history, public health, law, and science, technology and society. We will examine the contested meanings of reproduction, in particular how reproductive technologies are changing lives around the globe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, ICC.

ANTH 4373. ENVIRONMENT AND HUMAN SURVIVAL. (4 Credits)
This course is an inquiry into the biological and cultural processes by which human populations have adapted to the world’s diverse ecosystems. Particular attention is devoted to issues of group survival in difficult habitats and the environmental impact of preindustrial and recently Westernized cultures. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, ENVS, GLBL, ICC, IPE.

ANTH 4490. ANTHROPOLOGY OF POLITICAL VIOLENCE. (4 Credits)
Political violence happens everyday, whether we endure it personally or hear about it through the media. But seldom do we ask ourselves what it is. This course investigates the nature of political violence and articulate its many forms from the anthropological perspectives of gender, class, ethnicity, economics, and of course, politics. Specific areas of study include Northern Ireland, Germany, Sudan, Palestine, Mexico, Argentina, China, Australia, and the U.S. The course will discuss the motivations for action (or inaction) by governments, elites, and insurgents, and students will get to know some of the organizations working against political violence. Field trips will include visits to the United Nations, The United Holocaust Museum, and Ground Zero. Podcasts, news broadcasts, movies and audio documentation of events will provide further access to examples of global political violence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, INST, IPE, PJST.

ANTH 4722. PRIMATE ECOLOGY AND CONSERVATION. (4 Credits)
This course is an introduction to primates. Through lectures, readings, discussions, and observation projects, students will investigate the emergence of the order and explore the diversity of primates around the world. The course will address issues of ecological adaptation, social organization, and conservation, especially of the species most threatened by extinction, and it will illustrate how habituation projects make it possible to conduct effective field studies. The evolutionary basis of the special characteristics of primates will be discussed, as well as the question of what nonhuman primate behavior can tell us about ourselves. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, ENVS, ICC.

ANTH 4802. ARCHAEOLOGY OF NEW YORK. (4 Credits)
The history of New York City and its environs takes on a completely different feel when the people and times are illustrated using material culture, the artifacts representing the daily activities of previous lives. Borrowing from the university’s extensive collection of objects dating from prehistory to the 20th century, the course will examine former times through the lens of the items recovered from archaeological excavations, landfills, subsurface trash accumulations, and construction worksites in order to provide a more personal and intimate view of the past. Historical in the broadest sense, the curriculum will not include a detailed chronology of the city but instead explore the worlds of household, industrial production, urban infrastructure, and other social dimensions that the real objects make accessible. Aspects of conservation and curation of these rare documents of the past will be covered as well. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
ANTH 4998. SENIOR THESIS. (4 Credits)
Independent research under mentor guidance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ANTH 4999. TUTORIAL IN ANTHROPOLOGY. (1-4 Credits)
Supervised individual study project.
Attribute: GLBL.

Antitrust (ATGL)

ATGL 0206. ANTITRUST LAW IN INFO ECON. (2 Credits)
Information goods are not like other goods. Information is inexpensive to distribute, but often expensive to produce. Sometimes, as with Google search results or product standards, information is provided for free. Despite these unusual economic characteristics, the accuracy and availability of information can have competitive implications as great as those of other goods. Consequently, antitrust law has an important role to play in the informational context, but it requires new techniques for handling the particular problems that information presents. This course will examine these problems through discussions, in alternate weeks, of relevant cases and chapters from the professor’s book-in-progress on this topic. Prerequisite: Antitrust Law, Internet Law, an Intellectual Property course, or permission of professor This course can be used to satisfy the writing requirement.
Attributes: JD, LAWI, LAWT, LLM.

ATGL 0230. INTERNATIONAL CARTEL ENFORCEMENT: GLOBALIZATION OF ANTITRUST. (2 Credits)
This course focuses on how different legal systems detect and punish cartel behavior. It will examine public enforcement efforts by competition authorities in the United States and the European Union, as well as private remedies available in both jurisdictions. With respect to public enforcement, the course will consider a number of issues, including investigative tools, amnesty programs, sentencing guidelines, and cooperation and convergence initiatives by competition authorities in both jurisdictions. The course will also examine from a comparative perspective the different systems of private remedies available to injured parties in the U.S. and the EU, taking into account the new EU Directive on rules governing private antitrust damage actions. Among the topics to be considered in this part of the course will be class actions and other mechanisms for collective redress, extraterritoriality, standing issues, and proof of damages. NOTES/MISC: Paper Required.
Attributes: ICE, LAWI, LIC.

ATGL 0299. ANTITRUST-RECENT DEVELOP IN NY. (2 Credits)
This seminar will focus on recent antitrust issues, and particularly on cases that have been related to New York in some way. Possible topics will be cases that involved the entertainment or finance industries or cases brought by the New York Attorney General, though some topics may not be closely related to New York. A goal of the class will be to have as guests the attorneys or economic experts who were involved in the cases discussed. The emphasis will be less on a systematic examination of antitrust doctrine than on exploring the implications of that doctrine for the handling of particular cases. *Pre-requisites: Antitrust Law or previous experience with antitrust law.
Attributes: JD, LAWB, LLM.

ATGL 0309. ANTITRUST LAW. (3,4 Credits)
Examines the federal antitrust laws, primarily the Sherman Act and Clayton Act. Specific topics covered include monopolization, horizontal and vertical arrangements, and mergers.
Attributes: BFE, IPIF, LAWB, LAWI, LLM, PIE.

Applied Statistics and Decision Making (SDGB)

SDGB 7840. EXPLANATORY MODELS. (3 Credits)
Focuses on preliminary data analysis, model formulation and estimation, and reliability and sensitivity analysis to understand causal links between various elements of a relationship as the prerequisite for effective system design and control. Multivariate regression models and techniques of experimental design provide the basis for exploring these links. Discusses applications to all areas of business.

SDGB 7841. STATISTICAL THEORY I. (3 Credits)
This course provides an Introduction to mathematical Statistics and a foundation for acquiring the skills to apply advanced statistical models to many important areas of decision-making in business. The course focuses on developing an understanding of random variables, their distribution functions, and sampling theory. Prerequisite: DGGB 6820.
Prerequisite: DGGB 6820.

SDGB 7842. STATISTICAL THEORY II. (3 Credits)
This course provides an Introduction to mathematical Statistics and a foundation for acquiring the skills to apply advanced statistical models to many important areas of decision-making in business. The course focuses on developing an understanding of: Hypothesis testing, Nonparametric Statistics, Bayesian Statistics, Multivariate Methods and Linear Models and their applications. Prerequisite: DGGB 781A.
Prerequisites: DGGB 781A or SDGB 7841.

SDGB 7843. JUDGMENT & DECISION MAKING. (3 Credits)

SDGB 7844. STAT METHODS AND COMP I. (3 Credits)
This course is designed to introduce statisticians to statistical programming and data analysis. Topics will include: hypothesis testing, regression models, experimental design and simulation. The statistical topics are integrated into the programming content.

SDGB 7845. SAMPLING THEORY. (3 Credits)
This course provides a foundation in sample design and data collection for decision making. We study theoretical principles and applications, starting with definition of the population characteristic of concern, the frame, sampling methods, sample size, and sampling plan. We study also sampling and non-sampling errors and biases, problems of non-response, the half-open interval, and other methods to assure validity and usefulness of our data.

SDGB 7846. ADVANCED FINANCIAL ECONOMETRIC. (3 Credits)
This course takes up Bayesian estimation of small-scale financial sector and macro-econometric models. Counter-factual simulations will also be used, as well as Monte-carlo methods for evaluating confidence intervals. In addition to Bayesian estimation, the course will make use of extensive data sets to investigate topics such as contagion effects across countries in financial markets, and neural networks for predictive accuracy. *Subject to NY Approval*
ARAB 1001. INTRODUCTION TO ARABIC I. (5 Credits)
An introductory course that focuses on the four skills: reading, speaking, writing, and listening, providing students with Arabic language basics, essential vocabulary, and verb forms and tenses. Text materials and course work will focus on developing and expanding the student's vocabulary, learning new grammatical structures and usages, developing good listening and writing skills, applying literal and inferential comprehension skills (reading from magazines, newspapers, and short stories). Videos and films are also included, practicing oral skills during class time through structural exercises, and completing written assignments to reinforce the student's understanding of the concepts studied in class.
Attributes: MEST, ZLB1.
Prerequisite: ARAB 1001.

ARAB 1002. INTRODUCTION TO ARABIC II. (3 Credits)
For students with no previous knowledge of Arabic. Intensive aural-oral practice. Fundamentals of grammar. Conversation. Graded composition. No credit will be given for ARAB 1001 without successful completion of ARAB 1002.
Attributes: MEST, ZLB1.
Prerequisite: ARAB 1001.

ARAB 1003. QURANIC ARABIC I. (3 Credits)
The Quran is the source of inspiration for the Islam, one of the world's major religions, followed by over a billion people. It has played a central role in the development of Islam and of the Arabic language. As the first book written down in Arabic, the Quran has been reponsible not only for establishing and maintaining an unchanging norm of the Arabic language. In this course, we will study the grammar of classicized Quranic Arabic. All examples and readings will be taken from the text of the Quran and the body of the hadith, the reports of Muhammad's sayings, and supplemented with extracts from other classical sources.
Attribute: MEST.
Corequisites: ARAB 1001, MEEU 1001, MELU 1001, MERU 1001.
ARAB 2450. The Short Story of Arabic Literature. (4 Credits)
Students will learn the history of the Arabic short story, and sample a variety of stories from diverse periods and authors. By reading these stories, students will develop their comprehension skills in Arabic, and will also broaden their knowledge of Arab-world literature. Class discussions will be in Arabic, and will focus on conversational skills in the language. Taught in Arabic. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: MEST.
Prerequisite: ARAB 2001.

ARAB 2601. ARABIC CONVERSATION AND COMPOSITION. (3 Credits)
Intensive practice of the spoken and written language with emphasis on proper use of idioms and building of vocabulary based on topics of interest and relevance. A basic course for prospective majors and minors. Prerequisite: ARAB 2001 or equivalent.
Attribute: MEST.
Prerequisite: ARAB 2001.

ARAB 2602. ARABIC IMMERSION IN MOROCCO. (4 Credits)
Through this program, you will take an upper-level Arabic language/literature/culture course based at AMIDEAST’s Study Center in Rabat, Morocco. Classes will meet for one month during Fordham’s Summer Session I and will be primarily taught in Arabic. This course counts towards your requirements in the Arabic minor at Fordham University. In addition to your class work, you will participate in a number of cultural visits during your stay, including a weekend excursion to Fes. Rabat is one of Morocco’s “imperial cities,” and its modern capital. It is home to the leading educational institutions in the country and offers students opportunities to move from the shops and cafes of the “European” city to the winding alleys and exciting markets of the old "medina" in a few minutes’ walk. Students in the program live with Arabic-speaking Moroccan families and attend classes with Fordham faculty at AMIDEAST’s facilities in the bustling Agdal area of the city.

ARAB 3000. TOPICS IN ARAB CULTURES. (4 Credits)
A broad survey of Arabic culture through the study of some of its major literary figures and texts. The course will examine representative texts from artistic movements in Egypt, Syria, Lebanon and Libya, such as romanticism, realism and post modernism. By the end of the course students will be able to define the main characteristics of these movements. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, MEST.

ARAB 3010. HUMAN RIGHTS IN ARABIC LITERATURE. (4 Credits)
This class explores issues of race, gender, class and social justice in Arabic Literature. It focuses on the terminology and concepts related to human rights and the law, with all readings and class discussions held in Arabic. Students will also learn about sharia law and its implications for social justice. This class is especially relevant for students studying political science, Middle East studies and international studies or who wish to minor in Arabic. Prerequisite ARAB 2400 or Instructor’s Permission Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: ARAB 2400.

ARAB 4999. TUTORIAL. (1-4 Credits)

ARAB 9101. INTRODUCTION TO ARABIC I. (0 Credits)

ARAB 9300. TOPICS IN ARAB CULTURE. (0 Credits)

Art History (ARHI)

ARHI 1101. INTRODUCTION TO ART HISTORY: EUROPE. (3 Credits)
An introduction to the study of the art of Europe through key paintings, sculpture architecture, and other arts. Form, style, context, function, and the changing role of the artist in society are explored.
Attributes: FACC, FRFA, INST.

ARHI 1102. INTRODUCTION TO ART HISTORY: ASIA. (3 Credits)
An introduction to the study of the art of Asia. This course covers architecture, sculpture, and paintings in India, China, and Japan from the ancient to the contemporary period.
Attributes: FACC, FRFA, GLBL, INST.

ARHI 1103. INTRODUCTION TO ART HISTORY: AMERICAS. (3 Credits)
A survey of the art and architectural traditions of the Americans from 3000 BCE to the present. This course explores artistic productions in both North and South America and considers how architecture and visual works have been used to express ideas about American identity and the place of the Americas in the world.
Attributes: FACC, FRFA, GLBL, INST.

ARHI 2211. ART OF CHINA: SPIRIT AND SOCIETY. (4 Credits)
A survey of Chinese visual culture from prehistory to the early 21st century. The interaction between art, social milieu, and peoples with regard to Confucianism, Daoism, Buddhism as well as the impact of Western culture and communist ideology on Chinese are, will be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: GLBL.

ARHI 2221. JAPANESE VISUAL CULTURE: PREHISTORY TO PRESENT. (4 Credits)
An examination of Japanese visual culture from prehistory to contemporary society. Issues and material explored: the development and spread of Buddhism, temple art and architecture, narrative art and prints, the interaction of art and popular culture, manga, anime, and contacts with western society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 2223. ART AND VIOLENCE IN MODERN ASIA. (4 Credits)
This course considers intersections between art and violence in modern Asia. It will focus on propaganda art from Japan, China, South Korea, and North Korea, and examine how violence is advocated through visual language in relation to differing political ideologies, such as imperialism, fascism, communism, and nationalism.
Attribute: GLBL.
ARHI 2225. JAPANESE MODERN AND CONTEMPORARY ART AND VISUAL CULTURE. (4 Credits)
This course will examine the production of Japanese art and visual culture from the 1880s to today, covering postwar Japanese modern and contemporary art, manga, and anime. It will study: concepts such as kawaii and superflat; art groups such as Gutai, Experimental Workshop; works by Nara Yoshitomo, Murakami Takashi, and Aida Makoto; and popular animation films by Miyazaki Hayao and Oshii Mamoru. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST.

ARHI 2230. ISLAMIC ART. (4 Credits)
This course presents an overview of some of the most important episodes of Islamic art and architecture from their origins to the 18th century. We will focus on the monumental mosques, mausolea, and palaces of the great dynasties, as well as the most prized of more delicate artistic traditions such as calligraphy, manuscript painting, textiles and ceramics. Emphasis will be given equally to visual/interpretive analysis and critical thinking, and will entail readings from an introductory textbook as well as more in-depth scholarly writings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, MEST, REST.

ARHI 2250. PRE-COLOMBIAN ART. (4 Credits)
Introduction to the art of Mexico, Central America and Peru from its beginnings to the time of its contact with Europe. Examination of architecture, sculpture, ceramics, and paintings in the context of such cultures as Olmec, Teotihuacan, Maya, Aztec, Chavin, Mochica, Tiahuanaco and Inca. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, GLBL, LALS.

ARHI 2256. RENAISSANCE AND BAROQUE IN LATIN AMERICAN ART. (4 Credits)
This course is an introduction to the art of Latin America from the end of the great indigenous empires of the Aztec and the Inka through the viceregal period (1520-1820). It will look at how, over the course of three centuries, artists have worked to create art that was faithful to a Latin American reality. That reality was given distinct shape by the presence and participation of distinct indigenous groups as well as the imported styles from Renaissance and Baroque Europe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, LALS.

ARHI 2257. MODERN LATIN AMERICAN ART. (4 Credits)
In modern period, Latin American nations, the by-product of European colonization, developed artistic traditions that grew out of their own distinct realities. This course looks at two great shaping forces of modern Latin American Art: nationalism, which called on visual art to both create a national identity and to reflect it; and modernism, an aesthetic movement that insisted on artistic autonomy. In more recent years, the political integrity of Latin American nations has been challenged by oppressive governments and imperialism, leading artists to seek new ways of expressing ideas and identity within and beyond the national sphere. We will also be seizing the many opportunities that New York offers to see Latin American art first hand at sites that include El Museo del Barrio, Sotheby's, and the Cecilia de Torres Gallery. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: GLBL.

ARHI 2258. ART AND ARCHITECTURE OF HAVANA, CUBA. (1 Credit)
This weeklong spring break course will focus on Havana's art and architecture and we will meet working artists in Cuba today. In museum and gallery visits, we will see outstanding and little-know works of Cuban art. The city will be our classroom as we engage with the dynamics of the city's urban development and architectural history.

ARHI 2270. NATIVE AMERICAN ART. (4 Credits)
A survey of the major indigenous cultures of Canada and the United States: the cultures of the Inuit and Pacific Northwest, the Plains Indians, Pueblo Indians and other cultures, from the origins of civilization to contemporary times. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PLUR.

ARHI 2305. GREEK ART. (4 Credits)
This course provides a survey of the major monuments of Greek Art from the Bronze Age through the Hellenistic Period (c. 2500-100 B.C.), focusing on their function in Greek myth and ritual mythological depictions in vase paintings, funerary sculpture, the cult statue, narrative reliefs, temple architecture and urban sacred landscapes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: CLAS, OCST.

ARHI 2311. ATHENS AND ANCIENT GREECE: ATHENS AND PERICLES IN THE FIFTH CENTURY BC “GOLDEN AGE”. (4 Credits)
Long remembered as a political and artistic highpoint in the western traditions of art, architecture, history, philosophy, politics and theatre, this course takes a holistic look at the challenges and opportunities of writing about 5th century BC Athens. Students will analyze a range of writing about Athens, and its most famous statesman, Pericles. Genres from modern scholarship on technical evidence (such as stone inscriptions and archaeological field reports) to 19th century poetry seeking to evoke a lost “golden age” of art and democracy will all inform students’ own writings. This wide range of modern texts and ancient evidence will allow us to consider all parts of Athenian society. A final project will require students to alter their writing for a more general audience, by devising, writing, and shooting a short animated film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CLAS.
ARHI 2312. HELLENISTIC ART. (4 Credits)
A survey of art and society in the Ancient Mediterranean from Alexander the Great to the rise of the Roman Empire. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: CLAS.

ARHI 2315. ROMAN ART. (4 Credits)
This class is a survey of the art and architecture of Rome from the Republican and Hellenistic periods through the era of Constantine (5th century BCE- 4th century CE). Though chronological in structure, this course will also address overarching issues and themes in art history and archaeology, such as the power of images in the ancient world (as opposed to/similar to today), Roman ways of looking at art and space, the role of monuments, makers and patrons in Roman society, and connections with the other cultures who inspired and made use of Roman artists and styles. Overall however, the class is intended to introduce students to the ways in which Western Civilization is indebted to Roman culture.
Attributes: CLAS, OCST.
Prerequisites: ARHI 1100 or ARHI 1101 or ARHI 1102 or ARHI 1103.

ARHI 2320. THE FALL OF ANCIENT ROME: A MATERIAL CULTURE INVESTIGATION. (4 Credits)
An interdisciplinary investigation of the period ca. 300—800 AD. The traditional model of Gibbon’s "Decline and Fall of the Roman Empire" will be considered in the light of modern conceptions of "Late Antiquity" by scholars such as Peter Brown, who see this as a period of sometimes dramatic cultural and political transformation, defined by the growth of the vibrant new kingdoms of Western Europe, and the development of Christianity and Islam. Using the methodologies of Ancient History, Archaeology, Art History and Classics, the course will consider these two approaches through the lens of material culture. How and why did cities, sculpture, religious art, pottery, textiles, military equipment and luxury goods change during this period, and what do they all reveal about how and why Rome fell—if it did at all?.
Attributes: CLAS, MVST, REST.
Prerequisites: ARHI 1100 or ARHI 1101 or ARHI 1102 or ARHI 1103.

ARHI 2340. EARLY MEDIEVAL ART. (4 Credits)
The early medieval era (ca. 300-1100) witnessed the expansive development of Christianity and the establishment of European monarchies. In this course we will examine how images and architecture in this era were used by both church and state to project authority, teach church history and dogma, and convey the tangibility of heaven to Christian believers. Media analyzed will include: architecture, sculpture, illuminated manuscripts, and luxury arts. Reading primary sources written by eyewitness audiences and analyzing the style and subject matter of artworks, we will explore the ways that artists experimented with visual forms, responded to debates about the status of images in religious art and created representations glorifying rulership. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: MVST, OCST, REST.
Prerequisites: ARHI 1100 or ARHI 1101 or ARHI 1102 or ARHI 1103.

ARHI 2341. MEDIEVAL DESIRE AND DEVOTION. (4 Credits)
The medieval world was a complex social network built on relationships that crisscrossed heaven and earth. This course explores how people of divergent backgrounds—kings and clerics, men and women, rich and poor—used works of art and architecture to draw closer to those whose presence they desired most: God, the saints, and one another. It will range widely over the period: from the catacombs of late antique Italy to the cathedrals of high medieval France and England; from the courts of early medieval Germany to the cities of late medieval Spain and Flanders. Case studies will include churches, shrines, reliquaries, altar furnishings, and devotional imagery in multiple media—sculpture, panel painting, book illumination—for contexts both public and private. Frequent comparisons between "sacred" objects associated with piety and "secular" objects associated with pleasure will provide a broader view of the manifold desires that shaped medieval society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ITAL, OCST.

ARHI 2360. ILLUMINATED MANUSCRIPTS. (4 Credits)
Before the invention of the printing press in the fifteenth century, every book was a precious, hand-produced object. Often these manuscripts were richly decorated with painting, called illumination. This course examines the development of manuscript illumination over the length of the Middle Ages (c. 300-1500). Issues examined include: illuminated manuscripts and the establishment of the church, illumination and royal power, manuscripts and popular devotion, and the role of the artist as illuminator. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: MVST, OCST.

ARHI 2410. NORTHERN RENAISSANCE ART. (4 Credits)
An examination of the visual arts (painting, sculpture, printmaking) in the culture of Northern Europe during the 15th and 16th centuries, with emphasis on developments in painting in the Netherlands, Germany, and France. Technical, formal and interpretive issues regarding key works by artists such as Jan van Eyck, Roger van der Weyden, Albrecht Dürer, Matthias Grünewald, Hans Holbein, and Hieronymus Bosch to be considered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ARHI 1100 or ARHI 1101 or ARHI 1102 or ARHI 1103.

ARHI 2415. ITALIAN RENAISSANCE ART. (4 Credits)
The history of Renaissance painting and sculpture in Florence, Venice and Rome from the 14th through the 16th centuries. The course will focus on the leading artists of this era: Donatello, Masaccio, Fra Angelico, Bellini, Botticelli, Leonardo, Raphael, Michelangelo, Giorgione, and Titian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ITAL.
ARHI 2430. RENAISSANCE PORTRAITS. (4 Credits)
Is a picture really worth a thousand words? What can the record of a person's physical appearance tell us about his or her character, and the values of his or her society? During the Italian Renaissance, portraits were test-cases of artistic skill, tools in marriage negotiations, and vehicles for the expression of friendship and political power. This class will consider the role of portraiture in defining, communicating, and preserving individual identity. Examining the concepts of "portrait" and "self-fashioning" in both the literary and visual spheres, we will read authors including Castiglione and Machiavelli, and study artists including Leonardo da Vinci and Raphael. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 2432. RENAISSANCE CENTERS. (4 Credits)
Covering the period from 1400-1600, this course examines the concept of the "Renaissance" in artistic production and reception in a variety of European centers. We will consider the role that different forms of government and styles of social life played in the development of Renaissance art in Italy and in its reception outside the traditional "centers" of the Italian Renaissance art. The course aims both to offer a comprehensive survey of fifteenth and sixteenth century Italian art and to provide an in-depth analysis of particular centers, both urban and courtly. Topics that will be covered include antiquarianism, the role of religious institutions, private patronage, the impact of political change on artistic practice, and the concepts of "center" and "periphery" in defining the Renaissance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 2440. ARCHITECTURE 1300-1750. (4 Credits)
The history of European architecture from 1300 to 1750. Special emphasis will be given to the ecclesiastic and civic architecture of Italy during Michelangelo's lifetime and France during King Louis XIV's reign. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 2450. 17TH CENTURY ART. (4 Credits)
This course surveys artistic developments in Europe in the Seventeenth Century and their relationship to the shifting political and intellectual landscape. The art of the Baroque is characterized by an interest in emotional appeal, visual immediacy, and the articulation of power. Major artists include Caravaggio, Bernini, Velázquez, Rubens, Poussin, Rembrandt, and Vermeer. The themes we will explore include the relationship of art production and reception to the political and religious environment, the development of national styles, the intersection of art, nature and science, and the emergence of academies as systems for artistic training and political control. In addition to introducing students to the visual arts of the Seventeenth Century, this course will emphasize the critical analysis of works of art and of art-historical scholarship.

ARHI 2455. RUSSIAN ART OF THE AVANT-GARDE. (4 Credits)
One of the most exciting movements in 20th-century art, Russian art of the Avant-garde, radically reassessed the role of the artist and of his/her work in society and has had reverberations in Western art that continue today. This course begins with the Russian futurists and traces the manner in which new formal vocabularies and new attitudes towards materials were harnessed after the 1917 Revolution by artists like Popova, Goncharova, Rosanova, Tatlin, Rodchenko, Malevich, etc., to develop functional objects for the new society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
ARHI 2552. MODERNITY IN ASIA: ARTS IN CULTURAL ENCOUNTERS. (4 Credits)
This introductory course to modern Asian art will investigate how a network of interrelated encounters among Asian countries and with the west from the mid 19th-century to the present shaped visual culture from East and Southeast Asia. Issues explored: colonialism, post-colonialism, nationalism, and anti-aesthetics, hybridity, among others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: INST.
Prerequisites: ARHI 1100 or ARHI 1101 or ARHI 1102 or ARHI 1103.
ARHI 2553. VISUALIZING BODIES IN ASIAN ART. (4 Credits)
This upper-level art history course will probe into artistic and cultural representations of bodies in Asia in relation to such themes as sex, gender, sexuality, race, nationhood, war, and post-humanity. Through thematic examinations of diverse bodily representations, students will learn a broad range of interpretive tools and frameworks to appreciate artistic objects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
ARHI 2561. ASIAN-AMERICAN ART. (4 Credits)
Explores how Asian-Americans' unique history in the United States, along with their socio-political and cultural positioning, distinctively shaped their creative expressions. Art considered will explore constructions of race, identity, cultural hybridity, US colonial/post-colonialism, gender alternative artistic strategies, and social activism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
ARHI 2570. WOMEN MAKE MOVIES. (4 Credits)
The course will consist of lectures, discussion, and screenings. It is an introduction to selected US and international films made by women, which will be examined with regard to the representation of women on screen and other media; women’s filmmaking as critical practice; and issues in feminist film theory and criticism. The course will examine the major trends in feminist film theory and look at the way contemporary women filmmakers have been furthering the central aims of the women’s movement since the 1960’s- to find a voice for women that is intelligible and separate from the patriarchal voice and to reclaim the image of women from the representations of others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
ARHI 2600. DIGITAL HISTORY AND ART HISTORY. (4 Credits)
Digital History/Art History will introduce students to concepts, methods and tools in the digital humanities, with a focus on the disciplines of history and art history. This course will explore ways of curating a digital project, types of research and analysis that can be carried out (social network analysis, text analysis, mapping, and visualization), and how projects are evaluated. Students will complete a number of assignments highlighting crucial steps that need to be taken as they work to complete a project, including the logistical aspects of digital humanities work, particularly related to copyright considerations and maintaining metadata. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
ARHI 3100. MUSEUM METHODS. (4 Credits)
Exploration of materials and techniques of the visual arts and a study of the different types of modern institutions for their exhibition. The course relies on field trips to museums, galleries and other institutions, mainly in New York City. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.
ARHI 3200. MUSEUM STUDIES IN ANCIENT ART. (4 Credits)
This class examines the display of Ancient Art using the collection at Fordham as a foundation. The class considers the aesthetic issues of exhibiting ancient objects and addresses the ethical concerns of collecting "un-provenanced" antiquities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CLAS.
ARHI 3300. ART CRIME AND THE LAW. (4 Credits)
Art law is a rapidly expanding area of legal inquiry. Issues in the news today range from WWII era looting to high profile thefts from museums to the international market in antiquities to the destruction of cultural property in the Middle East. This course exposes students the legal aspects of these phenomena. Readings range from scholarship to journalism to legal briefs. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
ARHI 3310. ISSUES: ANCIENT ART. (4 Credits)
This course will examine important issues in ancient art, which might include those of function, form and reception, among others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
ARHI 3315. THE CITY OF ROME. (4 Credits)
This course surveys the art, architecture and urban planning of the city of Rome from its founding through the Middle Ages. We shall follow Rome through its various manifestations, from primitive village to capital of empire and finally, center of Christian pilgrimage. Particular attention will be paid to art and monuments in their broader urban, social and historical contexts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: CLAS, ITAL, MVST, URST.

Updated: 10-11-2017
ARHI 3316. ART AND ARCHITECTURE OF ROME. (4 Credits)
(Course to be offered as part of Fordham's study abroad program in Rome, the Rome Athenaeum) Rome once ruled the entire Mediterranean world, and its cultural legacy looms large in Western Civilization. At the heart of this legacy is the city that gave its name to the ancient empire. For almost two thousand years, Rome has been more than a literal place - it is an icon of culture, expressing many different characters depending on the era. In the ancient world the city epitomized the earthly splendor of Roman civilization. In the Medieval period its political importance waned, and the city was reduced to a symbolic, spiritual center - the city's decaying pagan edifices signaling the triumph of Christianity. In the Renaissance, Humanists and the Papacy sought to re-claim the city's Classical past and re-work it into a new vision of the city as both spiritual and temporal "caput mundi" (head of the world). This course will examine the art, architecture and culture of these three epochs of the city's history: Ancient, Medieval and Renaissance/Baroque, through the lens of its monuments. Indoor class time will be minimal and our primary mode of exploration will be site visits. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CLAS, OCST.

ARHI 3350. AGE OF CATHEDRALS. (4 Credits)
Gothic cathedrals were the skyscrapers of the Middle Ages. These impossibly tall and lavishly decorated buildings were center-points for urban life in northern Europe between ca. 1150 and 1400. This was also the era of the development of a lavish culture at noble courts. This course explores the architectural innovations behind the Gothic style as well as the profuse adornment of Gothic structures – sculpture, stained glass – in relation to their sacred, political, social, and economic meanings. We also consider small-scale media – illuminated manuscripts, metalwork, ivories – that were the focus of Christian devotion and luxury court life. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: MVST, REST.

ARHI 3355. GOTHIC CATHEDRAL HISTORY. (4 Credits)
Did you ever wonder why churches and universities around the United States are often built in the Gothic style, a style associated with the European past? Have you puzzled over contemporary “goth” trends and wondered what counter-cultural fashion has to do with European traditions? Have you pondered the history of the preservation of medieval monuments in Europe and questioned their relationship to contemporary political agendas? These issues are at the heart of "The Gothic Cathedral in Historical Perspective." This course considers the Gothic cathedral as experienced by its original medieval milieus as well as modern audiences in the eighteenth, nineteenth, and twentieth centuries. Issues examined include: the technology of Gothic cathedrals, the destruction and subsequent restoration of these buildings in the French Revolution, and the adoption of Gothic style in America. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 3455. MICHELANGELO. (4 Credits)
This course surveys the life, times, and works of Michelangelo Buonarroti (1475-1564). We will trace his development from his origins in fifteenth-century Florence to his role as the leading artist of sixteenth-century Rome and his ultimate fate as the "divine" artist memorialized by Giorgio Vasari. Our primary goal is to examine his major projects in painting, sculpture, and architecture, and analyze the social, artistic, political, and religious context that informed their production and reception. Throughout the course, we will be attentive to the "myth of Michelangelo" promoted by his principal biographers, Giorgio Vasari and Ascanio Condivi, and by the artist himself. We will test their histories of Michelangelo's career against evidence drawn from other sources, including contemporary documents and modern scholarship. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ITAL.

Prerequisites: ARHI 1000 or ARHI 1101 or ARHI 1102 or ARHI 1103.

ARHI 3480. ART AND ARCHITECTURE IN LONDON. (4 Credits)
London is one of the most exciting cultural capitals of the world. Its museums, churches and monuments will supply the rich resources for our art historical studies. While the emphasis will be upon the modern era from the late 18th century onward, earlier museum treasures and major architectural monuments will provide deep historical background for our study of the modern period. Class lectures will be supplemented by visits to The British Museum, The Courtauld Institute of Art, The National Gallery, Tate Britain and Tate Modern, The Victoria and Albert Museum, along with galleries and auction houses. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: FACC.

Prerequisites: ARHI 1100 or ARHI 1101 or ARHI 1102 or ARHI 1103.

ARHI 3555. CONTEMPORARY ART. (4 Credits)
A survey of recent art, concentrating on work since World War II. The modern European and American roots of contemporary art will be examined as well. Directions such as Abstract Expressionism, Pop Art, Minimalism, Post-Minimalism, Earth Art and Conceptual Art will be emphasized. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ARHI 1100 or ARHI 1101 or ARHI 1102 or ARHI 1103.

ARHI 3800. INTERNSHIP. (3 Credits)

ARHI 4200. BEYOND BEAUTY: ART AND HUMAN VALUES. (4 Credits)
This course engages the controversial intersection of art and ethics, in particular the ethical and moral dimensions of art's production, acquisition, display and conservation. At the heart of the endeavor lies the age-old philosophical question, "How should I live?" complicated by the proposition that human beings cannot and should not live without art. Focusing primarily on contemporary cases, students will grapple with some of the most vexing questions related to art's status, function, and circulation and with social imperatives beyond those of self-interest, profit, or expediency. Weekly readings, class discussion, student debates, and regular writing assignments will constitute the course's basic program. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, VAL.
ARHI 4210. OUTSIDERS IN MEDIEVAL CULTURE. (4 Credits)
From the early era of the establishment of the church, Christians were compelled to define their position in relation to others. Designations of insider and outsider status, therefore, are evident in Christian texts and images from the era of late antiquity on. In the twelfth and thirteenth centuries, as political and ecclesiastical leaders consolidated control over society and sponsored stunning artistic projects, communities deemed “outsiders” increasingly were alienated and ostracized within European society. In this course we will examine historical texts, literature, and artistic works that cast Jews, Muslims, heretics, women, and other groups as forces to be contained and controlled within Christian society, and will consider the ways that policy and culture consolidated societal norms that we grapple with to this day.
Attributes: ICC, MVST.

ARHI 4230. ART AND ETHICS: ARTICULATING FUNCTION IN THE VISUAL ARTS. (4 Credits)
This course will examine the inter-disciplinary dialogue between art and ethics. What exactly do the terms “art” and “ethics” denote... and connote? Can one nudge the terms together into some kind of binary concept, like “ethical art” or “artful morality” (?)? Or do these terms relate at some other, deeper level, with a common ontological foundation? In the course of the semester, we will consider the relationship between art and ethics, as they have surfaced in philosophy, in theology, in history, in the history of art, and in art criticism from antiquity to the present era. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, VAL.

ARHI 4250. AZTEC ART. (4 Credits)
This course will examine the art created by the Aztecs, one of the last of the two great pre-Columbian cultures. Holding sway over much of Mexico at the beginning of the 16th century, the Aztec empire was brought to collapse by the arrival of the Spanish conquistadors. We will focus on the primary source, both Aztec and Spanish, as keys to understanding the art. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, GLBL, ICC, LALS, REST.
Prerequisites: ARHI 1100 or ARHI 1101 or ARHI 1102 or ARHI 1103.

ARHI 4530. GENDER AND MODERN ART. (4 Credits)
This seminar will examine the role of women as artists and subjects in the history of modern art. We will discuss the social and educational impediments that both inhibited and shaped women’s careers. We will also investigate the cultural construction of gender difference in works of art by men and women artists, and read theoretical texts on the issues involved. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP3, WGSS.
Prerequisites: ARHI 1100 or ARHI 1101 or ARHI 1102 or ARHI 1103.

ARHI 4540. SEMINAR: MODERN ART. (4 Credits)
Readings in theory and criticism emphasizing modern critical approaches to the visual arts. Relevant journals and current exhibitions will be considered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: LLM.

ARHI 4555. ART AND ECOLOGY. (4 Credits)
This course investigates the work of artists, writers, and filmmakers who have dedicated themselves to creating solutions to specific environmental problems or whose works have broadened public concern for ecologically degraded environments. Students will participate in a wide variety of discourses about the personal, public, and ethical dimensions of current environmental issues. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, ICC.

ARHI 4560. MODERNISM IN ART AND LITERATURE. (4 Credits)
An interdisciplinary study of the connection between modern art and literature Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, FCLC, ICC.

ARHI 4600. SENIOR SEMINAR. (4 Credits)
As the capstone seminar for art history majors, this seminar has several goals: to give art history majors an introduction to the principal thinkers who shaped the field of art history; to explore some of the key methodological approaches to art history today; to hone students’ skills in critical reading and viewing; and to provide students the opportunity to conduct independent research on an art historical topic of their own choosing. Offered fall semesters only; required for majors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ARHI 4951. INTERNSHIP. (1 Credit)
An internship at an off site sponsoring institution from 6 to 12 hours a week, occasional meetings with a Fordham professor and a journal or paper varying from 5 to 10 pages.

ARHI 4952. INTERNSHIP. (2 Credits)
An internship at an off site sponsoring institution from 6 to 12 hours a week, occasional meetings with a Fordham professor and a journal or paper varying from 5 to 10 pages.

ARHI 4999. TUTORIAL. (1-4 Credits)
Independent research and readings with supervision from a faculty member.

ARHI 8999. TUTORIAL. (1-6 Credits)

Banking (BKGL)

BKGL 0206. FINANCIAL ANALYSIS & VALUATION. (2 Credits)
This course helps students understand how firms communicate through financial statements. The course is designed for students who want to obtain an introduction to the business and legal implications of financial analysis and accounting. The successful student will obtain a grasp of financial analysis and the significance of such issues to corporations. We will use the tax law, anti-trust, and SEC reporting as windows to apply accounting factors to the legal impact of financial analysis to corporate reporting and transactions. <p> Students will not need any prior accounting course work or experience.
Attribute: LLM.
BKGL 0213. BANKING LITIGATION. (3 Credits)
Banking litigation is an enormous field. In 2013, The Wall Street Journal described global banks as facing a legal tab greater than $100 billion resulting from litigations “tied to the mortgage meltdown, the financial crisis and the rate-rigging scandal.” This course deals with these topics and others, as well as legal trends and disputed issues in banking litigation.<p>The goal of the course is to prepare students for a career involving banking litigation, whether at a law firm or in-house at a global bank. Some other topics covered include service of process on international banks; jurisdiction as applicable to international banks; New York’s separate entity doctrine and the current split among courts regarding its ongoing validity; legal issues relating to electronic fund transfers; foreign and domestic banking secrecy acts, including litigation regarding the banking regulatory privilege and the confidentiality of SARs; litigation regarding sanctioned entities; litigation implicating foreign sovereigns; and litigation involving Know-Your-Customer requirements. This course will also consider recent trends of Anti-Terrorism Act litigation focusing on international banks, and the problem of litigation arbitrage (where banks are forced to confront conflicting discovery and confidentiality requirements).</p>The course will include guest speakers from leading international banks and private practice, providing opportunities for students to meet and discuss these issues with practicing attorneys. This is a skills course open to both JD and LLM students. Professors Geoffrey Sant and Lanier Saperstein.
Attributes: LAWB, LIDR.

BKGL 0230. FINANCIAL CRISIS SEMINAR. (2 Credits)
This seminar will examine the global financial crisis of 2008 and consider these key questions: How did the crisis arise and unfold? What lessons should we draw from it? How should we reform financial institution regulation? What reforms have Congress and U.S. financial regulators adopted? More broadly, how can we best avoid future financial debacles? To what extent can and should we rely on regulation? On market discipline? During the first part of the course, students will read and discuss a carefully selected set of sources that shed light on these questions. The sources will cover such topics as: the U.S. real estate bubble and its roots in lax monetary policy and a global capital glut; unsound lending, particularly to subprime borrowers; poorly understood financial innovation (e.g., credit default swaps); unreliable credit ratings and their role in encouraging investors worldwide to buy U.S. subprime mortgage-backed securities; the growth of shadow banking; deficient financial regulation; and recent and proposed reforms. Each student will begin writing a paper on a topic worked out with the professor. In the second part of the course, students will circulate and present to the class preliminary versions of their papers; comment on other students’ papers; and submit final versions of their own papers.
Attributes: JD, LAWB, LLM.

BKGL 0291. FINANCIAL SERVICES REGULATION. (2,3 Credits)
This course will examine the formulation and progression of regulations affecting the financial services industry in the U.S., with a particular emphasis on how legal and public policy decisions led to the recent housing and financial crisis. Students will study the overlapping and sometimes-incongruous authorities and responsibilities of state, national, international, and quasi-governmental regulatory bodies. Additionally, the course will explore the current public policy debates about regulating the financial services industry, with an eye toward future developments in the sector. This is a seminar course and student participation is expected. There is no prerequisite for the course, though some familiarity with the U.S. financial services industry would be useful. Students will be graded on a take-home final exam.
Attributes: CORC, CRCP, LAWB, LWR.

BKGL 0297. COMPARATIVE FINANCE LAW: CONVENTIONAL & ISLAMIC SYSTEM. (2 Credits)
Islamic contracts and transactions offer an alternative to financial paradigm. It is unique that religious doctrines are interpreting rules on commercial and financial behaviors. Such doctrines are becoming popular in the present financial and commercial world. Islamic commercial and financial transactions are striving as an alternative to conventional trading in the Middle East, Gulf States, Australia, Europe and North America. The current global Islamic financial assets are approximately $1 trillion poised to reach $4 trillion over the next decade. This course will offer an in-depth review of Islamic contracts and their application within the modern Islamic financial world in the US, Europe and the Middle East. The analysis will study the legal requirements. It will also offer a practical study of various joint venture agreements, as well as Sukuk and equity funds. The course will offer a comparative study between stocks, bonds and unit trusts in a conventional market versus the principle of purification in units trust gains in Islamic Finance. Islamic financial transactions ensure that the vehicle to grow the financial market is free from “Gharar”, high speculations, a principle forbidden under Islamic Finance law. The course will offer practical examples of major financial and commercial transactions. These transactions will be analyzed from the Islamic, International and US law perspectives. Paper required.
Attributes: LAWB, LAWI.

BKGL 0311. FINANCIAL INSTITUTION: BANKING. (3 Credits)
The relationship between banks and other financial services institutions will be examined in this course, along with bank and bank holding company powers, restrictions and abilities to enter new fields. The course will review the laws affecting commercial banks and thrift institutions, the functions of the various federal and state regulatory agencies, the development of innovative forms of financial services, the effects of electronic technology upon banking law and interstate banking. You cannot take this course if you have taken Financial Institutions I.
Attributes: BFE, CRCP, LAWB.

BKGL 0312. INTERNATIONAL BANKING. (2,3 Credits)
This course examines the legal and regulatory framework governing foreign banks in the United States and U.S. banks abroad. The course has seven main parts. First, basics of banking, and why countries regulate banks. Second, international capital standards and other standards that banks must meet to operate outside their home countries. Third, the U.S. regulatory framework for U.S. banks operating abroad. Fourth, the U.S. regulatory framework for foreign banks operating in the United States. Fifth, international lending, including the problems banks face when foreign governments default on their debts. Sixth, international deposit-taking and letters of credit. Seventh, the conflicting demands posed by U.S. anti-money laundering laws and foreign bank secrecy laws.
Attributes: BFE, CRCP, ICE, LAWB, LAWI.

BKGL 0330. FINANCIAL INSTITUTIONS BANKING. (3 Credits)
This course focuses on federal regulation of banking, particularly regulation aimed at keeping banks financially sound. It examines the evolution of U.S. banking, banks' financial structure and special vulnerabilities, the process for forming or acquiring banks, the businesses in which banks can and cannot engage, safety and soundness safeguards (e.g., net worth requirements), affiliations between banks and other firms, deposit insurance, bank failure, systemic risk, and regulators’ authority to examine banks and take enforcement action against unsound practices.
Attributes: BFE, CORC, CRCP, LAWB.
BKGL 0332. FINANCIAL INSTITUTION: NON-BANKING. (2-3 Credits)
This course examines nonbank financial institutions and the regulatory framework in which they operate. The course gives particular attention to insurance companies and SEC-registered investment companies (e.g., mutual funds). It also examines hedge funds, private equity funds, and investment advisers.
Attributes: BFE, CORC, CRCP, LAWB.

BKGL 0602. PROFESSIONALISM - UNDERSTANDING FINANCIAL STATEMENTS. (1 Credit)
This course, taught in collaboration with faculty from Fordham’s Gabelli School of Business, will examine the fundamentals of the three primary financial statements that public companies provide. After an introductory overview, the course will delve deeply into financial statements to show the relationship between these statements (for example, how net income impacts equity on the balance sheet), what can be learned about companies from their financial statements (such as price/earnings ratios and other types of ratio analysis), and the significance of notes to financial statements.
Attributes: CRCP, LAWB, LLM.

BKGL 0615. INVESTMENT MANAGEMENT REGULATION AND COMPLIANCE. (2 Credits)
This pragmatic course will compare how investment advisers’ obligations to registered investment companies (such as mutual funds) differ from obligations to private funds (such as hedge, private equity and real estate funds). Students will explore relevant duties (and available exemptions) under the Investment Company Act of 1940, the Advisers Act of 1940 and other federal acts, rules and regulations. Topics covered include SEC registration, disclosure, custody, valuation, affiliate transactions, governance, leverage, compliance manual and code of ethics. Guest speakers from regulatory agencies, the investment management industry and private practice will provide practical insight. Active class participation is expected.
Attributes: CORC, CRCP, LAWB.

BKGL 0694. PRIVATE FUNDS: HEDGE FUNDS AND PRIVATE EQUITY. (2 Credits)
This introductory course to legal, business and certain regulatory issues related to private funds will cover core concepts in private equity funds, hedge funds, hybrid funds and other highly negotiated structures in the private investment world. The course will cover domestic, offshore and cross-border structures, the key legal issues for management companies advising private funds and the allocation of risk between investors and managers. The course curriculum will include some focused work on key economic elements of the private fund structures, including those related to performance compensation, as well as selected topics in fund taxation. Guest lecturers with specialist backgrounds and knowledge will supplement the core curriculum.

BKGL 0780. INVESTMENT ADVISER & HEDGE FUND REGULATION. (2 Credits)
This course provides an in-depth introduction to key aspects of the federal regulation of investment advisers under the U.S. Investment Advisers Act of 1940 from the perspective of a practicing General Counsel and Chief Compliance Officer of a fund of hedge funds manager. Within that context, the course will provide a basic introduction to hedge funds, fund-of-funds, and other forms of private fund offerings and examine the impact of U.S. federal investment adviser regulation on such funds and their advisers. Students will learn the basics of the federal regulatory and administrative structure governing investment advisers in the U.S., with a focus on advisers to private funds and the key topics impacting an adviser’s regular compliance obligations. Beyond providing students with a basic grounding in the applicable rules, regulations and legal theories governing U.S. investment advisers, the course will seek to provide students with an understanding of how these are applied and play out in practice. Lectures will be led by a current practitioner, as well as students in the class, and may also utilize guest lecturers consisting of practicing attorneys and business people involved in the legal and business aspects of the investment management and hedge fund industry. The subject matter will be presented through a combination of statutory reading, administrative guidance, case law, and real-world issues and situations. This course will help develop basic core practice skills with respect to U.S. securities law statutory interpretation and will introduce students to administrative law concepts on how the law may be made or defined not just through rules and regulations and traditional case law, but also through an intricate system of government agency administrative and legal actions, releases, letters and interpretive guidance, e.g. SEC staff adopting releases, interpretive releases, no-action letters, examinations, speeches, and other SEC staff interpretive guidance. This will be a skills course. There will be no exam. Students will be asked to (i) comment on or draft documents that a practitioner in this area would encounter based upon the material covered in the course and (ii) present a full lecture to the class on one of the subjects to be covered in a given class. Certain assignments, including the lecture, may be required to be done in teams. Students will be evaluated and graded based on these assignments and class participation.
Attributes: JD, LAW.
Prerequisites: (SCGL 0417 or BKGL 0332 or BKGL 0311).

Updated: 10-11-2017
Bankruptcy (BRGL)

BRGL 0299. Bankruptcy Valuation, Hedge Fund Participation, and Modern Trends in Restructuring Litigation. (2 Credits)
The bankruptcy process is now driven by sophisticated financial actors such as hedge funds and private equity funds. Understanding their investment perspective and the tools they use is a vital part of being a successful advocate. This course will provide an introduction to the valuation methodologies that are used in bankruptcy litigation and how these methods power litigation in the courts. Thus, the first half of the class will be dedicated to mastering the basics of valuation and debt investment. In addition, we will examine how bankruptcy courts evaluate, hard-to-value assets, and real estate when valuing a debtor. We will also study some of the consequences of hedge fund participation, such as fiduciary obligations and intercreditor conflicts. Course Pre-requisites and Co-requisites: Students should take either Corporate Reorganization and Restructuring or Bankruptcy Law concurrently with or before taking this course. This course is open to J.D. students. NO FINANCE, ACCOUNTING, OR ECONOMICS BACKGROUND IS REQUIRED. NO PARTICULAR UNDERGRADUATE DEGREE IS REQUIRED. Class structure: This will be a skills course. The course will be capped at 16 students. Required book: Distressed Debt Analysis: Strategies for Speculative Investors (Moyer)Grading: - 10% Attendance and Participation - 10% Group Assignment: DCF and LBO Analysis - 10% Individual Assignment: Comparable Companies Memo - 30% Group Valuation and Presentation - 40% Take-Home Final Exam Take home exam: The exam will be a one-week take-home issue spotter. The exam will require both the legal and financial analysis that we will study during the course.
Attributes: BFS, JD, LAW.
Prerequisites: (BRGL 0312 (may be taken concurrently)) or (BRGL 0336 (may be taken concurrently)).

BRGL 0312. BANKRUPTCY. (3 Credits)
The course includes the study of the 1978 Bankruptcy Reform Act and subsequent amendments, the controlling Bankruptcy Rules and leading cases which have construed this statute as well as its predecessor. The course is dealt with from the standpoint of the mechanics of a bankruptcy, a Chapter 11 and a Chapter 13 case, the rights of debtors, the rights of creditors, the duties and the discharge of such duties by a Trustee, the rights and remedies of a Trustee, the procedural and substantive chronology of a Chapter 11 case, and the jurisdiction of the bankruptcy court.
Attributes: BFE, LAWB, PIE.

BRGL 0321. MODERN CHAPTER 11 PRACTICE. (2 Credits)
The sale of financially distressed firms as a going concern has been the dominant trend in U.S. business bankruptcy law for the last ten years. An increasing proportion of bankrupt firms use Chapter 11 not as a traditional reorganization mechanism but as a convenient auction block. Indeed, many firms now file for Chapter 11 in order to effectuate a going concern sale as opposed to writing down debt. This trend, that gained so much momentum, has led scholars to distinguish between a traditional and a modern Chapter 11 practice and, ultimately, debate over the need for Chapter 11’s very existence. Starting from the foundation of the U.S. corporate reorganization law, the equity receivership, this seminar will deal with the key issues arising in the course of distressed asset sales and attempt to explain how the current law, business and economic environment has favored sales over rehabilitations, thus changing the face of traditional Chapter 11 practice. The final grade will be heavily determined (70%) by a paper of approximately 15 pages that will have to be submitted at the end of the semester. Class participation will be also taken into consideration (30%). Please note that this seminar may be used to satisfy the writing requirement.
Attributes: JD, LAWB, LLM.

BRGL 0322. BUSINESS BANKRUPTCY. (2-3 Credits)
This is designed to be a basic business bankruptcy course for students who have not previously taken a bankruptcy course at Fordham. It will consider issues that arise in Chapter 7 liquidations but put particular emphasis on restructuring and reorganization under Chapter 11. The course will deal with the filing of a proceeding; administration of the case and the appointment of professionals; the automatic stay; financing the proceeding; use, sale or lease of property of the estate; claims of the estate and against the estate; distributions in Chapter 7 liquidations; and plan formulation, vote solicitation and plan confirmation in Chapter 11. Cross-border issues and ancillary proceedings under chapter 15 of the Bankruptcy Code will be considered. The course, which will be limited to 25 students, will not be open to those who have taken the courses in Bankruptcy Law or Corporate Reorganization in Bankruptcy.
Attributes: LAWB, LLM.

BRGL 0335. CORP.REORG.UNDR BNKRPTCY CODE. (2 Credits)
BRGL 0336. CORPORATE REORGANIZATION IN BANKRUPTCY. (3,4 Credits)
This is a course about corporation reorganizations under Chapter 11 of the Bankruptcy Code. Unlike the typical Bankruptcy course, the emphasis will not be on mastering all of the intricacies of the Code, though to be sure students will be required to learn and understand key Code provisions and apply them to fact patterns. Rather, the course will approach corporate reorganization in a manner that considers not only legal rules, but also the important issues of financing that arise when a firm is in distress. In this way, the course should be useful to any student who intends to advise corporate clients on financial transactions and deal structuring, as well as to students who intend to work primarily as bankruptcy practitioners.<br>Prerequisites: Corporations. Previous studies in Bankruptcy are not required.
Attributes: BFE, LAWB, LAWI.
Prerequisite: BUGL 0201.
BRGL 0521. BANKRUPTCY LITIGATION. (2 Credits)
Litigation in Bankruptcy Cases deals with litigation in the context of bankruptcy and the Bankruptcy Code and Federal Rules of Bankruptcy Procedure. It will deal with an overview of litigation generally in the federal system including the Federal Rules of Civil Procedure, the bulk of which are applicable in bankruptcy litigation. Jurisdiction of the Bankruptcy Court and the appellate process from rulings by the Bankruptcy Court and the specific areas of litigation in bankruptcy will be discussed. This will include all proceedings whether or not begun by summons and complaint under the Federal Rules of Bankruptcy Procedure; all motions in the myriad areas where motion practice is the means of litigation; adversary proceedings under Part VII of the Bankruptcy Rules and the application to those kinds of proceedings of the Federal Rules of Civil Procedure. Emphasis will be basically on adversary proceedings by trustee to avoid voidable transfers, discharge and dischargeability of claims against debtors, actions to fix liens, etc. Some emphasis will be on non-adversary proceedings involving Chapter 11 plans and the confirmation process.
Attributes: LAWB, LLM.

Biological Sciences (BISC)

BISC MTNC. MAINTENANCE-BIOLOGY. (0 Credits)

BISC 0911. MASTER THESIS PREPARATION. (0.5 Credits)
BISC 0912. REQUIREMENT PREPARATION. (0 Credits)
For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement, such as comprehensive exam, Master's thesis, or dissertation submission.
Attribute: Z410.

BISC 0914. REQUIREMENT PREPARATION IN SUMMER. (0 Credits)
For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

BISC 0930. PHD COMPREHENSIVE EXAMINATION-BIOLOGY. (0 Credits)
BISC 0936. MASTER'S COMPREHENSIVE EXAMINATION-BIOLOGY. (0 Credits)

BISC 0950. PROPOSAL DEVELOPMENT. (1 Credit)
BISC 0960. PROPOSAL ACCEPTANCE. (3 Credits)

BISC 0970. Dissertation Mentoring- Biological Sciences. (0 Credits)
The Biological PhD. student is required to register for Dissertation Mentoring, which has a 3 credit fee, the semester after the student's proposal is accepted.
Attribute: Z407.

BISC 1000. LIFE ON THE PLANET EARTH. (3 Credits)
A course designed for non-majors. A survey of animal and plant biology evolutionary history, ecology and conservation biology. Lectures complemented by experiments, demonstrations and slide presentations.
Attributes: BIOE, LSCI.

BISC 1001. HUMAN BIOLOGY. (3 Credits)
A course designed for non-majors. The biology of humans, emphasizing cells and molecules, reproduction and development, structure and function of the body, inheritance and evolution. Lectures are complemented by scheduled laboratory work.
Attributes: BIOE, LSCI, ZLB3.

BISC 1002. ECOLOGY: A HUMAN APPROACH. (3 Credits)
A course designed for non-majors. Ecological concepts and how they relate to critical contemporary issues: air and water pollution, radiation, energy, world hunger. Includes experiments, demonstrations and field trips.
Attributes: BIOE, ENST, LSCI, URST, ZLB3.

BISC 1005. AIDS: A CONSPIRACY OF CELLS. (3 Credits)
A course designed for non-majors. Emphasizes the biological roots of acquired immunodeficiency syndrome (AIDS). The disease is discussed in the context of genetics, cell biology, and evolution. Consideration is given to fundamental aspects of infection, immunology and virology. Laboratory exercises center on agents of opportunistic infection and the body's response to them.
Attribute: CO09.

BISC 1008. THE FINCH, THE SEED, AND THE STORM: ADVENTURES IN CONTEMPORARY EVOLUTION. (3 Credits)
Students will learn about the theory of evolution, with a focus on evolutionary ecology, selection, adaptation, and contemporary evolution, and will use this theory as a way of understanding the process of science and biological principles. Students will learn to think, write and speak scientifically and about science.
Attributes: EP1, MANR.

BISC 1010. FOUNDATIONS OF BIOLOGY. (3 Credits)
In this introductory course for non-science majors, a general survey of the characteristics of life is presented, including such topics as cellular biology, metabolism, organ systems, genetics, development, evolution, behavior, and ecology. All forms of life will be studied, with emphasis on the human body and human evolutionary history.
Attribute: BIOE.

BISC 1401. INTRODUCTION TO BIOLOGY I. (4 Credits)
A combined introductory lecture and laboratory course for the summer session concentrating on the chemistry of biological molecules; cell organization, metabolism and reproduction; and the principles of genetics, molecular biology and evolution. Also includes a survey of viruses, eubacteria, archaebacteria, protists, fungi, and plants. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

BISC 1402. INTRODUCTION TO BIOLOGY II. (4 Credits)
A combined introductory lecture and laboratory course for the summer session continuing the presentation begun in Introduction Biology I. Includes higher plant and animal structure and function; a survey of the major animal phyla including aspects their structure, function, behavior, and life cycle. Also includes concepts of ecology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

BISC 1403. INTRODUCTORY BIOLOGY I. (3 Credits)
An introduction to the chemistry of life; the structure, function and metabolism of the cell; heredity and molecular aspects of genetics; principles of evolution; biology of bacteria; protists and fungi; and plant evolution.
Attribute: ENVS.
Corequisite: BISC 1413.
Mutually Exclusive: NSCI 1403.
BISC 1404. INTRODUCTORY BIOLOGY II. (3 Credits)
An introduction to the biology of flowering plants and a systematic study of the major animal phyla involving aspects of their biology which suit them to their environment. Emphasizes the life support systems of mammals and humans, and addresses interactions among organisms; as well as between them and their environment.
Attribute: ENV.
Prerequisites: BISC 1414.
Corequisite: NSCI 1404.

BISC 1413. INTRODUCTORY BIOLOGY LAB I. (2 Credits)
A laboratory course designed to illustrate topics discussed in BISC 1403.
Lab fee.
Attributes: ENV, ZLB3.
Corequisite: BISC 1403.
Mutually Exclusive: NSCI 1413.

BISC 1414. INTRODUCTORY BIOLOGY LAB II. (2 Credits)
A laboratory course designed to illustrate topics discussed in BISC 1404.
Lab fee.
Attributes: ENV, ZLB3.
Corequisite: BISC 1404.
Mutually Exclusive: NSCI 1414.

BISC 2539. GENERAL GENETICS. (3 Credits)
A study of the gene in all its aspects; its structure, it's informational nature; how this information is inherited unchanged; how this information is expressed in terms of an organism's structure and function; how this information can be altered; and how expression of this information is regulated so that environmentally appropriate responses are made. The unifying position of genetics in the study of biology is emphasized.
Attribute: ENV.
Corequisite: BISC 2549.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and B ISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).
Mutually Exclusive: NSCI 3133.

BISC 2549. GENERAL GENETICS LAB. (2 Credits)
A laboratory course designed for a hands-on experience in the usage of various scientific methodologies and experiments in the field of basic genetics. Lab fee.
Attribute: ENV.
Corequisite: BISC 2539.
Prerequisites: (BISC 1404 and CHEM 1322) or (BIRU 1404 and CHRU 1322) or (BISC 1404 and CHRU 1322) or (BIRU 1404 and CHEM 1322) or (BISC 1402 and CHEM 1322).
Mutually Exclusive: NSCI 3833.

BISC 2561. ECOLOGY. (3 Credits)
An introduction to the theories and applications of ecology including evolution, resources, population dynamics, life histories, competition, community structure, ecosystem processes, island biogeography, human impacts on ecosystems and conservation. An introduction to the theories and applications of ecology including evolution, resources, population dynamics, life histories, competition, community structure, ecosystem processes, island biogeography, human impacts on ecosystems and conservation. Corequisite: BISC 2571. Prerequisite: BISC 1404.
Attributes: ENST, ENV.
Corequisite: BISC 2571.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).

BISC 2571. ECOLOGY LAB. (2 Credits)
Laboratory and field studies designed to provide hands-on experience with habitats and organisms, ecological experiments, and data analysis. (4 hour field trips).
Attribute: ENV.
Corequisite: BISC 2561.
Prerequisites: (BISC 1404 and CHEM 1322) or (BIRU 1404 and CHRU 1322) or (BISC 1404 and CHRU 1322) or (BIRU 1404 and CHEM 1322) or (BISC 1402 and CHEM 1322).

BISC 3221. HUMAN ANATOMY. (3 Credits)
A lecture course which examines cell, tissue, and gross anatomy of the major organ systems of the human body as they relate to life processes in health and disease.
Corequisite: BISC 3231.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).

BISC 3231. HUMAN ANATOMY LAB. (2 Credits)
A laboratory course employing slides, models and gross dissection to study the structure of the major organ systems of the human body.
Attribute: ZLB3.
Corequisite: BISC 3221.
Prerequisites: (BISC 1404 and CHEM 1322) or (BIRU 1404 and CHRU 1322) or (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).

BISC 3232. HUMAN PHYSIOLOGY. (3 Credits)
The basics of human body functions from cellular to organ system levels. A review of the general principles of whole body regulation is included. Internal responses to various physical stresses will also be discussed.
Corequisite: BISC 3242.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).

BISC 3242. HUMAN PHYSIOLOGY LAB. (2 Credits)
Laboratory exercises demonstrating principles of the human cardiovascular, nervous, respiratory and urinary systems. Brief review of human anatomy and histology. An introduction to some of the diagnostic instrumentation and procedures used in medicine.
Attribute: ZLB3.
Corequisite: BISC 3232.
Prerequisites: (BISC 1404 and CHEM 1322) or (BIRU 1404 and CHRU 1322) or (BISC 1404 and CHRU 1322) or (BIRU 1404 and CHEM 1322) or (BISC 1402 and CHEM 1322).

BISC 3244. EVOLUTIONARY BIOLOGY. (3 Credits)
The course covers both Micro-and Macro-Evolution ranging in focus from population, genetics and molecular evolution to the fossil record and major patterns of organismal diversity. Other topics include natural and sexual selection, the ecological context of adaptation, genomic and developmental mechanisms of evolutionary innovation, speciation, phylogeny reconstruction, and human evolution.
Attribute: ENV.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1403 and BISC 1404).
BISC 3521. BIOCHEMISTRY. (3 Credits)
A lecture course on the principles of biochemistry and molecular biology. Topics include the chemistry and function of carbohydrates, lipids, proteins, and nucleic acids; enzymology; metabolism; bioenergetics; and gene structure and expression.
Prerequisites: CHEM 1321 and CHEM 1322 and CHEM 2521 and CHEM 2522 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).

BISC 3643. MICROBIOLOGY. (3 Credits)
Detailed study of microbial metabolism and physiology; microbial roles in maintaining earth's ecosystems and human health; global environmental change and effects on emerging infectious diseases, epidemiology, and public health.
Attributes: ENVS, ZLB3.
Corequisite: BISC 3653.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).

BISC 3653. MICROBIOLOGY LAB. (2 Credits)
Laboratory exercises are designed to develop skills in: sterile culture techniques for isolating bacteria and fungi from natural substrates; microscopy and staining techniques for visualization, identification and quantification of microbes.
Attributes: ENVS, ZLB3.
Corequisite: BISC 3643.
Prerequisites: (BISC 1404 and CHEM 1322) or (BIRU 1404 and CHRU 1322) or (BIRU 1404 and CHEM 1322) or (BISC 1404 and CHEM 1402) or (BISC 1402 and CHEM 1322).

BISC 3752. MOLECULAR BIOLOGY. (3 Credits)
Principles and regulation of gene expression; nucleic acid structure/function, replication, transcription, RNA processing, translation; experimental and recombinant DNA methodologies and approaches.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).

BISC 3754. CELL BIOLOGY. (3 Credits)
Presents fundamental principles of cell structure and function important to an understanding of cellular interactions in the development, maintenance, and reproduction of multicellular organisms. Aberrations of cell structure and function that contribute to human disease are discussed extensively.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).

BISC 3893. INTRODUCTION TO VIROLOGY. (3 Credits)
An introduction to the significance of viruses as agents of disease, and as tools to understand basic life processes. The course will cover the structural and biochemical properties of viruses, viral replication strategies virus-cell interactions, viral pathogenesis and host immune reactions. Emphasis will be on animal viruses but the properties and replication strategies of prokaryotic and plant viruses will also be explored.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).

BISC 4530. CANCER BIOLOGY AND SIGNALING. (3 Credits)
Course covers the basic biology of cancer at the cellular and molecular levels with special emphasis on aberrant signal transduction pathways in cancer cells.
Prerequisites: BISC 3754 and BISC 2539.

BISC 4532. NEUROSCIENCE. (3 Credits)
Study of the anatomy, biochemistry and physiology of neurons and neural pathways that comprise the peripheral and central nervous systems and their relationship to behavior.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).

BISC 4642. ANIMAL BEHAVIOR. (4 Credits)
Introduction to animal behavior; evolution, genetics, physiology and ecology of behavior; sexual/mating/reproductive behavior; habitat selection, feeding behavior, anti-predator defenses, social behavior, human behavior. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENVS.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).

BISC 4693. DEVELOPMENTAL BIOLOGY. (3 Credits)
An introduction to animal development with emphasis on molecular aspects of gametogenesis, fertilization, and organogenesis. Current models of normal and abnormal cellular differentiation will also be considered.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).

BISC 4792. SENIOR THESIS RESEARCH. (4 Credits)
Individually tailored laboratory or field research during senior year. Grade and credits are given only upon completion of thesis. Preliminary work in junior year is required. Details may be obtained in the department office. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).

BISC 4999. RESEARCH TUTORIAL. (4 Credits)
Provides one-semester, hands-on participation in a faculty member's research program.
Prerequisites: CHEM 1321 and CHEM 1322 and (BISC 1403 and BISC 1404) or (BISC 1401 and BISC 1402) or (BISC 1401 and BISC 1404) or (BISC 1403 and BISC 1402).

BISC 5505. INTRODUCTION TO ORNITHOLOGY. (3 Credits)
Course is designed to introduce students to the diversity of birds around the world. Course will focus on avian biology with particular emphases on behavior, ecology, biogeography, physiology, and conservation. While examining birds through a global overview, we will focus on the birds of the Northeast. This course will include field techniques in avian research as well as field trips for viewing birds in the wild, museums, and captivity.
BISC 5510. CONSERVATION BIOLOGY. (3 Credits)
Theory and practice of conservation biology. Topics will include maintenance of species diversity, design of reserves, captive management, genetic considerations, and factors affecting extinction rates.
Attribute: ABGS.

BISC 5511. CONSERVATION LAW AND POLICY. (3 Credits)
This course provides an introduction to the practice of both law and policy analysis, with a focus on issues associated with the conservation of biodiversity. Part I focuses on the law, and students will learn the basics of legal research, legal reasoning, and legal analysis. Part II focuses on policy analysis, and students will learn the basics of the policy process and basis policy analysis. This course will examine a wide range of laws, policies, regulations, treaties, and institutions designed to address local, national, and global conservation problems. Topics to be covered include protection of biodiversity, regulatory approaches to conservation, and international conservation law.
Attributes: CEED, ENST, URST.

BISC 5512. FRESHWATER ALGAE IDENTIFICATION. (3 Credits)
This course will embark on a study of the largest, most diverse, and arguably the most important group of plants on earth: the algae. Algae form the base of aquatic food webs, and are both the cause of water quality issues and a tool in ecological assessments used to protect inland waters.

BISC 6505. ORNITHOLOGY. (3 Credits)
The course will focus on the evolution, classification, physiology, behavior, ecology, identification, and conservation of birds. Students will utilize resources available from the American Museum of Natural History, Bronx Zoo, and Calder Biological Field Center.

BISC 6511. ECOLOGY OF FRESHWATER ALGAE. (3 Credits)
This course will embark on a study of the largest, most diverse, and arguably the most important group of plants on earth: the algae. Algae form the base of aquatic food webs, and are both the cause of water quality issues and a tool in ecological assessments used to protect inland waters.

BISC 6525. BIOSTATISTICS. (3 Credits)

BISC 6531. POPULATION BIOLOGY. (3 Credits)
Principles of evolution and ecology, including mechanisms of evolution, species, speciation, gene flow, adaptation, behavioral ecology, life histories, population growth, and intraspecific interactions.

BISC 6532. COMMUNITY ECOLOGY. (3 Credits)
Theory of community and interspecific interactions, including competition, predation, parasitism, mutualism, species diversity, niche theory, and community structure. Prerequisite: BISC 6531.
Prerequisite: BISC 6531.

BISC 6533. ECOSYSTEM ECOLOGY. (3 Credits)
Principles of ecosystem science, including patterns of productivity, energy and matter flow in terrestrial and aquatic ecosystems, island biogeography, landscape ecology, effects of human disturbance, global change, biodiversity, and conservation. Prerequisite: BISC 6532.
Attribute: ABGS.
Prerequisite: BISC 6532.

BISC 6535. ECOLOGICAL METHODS. (2 Credits)
Methods and principles of ecological research, combining field and laboratory approaches, statistical and graphical data analysis, as well as modeling. Exercises emphasize techniques used to estimate the abundance and dispersion of organisms, describe habitat variables, estimate biomass, and production, characterize stoichiometric properties, and quantify energy fluxes. Assignments include research reports, data analysis and peer-review of research papers. All assignments emphasize benefits and limitations of specific techniques as well as interpretation of results in a theoretical context.

BISC 6734. CELL BIOL OF EUKARYOTES. (4 Credits)
The focus will be on major principles of cell organization as related to cell function in multicellular organisms with emphasis on animal cells. Physiological and biomedical aspects of cell structure and function will be discussed. Experimental approaches employing diverse microscopic, biomedical, and biophysical techniques will also be examined. Prerequisites: BISC 6791. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: BISC 6791.

BISC 6791. BIOCHEMISTRY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

BISC 6999. RESEARCH FOR MS. (1-6 Credits)

BISC 7501. POPULATION & COMMUNITY BIOLOGY. (4 Credits)
The course focuses on the evolution and ecology of populations, including both intra- and interspecific interactions. Particular emphasis is placed on evolution, species, speciation, gene flow, adaptation, behavior ecology, life histories, population growth, community structure, species diversity, niche theory, and competition, predation, parasitism, and mutualisms within and among species. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ZLB3.

BISC 7502. EUKARYOTIC MOLECULAR BIOLOGY. (4 Credits)
The course will explore principles of gene structure and expression in eukaryotes. It starts with the review of structure of biopolymers (DNA, RNA, proteins) and techniques employed in Molecular Biology. Further topics will include genome organization (nucleosomes, chromatic, and chromosomes), genome maintenance (replication, mutability, and repair), genome expression (transcription and translation), and genome regulation (regulatory proteins and RNAs). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ZLB3.

BISC 7503. COMMUNITY & ECOSYSTEM ECO. (4 Credits)
Focus on biotic and abiotic interactions in ecosystems. Emphasis is placed on food webs, habitat selection, succession, spatial variation in species diversity, species diversity and ecosystem functions, patterns and processes associated with ecosystem function and energy flow. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
BISC 7528. PHYSIOLOGICAL ECOLOGY. (3 Credits)
A detailed examination of the physiological and biochemical adaptations of animals and their environments. Discussions include the ecological aspects of energy metabolism, nutrition, thermal biology, and water balance. The biology of both vertebrate and invertebrate animals are covered.

BISC 7529. Principles of Geographical Information Science. (4 Credits)
This course covers basic concepts and theories of Geographical Information Science (GISc), and provides actual hands-on experience with a Geographical Information Systems (GIS) software package for computer mapping and data analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

BISC 7530. GISc II. (4 Credits)
This course will explore in depth topics of GIS for the Natural Sciences and will give students the opportunity to design and conduct an independent GIS project. Through a series of discussions, demonstrations, hands-on exercises, and the development of a GIS project, students will learn more advanced spatial techniques and their applications to the Natural Sciences. The course is intended to provide the student with a solid grounding in GISc research design and methodology by designing and conducting an independent GIS project. Class session will be conducted as seminars, with discussion regarding the use of GISc in current research, and weekly group feedback on project design and implementation issues. Projects are to be substantive and original research efforts conforming to generally acceptable professional geographical practices and techniques. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

BISC 7745. MOLECULAR BIOLOGY. (4 Credits)
Principles of gene expression in prokaryotes and eukaryotes. The study of nucleic acid structure and the mechanistic and regulatory aspects of DNA replication, recombination, transcription, RNA processing, and protein synthesis. Experimental approaches, including recombinant DNA methods, will be examined in detail. Prerequisite: BISC 6734.

BISC 7801. METHDS IN CELL & MOLECULAR BIO. (1 Credit)
Study of methodologies employed in the field of cell molecular biology.

BISC 7804. TECH. IN MOLECULAR BIOL.. (4 Credits)
The study and practice of methodologies employed in the analysis of proteins, RNA and DNA. Prerequisite: BISC 7801. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

BISC 7999. CONDUCTING RESEARCH FOR PHD DISSERTATION. (1-6 Credits)

BISC 8051. PROJECT & INTERNSHIP (ECOLOGY). (3 Credits)
With supervision and approval of a participating ecology faculty member, a student will develop an independent project or work in some form of on-the-job internship in conjunction with a collaborating conservation agency, such as, The American Museum of Natural History, Wildlife Conservation Society, New York Botanical Garden, NYS Department of Environmental Conservation, Natural Resource Council, Bronx River Alliance, Riverkeeper, US Environmental Protection Agency, or NYC Department of Environmental Protection.

BISC 8530. SEM:ECOLG/EVO I. (1 Credit)
Discussion of current topics in ecology and evolution.

BISC 8710. SEMINAR IN GENETICS. (3 Credits)
SELECTED LECTURES ON CURRENT GENETIC TOPICS.

BISC 8801. BIOLOGICAL COLLOQUIUM I. (0 Credits)

BISC 8999. INDEPENDENT STUDY. (1-5 Credits)

BISC 9999. DISSERTATION DIRECTION. (1 Credit)

Bronx Zoo Partnership (BZGE)

BZGE 5272. CONSERV LIFE SCI CURR & INS I. (3 Credits)
This Bronx Zoo course will give participants working toward a career in secondary science education an in depth look at the science topics they will be required to teach from the perspective of developing an engaging learning environment. Prospective teachers will learn how to incorporate NY State science standards, and gain the background necessary to teach science, instill the values of environmental conservation, and inspire them to share their expertise and bring enthusiasm and the joy of discovering the natural world to their future classrooms.

BZGE 5273. CONSERV LF SCI CURR & INS II. (3 Credits)
This Bronx Zoo course is a continuation of Science Course I and will give participants working toward a career in adolescent science education an in-depth look at the science topics they will be required to teach, with an emphasis on how the topics are relevant to our natural environment, today and in the future. Prospective teachers will learn how to incorporate New York State science into their teaching. During this course, participants will develop an elective semester long environmental science class. This course will give students opportunities to do original research and will provide teachers with the background and techniques necessary to build connections between students’ lives and environmental issues.

BZGE 5274. TCHR ASSESS CONS LF SCI:ADOLES. (3 Credits)
This Bronx Zoo course will provide students with the skills and knowledge to integrate science with language arts, social studies, math, art, music, and more into their classroom curricula. Students will learn successful techniques for incorporating science across the disciplines while adhering to the national and NY State science standards. This course is designed to provide students with a familiarity of perspectives, theories, methods, and materials for teaching science effectively for students in grades 7-12.
BYGB 5275. INTEGR CONS LF SCI MATH & TECH. (3 Credits)
This course assumes a strong knowledge base in math and/or science content knowledge, pedagogical content knowledge, and pedagogical knowledge. One goal of this course is to gain a deeper knowledge and understanding of models of integrated teaching and learning such as project-based learning, problem-based learning, thematic and interdisciplinary teaching and learning. The second goal is to explore technology through integrated learning activities and projects. In order to gain this knowledge and experience, we will engage in dialogue, investigation, analysis, and reflection of specific projects that integrate math, science, and technology in secondary school.

BYGB 5304. LEARN ENVIRON ADOL:RFL FLD EXP. (3 Credits)
This Bronx Zoo course will provide students with the skills and knowledge to guide and facilitate classroom interactions to meet the learning needs of a diverse population of adolescents. Students will examine curriculum materials, teachin strategies, and lesson design options to accommodate a diverse group of learners. Participants will examine the characteristics of a differentiated classroom and indentify techniques for differentiating content. This course will also use Bronx Zoo programs and curricula as models to help the students discover effective strategies for using informal science institutions to support and enhance learning their classrooms.

BYGB 5308. STUD TCHNG/ADOL: RESCHPRAC. (3 Credits)
In this course, teacher candidates develop an understanding of the processes integral to researching student knowledge while promoting student learning. Teacher candidates will review, evaluate, and interpret a wide range of alternative approaches to assessment, acquiring an abundant repertoire of strategies for assessing student learning in the classroom context, and using that information to plan or modify instruction. Students will learn how to use research to examine and reflect on their teaching, and to update knowledge and skills in teaching.

Business Administration (BABU)

BABU 4461. HONORS SEMINAR I. (1.5,3 Credits)
A survey of research techniques in business introducing students to methodologies of inquiry employed in the various business disciplines in presentation for Honors Seminar II. Students will choose a discipline of primary interest and write a paper reviewing the use of one or more research techniques as evidence by the recent professional literature of the discipline Open only to students invited and accepted into the Honors Program.

BABU 4462. HONORS SEMINAR II. (3 Credits)
Selection of honors thesis topic. Monitoring of progress on the thesis over the term. A module in advanced communication is included. Students will complete their thesis and present them to the seminar.

BABU 4463. HONORS SEMINAR III. (1.5 Credits)
Students work with a faculty advisor to develop an original paper that utilizes the analytical, business and problem solving skills students developed throughout the Gabelli curriculum.

Business Analytics (BYGB)

BYGB 7811. FINANCE ANALYTICS INTERSHIP. (3 Credits)
Financial planning and analysis to consolidate disparate data sources.

BYGB 7967. DATA MINING FOR BUSINESS. (3 Credits)
Discusses data mining techniques and their use in strategic business decision making. A hands-on course that provides an understanding of the key methods of data visualization, exploration, association, classification, prediction, time series forecasting, clustering, induction techniques, neural networks, and other methods. Students work in teams on solving a business problem of their choice, using data mining tools and applying them to real data. Prerequisite: BYGB 6910.

BYGB 7973. DATABASE MANAGEMENT. (3 Credits)
Covers the basics of database management, a critical element of all IT organizations. Databases are the foundation for operational/transaction systems and for management decision-making. Topics include types of databases and the database environment, database analysis and data modeling, database design with relational models, implementation issues such as SQL, data administration, the Internet database environment and distributed databases. Prerequisite: BYGB 6910.

BYGB 7975. BUS ANALYTICS FOR MANAGERS. (3 Credits)

BYGB 7977. TEXT ANALYTICS. (3 Credits)

BYGB 7978. WEB ANALYTICS. (3 Credits)
Web analytics—also referred to as Web metrics, e-Metrics, or e-analytics—is the science of Internet audience measurement and analysis. It deals with the identification, gathering & formatting of Web usage data, the computation and presentation of metrics, and the exploitation of the results, in order to measure web site success. Meaningful insight is gained from traffic and visitor analytics data. It not only covers the unique measurement challenges associated with segmentation, but also comes with strategic recommendations for focusing the entire analytics process - from where to begin to what your larger, overall web analytics goals should be (Google Analytics, IBM ShowCase Web Analysis). PREREQUISITE: BYGB-6910.

BYGB 7988. BUS PERF MGMT RISK ANALYTICS. (3 Credits)

BYGB 7990. BIG DATA ANALYTICS. (3 Credits)

BYGB 8999. TUTORIAL. (3 Credits)
Tutorial in Business Analytics.

Business Economics (BEGB)

BEGB 6220. ECON ANALYSIS & BUS DECISIONS. (3 Credits)
MBA CORE COURSE Presents economic theories to examine business pricing, production, marketing, and profits within different market structures and environments. Topics include: consumer choice and demand; the behavior of firms; market power and structure; the efficiency of competitive markets; externalities and social costs; information and behavior under uncertainty. The course also discusses social costs and benefits of business actions and related ethical and regulatory issues. (Formerly Managerial Economics)

BEGB 7230. MACROECONOMICS. (3 Credits)
Studies the forces and interactions that shape the national economic environment. These include levels of consumption and savings, tax policy, government fiscal policy, monetary policy and interest rates, capital investment and the business cycle. Also addresses the impact of international factors on the national economy. The course establishes the essential role of macroeconomics in corporate and investment planning. Prerequisite: BEGB 6220.

Prerequisites: BEGB 6220 or GBA Waiver Managerial Eco with a score of 070.
BEGB 7240. MONEY CRDT & INTREST. (3 Credits)
Studies the role of money, credit and interest rates in the efficient and ethical functioning of domestic and global financial markets. This building-block course assumes a background in macroeconomics and finance, and it establishes a foundation for further study in all areas of finance. Topics include: flow of funds and interdependency within the financial system; the Federal Reserve System and its role in money creation; interest rates; the links between interest rates and the growth of money; and the effects of inflation and term structure. Prerequisites: BEGB 6220 and FNGB 6411. Also offered as FNGB 7441.
Attribute: ABEP.
Prerequisites: (FNGB 6411 or GBA Waiver Fin Environment with a score of 070).

BEGB 7243. CONTEMP ISSUES GLOBAL FIN. (3 Credits)
Explores current issues relevant to the global financial system, including international commercial and investment banking and international investments. Emphasizes the underlying conditions and fundamental trends in various sectors of international finance. Prerequisite: FNGB 6411. Also offered as FNGB 7458.
Attribute: ABIB.
Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

BEGB 7244. GLOBAL FINANCE. (3 Credits)
The first half of the course focuses on the theories and practices of world trade, including comparative advantage, the changing trade competitiveness of nations, and protectionism. The second half focus shifts to developing countries: including foreign investment and technology, and investment and trade opportunities, policies and regulations. For SATURDAY / HYBRID sections of this course, there will normally be 4 class meetings, and the balance on-line / contact the professor for further detail. Prerequisite: BEGB 6220.
Attribute: ABIB.
Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

BEGB 7251. INTL TRADE & DEVELOPMENT. (1.5,3 Credits)
The first half of the course focuses on the theories and practices of world trade. Topics include comparative advantage, the changing trade competitiveness of nations and protectionism. The second half, the focus shifts to developing countries: the process of economic development, including the contribution of foreign investment and technology as well as investment and trade opportunities, policies and regulations. Prerequisite: BEGB 6220.
Attributes: ABGS, ABIB.
Prerequisites: BEGB 6220 or GBA Waiver Managerial Eco with a score of 070.

BEGB 7300. TMBA: GLOBAL MANAGERIAL ECO. (3 Credits)
BEGB 7811. INTERNSHIP. (1-3 Credits)
BEGB 8999. TUTORIAL. (3 Credits)
BLGB 739D. WHITE COLLAR CRIME. (3 Credits)
This course will focus on contemporary issues involving the emerging field of white-collar crime, with special attention to crimes committed within corporations and other large organizations, both nationally and internationally. The initial focus will be on the substantive law and the primary federal statutes: conspiracy, mail and wire fraud, the Hobbs Act, the federal securities laws, RICO, money laundering statutes, the False Statements Act, and the Foreign Corrupt Practices Act. A second focus will be on corporate criminal responsibility, including the rationale thereof and the problems of optimal corporate sanctions; and individual criminal responsibility involving various legal and ethical concepts. Significant attention will also be given to insider trading, women and white-collar crime, and organized crime infiltration of legitimate business organizations. A final analysis will be on the causes, extent and future of white-collar crime in today's workplace from both a legal and ethical perspective. Prerequisite: BLGB 6310.
Attribute: ABEP.
Prerequisites: BLGB 6310 or GBA Waiver Business Law I with a score of 070.

BLGB 739E. CONTEMPORARY ETHICAL ISSUES IN BUSINESS. (3 Credits)

BLGB 739F. CONTEMPORARY ISS INTL BUS LAW. (3 Credits)
A study of the contemporary issues of international business law. Prerequisite: BLGB 6310.
Prerequisites: BLGB 6310 or GBA Waiver Business Law I with a score of 070.

BLGB 739G. BUSINESS AND GEOPOLITICS. (3 Credits)
This course educates business students to understand, especially in global markets, how geopolitics influences opportunity, threat and the conduct and performance of business enterprise. The goal is to better understand the political environment in which business enterprise operates. Prerequisite: BLGB 6310.
Prerequisites: BLGB 6310 or GBA Waiver Business Law I with a score of 070.

BLGB 739H. DOING BUSINESS IN EUROPE. (2-3 Credits)
Europe is a sizeable part of the world economy, and, represented by the European Union (EU) and/or its members, is an important player in international trade, monetary, regulatory, environmental, and security politics. Europe also is the prime home of multinationals in the world, with a foreign direct investment footprint around the world twice that of the United States. Learning how to do business in Europe is therefore of interests to business people originating from the region, as well as from elsewhere. Prerequisite: BLGB 6310.
Attribute: ABIB.
Prerequisites: BLGB 6310 or GBA Waiver Business Law I with a score of 070.

BLGB 739I. CHINESE BUSINESS LAW. (3 Credits)
Chinese Business Law is a practical, business and risk-oriented understanding of the Chinese legal issues typically encountered by foreign companies operating in China. Through a combination of readings and simulations, the basics of the Chinese legal system, contract law, civil law, intellectual property, foreign investment and dispute resolution practices are analyzed and applied to real world problems. Prerequisite: BLGB 6310.
Attribute: ABIB.
Prerequisites: BLGB 6310 or GBA Waiver Business Law I with a score of 070.

BLGB 739J. CHALLENGE OF ETHICAL LDRSHP. (3 Credits)
Entrepreneurial discipliness addresses the problem of corporate corruption by helping organizations and their leaders align corporate culture with their organization's mission. It does this through a process known as the Magis Method. Moving beyond business ethics, the course will explore decision-making in the context of personal and collective conscience. It will demonstrate how this is not only beneficial but profitable to the organization. Prerequisite: BLGB 6310.
Prerequisites: BLGB 6310 or GBA Waiver Business Law I with a score of 070.

BLGB 739K. ETHICAL LESSONS OF THE FINANCIAL CRISIS. (3 Credits)
This 4-day Spring Graduate Symposium will explore the underlying causes of the financial crisis, mapping the way toward stable economic prosperity built upon firm ethical foundations. The format will comprise of readings, lecture and role-play on the systemic ethical failures of past and potentially ongoing practices from Bernie Madoff to Goldman Sachs. Each day will focus on key aspects of the crisis caused by different forms of moral blindness. Ultimately, students will develop the ethical awareness necessary to spot potential moral hazards and to responsibly address them in the future. Prerequisite: BLGB 6310.
Prerequisites: BLGB 6310 or GBA Waiver Business Law I with a score of 070.

BLGB 739L. WHAT YOU NEED TO KNOW TO DO BUSINESS IN TURKEY - AN EMERGING MARKET. (3 Credits)
As every issue of your newspapers illustrate, politics is a major force shaping markets and business. Your studies have focused rightly on the many dimensions of corporate management, with some excursions made into the context of business. This course aims to strengthen your ability to assess and handle the political and market context of business, taking Turkey as an example. The methods used here can be applied anywhere around the world, but will be applied in this course to the specifics of Turkey. STUDY ABROAD DATES: April 21-26 If you are interested in taking this course, please contact Associate Dean Francis Petit at petit@fordham.edu.

BLGB 839A. CONTEMPORARY ETHICAL ISSUES IN BUSINESS. (1.5 Credits)
This course explains various ethical schools of thought and their application to business. Prerequisite: BLGB 6310.
Prerequisites: BLGB 6310 or GBA Waiver Business Law I with a score of 070.

BLGB 6310. BUSINESS LAW I. (3 Credits)
MBA CORE COURSE Introduces the fundamental concepts and legal principles that are applicable to the American legal system, its development and inherent ethical considerations. Discusses the basis and structure of business contracts; the creation and characteristics of agencies, partnerships, limited liability companies and corporations; and the rights and liabilities of agents, partners, directors and shareholders. Students analyze cases and discuss and solve problems.
BLGB 6321. MARKETS, BUSINESS & SOCIETY. (3 Credits)
MBA CORE COURSE Markets, Business, and Society is about the responsibilities of businesspeople. It is based on the assumption that business, like law and medicine, is a profession whose practitioners carry out an important role in society. When individuals enter the profession, they take on a distinctive set of responsibilities that go with the role. The purpose of the course is to provide a realistic understanding of these responsibilities and a set of practical tools to help students carry them out. This is the only course at the MBA program focusing on the question: what is the right thing to do in business? Other courses explore the causes and consequences of wrongdoing and the institutions that regulate conduct in business. This course will also consider these empirical topics but only as background. Instead, the focus of Markets, Business, and Society is normative reasoning about gray area problems in business, which involve conflicts of values, clashing responsibilities, ambiguous standards, factual uncertainties, aggressive stakeholders, and intense time pressures, among others. The course will help students develop their decision-making principles and devise implementation plans that meet relevant economic, legal, and ethical responsibilities and fulfill the organization’s values and commitments. Deciding on a course of action will require careful analysis, thoughtful deliberation, and, in some instances, difficult trade-offs. By working through the choices and dilemmas presented in the course, students will hone their skills in decision making and action planning while also building their own decision-making frameworks.

BLGB 7319. COMPAR LEGAL & ETHICAL SYSTEMS. (4.5 Credits)

BLGB 7320. BUSINESS LAW II. (3 Credits)
Examines the legal aspects of business and focuses on personal property, sales, product liability, secured transactions, insurance, negotiable instruments, banking and bankruptcy. Students analyze applicable provisions of the Uniform Commercial Code and cases and problems on the above topics. Prerequisite: BLGB 6310.
Attribute: ABIB.
Prerequisites: BLGB 6310 or GBA Waiver Business Law I with a score of 070.

BLGB 7321. CORPORATE & SECURITIES LAW. (3 Credits)
Covers the application of various aspects of securities laws and regulations to the governance of corporations. Specific topics include: rights and duties of shareholders, directors and officers; control sales; insider trading; selected issues in the registration and distribution process; proxy regulation; tender offers; and corporate law considerations in both hostile and friendly transactions.

BLGB 7322. INTERNATIONAL BUSINESS LAW. (3 Credits)
This course explores the world-wide legal and ethical frameworks of business. It compares national legal systems including the systems in the U.S., Europe, South America, and a number of Asian nations. In addition, the course studies commercial laws that cross borders.
Attribute: ABIB.
Prerequisite: BLGB 6310.

BLGB 7325. LAW OF TRAD & NEW MEDIA. (3 Credits)
Analyzes the legal parameters and constraints on freedom of expression that govern traditional and new communications technologies. Probes the various constitutional, statutory and regulatory protections accorded the Internet and more traditional media, such as print, broadcast and cable, as well as governmental attempts to regulate certain aspects of these technologies. Topics include modern First Amendment interpretation, defamation, privacy, commercial speech, indecency/obscenity, contracts, intellectual property and e-commerce. Also offered as CM 7556.
Attribute: ABEB.

BLGB 7399. SPEC TOP IN BUSINESS LAW. (3-15 Credits)
Offered from time to time to permit faculty and students to explore a topic in business law of particular interest. The special topic and prerequisites are announced when the course is offered. Some examples of Special Topics in Business Law include Advertising Law, Employment Law, Ethics in Business, International Business Ethics, Sports Law and White-Collar Crime.

BLGB 7400. TMBA:INTRNT'L BUS LAW & ETHICS. (3 Credits)
BLGB 7811. INTERNSHIP-LAW. (1-3 Credits)
BLGB 8999. INDEPENDENT STUDY. (3 Credits)

Business Law (Gabelli Undergraduate) (BLBU)

BLBU 2234. LEGAL FRAMEWORK OF BUSINESS. (3 Credits)
This course covers the fundamental concepts and legal principles applicable to the American business community and the international environment. Topics include: sources of the modern legal system; legal ethics and governmental regulation; creation and discharge of contractual rights and liabilities; characteristics of agencies, partnerships, limited liability companies and corporations, including the rights and liabilities of agents, partners and corporate management.
Attribute: BUMI.

BLBU 2999. INDEPENDENT STUDY. (1-3 Credits)
BLBU 3436. COMMERCIAL TRANSACTIONS. (3 Credits)
This course completes the legal background of the student and considers the commercial issues in the law of sales, bailments, suretyship, negotiable instruments, insurance, creditor’s rights and bankruptcy.
Prerequisite: BLBU 2234.

BLBU 3438. SURVEY OF LAW & THE LEGA. (3 Credits)
A course designed for students considering a career in law. A study of the American legal philosophy and the social objectives of our legal system. Topics covered are: 1) the judicial process, including the court system; 2) alternative methods of dispute resolution, such as arbitration and mediation; concepts of real estate, landlord-tenant and estates; 4) applicable government regulations.
Prerequisite: BLBU 2234.

BLBU 3440. INTERNATIONAL BUSINESS LAW. (3 Credits)
This course provides an overview of various international business issues. Students study the transnational contract, with concentration on international sales, distributorship and licensing agreements as well as coverage of relevant U.S. trade laws. International trade organizations, conferences and treaties are also discussed, as is the resolution of international disputes and copyright protection.
Prerequisite: BLBU 2234.

BLBU 3443. ETHICS IN BUSINESS. (3 Credits)
BLBU 3444. ST: BUSINESS AND ETHICS ISSUES IN SPORTS ENTREPRENEURSHIP. (3 Credits)
This course will provide an overview of the strategic process of building a sports-centric business. In particular, the course will provide an overview of marketing principles, consumer behavior, sponsorship, licensing, promotions, endorsements and industry ethics. Students will gain an understanding about the operational structure and processes of sports organizations. They will be able to apply theories and strategies to formulate new business plans. They will also be able to critically analyze existing organization to recognize strategic.
Prerequisite: BLBU 3443.
BLBU 4435. ST: CONTEMPORARY LEGAL ISSUES BUSINESS ORGANIZATIONS. (3 Credits)
This course examines the legal structure and function of contemporary business entities, focusing on partnerships, LPs, LLCs, and corporations. It explores such areas as entity choice, shareholder rights, director and officer duties and liabilities, and executive compensation.
Prerequisite: BLBU 2234.

BLBU 3450. COMMUNICATIONS LAW AND BUSINESS. (3 Credits)
This course acquaints students with important legal issues which govern the traditional media and Internet fields and how the law affects the way these industries operate. Attention will be given to the role of the media in society, First Amendment interpretation, defamation and privacy, a comparison of the standards regarding print media, broadcasting media, Internet and e-commerce. The class will devote considerable time to e-commerce issues such as on-line contracts, intellectual property and attempts, both domestic and international, to regulate the Internet.

BLBU 4430. THE LAW OF INNOVATION. (3 Credits)
The course examines the legal issues that technology entrepreneurs will face as they launch their for-profit, not-for-profit, or both for-profit and not-for-profit businesses. Topics will include business formation; corporate social responsibility; copyright, trademark, patent, trade secret, and privacy contract law (traditional, on the internet, nondisclosure/noncompete agreements, and tech licensing); good practices for using open source software; and internet defamation. We will present both for-profit and not-for-profit practical examples for each topic. The course requires reading the assigned text, which will include judicial opinions and scholarly articles. You will be encouraged to thoroughly read and discuss these sources. Industry experts will provide insights throughout the course as guest speakers.
Prerequisite: BLBU 2234.

BLBU 4431. SPECIAL TOPIC: WHITE-COLLAR CRIME. (3 Credits)
This course will focus on the contemporary legal and ethical issues involving the topical and scandalous field of white-collar crime that is increasingly in the business world spotlight with such cases as those of Bernie Madoff, Enron and insider-trading networks. The focus will be on the substantive law regarding such crimes as conspiracy, mail fraud, pyramid schemes, bribery, extortion, insider trading, RICO, perjury, Sarbanes-Oxley Act violations; and money laundering statutes.
Prerequisite: BLBU 2234.

BLBU 4432. ST: ETHICS OF SUSTAINABLE ENTERPRISE. (3 Credits)
This course examines prevailing trends and best practices in global environmental sustainability, including differing philosophical conceptions of the meaning of "sustainability" within prominent conceptions of corporate social responsibility in general.

BLBU 4434. ST: BUSINESS ORGANIZATIONS LAW. (3 Credits)
This course covers the fundamental concepts and legal principles applicable to business organizations. Topics covered include agency, partnerships, corporations, and limited liability companies. Special attention will be paid to: the default rules governing the formation, management and financing of business entities; how contractual agreements can alter default rules; and fiduciary duties.
Prerequisite: BLBU 2234.

BLBU 4435. ST: ENVIRONMENTAL LAW & BUSINESS. (3 Credits)
This course will begin with basic information on how climate change, water shortages and water quality degradation, solid waste overload and other critical issues are affecting business. It will then focus on understanding how the law relates to these issues; and whether there are ethical and business reasons for going beyond the law and dealing with them. Questions of how the legal responsibilities of officers and directors to their shareholders affect their response to impending environmental problems will be addressed, as will the ethical principles of environmental justice and sustainability.
Prerequisite: BLBU 2234.

BLBU 4436. ST: BUSINESS & ETHICS OF SPORTS. (3 Credits)
This course is an introduction to the basic business and ethics issues that govern professional and amateur sports in the United States and internationally. It will discuss issues of structure and governance, business models, revenue generation, facilities, and international competition. Ethics issues like doping, race and gender discrimination and amateurism will be a centerpiece of the course.

BLBU 4437. ST: INTERNATIONAL BUS ETHICS. (3 Credits)
The course is designed to stimulate critical thinking and ethical argumentation on contemporary ethical issues and professional challenges encountered in international commercial activity. Examines international business within a broad socio-cultural, legal, political and economic context. Critically examines the nature, moral and legal status, and purpose of multinational business enterprise. Attention is given to the impact of developments in human rights initiatives and emerging forms of global governance affecting business decision-making, corporate responsibility and ethics. Topics covered include ethical issues arising in regard to global supply chains, intellectual property protection, sustainable development, microfinance, poverty and distributive justice, migration shifts, and public health and education.
Attribute: PJST.
Prerequisite: BLBU 3443.

BLBU 4449. SPECIAL TOPIC: SPORTS AND THE LAW. (3 Credits)
Hardly a day goes by when sports and law do not make news. Professional and amateur sports have attained great importance in American society. Concomitant with this growth are the increasing number and complexity of legal issues in sports. This class will discuss the major legal issues involving the sports industry. Included are labor-management relations, free agency, professional and amateur league governance, agents, contracts, antitrust, personal injury law, discrimination, broadcasting, Internet. This class will discuss and analyze the applicable rules, both internal and governmental, governing the amateur and professional sports industries and the controversies and policy considerations surrounding those rules. This course may be the only one where students will be encouraged by a professor to read Sports Illustrated.

BLBU 4450. SPECIAL TOPIC: EMPLOYMENT LAW. (3 Credits)
This course studies the emerging theories of employer-tort liability. Areas emphasized are discrimination, including discrimination based on race, age, disability and sex with emphasis on sexual harassment, the employment at will doctrine, negligent hiring, fraud and misrepresentation, defamation and invasion of privacy resulting from intrusive testing procedures. While the course provides a background in established areas of employer liability, it emphasizes recent developments and the public policies driving such developments. The course will also discuss strategies for avoiding exposure to tort liability in the workplace.
This course offers an intensive introduction to the Securities Act of 1933 and the Exchange Act of 1934, i.e., the laws that govern the offering of stocks and bonds by corporations. Topics to be covered include: (1) the definition of a security; (2) the initial public offering (IPO); (3) private placements; (4) the obligations of those that possess material non-public information; (5) material misstatements in filings; and (6) civil remedies.

BLBU 4464. SPECIAL TOPIC: COMPLIANCE AND RISK MANAGEMENT. (3 Credits)
This course will review risk management in the financial services industry through compliance and regulatory perspectives. The course will cover the economic basis and goals of financial services regulations from the Great Depression to the recent financial crisis. Emphasis will be placed on identifying, controlling, mitigating, and managing financial services compliance and reputational risks. Topics will include capital adequacy, risk limits, supervision, Value at Risk and Monte Carlo simulation, Industry and self-regulation, insider trading, elements and style of both US and overseas regulation, corporate governance and reputational risk.

BLBU 4999. INDEPENDENT STUDY. (1-3 Credits)

Campion Languages (CAMP)

CAMP 1001. SPOKEN PORTUGUESE. (0 Credits)
An introductory course that focuses on the four skills: speaking, reading, writing and listening providing students with a basic knowledge of Portuguese linguistic structures, vocabulary, and culture.

CAMP 1002. SPOKEN PORTUGUESE II. (0 Credits)

CAMP 3998. LEADERSHIP AND PUBLIC SERVICE. (4 Credits)
This course introduces scholarship-level students to the concepts of "leadership" and "public service" through close reading of "The Wise Men" by Walter Isaacson and Evan Thomas, "Heroic Leadership" by Chris Lowney, and "A Model School" by Jerrold Footlick. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Center for Ethics Education (CEED)

CEED MTNC. MAINTENANCE - CEED. (0 Credits)
TO SEARCH FOR COURSES IN INTERDISCIPLINARY PROGRAMS: You must select at least one department/major/interdisciplinary program from the Subject field although you can choose more than one or all of the departments/interdisciplinary programs/majors listed. To search more than one department/major/interdisciplinary program, hold down the Ctrl key and select the departments/majors/interdisciplinary programs that you want to search. To search all departments/majors/interdisciplinary programs listed in the Subject field (see instructions above on how to do this) *Select the department/major/interdisciplinary program for which you wish to see all courses from the Course Attribute Type field. *Click on Class Search button at the bottom of the page to run the search. To search for all courses and cross-listed courses accepted by a department/major/interdisciplinary program: *Select all of the departments/majors/interdisciplinary programs listed in the Subject field (see instructions above on how to do this) *Select the department/major/interdisciplinary program for which you want to search. Use the Course Attribute Type field to choose the type of requirement for which you want to search. *Click on the last entry (Visual Arts) in the Subject field. *Choose options from any combination of the other fields to narrow your search. *Click on Class Search button at the bottom of the page to run the search.

CEED 1999. TUTORIAL. (1 Credit)

CEED 3856. INTRODUCTION TO BIOETHICS. (4 Credits)
This course introduces students to contemporary bioethics topics through (a) an overview of different meta-ethical approaches to understanding moral status and personhood, b) discussion and readings on how these approaches can be applied to unraveling the complex threads of contemporary bioethics arguments related to the treatment/care/use of individuals, animals and the environment: and (c) introduction to the legal and social contexts in which bioethics public policies are framed. In addition to engaging a substantial amount of theoalogical and philosophical literature, students will also be exposed to multidisciplinary perspectives (in the form of both texts and guest speakers) from disciplines such as biology, psychology, sociology, feminism, and ecology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BIOE, PJST, REST.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1400.
CEED 4245. ETHICS IN RESEARCH. (4 Credits)
This course will examine approaches to responsible research practices across the natural and social sciences, with particular attention to research involving human participants. The course will provide an overview of the research process, foundations in research ethics, and provide examples of research across disciplines that exemplify scientifically valid and ethically sound research methods planning, implementation, and dissemination. In particular, the course will draw on long-standing research traditions in the field of sociology, and psychology in order to provide a foundation upon which ethical issues can be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attributes: BIOE, EP3, ICC, PSYC, SOCI.

CEED 4999. TUTORIAL. (4 Credits)

CEED 5050. ETHICS&SOCIETY: CROSS DISCP PER. (3,4 Credits)
This introductory course will present methods of ethical inquiry from different disciplines and will demonstrate how these disciplines interactively and independently apply these methods to issues of contemporary social import. Relevant moral and ethical frameworks will be introduced, along with background on issues of current social importance. The intent of this course is to provide students with an introduction to the knowledge and critical thinking skills that will enable them to identify and understanding the ethical decisions that affect the welfare of individuals and society and the integrity of their professions.

CEED 5100. HEALTHCARE ETHICS. (3 Credits)
The aim of this course is to explore issues in healthcare from the point of view of ethical theory. Some of the issues to be examined are the role of the medical practitioner within the context of healthcare currently, medical experimentation, informed consent, ethical questions surrounding life and death, and justice in the healthcare system.

CEED 5367. ETHICAL DIN. OF FINANCIAL RISK. (3 Credits)
This course will provide a critical, historically-informed introduction to ethical theories and their relevance for financial risk management. The course will introduce students to the theoretical foundations and practical implications of ethics-related concepts in so far as they are relevant to financial risk management; for example the notion of fiduciaries and fiduciary relationships.

CEED 5800. MORAL FOUNDATIONS OF CAPITALISM. (3 Credits)
This course will provide an interdisciplinary examination of alternative- and largely incompatible-twentieth-century defenses of the morality of capitalism, with a concentration on economic, Objectivist, and Christian arguments, considered historically, economically, politically, and philosophically. Readings from Adam Smith, Karl Marx, authors for and against slavery, John Maynard Keynes, Theodore Roosevelt, Herbert Hoover, Austrian School economists, Milton Friedman, Dinesh D'Souza, and George Gilder. The course will include a reading of Ayn Rand's Atlas Shrugged and conclude with an application of studies theories to a few recent public policy issues.

CEED 5900. ETHICS FIELD PRACTICUM EXPER. (3 Credits)
The goal of practicum is to provide an opportunity for advanced students in Fordham’s Master’s in Ethics and Society to spend one day per week during a semester for “shadowing” professionals who are engaged in services that require ethical decision-making. Students selected for the practicum will first be required to complete relevant ethics and society coursework and/or possess relevant experience. Throughout the semester, students will meet with the director of the master’s program on a bi-weekly basis to discuss their experiences. Enrollment is by special permission only. Prerequisite: CEED 5050.

CEED 6000. HEALTH CARE ETHICS CAPSTONE. (3 Credits)

CEED 6010. RESEARCH ETHICS AND SOC JUSTIC. (3 Credits)
This course will examine approaches to responsible research practices in socio-behavioral research, with particular attention to research involving human participants. The course will provide foundations in research ethics and methods in research ethics decision-making that exemplify scientifically valid and ethically sound research method planning, implementation, and dissemination.

CEED 6015. HIV/DRUG ABUSE PREVENTION RESEARCH ETHICS. (3 Credits)
This course will introduce students to ethical issues and solutions encountered in social science, public health, and medical research on HIV and drug abuse involving vulnerable populations in the United States and developing countries. Lectures are taught by an interdisciplinary faculty. Topics informed consent, confidentiality and disclosure, assessing population sensitive risks and benefits when using qualitative, survey, epidemiological in-person and online methodologies. Attribute: PSYC.

CEED 6100. THEORIES&APP IN CONTEMP ETHICS. (3 Credits)

CEED 6290. HEALTH DSPARITIES &SOCIAL INEQ. (3 Credits)
This course focuses on the psychosocial correlates and consequences of health disparities involving individuals and groups that have been historically marginalized by society and in some cases by the health sciences and professions. Readings and class discussions will examine the relationship of contextual factors such as poverty, racial/ethnic discrimination, environmental hazards, incarceration, institutionalization and public policy to social and health inequities faced by children and adults with HIV/AIDS, mental illness, intellectual disabilities, and substance abuse disorders. The role of psychology in the emerging health and human rights paradigm in the United States and globally will also be explored. Attribute: LALS.
particular attention to garch-type models. The analysis of time series and its use in risk management will be explored with methods for identifying and handling the common problems that arise in their use. Logit and pobit models are presented. The analysis of risk management will be covered, including through the use of options and other derivatives. Managing market risk in a portfolio context will be explored using and including a discussion of techniques appropriate for traditional (long only) as some more sophisticated (hedge fund) environments.

CIPA 5327. RISK AND REGULATION. (3 Credits)
This course covers significant features of the regulatory environment that are most important to the risk management of financial institutions. An overview of the structure of modern financial institutions and the market in which they exist will precede a review of the institutional regulatory bodies, such as the Federal Reserve, Office of the Comptroller of the Currency, etc. Particular attention will be provided to BASEL II.

Chemistry (CHEM)

CHEM 0900. CHEMISTRY SEMINAR. (0 Credits)
A study of the nature of food and what happens to it when stored, processed, preserved, cooked, eaten and digested. The scientific foundation for our knowledge of food will be discussed. The course is intended for students who have never taken college or high school chemistry. There will be five or six laboratory experiments where the student will analyze foods. (No laboratory fee.)

CHEM 1101. FOOD CHEMISTRY. (3 Credits)
An introduction to the chemical basis of color includes why color arises and how it is measured, as well as an introduction to the chemistry of dyes, pigments and glazes. Techniques in conservation and authentication of art will be discussed. Course requirements include several laboratory experiments. The course is intended for students with little or no background in chemistry. (No laboratory fee.)

CHEM 1109. CHEMISTRY OF THE ENVIRONMENT. (3 Credits)
An introduction to the principles of chemistry within the context of environmental and societal issues. These principles are introduced via sequential discussion of theories of matter and its transformation (chemical reactions), chemical sources of energy, and methods of testing and analysis. Specific applications, such as toxicity, pollution, and methods of remediation are discussed in conclusion. No lab fee.

CHEM 1110. FORENSIC SCIENCE. (3 Credits)
An introductory lecture and laboratory course designed for non-science majors who have not taken chemistry. A study of the methods and techniques in forensic science. Topics include fires, explosions, drugs, forensic toxicology, glass and soil, paints, fibers, hair, blood, body fluids, fingerprints, toolmarks and firearms. Several short lab experiments will be required. (No laboratory fee.)

CHEM 1311. GENERAL CHEMISTRY I RECITATION. (0 Credits)
Recitation to accompany General Chemistry I. Corequisite: CHEM 1321.

CHEM 1312. GENERAL CHEMISTRY II RECITATION. (0 Credits)
Recitation to accompany General Chemistry II. Corequisite: CHEM 1322.
CHEM 1321. GENERAL CHEMISTRY I. (4 Credits)
(3-hour lecture and 1-hour recitation) A course covering the fundamental laws and theories of chemistry including chemical equations, atomic structure, gas laws and chemical bonding. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
*Attribute:* ENVS.
*Corequisite:* CHEM 1331.
*Mutually Exclusive:* NSCI 1321.

CHEM 1322. GENERAL CHEMISTRY II. (4 Credits)
(3-hour lecture and 1-hour recitation) A continuation of CHEM 1321, including kinetics, equilibrium, elementary thermodynamics and electrochemistry. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
*Attribute:* ENVS.
*Corequisites:* CHEM 1312, CHEM 1332.
*Prerequisite:* CHEM 1321.
*Mutually Exclusive:* NSCI 1322.

CHEM 1331. GENERAL CHEMISTRY LAB I. (2 Credits)
(4-hour laboratory) A series of experiments selected to illustrate the topics covered in CHEM 1321. Lab fee.
*Attributes:* ENVS, ZLB3.
*Corequisites:* CHEM 1311, CHEM 1321.
*Mutually Exclusive:* NSCI 1331.

CHEM 1332. GENERAL CHEMISTRY LAB II. (2 Credits)
(4-hour laboratory) A selection of experiments designed to correspond to the material covered in CHEM 1322. An abbreviated qualitative analysis is also included. Lab fee.
*Attributes:* ENVS, ZLB3.
*Prerequisite:* CHEM 1331.
*Mutually Exclusive:* NSCI 1332.

CHEM 1990. INTRODUCTION TO RESEARCH. (0 Credits)
This course serves as an introduction to scientific research. The goals of the course are to introduce students to the process of scientific research by direct involvement. Students will participate in aspects of data collection, analysis, interpretation, and presentation. Open to all majors. Freshman and sophomores only. Registration only with permission of faculty mentor.

CHEM 2511. ORGANIC CHEMISTRY I RECITATION. (0 Credits)
*Corequisite:* CHEM 2521.

CHEM 2512. ORGANIC CHEMISTRY II RECITATION. (0 Credits)
*Corequisite:* CHEM 2522.

CHEM 2521. ORGANIC CHEMISTRY I. (4 Credits)
(3-hour lecture, 1 hour recitation) An introduction to bonding, structure and reactivity of organic compounds including aliphatic and aromatic hydrocarbons, alkyl halides and alcohols. Concepts include orbital hybridization, stereochemistry, equilibrium reactions, transition state theory and kinetics. Determination and discussion of reaction mechanisms will be emphasized. Chemical and spectral methods for structure elucidation, including NMR, IR, UV and MS will be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
*Attribute:* ENVS.
*Prerequisites:* CHEM 1321 or CHEM 1322 and CHEM 1331 or CHEM 1332.
*Mutually Exclusive:* NSCI 3121.

CHEM 2522. ORGANIC CHEMISTRY II. (4 Credits)
(3-hour lecture, 1-hour recitation) A continuation of CHEM 2521. Concentrates on the chemistry of aromatic, carbonyl and amino compounds, with particular emphasis on reactive mechanisms and synthesis. Includes descriptive chemistry of biologically important molecules such as carbohydrates, proteins and lipids. Aspects of synthetically important cycloaddition reactions will also be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
*Attribute:* ENVS.
*Prerequisite:* CHEM 2521.

CHEM 2531. ORGANIC CHEMISTRY LAB I FOR CHEM MAJORS. (2 Credits)
A laboratory course introducing the student to the experimental techniques of organic chemistry.
*Attributes:* ENVS, ZLB3.
*Corequisite:* CHEM 2521.

CHEM 2532. ORGANIC CHEMISTRY LAB II FOR CHEM MAJORS. (2 Credits)
A continuation of CHEM 2531.
*Attributes:* ENVS, ZLB3.
*Corequisite:* CHEM 2522.

CHEM 2541. ORGANIC CHEMISTRY LAB I. (2 Credits)
(4-hour laboratory, 1-hour lecture) A laboratory course introducing the students to the experimental techniques of organic chemistry. Lab fee.
*Attribute:* ZLB3.
*Corequisite:* CHEM 2521.

CHEM 2542. ORGANIC CHEMISTRY LAB II. (2 Credits)
(4-hour laboratory, 1-hour lecture) A continuation of CHEM 2541. Lab fee.
*Attribute:* ZLB3.
*Prerequisite:* CHEM 2541.
*Mutually Exclusive:* NSCI 3822.

CHEM 2900. INDEPENDENT STUDY-ORGANIC CHEMISTRY. (0 Credits)

CHEM 3031. SEMINAR AND RESEARCH I. (1 Credit)
Approval of mentor and of department chairperson required. Open to juniors only.
*Attribute:* ENVS.

CHEM 3032. SEMINAR AND RESEARCH II. (1 Credit)
Approval of mentor and of department chairperson required. Open to juniors only.
CHEM 3141. METHODS OF CHEMICAL RESEARCH. (3 Credits)
The art and practice of scientific data collection, its compilation and synthesis and its dissemination. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CHEM 3621. PHYSICAL CHEMISTRY I. (4 Credits)
Outlines of physio-chemical principles, including introductions to quantum and statistical mechanics, reaction rates and the solid state. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Corequisite: CHEM 3631.
Prerequisite: CHEM 1322.

CHEM 3622. PHYSICAL CHEMISTRY II. (4 Credits)
A continuation of CHEM 3621, including classical thermodynamics and electrochemistry. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENVS.
Prerequisites: CHRU 3621 or CHEM 3621.

CHEM 3631. PHYSICAL CHEMISTRY LAB I. (2 Credits)
A laboratory course that includes experimental determination of reaction rates and spectroscopic observations of quantum phenomena.
Attribute: ZLB3.
Corequisite: CHEM 3621.

CHEM 3632. PHYSICAL CHEMISTRY LAB II. (2 Credits)
A laboratory course in experimental thermodynamics and electrochemistry.
Attributes: ENVS, ZLB3.

CHEM 3721. QUANTITATIVE ANALYSIS. (4 Credits)
Fundamental theory of analytical chemistry including volumetric, gravimetric and spectrophotometric methods. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENVS, ZLB3.
Prerequisites: CHEM 1321 and CHEM 1322.

CHEM 3722. INSTRUMENTAL ANALYSIS. (4 Credits)
A lecture/laboratory course introducing the principles of chemical instrumentation, including instrument design and instrumental methods of chemical analysis. Topics include data generation, spectroscopic methods of analysis and separation techniques. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENVS, ZLB3.

CHEM 3990. DIRECTED RESEARCH. (1 Credit)
Students will work in the laboratory of a faculty mentor on an agreed upon project. Students will learn data collection, analysis, interpretation, and presentation techniques. Open to all majors. Sophomores, juniors, and seniors only. Registration only with permission of faculty mentor.

CHEM 4031. SEMINAR AND RESEARCH III. (1 Credit)
Approval of mentor and of department chairperson required. Open to seniors only.

CHEM 4032. SEMINAR AND RESEARCH IV. (1 Credit)
Approval of mentor and of department chairperson required. Open to seniors only.

CHEM 4221. BIOCHEMISTRY I. (3 Credits)
An introduction to the chemistry of biological polymers (carbohydrates, proteins, polynucleic acid), their monomeric constituents and lipids, emphasizing their biosynthesis and role as biostructural building blocks. Other specialized topics to be covered include enzyme kinetics, mechanism and regulation; energy conservation and dynamics; pre-biotic chemistry and theories of life’s origin.
Prerequisite: CHEM 2522.
Mutually Exclusive: NSCI 4153.

CHEM 4222. BIOCHEMISTRY II. (4 Credits)
Chemistry of the main constituents of living matter, nature and mechanisms of biochemical processes, enzymes. Prerequisite organic chemistry. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CHEM 4231. BIOCHEMISTRY LAB I. (1 Credit)
A laboratory course covering techniques used in the quantification, isolation and characterization of proteins, lipids, carbohydrates and nucleic acids. Exercises include spectrophotometry, chromatography, gel electrophoresis, protein assays, enzyme purification and kinetics, thermodynamic measurements, and DNA manipulations.
Attribute: ZLB3.

CHEM 4241. BIOMIMETIC CHEMISTRY. (3 Credits)
A study of biological polymers and molecular assemblies as molecular devices. The biological structures specifically adapted to catalysis, energy/signal transduction and mechanical behavior will be examined in the context of modern mimetic and supramolecular chemistry. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: CHEM 3721.

CHEM 4340. ENVIRONMENTAL CHEMISTRY. (4 Credits)
An introduction to environmental chemistry for science majors covering chemical phenomena in both the geosphere and anthrosphere. Lecture topics include descriptive chemistry of the environment, analytical procedures, and the technology of remediation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENVS.

CHEM 4422. INORGANIC CHEMISTRY. (3 Credits)
A comprehensive course dealing with the chemistry, preparation and properties of common elements.
Prerequisites: CHEM 1322 or CHEM 3621.

CHEM 4432. INORGANIC CHEMISTRY LAB. (1 Credit)
A laboratory course to accompany CHEM 4422, including synthesis and characterization of inorganic compounds. Required of those students seeking ACS certification.
Attribute: ZLB3.
CHEM 4525. ORGANIC SYNTHESIS. (3 Credits)
An introduction to fundamental principles of synthetic problem solving. Emphasis will be on synthetically useful reactions and the basic approaches used to design a total synthesis. Topics include functional group transformations, construction of carbocyclic and acyclic systems, and synthesis of biologically interesting and naturally occurring molecules. A portion of the class time will be devoted to solving problems and devising syntheses.

CHEM 4621. TOPICS IN MATERIALS SCIENCE AND NANOTECHNOLOGY. (4 Credits)
The course offers enhancement of the chemistry curriculum in response to extensive recent advances and investments in materials science with particular emphasis on developments in nanotechnology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: CHEM 2522 and CHEM 3521.

CHEM 4625. COMPUTATIONAL CHEMISTRY AND APPLICATIONS IN MODERN DRUG DESIGN. (4 Credits)
An upper level course on computational techniques in chemistry. The course will provide introductions to molecular mechanics in small and large systems and computational approaches to quantum chemistry, including ab initio, semi-empirical, and DFT methods. The course will emphasize the applications of these techniques to pharmaceutical drug design in its modern practice. Following introductory exercises in the field, students will complete a small drug design or related project of their choosing. Basic background knowledge of physics, calculus, and chemistry are required, but formal experience in computer science or UNIX is not and the necessary skills in these areas will be taught in the course of the semester. Software used will include AMBER, GAMESS, and PHENIX. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CHEM 4990. INDEPENDENT RESEARCH. (1-3 Credits)
Students will work with a faculty mentor on an agreed upon project. Students will cooperate with the faculty mentor on the project definition, data collection, analysis, interpretation, and the presentation of results. A comprehensive paper demonstrating a student’s accomplishments during independent research is required. Open to all majors. Juniors and seniors only. Registration only with permission of faculty mentor prerequisite: at least one semester of CHEM 3990 must be completed with a P grade. The course does not count as a chemistry major elective.

Prerequisite: CHEM 3990.

CHEM 4999. INDEPENDENT STUDY. (4 Credits)
Independent research and readings with supervision from a faculty member.

Civil Law (CVGL)

CVGL 0101. CIVIL PROCEDURE. (4-5 Credits)
The study and critical evaluation of principles applicable to the litigation of civil cases. The course considers the structure of an individual lawsuit and provides an introduction to judicial systems, including both the relationship of state court systems to each other and the role of the Federal courts in our system of federalism. The course places particular emphasis upon the Federal Rules of Civil Procedure and on basic principles of jurisdiction including both personal jurisdiction and federal subject matter jurisdiction. <p> SUMMER 2016 Professor Landau </p> This course considers the structure of an individual lawsuit and provides an introduction to judicial systems, including both the relationship between state and federal court systems and the role of the federal courts under our system of federalism. The course places particular emphasis upon the Federal Rules of Civil Procedure; on basic principles of jurisdiction, including both personal jurisdiction and federal subject matter jurisdiction; and on application of state and federal law in federal courts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: JD, LMCO.

CVGL 0206. LITIGATION MANAGEMENT FOR THE INTERNATIONAL LAWYER. (3 Credits)

CVGL 0216. CONFLICT MANAGEMENT SYSTEMS DESIGN. (2 Credits)
This seminar is an interactive workshop designed to introduce students to the theory, principles and practice of conflict management systems design with the goal of training students to assume this new and creative professional role. Lawyers are increasingly being called upon to act not simply as litigators or deal-makers, but also as process architects for institutions, organizations and governments. In addition, they are being asked to design, tailor and manage systems to handle ‘streams’ of disputes in an effective and efficient manner, such as those arising from mass torts, natural disasters and government programs. Students will be expected to read, write, discuss, critique and participate in simulated exercises. After an overview of conflict management theory and principle, students will, though readings, study actual systems (mass tort, natural disaster, health care, judicial, commercial, international) that reflect conflict management systems design principles. Then through a series of hands-on role plays and exercises, students will have the opportunity to develop systems design skills. Simulations are taken from a variety of settings, including judicial, health care, public policy and labor-management. The practical and ethical implications of systems design work will be explored, as well as opportunities for synthesis of systems design skills into legal practice. The class meets two Friday afternoons and two Saturdays (all day). Due to the intensive and interactive nature of the seminar, attendance at all class sessions is mandatory. Grades will be based on class participation, submission of a three-page response paper in advance of the second weekend session (commenting on and critiquing one of the topics to be covered), and a 10-page final seminar paper analyzing a current dispute system, designing a new system or proposing a new framework for the systems design field.

Attributes: INLJ, LDE, LIDR, LLM.
CVGL 0291. ELECTRONIC DISCOVERY. (2 Credits)
Long gone are the days when discovery meant endless hours wading through boxes of paper documents. In today's world litigation is all about electronically stored information, which includes email, but also text messages, social media, databases and any other kind of digital content, wherever and however stored, iPhone or Cloud, business or personal. This digital transformation and the explosion in the volume of data has led to major overhauls of the Federal Rules of Civil Procedure as recently as December 2015, as well as new Federal Rules of Evidence and volumes of case law. The course teaches you the law and practice of electronic discovery, a subject matter that is far more broad than its name suggests. Although the course focuses on discovery in the context of litigation, it also covers pre-litigation information governance and records management, the duty to preserve and the evidentiary admissibility of electronic information, among other things. Data privacy and security play key roles. Guest lecturers including judges, in house practitioners, technology experts and more have traditionally been featured throughout the course. <p> No prior knowledge or experience with technology or evidence law required.
Attributes: LDF, LIDR.

CVGL 0299. LAW OF DEMOCRACY. (2 Credits)
This course surveys the theory and law governing elections, politics, and access rights to democratic political institutions by examining a series of the most important cases in election law, and the political theories underpinning them. Topics covered include voter ID laws, redistricting, campaign finance reform, and laws governing who determines the rules of political parties. The class will focus on key Supreme Court cases in election law and looks at the shift of the ideas governing democracy over history. Grades will be based on a paper or a take home final examination (80%) and class participation (20%), which includes one or more in-class presentations. <p> Laptops are permitted in class. Students who wish to write a 4,000-6,000 word term paper instead of a final examination may do so, but they must commit to the paper and confirm a paper topic by March 15th. Word limits on both sides are strict. <p> The basic textbook is The Law of Democracy: Legal Structure of the Political Process, by Issacharoff, Karlan, and Pildes (IKP). Students should read Richard Hasen's Election Law Blog (http://electionlawblog.org/) for current events.
Attribute: LLM.

CVGL 0336. DISABILITY LAW & LONG TERM ILLNESS. (2 Credits)
CVGL 0342. FEDERAL COURTS. (3-4 Credits)
A study of selected problems arising in connection with the limited subject matter jurisdiction of the federal courts for example, case or controversy requirements such as standing, separation of powers problems, congressional controls over federal courts, federal common law and implied rights of action, the right and procedures to petition for a writ of habeas corpus from federal courts, federal remedies against officials and municipalities, sovereign immunity, and relationships between federal and state courts.
Attributes: LDF, LIDR, PIF.
Prerequisites: FCGL 0102 and CVGL 0101.

CVGL 0343. ANTI-DISCRIMINATION LAW. (3 Credits)
This course provides an introduction to statutory and constitutional law that has been or can be deployed to address discrimination across a variety of contexts (employment, housing, public accommodations, education, and voting) and across a host of protected class bases (including race, ethnicity, gender, disability, age and sexual orientation). Course materials will include interdisciplinary readings that pose significant questions about the development, direction, and efficacy of anti-discrimination law. Classroom discussions of the academic materials will be complemented with presentations by practicing attorneys and multi-media sources that seek to add a practice component. The course grade will be based upon class room participation and the choice of either a Final Examination or Research Paper. Research paper topics must first be approved by the professor. For students wishing to satisfy the upper-class writing requirement with this course, prior professor approval is required.
Attributes: LLM, PIE.

CVGL 0405. CONFLICT OF LAWS. (2,3 Credits)
A study of the principles and rules applicable when courts adjudicate transactions connected with more than one jurisdiction. Problems of choice of law, jurisdiction, and recognition of judgments are considered in light of traditional and modern analyses and the constitutional limitations.
Attributes: LDF, LIDR, LMCO.

CVGL 0408. DISCOVERY & PRE-TRIAL PR. (2 Credits)
This is an advanced civil procedure course that focuses on the pretrial process, from the client interview through pretrial motions, with an emphasis on discovery and its role in the pretrial process. As a skills class, students will have oral and written assignments through out the semester. In addition, in lieu of one class session, the students will observe proceedings in the United States District Court in Newark, N.J.
Attributes: JD, LAW, LDF.

CVGL 0414. NEW YORK PRACTICE. (3 Credits)
This course will address recent developments in New York civil practice. It will focus on laws and rules in New York practice that have been identified as content topics for the new New York Law Examination portion of the recently adopted Uniform Bar Examination. Topics include: jurisdiction; the Commercial Division; statutes of limitation; pleadings; starting the suit and service; joinder, intervention and class actions; motion practice, including summary judgment; disclosure and e-discovery; settlement; contribution and indemnity; provisional remedies; special proceedings; appeals; and ethics and sanctions. Our course combines a lecture format with a lively give and take discussion examining both practical and policy aspects.
Attributes: LDF, LMCO.

CVGL 0420. COMPLEX LITIGATION. (3 Credits)
A significant part of modern civil litigation practice involves complex cases with numerous parties and claims. Such cases arise in a wide range of substantive fields, including product liability, antitrust, civil rights, employment discrimination, environmental harm, and securities. As a procedural matter, some of these cases are adjudicated or settled as class actions, while others are handled through various forms of non-class aggregate litigation. This course examines the theory and practice of complex multiparty cases. Readings and discussions will focus on class actions and other advanced procedural topics including multidistrict litigation, mass settlements, and phased trials.
Attributes: JD, LDF.
CVGL 0780. CONGRESSIONAL INVESTIGATIONS. (2 Credits)
This course will focus on the scope and contours of Congress’s oversight authority and how it has evolved over time. It will also examine the interplay between congressional investigations and the separation of powers between the Legislative, Judicial, and Executive branches of government and how such investigations can impact private actors. Topics covered will include, among others, committee jurisdiction and grants of authority, interaction with the Executive Branch and claims of Executive Privilege, judicial review of congressional oversight activities, the impact of congressional oversight on parallel investigations and proceedings, the applicability of constitutional and common law privileges, the congressional contempt power, and current trends in congressional investigations in light of a changing political dynamic in Washington (including the role of the minority party and specially-constituted investigative commissions). The world of congressional investigations is truly interdisciplinary—these high-stakes investigations often involve overlapping, and at times competing, considerations of law, legislation, lobbying, policy, politics, public relations, and media. Rarely does a congressional investigation occur in a vacuum; for an issue to attract a congressional committee’s attention, it is often necessarily subject to parallel criminal and civil proceedings. Therefore, students will be challenged to assess the spectrum of risk a subject or witness might face, including criminal exposure, impact on parallel litigation, administrative or regulatory issues, media scrutiny, reputational and economic risk, and negative legislative results. Students will also consider the myriad objectives of a congressional investigation, including evaluating compliance with the law, supporting or opposing legislation, or advancing a particular political agenda. Grades will be determined based on class participation (15%) and a take-home final exam (85%).
Attributes: INLJ, LLM.

CVGL 0929. CURRENT ISSUES IN POLICE REFOR. (2 Credits)

Civil Rights (CIGL)

CIGL 0229. CHILDREN & IMMIGRATION LAW. (2 Credits)
This seminar on Children and Immigration Law uses an interdisciplinary approach to explore emerging law, policy, research, and practice related to migrant children and their families. Following a human rights-based approach, classes will survey the key international and federal legal frameworks impacting children and their families in the context of migration. Students will be exposed to the complexity of legal issues that affect migrant children and youth as immigration law intersects with many other systems, including child welfare, juvenile and criminal justice, education, health, and employment, and will apply the law to individual case study scenarios as well as complex policy questions. Comparisons will be drawn to laws and policies in other countries. Guest speakers will be invited to present and participate in classes, emphasizing innovative strategies for promoting children’s rights in practice.
Attribute: INLJ.

CIGL 0230. CRITICAL RACE THEORY. (2,3 Credits)
In the mid-1980s, a new scholarly movement developed in legal academe, Critical Race Theory ("CRT"). Early advocates of CRT—including Derrick Bell, Mari Matsuda, Charles Lawrence, Richard Delgado, Kimberlé Crenshaw, and Patricia Williams—challenged both the substance and style of conventional legal scholarship. Contrary to the traditional notion that racial subordination represents a deviation from the liberal legal ideal, this body of work recasts the role of law as historically central to and complicit in upholding racial hierarchy as well as other hierarchies of gender, class and sexual orientation. The goal of this seminar is to examine the genesis of CRT and, in light of its theoretical commitments, to explore CRT’s possibilities and limitations. The Final Grade calculation will be based on class room participation (quality, frequency, and attendance), a short Op-Ed drafting assignment, and a Take Home Examination Paper. Students may submit a Research Paper in lieu of the Take Home Examination Paper, only after having the paper topic certified with the Professor. The Research Paper can be considered for Upper Class Writing Requirement certification.
Attributes: JD, LLM, LWR, PIF.

CIGL 0337. DISABILITY LAW. (2 Credits)
The DISABILITY LAW seminar focuses on the many legal issues faced by people living with chronic illnesses and the role that law has and will play in developing effective protections and responses. We will review and discuss applicable laws including the Americans With Disabilities Act and Family Medical Leave Act and also focus on their practical applications. Class subjects include employment rights of the disabled, right to die/assisted suicide, estate planning, access to insurance and legal issues pertinent to AIDS, cancer and mental health as protected disabilities. There is no casebook and the text, Understanding Disability Law, gives an overview that will be supplemented by relevant readings. There is no exam: evaluation is based on a final paper which may meet the Fordham writing requirement as well as class participation. Students will also be required to present their papers in class.
Attribute: INLJ.

CIGL 0521. LAW OF RACE. (3 Credits)
This course provides an historical overview of race in the American legal system. Moving from topics such as slavery and the early treatment of Native Americans to the modern era, the course traces the evolution and development of current legal doctrine pertaining to race and racial discrimination. Students will gain an understanding of the foundations of modern antidiscrimination law, as well as an appreciation of the predominant critiques of the U.S. Supreme Court’s jurisprudence in race cases. In addition, they will be encouraged to assess current and proposed approaches to race and racial discrimination by looking at the operation of race in a number of contexts, including affirmative action, the criminal justice system, and intimate relationships.
Attributes: INLJ, JD, PIF.
CIGL 0551. POVERTY LAW. (2,3 Credits)
Although varied in its particulars, poverty in the United States is extensive. It is also disproportionately spread among the population, with African Americans, Latinos, and Native Americans experiencing much higher levels of poverty, and a greater persistence of poverty, than other demographic groups. In this seminar, we will examine the extent of poverty in the United States and its root causes, as well as the historical development of social welfare policy. We will focus on the legal responses to poverty, exploring how the law shapes the lives of low-income people and communities. In particular, we will explore a rights-based approach to ameliorating poverty and the relevance of family form to poverty. In addition to weekly reflection papers, students will conduct independent research and write one long paper.
Attributes: INLJ, JD, PIE.

Classical Languages and Civilization (CLAS)

CLAS MTNC. MAINTENANCE-CLASSICS. (0 Credits)

CLAS 0912. REQUIREMENT PREPARATION. (0 Credits)
For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement, such as comprehensive exam, Master's thesis, or dissertation submission. Attribute: Z410.

CLAS 0914. REQUIREMENT PREPARATION IN SUMMER. (0 Credits)
For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

CLAS 0930. PHD COMPREHENSIVE EXAMINATION-CLASSICS. (0 Credits)

CLAS 0936. MASTERS COMPREHENSIVE EXAMINATION. (0 Credits)

CLAS 0950. PROPOSAL DEVELOPMENT. (1 Credit)

CLAS 0960. PROPOSAL ACCEPTANCE. (3 Credits)

CLAS 0970. DISSERTATION MENTORING - CLASSICS. (0 Credits)
The Classics PhD. student is required to register for Dissertation Mentoring, which has a 3 credit fee, the semester after the student's proposal is accepted. Attribute: Z407.

CLAS 1210. UNDERSTANDING HISTORICAL CHANGE: ANCIENT GREECE. (3 Credits)
A political, social, and intellectual history of ancient Greece from its origin to the death of Alexander the Great. Attribute: HC.

CLAS 1220. UNDERSTANDING HISTORICAL CHANGE: ANCIENT ROME. (3 Credits)
Introduction to Roman History focusing on problems and sources. Attribute: HC.

CLAS 2000. TEXTS AND CONTEXTS. (3 Credits)
An introduction to the literary analysis of texts and the cultural and historical contexts within which they are produced and read. Significant class time will be devoted to critical writing and to speaking about literature. Each section of Texts and Contexts will have a focus developed by the individual instructor and expressed in its subtitle. This course fulfills the Core requirements for the second Eloquentia Perfecta seminar.
Attributes: EP2, TC.
Prerequisite: ENGL 1102.

CLAS 2800. INTERNSHIP. (2 Credits)

CLAS 3030. ATHENIAN DEMOCRACY. (4 Credits)
A historical overview and morphological description of democracy as it was practiced in Athens from 508 BCE until 322 BCE. In addition to survey how Athenian democracy evolved and an overview of its most salient features, we will also investigate how classical Athenian democracy was imagined and criticized by leading thinkers contemporary with it. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, EP3, PJST.

CLAS 3031. THE SPARTAN MIRAGE. (4 Credits)
Beginning with a survey of the Ancient Sparta imagined by modern historians who strive to depict Sparta "wie es eigentlich gewesen" ("as it actually was"), we will examine select representations (both Ancient and Modern) of what the French historian, Francois Ollier famously termed "le mirage Spartiate." From its influence on Plato's political idealism to how Ancient Romans, French Revolutionaries, German Nationalists and modern mass media have each imagined Sparta we will review and critique these visions as exercises in cultural construction and appropriation in order to better understand the importance of what and how people choose to remember and forget – and why. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CLAS 3040. LAW AND SOCIETY IN GREECE AND ROME (ADVANCED LITERATURE CORE). (4 Credits)
A survey of the systems of law in ancient Greece and Rome, focusing on the relation of the law to social values and to politics. The course ranges from law in Homer to the changing legal position of early Christianity in Roman society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, EP3, FCRH.

CLAS 3050. PAGANS AND CHRISTIANS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CLAS 3141. LOVE, FATE, AND DEATH IN THE ANCIENT NOVEL. (4 Credits)
This course will provide an intensive introduction to the Ancient Novel Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
CLAS 4020. THE CLASSICAL TRADITION IN CONTEMPORARY FICTION AND FILM. (4 Credits)
This course provides a survey of classical works from ancient Greece and Rome and their reception in contemporary literature and film. The objective is threefold: first, to learn about patterns of narrative intrinsic to the representation of myth and history in classical literature; then to observe how these patterns function both in works of the classical period and also in contemporary fiction and film; and finally, to consider why classical antiquity has proved an enduring source of inspiration for writers and film-makers of today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, EP3, ICC.

CLAS 4040. THE BIRTH OF LEARNING: CLASSICAL EDUCATION THEN, NOW, AND IN NEW YORK CITY. (4 Credits)
This course offers a survey of classical education from antiquity through its reception in late antiquity among early Christian writers and into the present day. It is also an integrated service-learning seminar that requires on-site investigation into current approaches to teaching the Classics in several schools in NYC. We will use the traditional entry into the liberal arts-Trivium-to structure our readings and focus our inquiry into the purpose and value of an education in the humanities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, VAL.

CLAS 4050. ANCIENT ROMAN CITIES. (4 Credits)
This course offers a survey of ancient Roman cities in context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, ICC.

CLAS 4999. TUTORIAL. (1-4 Credits)
Independent research and readings with supervision from a faculty member.

CLAS 6466. LATE LATIN POETRY. (3 Credits)
A survey of late-antique Latin poetry, in particular Claudian, Ausonius, Rutilius, and the Centones.

CLAS 7000. LATIN SURVEY AT NYU. (3 Credits)
A survey of Latin literature offered by NYU.

CLAS 7440. The City of Rome: The Archaeology, History, and Topography of an Imperial City. (3 Credits)
Topics in Roman Art and Archaeology: The City of Rome: The Archaeology, History, and Topography of an Imperial City (at CUNY)

CLAS 7999. PROSEMINAR: INTRODUCTION TO CLASSICAL STUDIES. (3 Credits)
An introduction to selected approaches to the study of the Greco-Roman world.

CLAS 8800. GREEK EPIGRAPHY. (3 Credits)
At NYU.

CLAS 8802. ECPHRASIS. (3 Credits)
At NYU.

CLAS 8803. EDUCATION IN GREECE & ROME. (3 Credits)
At NYU.

CLAS 8804. GREECE & THE MED IN THE ARCHAIC & CLASSICAL PERIODS: MATERIALS METHODS & DEBATES. (3 Credits)
At NYU.

CLAS 8806. HOMER'S ILIAD AT CUNY. (3 Credits)
Classic Consortium.

CLAS 8807. HOMER'S ODYSSEY. (3 Credits)
This course offers an in-depth study of the Odyssey.

CLAS 8811. PINDAR. (3 Credits)
At CUNY.

CLAS 8818. SURVEY OF GREEK LITERATURE. (3 Credits)
CUNY course in graduate Classics consortium.

CLAS 8824. GREEK PROSE COMPOSITION AT CUNY/NYU. (3 Credits)
CUNY/NYU course in graduate Classics consortium.

CLAS 8825. VERGIL, AENEID. (3 Credits)

CLAS 8829. HORACE: ODES. (3 Credits)
At CUNY.

CLAS 8830. WAR DIPLOMACY FINANCE 323-30 AT NYU. (3 Credits)
NYU course in graduate Classics consortium.

CLAS 8831. CALLIMACHUS. (3 Credits)
At CUNY.

CLAS 8833. Modern Approaches to Ancient Historiography. (3 Credits)
At CUNY.

CLAS 8835. GREEK TRAGEDY IN THE MEDITERRANEAN WORLD. (3 Credits)
At NYU.

CLAS 8837. THE ATHENIAN ACROPOLIS. (3 Credits)
At NYU.

CLAS 8839. PERSIAN EMPIRE. (3 Credits)
At NYU.

CLAS 8840. OVID'S METAMORPHOSES: CONSORTIUM COURSE. (3 Credits)
Course in Fordham-CUNY-NYU Classics consortium offered at CUNY or NYU.

CLAS 8841. LATIN PROSE COMPOSITION. (3 Credits)
At NYU.

CLAS 8842. LATIN COMPOSITION AT CUNY. (3 Credits)
Classics Consortium Course.

CLAS 8843. ARISTOPHANES. (3 Credits)

CLAS 8845. ARCHAIC GREEK SCULPTURE AND SANCTUARIES. (3 Credits)
At NYU.

CLAS 8846. PROSEMINAR IN CLASSICS. (3 Credits)

CLAS 8847. AUGUSTUS & THE CREATION OF THE ROMAN EMPIRE. (3 Credits)
At NYU.

CLAS 8848. ROME AND THE HELLENISTIC EAST. (3 Credits)

CLAS 8849. LITERARY THEORY. (3 Credits)
At NYU.

CLAS 8850. HELLENISTIC POETRY. (3 Credits)

CLAS 8853. ARISTOTLE ETHICS AND POLITICS. (3 Credits)
At CUNY.
CLAS 8855. GREEK DRAMA IN PERFORMANCE. (3 Credits)
At NYU.

CLAS 8856. LETTERS IN PLAUTUS. (3 Credits)
This course focuses on the epistolary motif in Plautine comedy, exploring the complex dynamics engendered when text appears on stage.

CLAS 8857. EURIPIDES. (3 Credits)
At NYU.

CLAS 8859. ROMAN LAW. (3 Credits)
At NYU.

CLAS 8860. CICERO’S RHETORIC AND RHETORICAL THEORY. (3 Credits)
At CUNY.

CLAS 8861. VERGILIAN GEOPOETICS. (3 Credits)
At NYU.

CLAS 8862. THUCYDIDES. (3 Credits)
at CUNY.

CLAS 8864. Polytheism(s) and Society in the Ancient World. (3 Credits)
at NYU.

CLAS 8865. ROMAN ARCHITECTURE. (3 Credits)
at CUNY.

CLAS 8866. PLATO, SYMPOSIUM PHAEDRUS. (3 Credits)
at NYU.

CLAS 8869. SOPHOCLES’ POETICS. (3 Credits)
An in-depth study of the poetics in Sophocles’ tragedies.

CLAS 8870. Commentaries and the Classical Tradition. (3 Credits)
At CUNY.

CLAS 8871. Cognitive Theory and Classics. (3 Credits)
An overview of cognitive theory and its use in Classics.

CLAS 8872. GREEK HYMNS. (3 Credits)
An overview of Greek hymns down through the Hellenistic period.

CLAS 8873. Cleopatra Between East and West: Archaeology of the Twilight of the Ptolemies. (3 Credits)
An in depth study of Cleopatra and the end of the Ptolemies.

CLAS 8874. FUTURE OF THE PAST: CLASSICS THEN AND NOW. (3 Credits)
A survey of classical scholarship from the beginning of the discipline to the present day.

CLAS 8875. THE HETAIRA OR GRIEF AND MOURN. (3 Credits)
This course will focus on the theme of grief and mourning in Greek Literature.

CLAS 8876. Conceptions of History and the Linguistic Turn. (3 Credits)
This course will explore the different conceptions of history in antiquity and the impact of the linguistic turn on the study of history.

CLAS 8877. VIRGIL’S ECLOGUES. (3 Credits)
This course will focus on the poetry and poetics of Virgil’s Eclogues.

CLAS 8878. GREEK ELEGY AND IAMBI. (3 Credits)
This course will offer an overview of both elegy and iambic poetry in Greek Literature.

CLAS 8879. ARISTOTLE’S METAPHYSICS. (3 Credits)
An in-depth study of Aristotle’s Metaphysics.

CLAS 8880. AESCHYLUS. (3 Credits)
An overview of Aeschylean tragedy.

CLAS 8881. LUCRETIUS. (3 Credits)
An in-depth study of Lucretius’ philosophy.

CLAS 8882. THE PROCESS OF READING, WRITING, AND DELIVERING. (3 Credits)
An in-depth study of information was managed in the Greek and Roman World.

CLAS 8883. GREEK AND ROMAN HISTORY FROM/IN THE ARTS. (3 Credits)
A study of the relationship between Greek and Roman History with the Arts. At CUNY.

CLAS 8884. THE ARCHITECTURE OF LANDSCAPE. (3 Credits)
At NYU.

CLAS 8898. CLASSICS INTERSHIP. (1-3 Credits)
This course offers Classics graduate students (MA/PhD) the chance to work in an area of the discipline of Classics outside the conventional curriculum of the MA/PhD tracks. The number of credits (1-3) will be determined and approved in advanced by the Chair of Classics.

CLAS 8999. TUTORIAL. (4 Credits)

CLAS 9999. DISSERTATION DIRECTION. (1 Credit)

**Clinic (Law) (CLGL)**

CLGL 060. ADVANCED ARBITRATION PRACTICUM. (1,2 Credits)

CLGL 0105. ADV POLICY & LEG ADV SEMINAR. (2 Credits)

CLGL 0129. PRO BONO SCHOLAR SEMINAR. (2 Credits)

CLGL 0199. INTRODUCTION TO INVESTOR-STATE ARBITRATION. (2,3 Credits)
This course will provide an overview of investment arbitration, a practice area that comprises principles of international law, dispute resolution, treaty law and public policy. Special distinguishing features of investor-state arbitration disputes will be highlighted and explored, including the importance of nationality, consent to jurisdiction, defenses and damages. Among the arbitration procedures examined will be those arising from bilateral investment treaties (BITs) and multilateral investment treaties (MITs), such as the Energy Charter Treaty (ECT) and the North American Free Trade Agreement (NAFTA), as well as public contracts. The course will also consider issues related to investment disputes under ICSID, UNCITRAL and ICC rules.

**Attributes:** ICE, JD, LAWB, LAWI, LDE, LIDR.
CLGL 0206. CLINICAL EXTERNSHIP: ADMINISTRATIVE & IMMIGRATION SEMINAR. (1 Credit)
This is a skills-focused practicum combining an immigration field-placement with a weekly seminar in support of and to complement the field experience. The course is designed to prepare students to creatively approach problems and develop strategies in administrative/ quasi-judicial proceedings. Through field placements, case studies and, simulations, students will encounter typical scenarios from all phases of this type of an administrative practice with an emphasis on methods of developing facts including interviewing, direct examination, case theory development and planning, witness preparation, document identification and, opening and closing statements. Each week students will have an opportunity to discuss the experiences gained through working for an immigration service provider. During the seminar portion of the practicum we will engage in discussions and simulation exercises designed to mirror real life situations faced by lawyers in these proceedings. Complementary topics will include the right to counsel, the charging process, discovery, prosecutorial discretion, the intersection between criminal law and immigration, and the application of the Exclusionary Rule in the context of immigration proceedings. Rules of conduct and legal ethics will also be covered. The semester will conclude with a mock hearing at the immigration court. PRACTICAL EXPERIENCE: Students will have the opportunity to will work at one of several immigration service providers. It is expected that a student will work a minimum of 5 hours a week for 13 weeks. Visits to the immigration court at 26 Federal Plaza, the detained court at Varick Street, and the U. S. Court of Appeals for the Second Circuit will be part of the practicum.

CLGL 0211. PRESIDENT SUCCESSION CLN SEM. (2 Credits)
For more details, select desired clinic of interest at <a href="http://www.fordham.edu/info/23920/clinics_directory" target="_blank">http://www.fordham.edu/info/23920/clinics_directory</a>
Attributes: JD, LAW, LLM.
Corequisite: CLGL 0212.

CLGL 0212. PRESIDENT SUCCESSION CASEWORK. (2-3 Credits)
For more details, select desired clinic of interest at <a href="http://www.fordham.edu/info/23920/clinics_directory" target="_blank">http://www.fordham.edu/info/23920/clinics_directory</a>
Attributes: JD, LAW, LLM.
Corequisite: CLGL 0211.

CLGL 0213. PROSPECTIVES ON THE TRIAL PROCESS. (2 Credits)
This is a seminar course for those law students whose passion is to try lawsuits. This not a course in the ABC's of Trial Practice or a checklist of do's and don'ts. This course will be about what works in the courtroom, the why and the how. It will be interactive and taught not just from books but from many years of real trial experience out of the mouths of some of the Nation's very best jurists and trial lawyers.<br> Final Examination. There will be a take home assignment or exercise in a format to be determined.<br> Classroom Participation. In-class participation is a vital part of this class. To be fully prepared it is critical that you read the assigned materials which I believe you will find both enlightening and enjoyable. I intend this seminar class to be highly interactive and your questions will be as important as your answers to my questions. There are no perfect answers in this material because there is no right way to try a case. I expect each of you to attend all or most of the class sessions because this material really cannot be absorbed just from reading a book.<br> Course Material:<br> Winning At Trial: Insights From The Bench And Leading Litigators<br> Law Journal Press 2014<br> The Trial Lawyer: What It Takes To Win<br> by David Berg<br> American Bar Association 2003.

CLGL 0215. CORPORATE AND SOCIAL RESPONSIBILITY CLINIC SEMINAR. (2 Credits)
Efforts to promote corporate social responsibility are vital to the promotion of human rights and environmental sustainability. From the use of energy and natural resources for general operations to source material extraction and the processing, shipping, selling and, ultimately, disposing of products, to the terms of employment throughout these networks and effects on neighboring communities and global consumers alike, human rights and the environment are impacted by most every aspect of corporate activity. With these myriad touch points, corporations have a key role to play in the development and evolution of these important areas of law. With their wide reach, businesses have the potential to improve environmental and human rights conditions worldwide: They possess the technological and research capacities to innovate new methods of sourcing, production and disposal to promote greater health and safety for people and the planet alike. Indeed, corporate social responsibility cannot be achieved without the creativity, innovation and cooperation of the business community. The Corporate Social Responsibility (CSR) clinic, directed by Professor Paolo Galizzi is designed to introduce students to the law and practice of corporate social responsibility, and expose them to the challenges and prospects for maximizing social and environmental outcomes alongside profits. Opportunities to promote sustainable development in global industry abound. Focusing on the intersection of industry, society and environmental sustainability, clinic participants will work on real-world projects to identify promising openings for early adopters and first-to-market innovators of sustainable policies, technologies, and business models. The seminar portion of the clinic will introduce students to the theory and practice of corporate social responsibility law. With guest lecturers who are experts in the field, students will learn about the history and modern development of CSR in the countries in which they will be working, as well as practical skills such as project research and design, stakeholder consultation, interview techniques, and proposal drafting and development. For the fieldwork component, participants will research and design a concrete CSR project in cooperation with national and international partners.
Attributes: ICS, INL,J, JD, LAW,B, LAW.
CLGL 0219. CORPORATE AND SOCIAL RESPONSIBILITY CLINIC CASEWORK. (3 Credits)
Efforts to promote corporate social responsibility are vital to the promotion of human rights and environmental sustainability. From the use of energy and natural resources for general operations to source material extraction and the processing, shipping, selling and, ultimately, disposing of products, to the terms of employment throughout these networks and effects on neighboring communities and global consumers alike, human rights and the environment are impacted by most every aspect of corporate activity. With these myriad touchpoints, corporations have a key role to play in the development and evolution of these important areas of law. With their wide reach, businesses have the potential to improve environmental and human rights conditions worldwide. They possess the technological and research capacities to innovate new methods of sourcing, production and disposal to promote greater health and safety for people and the planet alike. Indeed, corporate social responsibility cannot be achieved without the creativity, innovation and cooperation of the business community. The Corporate Social Responsibility (CSR) clinic, directed by Professor Paolo Galizzi is designed to introduce students to the law and practice of corporate social responsibility, and expose them to the challenges and prospects for maximizing social and environmental outcomes alongside profits. Opportunities to promote sustainable development in global industry abound. Focusing on the intersection of industry, society and environmental sustainability, clinic participants will work on real-world projects to identify promising openings for early adopters and first-to-market innovators of sustainable policies, technologies, and business models. The seminar portion of the clinic will introduce students to the theory and practice of corporate social responsibility law. With guest lecturers who are experts in the field, students will learn about the history and modern development of CSR in the countries in which they will be working, as well as practical skills such as project research and design, stakeholder consultation, interview techniques, and proposal drafting and development. For the fieldwork component, participants will research and design a concrete CSR project in cooperation with national and international partners.
Attributes: ICS, INLJ, JD, LLM.

CLGL 0292. CONSUMER LITIGATION CLINIC SEMINAR. (1-2 Credits)
Interested in litigation or wondering if you might be? Want experience with drafting pleadings, motions, and briefs, and appearing in court? Looking to join the community of public interest and private lawyers who are enforcing the rights of low-income consumers against unscrupulous merchants, lenders, assignees, and credit reporting agencies? In the CONSUMER LITIGATION CLINIC, students represent consumers in federal, state and local courts against lenders, debt collectors, and merchants. Our clients are often victims of identity theft, sued on debt they do not owe, or have judgments rendered against them in procedurally defective collection suits. Our clinic advocates for these consumers by raising available defenses and sometimes in affirmative litigation against debt collectors or merchants who have violated their rights under common law, the federal Truth in Lending Act (TILA), the Fair Debt Collection Practices Act, the Fair Credit Reporting Act, the FTC Holder Rule, and other federal and state consumer protection statutes. Working under the close direct supervision of a full-time attorney professor, students are expected to take primary responsibility for all aspects of their cases – drafting pleadings, motions and briefs, appearing in court for oral argument and hearings, interviewing and counseling clients, negotiating with opposing counsel, and researching the law to evaluate the merits of claims and defenses. You will also join volunteer lawyers from throughout New York City (including many Fordham Law alums) to provide to unrepresented consumer defendants both limited representation through the Volunteer Lawyer of the Day program, and advice and assistance at CLARO (Consumer Legal Assistance and Referral Office), both located in the NYC Civil Court.
Attributes: BFS, INLJ, JD, LDF, LDS, PIS.
Prerequisite: CLGL 0350 (may be taken concurrently).

CLGL 0293. CONSUMER LITIGATION CLINIC FIELDWORK. (2-3 Credits)
Interested in litigation or wondering if you might be? Want experience with drafting pleadings, motions, and briefs, and appearing in court? Looking to join the community of public interest and private lawyers who are enforcing the rights of low-income consumers against unscrupulous merchants, lenders, assignees, and credit reporting agencies? In the CONSUMER LITIGATION CLINIC, students represent consumers in federal, state and local courts against lenders, debt collectors, and merchants. Our clients are often victims of identity theft, sued on debt they do not owe, or have judgments rendered against them in procedurally defective collection suits. Our clinic advocates for these consumers by raising available defenses and sometimes in affirmative litigation against debt collectors or merchants who have violated their rights under common law, the federal Truth in Lending Act (TILA), the Fair Debt Collection Practices Act, the Fair Credit Reporting Act, the FTC Holder Rule, and other federal and state consumer protection statutes. Working under the close direct supervision of a full-time attorney professor, students are expected to take primary responsibility for all aspects of their cases – drafting pleadings, motions and briefs, appearing in court for oral argument and hearings, interviewing and counseling clients, negotiating with opposing counsel, and researching the law to evaluate the merits of claims and defenses. You will also join volunteer lawyers from throughout New York City (including many Fordham Law alums) to provide to unrepresented consumer defendants both limited representation through the Volunteer Lawyer of the Day program, and advice and assistance at CLARO (Consumer Legal Assistance and Referral Office), both located in the NYC Civil Court.
Attributes: BFS, INLJ, JD, LDF, LDS, PIS.

Updated: 10-11-2017
CLGL 0298. IMMIGRANT RIGHTS CLINIC CSWK. (2.3 Credits)
Provides students with an opportunity to provide direct legal representation to individuals in a range of immigration matters. In doing so, students are able to respond to a vital need for quality representation for indigent non-citizens who are facing deportation and/or seeking legal status in the United States. Students in the IRC generally work with a student partner over the course of the semester. The team will assume direct responsibility for all aspects of their cases and engage in a full range of lawyering skills. This may include client and witness interviewing, legal research and writing, fact investigation and development, counseling, affidavit drafting, motion practice, advocacy, production of evidence, witness preparation and trial work. You may also have an opportunity to work on litigation and advocacy projects in collaboration with community organizations For more details, select desired clinic of interest at <a href="https://www.fordham.edu/info/23685/clinics" target="_blank">https://www.fordham.edu/info/23685/clinics</a>
Attributes: ICS, INLJ, JD, LAWI, LDF, LDS, PIS.
Corequisite: CLGL 0299.

CLGL 0299. IMMIGRANT RIGHTS CLINIC SEM. (2 Credits)
provides students with an opportunity to provide direct legal representation to individuals in a range of immigration matters. In doing so, students are able to respond to a vital need for quality representation for indigent non-citizens who are facing deportation and/or seeking legal status in the United States. Students in the IRC generally work with a student partner over the course of the semester. The team will assume direct responsibility for all aspects of their cases and engage in a full range of lawyering skills. This may include client and witness interviewing, legal research and writing, fact investigation and development, counseling, affidavit drafting, motion practice, advocacy, production of evidence, witness preparation and trial work. You may also have an opportunity to work on litigation and advocacy projects in collaboration with community organizations For more details, select desired clinic of interest at <a href="http://www.fordham.edu/info/23920/clinics_directory" target="_blank">http://www.fordham.edu/info/23920/clinics_directory</a>
Attributes: ICS, INLJ, JD, LAWI, LDF, LDS, PIS.
Corequisite: CLGL 0298.
Prerequisite: CLGL 0350.

CLGL 0301. MEDIATION & ADR RESEARCH & WRITING. (1 Credit)
Students examine access to justice policy issues associated with mediation and ADR processes in both court-connected and private programs and produce writings that will be helpful to stakeholders (judges, parties, lawyers, mediators and arbitrators). Writings include “best practices” standards, practice manuals for mediators, guidelines for pro se parties. Pre-requisites:<br> a. Permission of the instructor<br> b. Students must have completed or be currently enrolled in the ADR Survey course or the Mediation Clinic Seminar.

CLGL 0303. CLINICAL EXTERNSHIP: CIVIL/CRIMINAL FIELDWORK. (2 Credits)
Under the supervision of a mentor field attorney, students observe and assist in the lawyering process. Students must secure their own field placements, approved in advance by the Externship Program. Depending on the field placement, experiences may include research, writing, client contact, court appearances, and observation. Externs must complete 10 hours of fieldwork a week for 13 weeks during (20 hours a week for 8 weeks during the summer) over their semester. Students must also be enrolled in the seminar appropriate to their placement. The seminar will focus on guided self-reflection on issues including ethics, criminal practice, the development of one’s professional identity, and practical skills such as legal research. Students must sign up through the Externship Program and be approved to enroll.
Attribute: JD.
Prerequisite: CLGL 1303 (may be taken concurrently).

CLGL 0305. CLINICAL EXTERNSHIP: CRIMINAL JUSTICE FIELDWORK. (2 Credits)
Under the supervision of a mentor field attorney, students observe and assist in the lawyering process. Students must secure their own field placements, approved in advance by the Externship Program. Depending on the field placement, experiences may include research, writing, discovery, and observation. Externs must complete 10 hours of fieldwork a week for 13 weeks during (20 hours a week for 8 weeks during the summer) over their semester. Students must also be enrolled in the seminar appropriate to their placement. The seminar will focus on guided self-reflection on issues including ethics, criminal practice, the development of one’s professional identity, and practical skills such as legal research. Students must sign up through the Externship Program and be approved to enroll.
Attributes: JD, LDS.
Corequisite: CLGL 1305.

CLGL 0307. CLINICAL EXTERNSHIP: JUDICIAL FIELDWORK. (2 Credits)
Judicial externs have the opportunity to work for a judge and the judge’s staff. Students must secure their own field placements and will gain valuable experience in learning how the judicial process works. During this externship, students will complete various assignments for each judge. Set assignments may include drafting opinions, legal research, watching trials, sitting in on settlement discussions, and observing the selection of a jury. The seminar will focus on guided self-reflection on issues including ethics, judicial practice, the development of one’s professional identity, and practical skills such as legal research. Students must sign up through the Externship Program and be approved to enroll.
Attributes: JD, LDS.
Corequisite: CLGL 1307.

CLGL 0311. CLIN EXTERN: STEIN SCHOLARS. (2 Credits)
Stein Scholars with civil fieldwork placements located in NYC or the NYC metropolitan area may apply to register for this course. See the Externship Program web page at http://law.fordham.edu/externship.htm for the Course Registration Application. Class meetings: There are no class meetings for this course but students are required to also be registered for the Stein Scholars Civil Externship Seminar (Course ID CLGL1311).
CLGL 0312. CLIN EXTERN: OUT-OF-TOWN. (2 Credits)
Students with qualifying fieldwork placements located outside of the NYC metropolitan area may apply to register for this course. Applications are due no later than April 7, 2009. See the Externship Program web page at http://law.fordham.edu/externship.htm for the Course Registration Application. Class meetings: There are no class meetings for this course but students are required to also be registered for an Out of Town Externship Seminar (Course ID CLGL1312).

CLGL 0313. CLINICAL EXTERNSHIP: INTELLECTUAL PROPERTY FIELDWORK. (1,2 Credits)
Under the supervision of a mentor field attorney, students observe and assist in the lawyering process. Students must secure their own field placements, approved in advance by the Externship Program. Depending on the field placement, experiences may include research, writing, drafting, and observation. Externs must complete 10 hours of fieldwork a week for 13 weeks during (20 hours a week for 8 weeks during the summer) over their semester. Students must also be enrolled in the seminar appropriate to their placement. The seminar will focus on guided self-reflection on issues including ethics, copyright and trademark law, the development of one's professional identity, and practical skills such as legal research and drafting. Students must sign up through the Externship Program and be approved to enroll.

Attributes: IPIS, JD.

CLGL 0320. INTRODUCTION TO MEDIATION. (2 Credits)
Introduction to Mediation is a combined skills and theory course focused on consensual problem solving. Beginning with an overview of negotiation techniques, the course will focus on the role of the mediator and explore the theory, practice and techniques of the mediation process. In addition, the students will learn how to structuring the mediation process, manage emotional issues in negotiations, learn the techniques necessary to conduct an effective mediation, with an emphasis both on absorbing the fundamental points of law as well as learning how to guide people to informed decision-making as a mediator. Role plays, simulations and exercises will be integrated throughout the course to provide experiential learning of the material.

Attributes: JD, LDE, LIDR, LLM.

CLGL 0321. MERGERS AND ACQUISITIONS AGREEMENT (LLM ONLY). (2 Credits)
This is an agreement-centered mergers & acquisitions course; it covers merger & acquisitions law through a sequential study of acquisition agreements. This course is intended to build skills for those intending to practice, or simply to understand, mergers & acquisitions transactions. The course will emphasize private company M&A, although public M&A will be discussed. The course is aimed at LLM students and accordingly will cover cross-border transactions. Both group projects and individual work are used. The course culminates in a mock acquisition exercise. There will be no final exam. Readings will cover practical drafting issues and M&A issues, will include fewer cases than most courses and will include business school courses as well. There are no prerequisites, as all necessary financial analysis, accounting, fiduciary duty and contracts principles will be covered in the course.

Attributes: LAWB, LAWI, LLM.

CLGL 0322. ARBITRATION: DOMESTIC AND INTERNATIONAL PERSPECTIVES. (2 Credits)
This course presents a review of domestic and international commercial arbitration from both a theoretical and practical perspective. As well as examining the statutory underpinnings of arbitration and related case law, the course focuses on the practical aspects of serving as counsel in business arbitrations, based on Professor Moxley's over 35 years as an arbitrator in hundreds of cases with the American Arbitration Association and a trainer of counsel and arbitrators for the New York State Bar Association. <p> Students should emerge from the course confident in their ability to advise clients as to whether to choose litigation or arbitration and able to pick up an arbitration file and know best how to represent their client in the case. The course should also be helpful to students competing in arbitration moot court competitions. <p> Students may choose between a (1) take-home open book exam and (2) a 25-page paper, which can be used to satisfy the writing requirement.

Attributes: ICE, JD, LDE, LIDR, LLM, LWR.

CLGL 0331. CLN EXTN: STEIN OUT OF TOWN SEM. (1 Credit)

CLGL 0335. MEDIATION CLINIC SEMINAR. (2,3 Credits)
In the fieldwork portion of the course, students mediate cases in Small Claims Court under faculty supervision. The types of disputes which students typically mediate include those between landlords and tenants and employers and employees, as well as claims of defective goods and services. In the seminar, students explore the legal, policy and professional responsibility issues of mediation practice. Primary emphasis is placed on the non-adversarial role of the lawyer-mediator. Students also consider the role of the attorney advocate in mediation. The course requirements include submission of weekly case journals, an oral class presentation and the option of either a take-home final exam or a research paper. For more details, select desired clinic of interest at http://www.fordham.edu/info/23920/clinics_directory

Attributes: JD, LDF, LDS, LIDR.

CLGL 0336. MEDIATION CLINIC CASEWORK: MANHATTAN. (1 Credit)
Fieldwork consists of mediating cases in Small Claims Court under faculty supervision. Students mediate a variety of disputes including landlord-tenant, employer-employee, and defective goods and services. In addition to the mediation casework, the course requirements include attendance at the weekly seminars, submission of weekly case journals, an oral and written theory presentation and a take home exam or research paper. The seminar will explore the legal, policy and professional responsibility issues of mediation practice by lawyers. Primary emphasis is on the non-adversarial role of the lawyer-mediator. Students also consider the role of the attorney-advocate in mediation. For more details, select desired clinic of interest at http://www.fordham.edu/info/23920/clinics_directory

Attributes: JD, LAW, LDF, LIDR, LLM.
CLGL 0339. ALTERNATIVE DISPUTE RESOLUTION. (3 Credits)
Traditionally, law students are invited to consider adjudication as the most significant and acceptable, if not the sole means of resolving disputes. Yet, we know that the resulting picture distorts the social reality and the role of the lawyer in contemporary America. Other processes are available, and are increasingly turned to for resolving disputes. Moreover, even in ordinary litigation, most cases are never finally adjudicated but are settled after negotiation between the parties or with the helping nudge from the judge. This course will give the student both a survey and a chance to work through simulations of the variety of dispute resolving processes that are currently employed by lawyers and others in America today. Notes/Miscellaneous: Take-home exam.
Attributes: JD, LDE, LIDR, LLM.

CLGL 0344. INTRODUCTION TO THE DEAL. (3 Credits)
This practice-oriented course introduces students to business and legal issues common to commercial transactions, whether a multi-million dollar M&A deal, a license agreement, or a public offering. Among the topics covered are (i) how to draft a term sheet, (ii) how to translate a term sheet into contract provisions, (iii) how to use due diligence to identify business and legal issues, (iv) how to understand and draft provisions with financial language, (v) how to negotiate a business deal, (vi) how to understand and draft opinion letters and (vii) closings. The course is conducted partly through lectures and partly through in-class exercises and in-class role plays that are designed to help students develop some of the skills required to represent clients in commercial transactions effectively. This course can be used to satisfy the skills requirement.
Attributes: Pre-requisite: Civil Procedure.

CLGL 0350. FUNDAMENTAL LAWYERING SKILLS. (3 Credits)
In the Fundamental Lawyering Skills course, students learn fact analysis, interviewing, counseling, negotiation, case theory and planning. Teaching methodologies include lecture, demonstrations, student role plays and critiques. Students are required to submit written materials in connection with the role plays. This course and Trial Advocacy provide students with a basic understanding of lawyering skills. Fundamental Lawyering Skills is a pre-requisite or co-requisite for all of the live client clinics. Notes/Miscellaneous: Pre-requisite: Civil Procedure.
Attributes: EXP, JD, LAW, LDS.
Prerequisite: CVGL 0101.

CLGL 0358. FEDERAL LITIGATION CLINIC SEM. (2,3 Credits)
Three-credit fieldwork in federal criminal defense, federal civil defense and intellectual property. Students deal with high stakes matters and are involved in strategy, discovery, brief drafting, deposition taking, oral argument and other court appearances as well as a myriad of other critical lawyering tasks. Two-credit seminar covering topics related to fieldwork is a co-requisite. Fundamental Lawyering Skills is a co-requisite. For more details, select desired clinic of interest at <a href="https://www.fordham.edu/info/23685/clinics" target="_blank">https://www.fordham.edu/info/23685/clinics</a>
Attributes: INLJ, JD, LDF, LDS, LLM, PIS.
Corequisite: CLGL 0358.
Prerequisite: CLGL 0350.

CLGL 0359. FEDERAL LITIGATION CLNC CSWK. (3 Credits)
Three-credit fieldwork in federal criminal defense, federal civil defense and intellectual property. Students deal with high stakes matters and are involved in strategy, discovery, brief drafting, deposition taking, oral argument and other court appearances as well as a myriad of other critical lawyering tasks. Two-credit seminar covering topics related to fieldwork is a co-requisite. Fundamental Lawyering Skills is a co-requisite. For more details, select desired clinic of interest at <a href="https://www.fordham.edu/info/23685/clinics" target="_blank">https://www.fordham.edu/info/23685/clinics</a>
Attributes: INLJ, JD, LDF, LDS, LLM, PIS.
Corequisite: CLGL 0358.
Prerequisite: CLGL 0350.

CLGL 0365. FAMILY ADVOCACY CLINIC SEMINAR. (2 Credits)
Students in the Family Advocacy Clinic represent clients whose children have disabilities. Students advocate for these families in a variety of proceedings including: special education, foster care and adoption benefits and proceedings to obtain services for children with special needs. Cases primarily take students into administrative forums where they are permitted to conduct hearings and argue appeals. Some of those cases also end up in N.Y. State and federal trial and appellate courts. The Clinic is designed to prepare students to become independent, self-motivated practitioners prepared for the demands of practice in all kinds of legal settings. Students also develop particular competence in pro bono and public interest practice. First, students learn the basics of client representation by working directly with their clients, handling all aspects of a client’s case from interviewing, through counseling, discovery and negotiation, to final settlement or litigation. Second, students learn a collaborative, interdisciplinary practice, as they join students in Fordham’s graduate social work program to develop legal and non-legal remedies to solve client problems. The interdisciplinary aspect of the clinic is unique and provides students with the opportunity to expand their litigation and transactional skills through learning how to access and evaluate experts from a variety of disciplines. Third, students learn how to take on policy and legislative issues when client problems can best be resolved by such approaches. Notes: Prerequisite: Fundamental Lawyering Skills and pre-approval from Clinic Depart. For more details, select desired clinic of interest at <a href="http://www.fordham.edu/info/23920/clinics_directory" target="_blank">http://www.fordham.edu/info/23920/clinics_directory</a>
Attributes: INLJ, JD, LDF, LDS, LLM, PIS.
Corequisite: CLGL 0366.
Prerequisite: CLGL 0350 (may be taken concurrently).
CLGL 0366. FAMILY ADVOCACY CLINIC CASEWORK. (2-3 Credits)
Students in the Family Advocacy Clinic represent clients whose children have disabilities. Students advocate for families in a variety of proceedings including: special education, foster care and adoption benefits and proceedings to obtain services for children with special needs. Cases primarily take students into administrative forums where they are permitted to conduct hearings and argue appeals. Some of those cases also end up in N.Y. State and federal trial and appellate courts. The Clinic is designed to prepare students to become independent, self-motivated practitioners prepared for the demands of practice in all kinds of legal settings. Students also develop particular competence in pro bono and public interest practice. First, students learn the basics of client representation by working directly with their clients, handling all aspects of a client’s case from interviewing, through counseling, discovery and negotiation, to final settlement or litigation. Second, students learn a collaborative, interdisciplinary practice, as they join students in Fordham’s graduate social work program to develop legal and non-legal remedies to solve client problems. The interdisciplinary aspect of the clinic is unique and provides students with the opportunity to expand their litigation and transactional skills through learning how to access and evaluate experts from a variety of disciplines. Third, students learn how to take on policy and legislative issues when client problems can best be resolved by such approaches. Notes/Miscellaneous: Pre-requisite: Fundamental Lawyering Skills. Must co-register also for the Family Advocacy Clinic Seminar. For more details, select desired clinic of interest at <a href="https://www.fordham.edu/info/23685/clinics" target="_blank">https://www.fordham.edu/info/23685/clinics</a>.
Attributes: INLJ, JD, LDF, LDS, LLM, PIS.
Corequisite: CLGL 0365.

CLGL 0370. ARBITRATION PRACTICE. (2-3 Credits)
"I have expanded the number of credits for this course in order to provide students with more skills development with respect to the drafting of arbitration agreements, distinguishing arbitration from other ADR processes, and conducting arbitration hearings, including the pre-hearing stage. Grades will be based on class participation and a final paper and/or take home examination. The Paper may satisfy the school's writing requirement. I expect to be assisted in the course by Adjunct Professor Joel Davidson and several outside speakers, including the present and former general counsel of the American Arbitration Association.".
Attributes: JD, LAWB, LAWI, LDE, LLM.

CLGL 0371. PUBLIC INTEREST LAWYER FLDOWK. (2 Credits)

CLGL 0372. CRIMINAL DEFENSE CLINIC SEM. (2 Credits)
IN THE CRIMINAL DEFENSE CLINIC (CDC), students are out front representing clients in Manhattan Criminal Court. From the outset, CDC students take complete responsibility for the representation of their clients. Under the supervision of faculty members with extensive experience in criminal practice, students interview and counsel clients and investigate their cases - including visiting alleged crime scenes, interviewing witnesses and drafting subpoenas. Students gain experience drafting motions and other legal documents, as well as arguing those motions in court. They develop case theory and strategy and negotiate with Assistant District Attorneys. The CDC also pursues reform-orientated litigation and projects such as civil and administrative proceedings that grow out of the many civil consequences that arise out of the criminal charges our clients face. Another component of our work encompasses the representation of clients convicted of serious offenses seeking parole, affirmative civil rights litigation and habeas litigation on behalf of clients indefinitely imprisoned by the U.S. military at Guantanamo Bay, Cuba. Further, CDC students benefit from interdisciplinary collaboration with a graduate fellow in Forensic Psychology supervised by Dr. Barry Rosenfeld and Social Work graduate students supervised by Kathy Ho, LMSW, LCSW. This partnership permits students to understand and address the social and psychological issues that are so often part of their clients’ cases. For more details, select desired clinic of interest at <a href="http://www.fordham.edu/info/23920/clinics_directory" target="_blank">http://www.fordham.edu/info/23920/clinics_directory</a>.
Attributes: INLJ, JD, LDF, LDS, LIDR, LLM, PIS.
Corequisite: CLGL 0373.
Prerequisite: CLGL 0350.

CLGL 0373. CRIMINAL DEFENSE CLINIC CASEWORK. (1-3 Credits)
IN THE CRIMINAL DEFENSE CLINIC (CDC), students are out front representing clients in Manhattan Criminal Court. From the outset, CDC students take complete responsibility for the representation of their clients. Under the supervision of faculty members with extensive experience in criminal practice, students interview and counsel clients and investigate their cases - including visiting alleged crime scenes, interviewing witnesses and drafting subpoenas. Students gain experience drafting motions and other legal documents, as well as arguing those motions in court. They develop case theory and strategy and negotiate with Assistant District Attorneys. The CDC also pursues reform-orientated litigation and projects such as civil and administrative proceedings that grow out of the many civil consequences that arise out of the criminal charges our clients face. Another component of our work encompasses the representation of clients convicted of serious offenses seeking parole, affirmative civil rights litigation and habeas litigation on behalf of clients indefinitely imprisoned by the U.S. military at Guantanamo Bay, Cuba. Further, CDC students benefit from interdisciplinary collaboration with a graduate fellow in Forensic Psychology supervised by Dr. Barry Rosenfeld and Social Work graduate students supervised by Kathy Ho, LMSW, LCSW. This partnership permits students to understand and address the social and psychological issues that are so often part of their clients’ cases. Notes/Miscellaneous: Corequisite for Criminal Defense Clinic Sem. Prerequisite: Fundamental Lawyering Skills. Recommended: Criminal Procedure, Professional Responsibility, Trial Advocacy and/or Evidence. For more details, select desired clinic of interest at <a href="http://www.fordham.edu/info/23920/clinics_directory" target="_blank">http://www.fordham.edu/info/23920/clinics_directory</a>.
Attributes: INLJ, JD, LDF, LDS, LIDR, LLM, PIS.
Corequisite: CLGL 0372.
CLGL 0378. ADVANCED CLIENT COUNSELING. (3 Credits)
This three-credit offering offers in-depth exploration of client counseling. Building upon Fundamental Lawyering Skills, students probe the complexities of the decision-making process in client representations. Demonstrations and in-class role plays afford students the opportunity to assess challenges that confront the lawyer as counselor. Drawing upon cutting-edge legal scholarship, this course will elucidate the advantages and limitations of the conventional traditionalist/paternalist and client-centered/client-autonomous counseling modes and will champion the emerging school of “engaged client-centeredness,” a model which represents a reasoned compromise between extremes on the continuum. Through adherence to the experiential learning approach, the class will realistically replicate the practice setting. All course simulations find their roots in actual representations that have been minimally modified to safeguard continuing attorney-client privilege and/or work product doctrine obligations. Upon completion of this seminar, students will possess a more robust understanding of, and appreciation for, an all-too-often underdeveloped skill of transactional and litigation/courtroom practice. Prerequisite: Fundamental Lawyering Skills. This course may be used to satisfy the skills requirement.
Attributes: JD, LAW.
Prerequisite: CLGL 0350.

CLGL 0381. SECURITIES LITIGATION AND ARBITRATION CLINIC SEMINAR. (2 Credits)
This clinic allows students to represent clients in securities arbitrations at the Financial Industry Regulatory Authority (FINRA). FINRA was created in July 2007 through the consolidation of National Association of Securities Dealers (NASD) and the member regulation, enforcement and arbitration functions of the New York Stock Exchange (NYSE). Students are given the opportunity to advocate for clients at arbitrations, negotiate with opposing counsel, participate in mediations, prepare witnesses to testify, including expert witnesses, interview prospective clients, analyze stockholder and investment documents, counsel clients, draft legal documents and develop their advocacy skills while deepening their substantive knowledge of securities laws and becoming acquainted with the functioning of the securities industry. For more details, select desired clinic of interest at "clinics_directory" target="_blank">http://www.fordham.edu/info/23920/clinics_directory</a> Attributes: BFS, JD, LAWB, LAWI, LDF, LDS, LLM, PIS.
Corequisite: CLGL 0382.
Prerequisite: CLGL 0350.

CLGL 0382. SECURITIES LITIGATION AND ARBITRATION CLINIC CASEWORK. (2-3 Credits)
This clinic allows students to represent clients in securities arbitrations at the Financial Industry Regulatory Authority (FINRA). FINRA was created in July 2007 through the consolidation of National Association of Securities Dealers (NASD) and the member regulation, enforcement and arbitration functions of the New York Stock Exchange (NYSE). Students are given the opportunity to advocate for clients at arbitrations, negotiate with opposing counsel, participate in mediations, prepare witnesses to testify, including expert witnesses, interview prospective clients, analyze stockholder and investment documents, counsel clients, draft legal documents and develop their advocacy skills while deepening their substantive knowledge of securities laws and becoming acquainted with the functioning of the securities industry. For more details, select desired clinic of interest at "clinics_directory" target="_blank">http://www.fordham.edu/info/23920/clinics_directory</a> Attributes: BFS, JD, LAWB, LAWI, LDF, LDS, LLM, PIS.
Corequisite: CLGL 0381.

CLGL 0390. CLINICAL EXTERNSHIP: NYC COUNCIL FIELDWORK. (2 Credits)
Through an externship with the New York City Council, you'll have the opportunity to work directly with the lawyers who serve the City’s legislative body. You'll gain valuable experience in government and improve your legal skills, particularly in the areas of research and drafting. Working at the Council, you'll not only conduct legal research, draft legal memoranda and legislation, but also attend Council meetings and hearings, and prepare sections of Committee briefing papers. Most importantly, you'll participate in the legislative and policy decision-making process with Council staff. In the New York City Council Externship Seminar, you'll learn about the City's legislative process, including the roles played by the City Council and the Mayor's Office. You will study the relevant portions of the City Charter and Administrative Code and analyze state and federal preemption doctrines and case law relating to the powers of the Council. Moreover, you will have the opportunity to draft a piece of legislation and raise questions relating to fieldwork conducted on behalf of the Council. Contact the Externship Program to apply.
Attribute: LPI.
Corequisite: CLGL 1390.

CLGL 0391. COMMUNITY ECON DEV. CLINIC SEM. (2 Credits)
FORDHAM’S COMMUNITY ECONOMIC DEVELOPMENT CLINIC REPRESENTS GROUPS FIGHTING FOR SOCIAL JUSTICE IN LOW-INCOME COMMUNITIES AND LOW-WAGE WORKFORCES. As general counsel, the Clinic helps to sustain effective organizations and build institutions -- childcare centers, health clinics, workers centers, co-ops-- that empower participants while providing desperately needed services and opportunities. It supports local efforts to shape development, limit gentrification and win community benefits agreements. It helps small grassroots groups to incorporate, write bylaws and obtain tax exemption. You will learn basic skills of transactional business lawyering in a nonprofit social justice setting. You take charge of work for non-profit start-ups and join teams with faculty and outside counsel on more complex projects. You meet with clients and present to their members. You interview, counsel, negotiate, advocate, mediate, facilitate, and organize. You write legal documents, policy papers and community legal educational materials. You learn to collaborate with each other and with clients, community activists, and other lawyers. For more details, select desired clinic of interest at "clinics_directory" target="_blank">http://www.fordham.edu/info/23920/clinics_directory</a> Attributes: ILN, JD, LLM, PIS.
Corequisite: CLGL 0392.
Prerequisite: CLGL 0350 (may be taken concurrently).
CLGL 0392. COMMUNITY ECO DEV. CLN CSWK. (2-3 Credits)
FORDHAM’S COMMUNITY ECONOMIC DEVELOPMENT CLINIC REPRESENTS GROUPS FIGHTING FOR SOCIAL JUSTICE IN LOW-INCOME COMMUNITIES AND LOW-WAGE WORKFORCES. As general counsel, the Clinic helps to sustain effective organizations and build institutions – childcare centers, health clinics, workers centers, co-ops – that empower participants while providing desperately needed services and opportunities. It supports local efforts to shape development, limit gentrification and win community benefits agreements. It helps small grassroots groups to incorporate, write bylaws and obtain tax exemption. You will learn basic skills of transactional business lawyering in a nonprofit social justice setting. You take charge of work for nonprofit start-ups and join teams with faculty and outside counsel on more complex projects. You meet with clients and present to their members. You interview, counsel, negotiate, advocate, mediate, facilitate, and organize. You write legal documents, policy papers and community legal educational materials. You learn to collaborate with each other and with clients, community activists, and other lawyers. For more details, select desired clinic of interest at <a href="http://www.fordham.edu/info/23920/clinics_directory" target="_blank">http://www.fordham.edu/info/23920/clinics_directory</a>.
Attributes: INLJ, JD, LLM, PIS.
Corequisite: CLGL 0391.

CLGL 0397. HOUSING RIGHTS CLINIC SEM. (2 Credits)
In this clinic, students will provide representation to people facing eviction from their homes or needing assistance to assert their right to habitable housing. Every student will have the opportunity to appear in court or administrative tribunals, as well as to negotiate with adversaries, under clinical supervision. Students will work mainly out of the Legal Aid Society’s Manhattan Housing Court Office. Knowledge of Spanish is a plus.
Attributes: JD, LAW.

CLGL 0398. HOUSING RIGHTS CLINIC CSWK. (3 Credits)
In this clinic, students will provide representation to people facing eviction from their homes or needing assistance to assert their right to habitable housing. Every student will have the opportunity to appear in court or administrative tribunals, as well as to negotiate with adversaries, under clinical supervision. Students will work mainly out of the Legal Aid Society’s Manhattan Housing Court Office. Knowledge of Spanish is a plus.
Attributes: LAW.

CLGL 0419. TRIAL & ARBITRATION ADVOCACY. (3 Credits)
Sections of this course are taught by trial lawyers. The course deals with techniques and strategies in civil and criminal litigation. Students face typical problems from all phases of trial practice with an emphasis on methods of developing facts, including direct examination, cross examination, exhibit introduction, impeachment, opening and closing statements. A lecture and demonstration of the above skills is presented to all students enrolled in the Trial & Arbitration Advocacy sections for the first eight weeks of the semester. For the entire semester, students meet once a week with their individual instructor. Evidence is a PRE- OR CO-requisite for Trial & Arbitration Advocacy sections. (Students may register for Trial & Arb. Advocacy if they have previously taken Evidence OR are taking Evidence in the same semester as Trial & Arb. Advocacy.) This course satisfies the professional skills requirement.
Attributes: JD, LAW, LDF.
Prerequisite: EDGL 0202 (may be taken concurrently).

CLGL 0423. ADVANCED TRIAL ADVOCACY COMPETITION TEAMS. (2,3 Credits)
*exact meetings during the posted times to be announced.
Attributes: JD, LAW.

CLGL 0425. ADV TRIAL & ARB ADVOCACY. (2,3 Credits)
Students learn advanced techniques (in comparison with the introduction in Trial & Arbitration Advocacy) in direct and cross-examination, argument to the Court and jury, submission of effective trial memoranda, and other skills of the litigator. The emphasis is on student performances in class by the student-advocate’s handling of relatively complex evidentiary and tactical problems during trial. This course satisfies the professional skills requirement. Prerequisite: Trial & Arbitration Advocacy.
Attributes: JD, LAW, LDF.
Prerequisite: EDGL 0202 (may be taken concurrently).

CLGL 0426. ADVANCED APPELLATE ADVOCACY. (2,3 Credits)
The Advanced Appellate Advocacy class is designed to refine students’ overall mastery of the art of appellate advocacy. This course supports and supplements the activities of the Moot Court Board in covering all aspects of appellate work, with a particular focus on developing oral advocacy. The substance of the course will be presented through three types of class days. First, at the beginning of every semester, a research librarian from the Fordham Law Library will present a tutorial targeted to address the unique issues arising in different legal areas. This will include identifying and accessing authorities such as rare treatises, as well as helping students to locate and review decisions from courts with specialized experience. This will give the students a foundation for both the written and oral arguments that they will be making. At this first class, the students must also sign up to judge selected rounds of oral arguments, or to present oral arguments later in the semester if they are competitors. The second type of class will encompass the practice of oral arguments using the Mulligan or Wormser problems. The professor will discuss how researching and writing briefs is the foundation for the later oral presentation. Competitors will give their oral arguments with their fellow classmates acting as judges. This will be followed by the professor and the students giving their comments and suggestions on the material. The end of the class will be reserved for the students to work together either as a whole or in groups on particular oral argument skills, such as introductions, conclusions, answering questions directly, roadmapping, or developing policy arguments. The third type of class will require the competition teams to present their oral arguments as practice for the actual competitions. The judges will be those students who signed up at the first class. This will be followed by comments from the professor and the students. Finally, the class will, either as a whole or in breaking up into groups, workshop the competitors’ arguments.<p>Registration is with the permission of the professor and is limited to the Editorial Board, competitors, and competition editors.
Attributes: JD, LAW.
CLGL 0430. INTL HUMAN RIGHTS CLIN CSWK. (3 Credits)
The Walter Leitner International Human Rights Clinic aims to train a new generation of human rights lawyers and to inspire results-oriented, practical human rights work throughout the world. The clinic works in partnership with grassroots justice organizations on international human rights projects, including mobile legal aid clinics, legal and policy analysis, public interest lawsuits, submissions before human rights bodies, fact-finding and report writing, and human rights trainings. Students enrolled in the clinic participate in casework and a companion weekly seminar course that provides training in human rights advocacy skills and encourages critical reflection regarding the theory and practice of human rights. For more details, select desired clinic of interest at <a href="http://www.fordham.edu/info/23920/clinics_directory" target="_blank">http://www.fordham.edu/info/23920/clinics_directory</a>
Attributes: ICS, INLJ, JD, LLM.
Corequisite: CLGL 0430.

CLGL 0431. INTERNATIONAL HUMAN RIGHTS CLINIC SEMINAR. (2 Credits)
THROUGH REAL-WORLD HUMAN RIGHTS LAWYERING EXPERIENCES, the Walter Leitner International Human Rights Clinic trains Fordham Law School students to be strategic, reflective, and creative social justice advocates. The Clinic works in partnership with grassroots justice organizations on human rights projects focused on the sexual health and rights of marginalized populations and access to justice. The Clinic employs a range of advocacy methods including legal and policy analysis, human rights trainings, public interest lawsuits, submissions before human rights bodies, and direct legal assistance. For more details, select desired clinic of interest at <a href="http://www.fordham.edu/info/23920/clinics_directory" target="_blank">http://www.fordham.edu/info/23920/clinics_directory</a>
Attributes: ICS, INLJ, JD, LLM.
Corequisite: CLGL 0430.

CLGL 0449. MEDIATION AND NEGOTIATION PRACTICUM. (2 Credits)
This seminar is designed to provide an overview of negotiation and mediation theory and a forum in which to hone negotiation and mediation skills. The focus of the course will be on learning, practicing, and sharpening negotiation and mediation skills through simulated exercises. Registration is with the permission of the Professors and is limited to members of the Dispute Resolution Society. This seminar supports and supplements the activities of the Dispute Resolution Society in preparing the Vis International Arbitration Moot team in brief writing and oral argument preparation. The fall seminar will start with an overview of international commercial law and arbitration theory and practice, and discuss the representation of clients in this respective process. The seminar focuses on learning, practicing, and sharpening arbitration knowledge and skills through the Vis competition problem. Eight hours of class time in the fall semester will be conducted on an interactive online learning platform, with free access to the platform provided by the professor.
Attributes: JD, LAW, LDE.

CLGL 0459. ADVANCED MEDIATION AND NEGOTIATION PRACTICUM. (1,2 Credits)

CLGL 0509. APPELLATE LITIGATION CLN SEM. (2 Credits)

CLGL 0510. POLICY & LEGISLATIVE CLINIC FIELDWORK. (1,2 Credits)
Students represent and work with community-based organizations as policy advocates. We assess and recommend changes in law, regulations and public policy based on the needs of our clients and our analysis of the law. Our projects are subject to change, but we currently are working with organizations that work on issues concerning environmental justice and child & family rights. Through our seminar and our fieldwork, students will have the opportunity to develop a range of lawyering skills, which may include: interviewing and counseling clients; conducting legal research and analysis; drafting proposed legislation, state and local regulations, legislative memos, and community-oriented educational materials; developing a case theory (i.e., a plan of action) based on the identified community needs; and advocating before and meeting with state and local elected officials, members of appropriate executive departments, community leaders, bar leaders, and others who may have an impact on our clients’ desired goals. Notes/Miscellaneous: Must coregister for Urban Policy Clinic Fieldwork. Pre- or co-requisite: Civil Procedure; Fundamental Lawyering Skills. For more details, select desired clinic of interest at <a href="http://www.fordham.edu/info/23920/clinics_directory" target="_blank">http://www.fordham.edu/info/23920/clinics_directory</a>
Attributes: INLJ, JD, LLM, PIS.
Corequisite: CLGL 0520.
Prerequisite: CLGL 0350.

CLGL 0512. LEGISLATIVE AND POLICY ADVOCACY CLINIC CASEWORK. (2 Credits)

CLGL 0519. APPELLATE LITIGATION CLINIC CASEWORK. (1-3 Credits)

CLGL 0520. POLICY & LEGISLATIVE CLINICINE FIELDWORK. (3 Credits)
Students represent and work with community-based organizations as policy advocates. We assess and recommend changes in law, regulations and public policy based on the needs of our clients and our analysis of the law. Our projects are subject to change, but we currently are working with organizations that work on issues concerning environmental justice and child & family rights. Through our seminar and our fieldwork, students will have the opportunity to develop a range of lawyering skills, which may include: interviewing and counseling clients; conducting legal research and analysis; drafting proposed legislation, state and local regulations, legislative memos, and community-oriented educational materials; developing a case theory (i.e., a plan of action) based on the identified community needs; and advocating before and meeting with state and local elected officials, members of appropriate executive departments, community leaders, bar leaders, and others who may have an impact on our clients’ desired goals. Notes/Miscellaneous: Must co-register for Legislative and Policy Advocacy Clinic Seminar. Pre or co-require: Civil Procedure Fundamental Lawyering Skills. For more details, select desired clinic of interest at <a href="https://www.fordham.edu/info/23685/clinics" target="_blank">https://www.fordham.edu/info/23685/clinics</a>
Attributes: INLJ, JD, LLM, PIS.
Corequisite: CLGL 0510.
Prerequisite: CLGL 0350 (may be taken concurrently).
CLGL 0529. CIVIL COURT SETTLEMENT FIELDWORK. (1 Credit)
Students will work with parties in Civil Court (Chambers of Judge Shlomos Hagler) facilitating negotiations regarding a wide variety of civil litigation issues. Both competitive and cooperative bargaining skills are emphasized. Students enrolled in this course must have completed the Mediation Clinic. <p> Enrollment is with the permission of Professor Jacqueline Nolan-Haley. Fieldwork will be supervised by Professor Liz Crowe.

CLGL 0559. ARBITRATION PRACTICUM. (2 Credits)
The Arbitration Practicum is only open to DRS students and it prepares them for competing in the International VIS arbitration competition in Hong Kong and Vienna. In addition to covering the basics of international arbitration, the course covers the CISG, the United Nations Convention on Contracts for the International Sale of Goods. This will include domestic arbitration but the course is only open to DRS students as it was created specifically to help the competitors.

CLGL 0590. SOCIAL JUSTICE CLN SEMINAR. (2 Credits)
The Social Justice and Dispute Resolution Seminar is open to all students and is required of all students enrolled in the Social Justice and Dispute Resolution Clinic. We will address theoretical and practical questions concerning both Social Justice and Dispute Resolution. We will seek to define both terms and to determine when it is appropriate to use dispute resolution techniques in the context of social justice disputes or impasses. Readings will include noteworthy case studies from which lessons can be drawn. On occasion, guest speakers will join us. Students will be expected to participate in at least one problem-solving simulation that arises in the context of social justice or community-based disputes.

Attributes: INLJ, JD, LLM.

CLGL 0592. SOCIAL JUSTICE CLN FLDWK. (3 Credits)
The new Social Justice and Dispute Resolution Clinic is part of the Feerick Center, whose purpose is to address social policy problems facing those without access to justice, solving problems endemic to urban settings and disproportionately affecting the poor. Students likely will conduct legal and social policy research; help interview key City government officials, public interest lawyers, and service providers; and provide guidance in implementing the Center’s first significant problem-solving project, which probably will address the needs of homeless families. The seminar will focus on academic and practical aspects of using alternative dispute resolution techniques to achieve social justice.

Attributes: INLJ, JD, LLM.

CLGL 0615. INTERNATIONAL LAW AND DEVELOPMENT IN AFRICA CLINIC SEMINAR. (2 Credits)
The seminar portion of the clinic introduces students to the law and theory of international development as well as such practical skills as project research and design, proposal drafting, and interview techniques. For the fieldwork component, participants are assigned to teams to research and design a concrete development project. The same course is taught simultaneously at partner law schools in Africa, and each team of Fordham Law students is partnered with a team of African law students to develop a project, with the opportunity to travel to Africa for one week mid-semester to meet their African teammates in person and take part in project planning/implementation on the ground. Partnering with African law professors, non-governmental organizations, and government and private actors, the teams have the chance to apply what they have learned in seminar through their very own small-scale, sustainable project.

Attributes: ICS, INLJ, JD, LAW, LLM.

CLGL 0616. INTERNATIONAL LAW AND DEVELOPMENT IN AFRICA CLINIC CASEWORK. (3 Credits)
The seminar portion of the clinic introduces students to the law and theory of international development as well as such practical skills as project research and design, proposal drafting, and interview techniques. For the fieldwork component, participants are assigned to teams to research and design a concrete development project. The same course is taught simultaneously at partner law schools in Africa, and each team of Fordham Law students is partnered with a team of African law students to develop a project, with the opportunity to travel to Africa for one week mid-semester to meet their African teammates in person and take part in project planning/implementation on the ground. Partnering with African law professors, non-governmental organizations, and government and private actors, the teams have the chance to apply what they have learned in seminar through their very own small-scale, sustainable project.

Attributes: ICS, INLJ, JD, LAW, LLM.

CLGL 0629. INTELLECTUAL PROPERTY AND INFORMATION LAW (SAMUELSON-GLUSHKO) SEMINAR. (2 Credits)
The seminar focuses on lawyering as it relates to the practice of Intellectual Property and Information Law. Topics include challenges in representing individual and corporate clients, trademark applications, patent applications, litigation strategies, and negotiating IP agreements. There is a simulation component to the seminar that goes through common issues IPIL attorneys may face and has four writing assignments. The seminar also devotes time to allow students to share information about their matters and get the perspective of their fellow students on how a problem the student is facing may be solved. For more details, select desired clinic of interest at <a href="https://www.fordham.edu/info/23685/clinics" target="_blank">https://www.fordham.edu/info/23685/clinics</a>.

Attributes: IPIE, JD, LAWT, LDF, LDS, LLM.

Corequisite: CLGL 0639.

Prerequisites: CLGL 0350 and IPGL 0135 or IPGL 0130 or IPGL 0304 or IPGL 0131.
CLGL 0639. INTELLECTUAL PROPERTY AND INFORMATION LAW (SAMYUELSON-GLUSHKO) CASEWORK. (2-3 Credits)  
The Clinic has a wide range of clients seeking assistance, including entrepreneurs, small business owners, authors, artists, musicians, actors, playwrights, designers, inventors, and non-profit organizations. The Clinic assists these clients in a variety of matters that fall into one of five categories: Litigation, Deals, Risk Counseling, and Patent applications and Trademark registrations. • Litigation. Clinic students may represent people in court, usually on the defendant side, but it is possible that we will represent plaintiffs. Students may also represent non-parties in a litigation, most commonly as amicus curiae. The majority of the Clinic’s cases are in federal court but the Clinic may also appear in state court to protect a client’s privacy. • Deals. Clinic students assist clients in negotiating and drafting agreements that have an IP component such as trademark licenses, copyright assignments, ghostwriting contracts, software developer agreements, and non-disclosure agreements. • Patent applications and Trademark registrations. Students assist clients in all aspects of obtaining federal trademark and patent protection, including counseling on the availability of a mark or patentability of an invention, filing an application, and responding to inquiries or refusals made by the USPTO. • Risk Counseling. In addition to counseling clients as part of the above matters, Clinic matters include advising clients on how to avoid or mitigate risk. Most commonly, this takes the form of counseling clients on the steps to take to protect IP rights through trade secrets laws, what privacy rights clients may have, whether clients are infringing someone else’s IP rights, and how fair use may be used to avoid infringing another person’s rights. For more details, select desired clinic of interest at <a href="https://www.fordham.edu/info/23685/clinics">https://www.fordham.edu/info/23685/clinics</a>.  
Attributes: IPIS, JD, LDE, LIDR, LLM.
Corequisite: CLGL 0629.

CLGL 0694. LEADERSHIP FOR LAWYERS. (1 Credit)

CLGL 0708. THE STORYTELLING PROJECT. (2 Credits)

CLGL 0750. ENTREPRENEURIAL LAW CLINIC SEMINAR. (2 Credits)  
New for Fall 2017, students will help in the Entrepreneurial Law Clinic’s formation—representing clients, participating in community outreach, and providing services to entrepreneurs via pop up clinics. The clinic assists early stage traditional start-ups and social enterprises with a range of legal issues, including entity formation, structuring internal compensation structure for founders, negotiating investment or loan agreements, as well as drafting shareholder, operating, vendor and/or service agreements. • Faculty • The course will be taught by Professor Bernice Grant, who is the Senior Director of the Entrepreneurial Law Program and the LLS, Inc. Supervising Attorney of this clinic.

CLGL 0752. ENTREPRENEURIAL LAW CLINIC CASEWORK. (2 Credits)  
New for Fall 2017, students will help in the Entrepreneurial Law Clinic’s formation—representing clients, participating in community outreach, and providing services to entrepreneurs via pop up clinics. The clinic assists early stage traditional start-ups and social enterprises with a range of legal issues, including entity formation, structuring internal compensation structure for founders, negotiating investment or loan agreements, as well as drafting shareholder, operating, vendor and/or service agreements. • Faculty • The course will be taught by Professor Bernice Grant, who is the Senior Director of the Entrepreneurial Law Program and the LLS, Inc. Supervising Attorney of this clinic.

CLGL 0780. NEGOTIATION AND MEDIATION. (2 Credits)  
“When assisting individuals and groups in resolving disputes, lawyers who act as negotiators and mediators frequently find themselves working with parties from diverse cultural backgrounds. Some of these individuals may speak different languages and/or be from different racial or ethnic backgrounds. To serve as competent negotiators and mediators and to develop a positive relationship with disputing parties, lawyers must be able to navigate the different cultural settings they will encounter.”<p>In this seminar, students will examine the theory and practice of negotiation and mediation as well as the behaviors and attitudes that contribute to cultural competence. Students will also be provided the opportunity through simulations to enhance their skills as culturally competent negotiators and mediators.”

Attributes: JD, LAW, LDE, LIDR, LLM.

CLGL 0807. LAWYERS AS FACILITATORS. (3 Credits)  
This course is designed to help students develop skills and an understanding of the practice of facilitation, mediation and arbitration in the legal, business and community contexts. Lawyers work on matters that require groups of people to work together in order to solve problems, reach decisions and resolve conflicts. The course will focus on opportunities for students to develop the skills necessary for acting as a facilitator, whether as a facilitator of meetings, people in conflict or with problem solving. Through simulations, exercises, readings and discussions in a range of contexts from facilitations in religious institution reorganizations, to mediations for breaches of contract and employment agreements to sports arbitration, students will practice and explore some of the challenges inherent in these different methods of resolving disputes.<p>Students will be graded based on simulations, group exercises and brief written assignments.<p>Professor Feerick is the founder of the Law School’s Center for Social Justice, a member of the faculty for many years, and former Dean of the Law School. He has enjoyed a wide experience in domestic and international conflict resolution and former partner at Skadden Arps. Professor Lindal Gerstel is a general commercial litigator with Anderson Kill. As a member of various mediation court panels, and member of the Commercial panel of the American Arbitration Association, Professor Gerstel’s focus of practice is in the field of ADR.

Attributes: JD, LDE, LIDR, LLM.

Updated: 10-11-2017
CLGL 0870. PROSECUTION CLINIC SEMINAR. (2 Credits)

Attributes: INLJ, JD, LDF, LDS, LIDR, PIS.
Prerequisite: CLGL 0350.

CLGL 0873. PROSECUTION CLINIC FIELDWORK. (3 Credits)

Attributes: INLJ, JD, LDF, LDS, LIDR, PIS.
Prerequisite: CLGL 0350 (may be taken concurrently).

CLGL 0921. TAX CLINIC SEMINAR. (2-3 Credits)
Although students are under the supervision of attorney-professors, you are expected to take primary responsibility for all aspects of their cases. This may include interviewing and counseling clients; gathering and analyzing facts and evidence; conducting legal research; drafting memoranda; preparing pleadings, motions and other court papers, and meeting with the IRS to negotiate a settlement. If settlement efforts fail, the student may have the opportunity to take the case to trial. Students do not need to have extensive experience with tax law to enroll and succeed in this Clinic. Through the seminar and supervision, you will be given the tools necessary to advocate on behalf of your clients. This Clinic provides legal representation only. We do not prepare tax returns, provide bookkeeping or other accounting services. For more details, select desired clinic of interest at HTTP://WWW.FORDHAM.EDU/INFO/23920/CLINICS_DIRECTORY” TARGET=”_BLANK”>HTTP://WWW.FORDHAM.EDU/INFO/23920/CLINICS_DIRECTORY</A>

Attributes: BFS, JD, LAWB, LAWI, LDF, LDS, LLM, PIS.
Prerequisite: CLGL 0350.

CLGL 0923. FEDERAL TAX CLINIC CASEWORK. (2-3 Credits)
Although students are under the supervision of attorney-professors, you are expected to take primary responsibility for all aspects of their cases. This may include interviewing and counseling clients; gathering and analyzing facts and evidence; conducting legal research; drafting memoranda; preparing pleadings, motions and other court papers, and meeting with the IRS to negotiate a settlement. If settlement efforts fail, the student may have the opportunity to take the case to trial. Students do not need to have extensive experience with tax law to enroll and succeed in this Clinic. Through the seminar and supervision, you will be given the tools necessary to advocate on behalf of your clients. This Clinic provides legal representation only. We do not prepare tax returns, provide bookkeeping or other accounting services. For more details, select desired clinic of interest at HTTP://WWW.FORDHAM.EDU/INFO/23920/CLINICS_DIRECTORY” TARGET=”_BLANK”>HTTP://WWW.FORDHAM.EDU/INFO/23920/CLINICS_DIRECTORY</A>

Attributes: BFS, JD, LAW, LAWB, LDF, LDS, LLM, PIS.
CLGL 0930. SOCIAL JUSTICE: DIRECTED RESEARCH. (2 Credits)
CLGL 0936. KOREA SUMMER EXTERNSHIP. (2,3 Credits)
CLGL 0937. IRELAND SUMMER EXTERNSHIP. (2,3 Credits)
CLGL 0938. GHANA SUMMER EXTERNSHIP. (2-3 Credits)
CLGL 0939. CORPORATE SOCIAL RESPONSIBILITY CLINIC FIELDWORK. (3 Credits)
CLGL 1129. PRO BONO SCHOLAR CSWK. (12 Credits)
CLGL 1130. PRO BONO SCHOLAR CASEWORK. (10 Credits)
CLGL 1206. CLINICAL EXTERNSHIP: ADMINISTRATIVE IMMIGRATION FIELDWORK. (2 Credits)
This is a skills-focused practicum combining an immigration field-placement with a weekly seminar in support of and to complement the field experience. The course is designed to prepare students to creatively approach problems and develop strategies in administrative/ quasi-judicial proceedings. Through field placements, case studies and, simulations, students will encounter typical scenarios from all phases of this type of an administrative practice with an emphasis on methods of developing facts including interviewing, direct examination, case theory development and planning, witness preparation, document identification and, opening and closing statements. Each week students will have an opportunity to discuss the experiences gained through working for an immigration service provider. During the seminar portion of the practicum we will engage in discussions and simulation exercises designed to mirror real life situations faced by lawyers in these proceedings. Complementary topics will include the right to counsel, the charging process, discovery, prosecutorial discretion, the intersection between criminal law and immigration, and the application of the Exclusionary Rule in the context of immigration proceedings. Rules of conduct and legal ethics will also be covered. The semester will conclude with a mock hearing at the immigration court. PRACTICAL EXPERIENCE: Students will have the opportunity to work at one of several immigration service providers. It is expected that a student will work a minimum of 5 hours a week for 13 weeks. Visits to the immigration court at 26 Federal Plaza, the detained court at Varick Street, and the U. S. Court of Appeals for the Second Circuit will be part of the practicum.

CLGL 1307. CLINICAL EXTERNSHIP: JUDICIAL SEMINAR. (1 Credit)
Judicial externs have the opportunity to work for a judge and the judge's staff. Students must secure their own field placements and will gain valuable experience in learning how the judicial process works. During this externship, students will complete various assignments for each judge. Set assignments may include drafting opinions, legal research, watching trials, sitting in on settlement discussions, and observing the selection of a jury. The seminar will focus on guided self-reflection on issues including ethics, judicial practice, the development of one's professional identity, and practical skills such as legal research. Students must sign up through the Externship Program and be approved to enroll.
Attributes: JD, LDS.
Corequisite: CLGL 0305.

CLGL 1311. CLINICAL EXTERNSHIP: STEIN SCHOLAR SEMINAR. (1 Credit)
In this seminar, Stein Scholars who are participating in criminal justice externship fieldwork placements will explore issues such as: ethical issues in practice; biases in the legal profession; alternatives to litigation in resolving disputes; tools for effective research and writing; and balancing the demands of personal and professional life. Students also must be registered for Clinical Externship: Stein Scholars Criminal Justice Externship Fieldwork (Course ID CLGL0911). Class meetings: Four class meetings, dates TBA

CLGL 1312. CLN EXTERN: OUT OF TOWN SEM. (1 Credit)
Students with qualifying fieldwork placements located outside of the NYC metropolitan area may apply to register for this course. Applications are due no later than April 7, 2009. See the Externship Program web page at http://law.fordham.edu/externship.htm for the Course Registration Application. Class meetings: There are no class meetings for this course but students are required to also be registered for an Out of Town Externship Seminar (Course ID CLGL1312).
CLGL 1313. CLINICAL EXTERNSHIP: INTELLECTUAL PROPERTY SEMINAR. (1 Credit)

CLGL 1321. CLINICAL EXTERNSHIP: INTELLECTUAL PROPERTY CLINIC SEMINAR. (1 Credit)

Under the supervision of a mentor field attorney, students observe and assist in the lawyering process. Students must secure their own field placements, approved in advance by the Externship Program. Depending on the field placement, experiences may include research, writing, drafting, and observation. Externs must complete 10 hours of fieldwork a week for 13 weeks during (20 hours a week for 8 weeks during the summer) over their semester. Students must also be enrolled in the seminar appropriate to their placement. The seminar will focus on guided self-reflection on issues including ethics, copyright and trademark law, the development of one's professional identify, and practical skills such as legal research and drafting. Students must sign up through the Externship Program and be approved to enroll.

Attribute: IPIS.

CLGL 1390. CLINICAL EXTERNSHIP: NYC COUNCIL SEMINAR. (1 Credit)

Through an externship with the New York City Council, you'll have the opportunity to work directly with the lawyers who serve the City's legislative body. You'll gain valuable experience in government and improve your legal skills, particularly in the areas of research and drafting. Working at the Council, you'll not only conduct legal research, draft legal memoranda and legislation, but also attend Council meetings and hearings, and prepare sections of Committee briefing papers. Most importantly, you'll participate in the legislative and policy decision-making process with Council staff. In the New York City Council Externship Seminar, you'll learn about the City's legislative process, including the roles played by the City Council and the Mayor’s Office. You will study the relevant portions of the City Charter and Administrative Code and analyze state and federal preemption doctrines and case law relating to the powers of the Council. Moreover, you will have the opportunity to draft a piece of legislation and raise questions relating to fieldwork conducted on behalf of the Council. Contact the Externship Program to apply.

Attribute: LPI.
Corequisite: CLGL 0390.

CLGL 1440. MEDIATION, NEGOTIATION & ARBITRATION PRACTICUM II. (1 Credit)

College at 60 (CASP)

CASP 1100. Religion and Culture. (0 Credits)
Looks at various topics in the intersection of religious beliefs and traditions and broader societal issues.
Attribute: CL60.

CASP 1110. ART OF FILM. (0 Credits)
Study of film genres, film periods and aesthetics of film making.
Attribute: CL60.

CASP 1111. FILM FRIDAYS. (0 Credits)
This course will include film presentations and a discussion/lecture about films and how they illuminate the course themes. Course themes will vary from term to term.

CASP 1120. CREATIVE WRITING. (0 Credits)
Workshop in various kinds of creative writing—memoir, drama, short prose and poetry.
Attribute: CL60.

CASP 1130. STUDIES IN PHILOSOPHY. (0 Credits)
Examination of different theories and philosophers in various cultural and historical settings.
Attribute: CL60.

CASP 1140. STUDIES IN AMERICAN LITERATURE. (0 Credits)

CASP 1160. STUDIES IN ENGLISH LITERATURE. (0 Credits)
Analysis of texts by prominent British authors from various periods and genres.
Attribute: CL60.

CASP 1170. STUDIES IN IRISH LITERATURE. (0 Credits)

CASP 1180. STUDIES IN COMPARATIVE LITERATURE. (0 Credits)
Analysis of texts by prominent authors from various cultural backgrounds and historical periods.
Attribute: CL60.

CASP 1200. ISSUES IN PSYCHOLOGY. (0 Credits)
Topics and issues in psych theory and practice will be explored. Current research, film, and personal narrative will be used.
Attribute: CL60.

CASP 1210. EUROPE'S PAST. (0 Credits)
A look at European history by exploring various periods, events, movements, and figures.
Attribute: CL60.

CASP 1220. AMERICA'S PAST. (0 Credits)
A look at American history by analyzing important figures, movements, and issues.
Attribute: CL60.

CASP 1230. ISSUES IN MIDEAST HISTORY. (0 Credits)
Each semester, a non-credit course in a new topic in Mideast History will be explored.

CASP 1240. TOPICS IN ECONOMICS. (0 Credits)
An exploration of issues, problems, and analyses of important economic concepts, crises, and topics.
Attribute: CL60.

CASP 1250. TOPICS IN HISTORY. (0 Credits)

CASP 1260. STUDIES IN SOCIAL SCIENCE. (0 Credits)

CASP 1300. TOPICS IN ART/ARCHITECTURE. (0 Credits)
Analysis of prominent artists and their works in architecture, painting, and sculpture.
Attribute: CL60.

CASP 1301. STUDIES IN ART HISTORY. (0 Credits)

CASP 1310. STUDIES IN MUSIC HISTORY. (0 Credits)
Examination of important works of classical music in various historical periods and cultures, the artists and their influences.
Attribute: CL60.

CASP 1320. THEATRE HISTORY. (0 Credits)

CASP 1400. TOPICS IN SCIENCE. (0 Credits)
An exploration of topics in current scientific inquiry in biology, chemistry, and physics.
Attribute: CL60.

CASP 1500. CULTURAL STUDIES. (0 Credits)

CASP 1510. CLASSICAL STUDIES. (0 Credits)
Commercial Law (COGL)

COGL 0102. ENTREPRENEURIAL LAW PRACTICUM. (1 Credit)

COGL 0203. ENTREPRENEURSHIP LAW: REPRESENTING IP BASED COMPANIES IN EARLY STAGE DEVELOPMENT AND FINANCING. (2 Credits)

This course covers the legal and practical issues that arise in commercial and corporate transactions in which intellectual property (IP) plays a significant role. It is designed to be complimentary to the course on Entrepreneurial Law, which deals with the creation of, and issues involved with, a startup. Each course will be given in alternate years. Either course can stand on its own or they may both be taken in any order.<br>Topics to be covered include IP’s place in the business and academic world and how it is valued; broad principles relating to IP assignment and licensing, the formation and typical terms of license agreements and the differences between end user and intermediary licenses; the grant of security interests in IP; and the effect on IP transactions of antitrust and bankruptcy laws. The course will conclude with a discussion of IP transactions in selected real world environments. It will specifically cover software licenses, including open source licenses and their effects, university and government licenses and the acquisitions of enterprises with substantial intellectual property assets. Prior background or coursework in intellectual property is not required. The course will begin with a basic introduction to the various forms of intellectual property, focusing on patents, copyrights, trade secrets and trademarks.

COGL 0206. TOPICS IN ENTREPRENEURIAL LAW. (2,3 Credits)

The world continues to become more and more shaped by entrepreneurs who start innovative businesses around new technology, rapidly changing how we live and work. How can lawyers be better trained and prepared to meet the needs of these entrepreneurs? What are the potential issues and solutions facing lawyers who practice Entrepreneurial Law? The legal profession also needs to become more entrepreneurial in identifying the visionary leaders of the future, and becoming their trusted advocates and advisers. This course will focus on case studies, with input from a variety of guest speakers, including entrepreneurs, venture capitalists and lawyers.

Attribute: LAWB.

COGL 0213. ENTREPRENEURSHIP LAW II COMMERCIAL TECHNOLOGY TRANSACTIONS. (2 Credits)

This course covers intellectual property issues arising as start-up companies grow and commercialize products. The course addresses the roles played by intellectual property in a company’s mid-life phase (where intellectual property is often an important factor in developing and selling products and managing a business) and in the mature company phase (where firms must deal with problems such as preventing abuses of dominant intellectual property positions and M&A). Topics to be covered include acquisition of intellectual property, licensing and assignment transactions, valuation of intellectual property, antitrust, security interests and bankruptcy and exit issues arising in M&A transactions and IPO’s. Although most of the course is general and not industry specific, two classes will focus on some of the issues faced specifically by computer and consumer products businesses. Students will gain practical exposure to the transactions and documents themselves through four exercises in which students will act in real world roles to review, markup and/or draft actual agreements. Prerequisites: There are no prerequisites for the course. There will be a one-hour end-of-the-year examination. The student’s grade for the course will be based primarily on the exercises and final exam, but will also take into account overall class participation.

Attributes: IPIE, JD, LAWT, LLM.

COGL 0230. TECHNOLOGY INNOVATION LAW & PRACTICE. (2 Credits)

COGL 0290. DRAFTING AND NEGOTIATING CORPORATE CONTRACTS. (2 Credits)

This course will focus on the drafting and analysis of standard corporate contracts. Through an understanding of the components of contracts and the interpretation of contractual provisions, students will be able to develop skills in negotiating agreements. Topics to be covered include: structure, representations, covenants, conditions, events of default, risk allocation, governing law and forum selection. Students will be given weekly drafting exercises that will be discussed in class. Documents from actual transactions will be used and the types of agreements may vary depending on the interests of the students expressed at the inception of the course, but in any event will likely cover agreements used in mergers and acquisitions and financing transactions.

COGL 0299. ENTREPRENEURIAL LAW. (2,3 Credits)

This course will cover theoretical and practical issues that arise when taking an entrepreneurial venture from conception, through formation, financing and growth. It will provide students with a basic understanding of the legal and economic considerations and principles involved in, and the role of lawyers in counseling, early stage companies and their founders and investors, including the major issues a lawyer is likely to encounter in the course of such representation. Topics to be covered include company formation, tax and employment law considerations, intellectual property, and the basics of capital raising transactions, including convertible debt offerings, SAFEs and KISS offerings, equity rounds of financing, and crowdfunding. Students will develop an understanding of the principal legal and business concepts and issues in the start-up process and, through the use of mock transactions and agreements as examples, gain practical exposure to the transactions and documents themselves. The curriculum will cover both federal and state law issues that impact the start-up/venture capital process. The federal issues will be principally in the areas of intellectual property, securities and tax. Prerequisites: Corporations and Securities Regulation.

Attributes: JD, LLM.

Prerequisite: BUGL 0201.
COGL 0315. COMMERCIAL ARBITRATION. (2 Credits)
This course is offered to students interested in acquiring knowledge of arbitration as it relates to business disputes. The course will also explore mediation, mini-trial, court-annexed arbitration and negotiation, systems that are vital to a contemporary lawyer's practice. It will also focus on the emerging legislative challenges to mandatory predispute arbitration clauses in consumer and employment contracts.
Attributes: JD, LAWB, LDE, LidR, LLM.

COGL 0317. COMMERCIAL PAPER. (2 Credits)
This course investigates the law of payment obligations, i.e., how checks, notes, drafts, credit cards and electronic fund transfers and certificates of deposit work to pay obligations. The rights and obligations of the parties arising out of the issuance of transfer of a negotiable instrument are investigated in detail along with such dysfunctional aspects as bounced checks, stopped checks, altered and forged checks. The course also develops the basic relationship between the depositor and his or her bank and the fundamentals of the bank collection process. The course centers on an intensive study of Article 3 of the Uniform Commercial Code and draws extensively on Articles 1 and 4.
Attributes: BFE, JD, LAWB, LLM.

COGL 0318. COMMERCIAL TRANSACTIONS. (3 Credits)
The rights and obligations of parties engaged in the marketing and distribution of merchandise, the formulation and interpretation of the sales contract, its performance, the risk of loss, and the rights and remedies of the parties are intensively considered. This course also develops the law of products liability, documentary transfers, bulk sales, and letters of credit. The course is designed to develop Articles 1, 2, 5, 6 and 7 of the Uniform Commercial Code, with its principal emphasis on Articles 2 and 7.
Attributes: BFE, JD, LAWB, LLM, LMCO.

COGL 0321. COMMERCIAL FINANCE-SECURED TRANSACTIONS. (3 Credits)
Deals with the use and operation of the major credit devices employed in modern commercial financing. The course involves a practical approach to the law of secured transactions including examples relating to inventory and receivables financing, equipment leasing, project financing and securitizations. The rights and liabilities of debtors, secured and unsecured creditors, the trustee in bankruptcy, and other third parties are explored, as well as issues arising in international financing transactions. A detailed and complete study of the structure and operation of Revised Article 9 of the Uniform Commercial Code is included.
Attributes: BFE, JD, LAWB, LLM, LMCO.

COGL 0327. E-COMMERCE. (2 Credits)
This lecture course will cover Internet-based electronic commerce from the perspective of both business to business and business to consumer transactions. Subject areas covered will include protection of copyrighted content, trademark issues in online transactions, enforceability of online and other standard form agreements, liability of interactive service providers, subject matter and personal jurisdiction in online transactions, and emerging issues in data security and privacy. Issues raised by emerging communications technologies such as VoIP, blogs, RSS and podcasting will be discussed. Consideration will be given to typical agreements involved in online commerce, including Web site development and hosting agreements, Web site privacy policies, Web site terms of use and end user license agreements.
Attributes: IPIE, JD, LAWT, LLM.

COGL 0602. ANTITRUST & NEW TECHNOLOGIES. (2 Credits)
This intensive course will explore the application of antitrust and competition law to high-technology industries, focusing on how the law addresses disruptive innovation. The course will examine cutting-edge topics in the application of antitrust to multi-sided platforms, search neutrality, net neutrality, big data, and the sharing economy.
Attributes: LAW, LAWT, LLM.

COGL 0609. COMMERCIAL LAW. (2 Credits)
The course focuses on the foundational principles of commercial law, including contracts, damages and related remedies, sales law, payment systems, negotiable instruments, letters of credit, and secured transactions. This course has a take-home exam with a paper option.
Attributes: LAWB, LLM.

COGL 0615. TRANSACTIONAL PRACTICE FOR BUSINESS LAWYERS (LLM ONLY). (3 Credits)
This course should be taken at the same time or following Corporations. It will deepen and broaden a student’s knowledge of doctrinal and planning issues for business organizations, and students will gain skills in working with common law and statutory analysis. Because the course is 3 credits, students will have the opportunity both to learn substantive law and to sharpen practical skills in writing memoranda and drafting documents. Topics will include choice of business entity, forming and working with partnerships, limited partnerships, limited liability companies and corporations. Study problems will also include application of contract and commercial law principles. The topics covered should be helpful in preparing students for the bar examination.

COGL 0690. ADVERTISING LAW. (2 Credits)
The course will explore the legal framework that governs “truth in advertising” in the United States, including Federal Trade Commission cases and regulations, state consumer class actions, federal court Lanham Act false advertising litigation between and among competitors, the NAD (Better Business Bureau) alternate dispute system for resolving advertising issues, and issues in copy interpretation, product testing, and claim substantiation. There is no casebook – the assigned materials will principally consist of reported decisions (a model that has been used with success in Advanced Trademark Law as well as this course last year). There will be a 48-hour take home exam for all students. Students who wish to write a paper to meet a Fordham paper requirement are free to opt to do so, in which case they are likely entitled to an additional course credit. Students writing a paper are still required to take the exam. Class participation is encouraged and expected. While this is not a seminar, it is also not a lecture, but is interactive.
Attributes: IPIE, JD, LAWT, LLM.

Updated: 10-11-2017
COGL 0929. Doing Well by Doing Good: Social Entrepreneurship and the Question of Corporate Purpose. (2 Credits)
Can corporations -- and, by extension, those advising them -- be both “good” and profitable? That is the question at the core of this seminar. It also leads to other inquiries that lawyers often fail to consider (notwithstanding the significant role corporations play in many lawyers’ practice). For example, why do corporations exist? What purposes do they serve? Are they obligated solely to pursue profit for their shareholders or can they (and should they) take into account broader social issues such as the need to address climate change? What are the legal and practical challenges facing those who seek both to do well by earning profits through traditional corporate forms and to “do good” for society? The course will explore these questions from a variety of perspectives. We will, for example, look at the historical, philosophical and legal roots of corporations as well as the growing tension between, on the one hand, increased focus on corporate sustainability and the growing role of shareholder “activists” on the other. We will also look at a number of current efforts to grapple with these issues, including the rise of “impact investing” and alternative corporate forms such as “Benefit Corporations” (or “B-Corps”). In exploring these questions, we will be focused on the issues that arise for lawyers looking to advise companies and boards. The course will feature interactive discussions as well as insights from guest speakers who confront these issues on a daily basis. Students will be required to prepare three short write-ups concerning assigned topics that arise from the weekly discussions as well as a final term paper. Evaluations will be as follows: final paper (60%); write-ups (30%); and class participation (10%).
Attribute: LAWB.

COGL 1017. COST-BENEFIT ANALYSIS IN AGENCIES. (2 Credits)
Both the President and Congress require that in many circumstances, agencies assess the costs and benefits likely to result from important regulatory action before taking such action. Cost-benefit analysis is both an art and a science, simultaneously profoundly technocratic and deeply value-laden. This intensive course will examine cost-benefit analysis as conducted in practice by federal agencies. After an introductory overview, the course will utilize case studies from several agencies to explore economic, legal, and political factors that help to shape how agencies deploy this central institution of the administrative state.

COGL 1117. PROFESSIONALISM - UNDERSTANDING FINANCIAL STATEMENTS. (1 Credit)
This course, taught by taught faculty from the Gabelli School of Business, will examine the fundamentals of the three primary financial statements that public companies provide. After an introductory overview, the course will delve deeply into financial statements to show the relationship between these statements (for example, how net income impacts equity on the balance sheet), what can be learned about companies from their financial statements, such as price/earnings ratios and other types of ratio analysis, and the significance of notes to financial statements.

Communication and Culture (COMC)

COMC 1101. COMMUNICATIONS AND CULTURE: HISTORY, THEORY, AND METHODS. (4 Credits)
An introduction to the history, theory and methods of Communication Studies, Media Studies, and Cultural Studies. This course provides students with a basic theoretical foundation for understanding the interdisciplinary traditions of our field, an historical examination of key paradigms and theorists, and an overview of the methodological approaches used by scholars of mediated communication. We will explore the ways in which theory and methodology are inextricably intertwined and how their relationship shapes both inquiry and analysis. Pre-req: COMM 1010 OR COMM 1000 Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.
Prerequisites: COMM 1000 or COMM 1010.

COMC 2111. THEORIES OF HUMAN COMMUNICATION. (4 Credits)
This course introduces students to the study of human communication through a variety of theories that focus on language, meaning, symbols, performance, gender, race, culture, and political economy, among others. Students develop an awareness of the varied perspectives from which communication has been studied; ethical issues and complexities of human and mediated communication in the 21st century; and how communication concepts and theories help us better understand our lives, relationships, culture, and society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMC 2112. STRATEGIC COMMUNICATION: THEORY AND PRACTICE. (4 Credits)
Introduction to strategic communication for students interested in advertising, public relations, health communications, social advocacy and political campaigns. Presents today’s best practices used to research, design, implement and evaluate campaigns. Topics include: impact of the evolution of technology and the digital environment on delivery of campaigns, basic elements of a strategic media plan, ethics and regulation of strategic communications, and role of strategic communications in the process of marketing products, people, ideas, and social causes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMC 2113. INTERPERSONAL COMMUNICATION. (4 Credits)
An introduction to the basic tools of behavioral research as applied to the study of interpersonal communication. Topics such as human relationships, communication competence, conflict negotiation, intercultural communication, communication and gender, and mediated interpersonal communication are covered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: JOUR.
COMC 2117. LANGUAGE, CULTURE, AND CONSCIOUSNESS. (4 Credits)
An examination of how we use words and symbols as tools for thought and guides for action, how the structures of language and symbolic communication relate to the structures of consciousness and culture. Analysis of the role of language in understanding our world, constructing reality, and evaluating messages and information. Pragmatic strategies for avoiding misevaluation and misunderstanding, resolving conflict, and improving clarity of communication through awareness of language habits in interpersonal, organizational, and mediated contexts are emphasized. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMC 2121. INTRODUCTION TO COMMUNICATION AND MEDIA STUDIES. (3 Credits)
An introduction to the major approaches, theories and perspectives in the study of Communication and the Media.
Attribute: SSCI.

COMC 2159. COMMUNICATION TECHNOLOGIES AND SOCIETY. (4 Credits)
This course surveys the history of mass media, from Gutenberg's invention of the printing press until today. We will focus on the technological aspects of media. However, a key focus of this course will also be on how the development of new tech gained later widespread adoption, how these technologies directly and indirectly affected the contemporaneous socio-cultural environment, as well as their continued effect on society today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMC 2166. MEDIA ADVOCACY AND SOCIAL MARKETING. (4 Credits)
Media advocacy is the strategic use of communication channels for the purpose of social justice and influencing public policy. Social Marketing seeks to develop and integrate marketing concepts with other approaches to influence behaviors that benefit individuals and communities for the greater social good. Guided by ethical principles, social marketing seeks to integrate research, best practice, theory, audience and partnership insight, to inform the delivery of competition sensitive and segmented social change programs that are effective, efficient, equitable and sustainable. This course offers a strategic framework for developing a social media advocacy program, using social and digital media to help shape public debate, mobilize public action and to speak directly to those with influence to help bring about social change. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMC 2175. PERSUASION AND PUBLIC OPINION. (4 Credits)
(Formerly COMM 2701): An examination of the theories and research on persuasion and attitude change, the strategies and techniques used by persuaders and the reception skills needed to be a critical consumer of persuasive messages. Topics such as the psychology of attitude formation and change, interpersonal influence, rhetoric, language and symbol use, culture and persuasion, persuasive campaigns and movements, political communication, advertising and propaganda, the sociology of mass persuasion and the ethics of persuasion are covered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: JOUR, SSCI.

COMC 2221. FASHION AS COMMUNICATION: SYNTAX OF STYLE. (4 Credits)
(Formerly COMM 2601): This course is designed to teach key communication and cultural studies concepts through the lens of fashion. With the understanding that fashion is both a discourse and an industry, we use a broad range of examples to illustrate key cultural studies and communication studies concepts such as gender, production, media effects and the politics of representation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: FASH, WGSS.

COMC 2234. MEDIA AND THE ARTS. (4 Credits)
An examination of the arts from cave painting to contemporary, electronic forms. Shifts in the form and style, the purpose and the role of the traditional fine arts will be studied in the technological and cultural contexts in which they occurred. Emphasis will be placed on the co-development of new arts and information technologies in the 20th century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

COMC 2236. THE ROCK REVOLUTION IN MUSIC AND MEDIA. (4 Credits)
From transistor radios to digital downloads, from AM to FM through the rise of MTV, and from Elvis to the Beatles to Woodstock, this course examines the media's role in the evolution of rock 'n' roll and its impact on our society. We explore the oft-symbiotic relationship among the music, technology and personalities of an era that still reverberates today. The instructor is the long-time NY radio personality and rock historian Dennis Elsas, from WFUV. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

COMC 2258. MYTH AND SYMBOL OF AMERICAN CHARACTER. (4 Credits)
A study of the heart of American culture through an examination of the recurring myths and symbols found in journalism, public speeches, social commentary and the popular media. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, PLUR, REST.

COMC 2271. MEDIATED COMMUNICATION AND SOCIAL THEORY. (4 Credits)
This course uses primary sources to deepen students’ understanding of the interrelationship between media, culture, and society. One of the main objectives is therefore to build students’ reading and analysis skills by exposing them to difficult theoretical material in an environment designed to help them learn to read this kind of text. Students thereby gain a more nuanced understanding of the intellectual layout of the field by engaging directly with the theorists who have shaped its major debates. Finally, the course makes use of detailed textual analysis to apply these critical thinking skills to media texts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, NMDD, URST.
COMC 2277. MEDIA AND SEXUALITY. (4 Credits)
By all accounts, we have witnessed an explosion of LGBTQ representation in the media over the last decade. This course critically examines the terms of this new visibility, and inquires into the exclusions that accompany the recognition of certain queer and trans subjects. Through the study of media, film and popular culture, we will explore how representations of sex and sexuality are also central to the construction of ideas about race, class, gender, and nation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: WGSS.

COMC 2278. MEDIA, CULTURE, AND GLOBALIZATION. (4 Credits)
What is the role of the media in shaping our understanding of a globalized, interconnected world and our position within it? This course explores these questions by studying the role of the media in both producing and resisting forms of power, violence and inequality associated with contemporary globalization. In particular, we will examine how the media structures and mediates our relationship to others, and communicates powerful meanings about citizenship, national identity, security, and criminality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: GLBL.

COMC 2329. INTRODUCTION TO MEDIA INDUSTRIES. (3 Credits)
(Formerly COMM 1011): An overview of the mass media communication industries; examining such issues as the institutional, social and technological histories of the media; the influence of economic factors in shaping content and issues governing regulatory policy.
Attributes: JOUR, SSCI.

COMC 2377. MASS COMMUNICATION AND SOCIETY. (4 Credits)
(Formerly COMM 2610): The class will examine mass communication and society through study of the structure of media, the interaction of individuals with media, the negotiation of culture within mediated contexts, the effects of media, and the interaction of media with institutions and other aspects of society. This course will help students to 1) begin mastering an approach to researching media, 2) build a foundation of knowledge about the ways in which our beliefs, values, and attitudes are shaped by media, and 3) negotiate the complex issues surrounding the collective experience of mass mediated culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Attributes: AMST, PLUR, SSCI.

COMC 3114. EFFECTIVE SPEAKING. (4 Credits)
(Formerly COMM 2501): A study of principles of effective communication with emphasis on the role of public speaking skills in professional life, the importance of critical thinking to communication and its significance in a democratic political system. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, JOUR.

COMC 3115. PERFORMANCE FOR BROADCAST MEDIA. (4 Credits)
This course will improve students’ performance skills in broadcast media (as well as give industry insight), whether they are on the path to sports broadcasting, hard news, comedy, the boardroom, or the latest viral web-show or podcast. A different on-air challenge will be presented each week where students will work on—then self-critique—their vocal delivery, body mechanics, and writing style. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: JOUR.

COMC 3157. MEDIA AND CIVIC ACTION. (4 Credits)
This course focuses on the role of communication technologies, media institutions and participatory audiences in mobilizing social change and civic action. It works from a foundational assumption that media is a central component of democracy and civic life, but one with potential for both liberation and constraint. Grounded in theories of media power, communication networks and political discourse, case studies in the course will explore a variety of questions about the past, present and future of media and social mobilization. The course will provide theoretical, methodological and practical insights into the theory and practice of media and civic action. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMC 3171. ORALITY AND LITERACY. (4 Credits)
An examination of oral and literate modes of communication and their relationship to culture, consciousness and social organization. Topics include the nature of non literate cultures, oral tradition and mnemonics, the historical development of writing systems and their social and psychological impacts, theories and debates on oral and literate cultures, and mindsets. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, JOUR.

COMC 3172. PRINCIPLES OF ADVERTISING. (4 Credits)
(Formerly COMM 3502): A study of advertising strategies and promotional appeals. Professional guidance in the creation of advertising: the planning, designing and writing of campaigns for all media and for multimedia campaigns with special emphasis on copywriting. Juniors and Seniors only. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, JOUR, NMDD.

COMC 3173. MARKETING AND THE MEDIA. (4 Credits)
A survey of marketing/advertising techniques and approaches utilized for print, radio, television, out-of-home and direct marketing. Niche marketing opportunities created by cable, infomercials, syndication and the Internet are also examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
COMC 3174. PUBLIC RELATIONS. (4 Credits)
(Formerly COMM 3501): Provides knowledge of the basic concepts of public relations and instruction in the use of various media in reaching specific publics. Through lectures, writing assignments, and in-class workshops, students will learn the basic concepts of public relations and the methodology of using various media to reach specific audiences. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: JOUR.
Prerequisites: (COMM 1010 or COMC 2121) and (COMM 1011 or COMC 2329).

COMC 3175. ADVERTISING AS COMMUNICATION. (4 Credits)
One of the most valuable resources in our economy is our attention. Advertising is a form of communication designed to capture that attention. What do advertisers know about how to achieve that goal, and what techniques do they use in today's global, digital media environment? This course provides a broad overview of the theory, research and practices associated with advertising as a mode of communication. Themes to be covered include: the history of advertising in the US, the organization and evolution of the ad industry, types of advertising, ethical and regulatory issues, the role of market research and the impact of new media forms on the advertising industry. Students will learn the steps to developing and justifying a creative brief and a media plan, as well as to think critically about advertising texts. This course covers both theory and practice, training students to engage with this form of communication from the perspective of advertising planners, consumers and critics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMC 3176. HUMOR AS COMMUNICATION. (4 Credits)
Each day, most people participate in humorous exchanges. We seek out movies, television programs, YouTube videos, memes, books, and, of course, people that make us laugh. Cross-culturally societies appreciate a good sense of humor. Few would argue that humor is not highly valued. This course will focus on theoretical, empirical, and ethical approaches to humor, with a view to understanding it as a communications tool in a variety of contexts, including relationships, organizations, families, medicine, law, education, intercultural relations, entertainment, and politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMC 3186. SPORTS COMMUNICATION. (4 Credits)
(Formerly COMM 3350): A survey of sports communication from analytical and practical perspectives. Written assignments address topics covered, including sports reporting and writing, advertising, and public relations. Pre-Req: COMM 1000 or COMM 1010 or Instructor permission Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, JOUR, ZLB2.
Prerequisites: COMM 1000 or COMM 1010.

COMC 3231. AESTHETICS AND THE MEDIA. (4 Credits)
A study of the development of aesthetic and formal issues in the media: representation, narration, and convention. Critical methodologies. Reading. Film and television viewings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMC 3232. CLASS, TASTE, AND MASS CULTURE. (4 Credits)
An examination of cultural hierarchy and conflicting notions regarding the "ideal" form and content of the symbolic environment. Drawing from various critiques of the mass media, this course explores the ways in which debates about cultural and aesthetic standards reflect socio-economic and political concerns. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, PLUR.

COMC 3235. POPULAR MUSIC AS COMMUNICATION. (4 Credits)
Current issues in popular music studies-mediation, globalization, authenticity, identity, community, etc. - covering a wide range of popular musics in North America. Regular reading and listening assignments. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, COLI, URST.

COMC 3237. GENDER IMAGES AND MEDIA. (4 Credits)
(Formerly COMM 3111): This course introduces students to ways in which ideas about gender develop over time and within different cultural contexts and the practical implications of those ideas. We bring critical thinking and discussion to readings from scholarly research and popular media to explore narratives around gender, including those at the intersection of race, sexual preference and ethnicity, to deepen awareness of and appreciation for multiple perspectives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, COLI, JOUR, WGSS.

COMC 3247. RACE, CLASS, AND GENDER IN MEDIA. (4 Credits)
This class analyzes representations of social class, racial and ethnic identity, and gender and sexuality in media. We begin our work with two assumptions. First, that media both shape and are shaped by social conceptions. Second, that these categories—race, class, and gender—are embodied, that is, they describe different physical bodies that inhabit real, lived environments. From there, students learn to identify central themes and problems in representing differences of race/ethnicity, social class, and sexuality in fiction and nonfiction media. The class will use a mixture of hands-on activities with contemporary media (such as blogging, journaling, and online discussion) plus more traditional readings about theories of representation and embodiment. The course is intended as a learning environment where students are able to do more than simply identify stereotypes. Rather, they intervene in these representations, actively critiquing stereotypes and moving past them towards a reflective attitude about the relationship between society as it is lived for people of different racial, sexual, and class groups—and the image of those groups as depicted in media. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, LALS, PLUR, WGSS.
COMC 3260. MEDIA, REGULATION, AND THE PUBLIC INTEREST. (4 Credits)
This course explores the history and grounding of U.S. telecommunications regulation in the precedence of utilities, emphasizing private control while developing a national infrastructure, as opposed to the European model of media as social agency. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JOUR.

COMC 3268. MEDIA AND NATIONAL IDENTITY. (4 Credits)
(Formerly COMM 3681): An examination of case studies showing how national identity is inferred and organized by mass media. Questions include: How is nationalism produced by media discourse? How are outsiders portrayed? Who draws the boundaries between inside and outside, and how? Texts will include television, radio, print journalism, music and films. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, COLL, GLBL, INST, JOUR, PJUST.

COMC 3272. HISTORY AND CULTURE OF ADVERTISING. (4 Credits)
An examination of advertising practices. A review of the social and technological history of American advertising beginning with the print media. Social and interpersonal meanings imbedded within the publicity images of both print and television are examined as well as the continuing penetration of advertising and marketing strategies in media culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, JOUR.

COMC 3310. ETHICS AND POPULAR CULTURE. (4 Credits)
For many people, popular culture -- specifically television and film -- is their first exposure to complex ethical issues and resulting decision-making processes. Yet, despite the fact that pop culture plays a large part in shaping our moral standpoint, it is often overlooked as a source of academic ethical discourse. This course will examine the relationship between ethics and popular culture throughout the past century: from sideshows and Vaudeville to reality shows and social media. It will look at ethical issues in the entertainment industry and media, how we learn about ethics from pop culture, and how to be an ethical consumer of a variety of media. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JOUR.

COMC 3330. PEACE, JUSTICE, AND THE MEDIA. (4 Credits)
(Formerly COMM 3110): This course analyzes the ways in which the media represent the issues of peace and justice. Considering the relevance of peace and justice for democratic practices, the variety of media depictions of such issues will be analyzed. Topics such as environmental and economic justice, poverty and the poor, race and gender, war and peace, and media ethics and values will be covered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, JOUR, PJUST.

COMC 3350. MEDIA LAW. (4 Credits)
This course is designed to introduce the communication and media studies major to the basic issues in the field of media law. Examined here are the Constitutional principles underlying the major Supreme Court cases that have established the parameters governing the use of communication technologies in the country. Special focus will be given to the various legal changes posed by new media. Juniors and Seniors only. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, JOUR, NMDD.

COMC 3370. ETHICAL ISSUES IN MEDIA. (4 Credits)
(Formerly COMM 3476): Review of some basic ethical principles and examination of media related issues such as freedom of expression, the right to privacy and the public's right to know. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, JOUR, NMDD.

COMC 3373. MASS OPINION: MEASURE/MEAN. (4 Credits)
A humanistic survey of disciplined viewpoints about the significance of public opinion in political affairs, human cognition, leadership, religious faith, and aesthetic judgments. The complementary and at times conflicting approaches of philosophical history and the sociology of knowledge are principally employed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JOUR.

COMC 3374. MEDIA EFFECTS. (4 Credits)
What are the effects of mass media on society? This question lies at the heart of mass communications. While many people feel that it is “obvious” that the media have a powerful effect on society, social scientists remain divided on the issue. Reviewing both classic and contemporary literature, we will trace the various models that have been offered as possible explanations for the mechanism of media influence. Juniors and seniors only. Pre-requisite either COMM 1010 or COMM 1011 Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, JOUR, NMDD.

COMC 3375. CHILDREN AND MEDIA. (4 Credits)
(Formerly COMM 3309): This course explores the controversy surrounding children's media. Topics such as the role of media in socialization and learning, the effects of media content and communication technologies on children's behavior, thought and emotions are examined. The functions that media perform for children, and the efforts to design media specifically for children are considered. Various forms such as television, popular music, film, video games, fairy tales and children's literature are explored. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, EP3.
Prerequisites: COMM 1000 or COMM 1010.
COMC 3378. MEDIA, MILLENNIALS, AND CIVIC DISCOURSE. (4 Credits)
This political communication course is being taught by the host of "The Open Mind" on public television, and will discuss how media and politics are evolving in the digital era and politicians are trying to reach out to Millennial voters. The course will investigate: (1) the Millennial media consumer/voter (2) the space of public (old and new) media, and (3) the character of our political discourse. The course will also focus on the 2016 presidential campaign for lessons in how politics is playing out in journalism and social media today. This course also counts toward Journalism, as it concerns the social construction of the news media. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: JOUR.

COMC 3380. INTERNATIONAL COMMUNICATION. (4 Credits)
(Formerly COMM 3106): Comparative study of media systems of different countries. The role of the media in the formation of the concept of nationality. Theories of communication development and the debate around the international flow of information. How the media informs us about other countries and how, through the media, we form our conception of the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, GLBL, INST, IPE, JOUR, LALS, NMDD.

COMC 4114. SPEAKING FOR CHANGE. (4 Credits)
This advanced public speaking course trains students in a variety of long-form presentation scenarios in an effort to develop sophisticated techniques of storytelling and persuasion in a contemporary communication landscape. The course will emphasize rehearsal and performance techniques, storytelling structures, visual aids, speaking without notes, and exploration of societal issues and values of great personal importance. Students’ practice will culminate in a 20-minute public speaking engagement for the Fordham community. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: COMC 3114 or COMM 2501.

COMC 4170. DISSENT AND DISINFORMATION. (4 Credits)
An exploration of the moral and ethical conflict between conscience and convention, principle and group loyalty, received wisdom and freshly perceived evidence, from disparate disciplines which converge on the continuity of ancient religious and political dissent with modern forms of dissent and the social control measures they provoke in modern mass-mediated society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: JOUR, SRVL.

COMC 4177. COMMUNICATION FOR SOCIAL CHANGE. (4 Credits)
This course provides students with a disciplined understanding of the communications industry through the exploration of communications techniques being used today to promote social change. The course blends guest lectures from leaders in their field with practical training in proven communications tactics to prepare students for advanced study or careers in communication. By the end of the course students will come to understand that you can "do well while doing good". Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMC 4211. MEDIA AND MODERNITY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMC 4222. MEDIA AND THE ENVIRONMENT. (4 Credits)
This course looks at the variety of ways in which media depict the natural world through stories, narratives, and images of nature and the environment in both fiction and non-fiction formats, as well as persuasive forms of communication. In assessing how our relationship with nature is mediated through culture and media, we will look at a broad spectrum of genres from films, documentary, TV, magazines, advertising, environmental journalism and conservation campaigns. We will compare such media images and narratives to key environmental texts on major topics in ecology, fining points of convergence and difference and assessing the consequences. We will examine the ways in which popular formulations of the natural world influence public opinion, human behavior and environmental policy. Using case studies we will examine informational, educational, and persuasive campaigns designed around topics such as transportation, chemical production, food and agricultural practices, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ENST, ICC, JOUR, PJST, ZLB2.

COMC 4241. COMMUNICATION, POPULAR CULTURE, AND PHILOSOPHY. (4 Credits)
(Formerly COMM 4711): This course will draw from the fields of Communication and Philosophy, exploring the ways in which the two disciplines complement and inform one another, each offering a route to a deeper understanding of issues of concern to both fields. Our terrain of inquiry will be contemporary popular culture, in the forms of mass, digital and social media. Calling upon a diverse range of scholarship from both intellectual traditions, we will examine the ways in which popular forms of mediated communication can help to engage a mass audience in timeless philosophical issues, as well as inviting us to ponder newer kinds of philosophical questions, unique to our time. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, URST.

COMC 4248. MULTICULTURALISM. (4 Credits)
African Americans and their Media: Innovators, Agitations, Audiences and Entrepreneurs. This course will examine mass media, outlets owned and targeting African Americans from historic, economic, social and media studies perspectives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: JOUR, PLUR.
COMC 4267. MEDIA AND SOCIAL AWARENESS. (4 Credits)
This course examines the relationship between media and social awareness and how different media interact with our social awareness. The course explores the ways we receive and evaluate images, narratives, representations of events, and depictions of peoples and groups. Students investigate the production of media representations across a broad spectrum of outlets, formats, genres, and programming in print, broadcast, and new media. The course also focuses on the roles and functions of media in society and culture, as well as the public's need for information and knowledge in a 21st century environment of globalization, convergence, and technological and economic change. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

COMC 4279. MEDIA AND POPULAR CULTURE. (4 Credits)
An exploration of various forms of contemporary popular culture and their meanings in modern life. Theoretical approaches are discussed and various media texts such as film, television, advertising images, popular icons, music and style are analyzed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, URST.

COMC 4278. AMERICAN POLITICAL COMMUNICATION. (4 Credits)
(Formerly COMM 4706): This course addresses political communications in the American context. Students will examine the activities of key political actors (elected officials, institutions, organizations, public and the media) and will engage with key works in the field to assess how political actors use mediated public practices to bolster narratives, create consensus, and allocate power and resources. Major topics for consideration include: the public sphere and public opinion; propaganda and public relations; presidential rhetoric; electoral politics and campaigning; journalism, the news, political humor, and public life; research on media and new media effects; meditation of identity politics (age, religion, race, gender, and sexual orientation); and political advocacy, civic engagement, and social movements. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMC 4338. AMERICAN POLITICAL COMMUNICATION. (4 Credits)
(Formerly COMM 4411): An interdisciplinary capstone course, this course examines the historical and theoretical significance of the intersection between communication, technologies and religious communities. Drawing on the disciplinary methods and assumptions of both communication and media studies and theology, the course will ask students to critically and theoretically explore the significance of religion as a cultural phenomenon as well as to take seriously the theoretical significance of media practices as articulated by religious subjects.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMM, DTEM, ICC, JOUR.

COMC 4340. FREEDOM OF EXPRESSION. (4 Credits)
The opposing historical trends of authoritarian centralism and libertarian pluralism are traced through a variety of political orders, philosophies, and communication systems. The interplay of technological forms of communication predominate social values is examined and specific cases are subject to evaluative judgments. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, DTEM, ICC, JOUR, NMDD, PJST.

COMC 4348. RELIGION, THEOLOGY, AND NEW MEDIA. (4 Credits)
This course examines the historical and theoretical significance of the intersection between communication, technologies and religious communities. Drawing on the disciplinary methods and assumptions of both communication and media studies and theology, the course will ask students to critically and theoretically explore the significance of religion as a cultural phenomenon as well as to take seriously the theoretical significance of media practices as articulated by religious subjects.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMM, DTEM, ICC, JOUR.

COMC 4360. COMMUNICATION ETHICS AND THE PUBLIC SPHERE. (4 Credits)
Mass media have long played a significant role not only in the ways society informs and communicates with itself, but also in the manner in which it reproduces its social mores and reality. With the rise of digital and social media, these dynamics are both disrupted and deepened, even as they continue to evolve. Students who plan to pursue careers in the media (professional and academic) will be faced with an unusually challenging array of difficult choices that carry with them potent ethical repercussions. This course explores contemporary ethical debates in media on the levels of theory, institutions, audiences and practices. It strives to equip future media professionals with sensitivity to moral values under challenge as well as the necessary skills in critical thinking and decision-making for navigating their roles and responsibilities in relation to these challenges. For all students, the class also hopes to hone ethical insights as media consumers as well as participating citizens in media-saturated societies.
Attribute: VAL.

COMC 4999. TUTORIAL. (1-4 Credits)
Independent research and readings with supervision from a faculty member.
Communication and Media Management (Gabelli Graduate) (CMGB)

CMGB I. MEDIA MANAGEMENT WORKSHOP. (3 Credits)

CMGB 75AA. MEDIA EXEC PLAYBOOK. (3 Credits)
This course will take an in-depth look at the Strategies, Plans, and Programs developed and implemented by Media Industry Executives to help their businesses survive and thrive in an increasingly changing and competitive media industry environment. The course will include case studies, topic-specific projects, and reviews of current industry trends, issues, and opportunities. Media industry executives and subject matter experts will be asked to guest lecture certain classes to provide a practical perspective about how to address and solve industry challenges. The class will look at the business’ audience and marketplace dynamics, content offerings, media distribution and delivery platforms, branding, marketing, business models, and Operations. We will also review how a business’ Mission, Vision, Strategic Plan, Goals, Strategies, Priority Initiatives, Operating Plans, Financials, etc., create a successful business. The course includes lectures, discussion and guest speakers along with current articles and other readings, video materials, and digital sources. Whenever possible, the course draws on Fordham’s unique setting in New York City, the media capital of the world.

CMGB 75AB. THE POWER OF OPEN KNOWLEDGE. (3 Credits)
This is a hybrid course and include active participation in MOOC (Massive Open Online Learning Course). The goal of this course is to prepare business students to the foundations of open knowledge creation, use, dissemination, and evaluation, to collaborate with professionals from other cultures and disciplines, and to work effectively in rapidly changing knowledge environments. It has been designed to help students develop a high level of self-determination in their own learning, which is a critical skill for future professional success.

CMGB 75AC. ORGANIZATIONAL COMM & THEATER. (3 Credits)
In this course students critically analyze theatrical works about business and leadership issues using through the lens of organizational communication theories. Throughout the semester students analyze a range of theatrical works and performances through readings, guest lectures, and attendance at theatrical events outside of class. Upon completion of the course students will have developed a unique perspective on how theatrical works bring organizational communication concepts and theories to life.

CMGB 75AD. THE STORYTELLING PROJECT. (3 Credits)
In this course students apply narrative theories from multiple disciplines - communication, psychology, literature, neuroscience, and theater - to critically analyze the anatomy of effective and persuasive stories. Investigating historical folklore and contemporary narrative paradigms from the 21st century, students analyze why some stories and forms are more persuasive, inspiring, and mythic than others. Through practice and developmental coaching, students enhance their own repertoire of persuasive storytelling abilities and discover their own authentic and rhetorical voices.

CMGB 75AE. GRADUATE STUDY TOUR POLAND. (3 Credits)
Media and technology industries in Poland and Central Europe Study Tour Course for Graduate Business students Krakow, Poland.

CMGB 75AF. BUSINESS & ENTERTAINMENT. (3 Credits)
This course will give students the opportunity to analyze different entertainment artifacts (television programs, movies, theatrical productions, and written publications) using a curated body of academic organizational communication theories.

CMGB 75AG. INTENSIVE SECTOR ANALYSIS: TV. (3 Credits)
Television has been one of the cornerstones of media for over 75 years and has become a medium through which we understand and study our culture. From the Moon Landing to "Who Shot JR", to the White Ford Bronco chase, to the 2016 presidential election, television has helped to shape our industrial paradigms, social trends, and culture, and has served as a mirror to society. This class will study the sociocultural issues and effects associated with television by looking at it from various angles - including social, economic, political, and entertainment perspectives - and by reviewing the past, present, and future of television.

CMGB 75AH. PROFESSIONAL COMMUNICATION. (3 Credits)
This course will prepare you for communicating in the workplace with multiple levels in an organization. We will examine group communication, decision making in organizations, professional presentations, and strategic communication, including issues and solutions for each. This course is appropriate for multiple levels in an organization, and you do not need a background in communication. It will help you better communicate at work whether you are a seasoned communicator or a novice wanting to improve.

CMGB 759A. THE MUSIC BUSINESS. (3 Credits)
This course is an introduction to the music industry from the analysis of demographic trends to the signing of new performers, contracts, copyright issues and connections to the digital economy. The full range of marketing and distribution topics will be discussed, including advertising and promotion, pricing, packaging, the new digital economy and financial consequences. Both U.S. and international marketing will be examined. Special emphasis will be placed on today's new media and the role of the Internet in the future promotion of recorded music. The course will include lectures, discussion and guest speakers, along with texts and supplemental readings.

Attribute: ABEB.

CMGB 759B. SPORTS MEDIA & PROMOTIONAL COMM. (3 Credits)
Sports Media and Promotional Communication examines the mass media industry in relation to the sports field. The sports industry is unique in its economic structure and its consumers – the sports fans. The course focuses on the "off-the-field" industries of television, digital communication, advertising, sponsorship, marketing, and public relations that greatly impact all sports. The course looks at various sports as well as various forms of media and various promotional communication strategies. Students will get an understanding of the industry today, as well as learn about the history of the sports media and the pivotal people who helped shape the field.
CMGB 759A. MANAGING ACROSS MEDIA. (3 Credits)
This course considers how media and entertainment industries are led and managed at a time when there is a clash between traditional media companies and functions and those that are distinctly a product of the digital age. Multi-media firms like Time Warner, Disney, and Viacom sit alongside mostly concerned with a single media industry, such as newspapers and magazines. At the same time the great search engines like Google and Yahoo! have emerged as full-blown media companies. And traditional companies have acquired new entities like YouTube and MySpace and various networking sites which are redefining media, media content and distribution. Everything is changing and understanding how to navigate, manage and lead at such a time is a profound challenge. Arguing persuasively that they are truly different from other corporate entities, these industries are often idiosyncratic and nuanced due to what they regard as their special legal franchise, their quasi-regulated nature and other factors. This course will explore those assumptions in the context of the major media industries and will be adjusted to the interests and needs of students in the course.

Attribute: ABEP.

CMGB 759E. PERSUASION & INFLUENCE IN COMM. (3 Credits)
The ability to present an idea or proposal persuasively has been identified as a critical requirement for advancement to top management (for example, see Harvard Business Review, May-June '98 Conger’s “The Necessary Art of Persuasion”). Influence has come to replace authority as the means of gaining commitment (buy-in) from senior management, boards of directors, direct reports, larger constituencies. One’s ability to persuade can make or break a career. The Wall Street Journal (11/4/03, Managing Your Career column) pointed out the earnings consequences of not having persuasion skills. This course provides students with insight into the dynamics associated with the process of influencing others—individuals, groups, or other constituencies. The class will examine leading theories addressing the factors affecting persuasion attempts. The skills required to present a proposal effectively, including anticipating and addressing likely objections, are a main focus of study, discussion and practice. Negotiation theory and techniques are examined and applied to such matters as achieving a promotion and compensation increases. CEOs and others in management positions find the ability to persuade essential in communicating everything from a vision for the firm to a believable response to a client problem. A survey of performance evaluation forms used by organizations to assess an executive’s abilities reveals most firms specifically rate a manager’s skill at persuasion. Persuasion and Influence seek to take current and future business leaders through the process of assessing relationship problems to devising creative strategies. Students work on practical business situations and create approaches to responding to problems. Securing an MBA-level position or internship...including one in an industry different from a candidate’s prior work experience, often is a challenge. Getting fully valued at one’s current employer presents a similar difficulty. Since doing either of these requires insights and abilities similar to those entailed in the creation and implementation of any persuasive endeavor, students are allowed to work with the professor on their own career plans as an applied exercise in the first part of the term (or choose a present workplace persuasion opportunity, e.g., looking to advance a new idea or work on a persuasive presentation). Graduates report that the use of principles learned in this course result in far more invitations for job interviews than the response level to be expected. The course then focuses on influencing group decisions through persuasive presentations, and communicating with larger constituencies. The goal of the course is nothing less than equipping MBA candidates to be in command of themselves at all times, in all situations...becoming a person of greater influence and impact.

CMGB 759C. MANAGING ACROSS MEDIA. (3 Credits)
This course considers how media and entertainment industries are led and managed at a time when there is a clash between traditional media companies and functions and those that are distinctly a product of the digital age. Multi-media firms like Time Warner, Disney, and Viacom sit alongside mostly concerned with a single media industry, such as newspapers and magazines. At the same time the great search engines like Google and Yahoo! have emerged as full-blown media companies. And traditional companies have acquired new entities like YouTube and MySpace and various networking sites which are redefining media, media content and distribution. Everything is changing and understanding how to navigate, manage and lead at such a time is a profound challenge. Arguing persuasively that they are truly different from other corporate entities, these industries are often idiosyncratic and nuanced due to what they regard as their special legal franchise, their quasi-regulated nature and other factors. This course will explore those assumptions in the context of the major media industries and will be adjusted to the interests and needs of students in the course.

Attribute: ABEP.

CMGB 759F. GLOBAL MEDIA. (3 Credits)
This course takes up the concept and practice of global media ranging from large multinational firms to smaller entrepreneurial efforts. Media of major regions of the world—Europe, Latin America, Africa, Asia and the Middle East will be considered.

Attribute: ABIIB.

CMGB 759G. MOTIVATION & INFLUENCE. (3 Credits)
This MBA course is designed to enable students to master and apply several prominent theories of motivation and influence. The communication skills necessary for effective leadership are honed through a series of exercises, including experimentation with different techniques.

CMGB 759H. ECONOMICS OF MEDIA INDUSTRIES. (3 Credits)
The course examines the central economic concepts relevant to understanding the structure and behavior of media industries, to understanding audiences in their consumption of media products, and to understanding the end-user technologies and networks used to distribute media content.

CMGB 759I. MEDIA MANAGEMENT WORKSHOP. (3 Credits)
Media management workshop.

CMGB 759J. LEADERSHIP W/PUB RELATIONS. (3 Credits)
This course examines real-world public relations campaigns and case studies, current and historic. Through readings, discussions and projects, students learn to strategize, make recommendations and review ways a public relations professional develops and executes a campaign in situations, crises or brand recognition with the intention to shape favorable public opinion.

CMGB 759K. MOTIVATION&COMMUNICATION. (3 Credits)
This course examines the links between communication and motivation theory to current leadership challenges, including restoring morale in a work force following a traumatic event (layoffs, restructurings, etc.).

CMGB 759L. COMM FOR ENTREPRENEURS. (3 Credits)
This advanced course, granted an “Entrepreneurship and Venture Initiation” (ENT) designation, will help you launch your venture. Specifically, this class with help you: (1) Pitch your ideas with clarity and confidence. (2) Sell your ideas to critical stakeholders. (3) Brand yourself and establish your credibility in less than 60 seconds. (4) Spin your ideas so they “stick” in a crowded marketplace. (5) Gain valuable feedback about your ideas, brand, and expertise.

Attribute: ABEP.
CMGB 759M. MGMT & COMM FOR GLOB SUST: SOC & ENV RESPONSIBLE BUS. (3 Credits)
This is a foundation course for those interested in learning about global business sustainability and power and influence strategies that are effective within business organizations and in the marketplace. Readings, guest lectures, films, and case studies of for-profit companies and entrepreneurial ventures will demonstrate the strategic decision-making, communication, and negotiation challenges and opportunities faced by corporate leaders and entrepreneurs as they develop more socially and environmentally responsive business models. Power and influence strategies and skills related to effecting change toward global sustainability will be emphasized. The course will help class members become change leaders driving organizational change of any kind (economic, environmental, social, and other). This course is not a "read-and-take-the-exam course." Instead, class members will develop and present (orally and in writing) an individual project – for example, an analysis of a particular company's or sector’s change strategy, or a proposal for advancing change in their own company or other organizational setting. We seek students seriously committed to learning how to use problem analysis, stakeholder mapping, and systems thinking to diagnose business opportunities and obstacles, and then apply strategic decision making, communication, and negotiation skills to make change happen. Also offered as MG 769M.
Attribute: ABGS.

CMGB 759N. MOTIVATION & COMMUNICATION COMPLETELY ONLINE. (3 Credits)
This course examines the links between communication and motivation theory to current leadership challenges, including restoring morale in a work force following a traumatic event (layoffs, restructurings, etc.). Students will learn of the latest research findings in intrinsic or self-motivation, a distinctive type of drive which has been shown to correlate with better performance, greater creativity, lower turnover, and less stress-related illness. MBA-candidates will have the opportunity to master the science and art of creating a work environment in which this superior type of motivation flourishes. Topics include mitigating interpersonal conflict in groups, confronting and changing unproductive employees, and communicating matters pertaining to compensation, performance evaluation and team building. Students’ experiences as well as case studies serve to bring lively issues to the classroom each session. The course includes the professor’s concept of psychological fusion – how it is that other people can often “make us feel.”.

CMGB 759O. INTERNATIONAL COMM & NEG. (3 Credits)
Addresses three broad topics: 1. Culture and Behavior: How culture, and cultural differences, affect human behavior in general and communication in particular. 2. Culture and business communication needed adaptations in correspondence, presentations, and meeting behavior to accommodate cultural differences 3. Culture and Negotiation. How culture becomes a factor in business negotiations, how it changes "the game".

CMGB 759P. PRESENTATIONS FOR BUSINESS. (3 Credits)
Being a great speaker elevates your success, bolsters your credibility, and gives you a competitive edge. This intensive, high-impact course will help you learn to speak with clarity and conviction, develop a strong rapport with an audience, and confidently persuade others to take action. There is one mandatory in-person intensive workshop the first week of classes. You must attend this workshop or you may not enroll in this course. The rest of the course may be completed entirely online; there are no weekly (live or virtual) meetings.

CMGB 759Q. THE EXECUTIVE PLAYBOOK. (3 Credits)
This course covers all aspects of planning, strategy, personnel, budgeting and other aspects of operational media leadership and management in an information industries firm and is taught by John Sateja, the Executive Vice President for Consumer Reports.

CMGB 759R. SOCIAL MEDIA. (3 Credits)
This course examines the phenomenon of social networking as a business as it has evolved from start-ups to large scale firms. Social networking is treated in the context of New, Digital media generally with attention to business models, the role of advertising and other relevant issues. Benefits and hazards of social media, including search, will be discussed. The course will be taught by Athan Stephanopoulos of Gorillaspot.com, an interactive social media platform that allows content publishers and advertisers to reach audiences through the social web, and who has taught New Media courses at Fordham previously. Guest speakers will include leading executives and managers from New Media and social networking firms.

CMGB 759S. COMM FOR MANAGERS & BUS LEADER. (3 Credits)
This course focuses on the role of effective communication for management personnel and leaders in business enterprises. Includes public speaking and written communication through various channels and platforms to key clients and constituencies. What makes an effective senior manager or executive in terms of communication strategy, style and follow through is emphasized in the course. Practical exercises and formal presentations are given and critiqued.

CMGB 759T. COMM WITH HIGH LEVEL EXECS. (3 Credits)
The objective of this course is to enable students to develop analytic and communication skills in realistic contexts that managers are likely to encounter in global business. The course is designed around a series of interviews conducted by the instructor with major world leaders (Nelson Mandela, Benjamin Netanyahu, Benazir Bhutto, Bill Clinton and others). Students will observe and critically analyze the communication content in the interviews and will participate in individual and group role play simulations to actively develop speaking and negotiating skills.

CMGB 759U. MEDIA ENTREPRENEURSHIP. (3 Credits)
Media Entrepreneurship is an active learning course to provide students with knowledge and tools to take their own idea for a media or communications innovation and determine the feasibility of launching it as a business. Students will work in teams to brainstorm ideas, separate out those that are real opportunities and choose one. Through the course of the semester they will work through the market feasibility, strategy, planning, capital and operations budgeting. They will identify sources of start-up capital. The final product produced by each team is a comprehensive business plan suitable for launching a real business. They will "pitch" their plan to a panel of angel and/or venture capital investors. This course is designed for both students planning to pursue careers as entrepreneurs and those who wish to learn more about small business management in the information age. Topics include entrepreneurship, planning and budgeting, innovation, unique challenges of managing a small media or communication technology firm. Articles and case studies are employed to illustrate successes and failures in the information and media sectors. Classroom time is devoted to lecture, project work and discussion.
Attribute: ABEP.

Updated: 10-11-2017
CMGB 759V. INNOVATION IN MEDIA BUSINESS MODELS. (3 Credits)
This course focuses on developing an understanding of the factors that contributed to the emergence, institutionalization, and decline of traditional media business models, as well as to exploring, assessing, and critiquing the wide range of new and innovative business models that are emerging in the digital media environment. Students will draw upon these analyses to develop new business models or innovative variants of existing business models for discussion and critique.

CMGB 759W. EXECUTIVE PRESENTATION SKILLS. (3 Credits)
CMGB 759X. MOBILE COMMERCE & APPLICATIONS. (3 Credits)
Roughly two-thirds of the world's population participates in the new mobile economy. Leveraging the mobile marketplace requires a conceptual understanding of mobile-commerce as well as the practical skills needed to create the next generation of wireless enabled goods and services. This course will provide both, using a combination of global case studies and hands-on experience in building mobile applications for handheld devices.

Attributes: ABEB, ABIB.

CMGB 759Y. EFFECTIVE BUSINESS COMMUNICATION. (3 Credits)
Communication skills are a vital component of every aspect of business life, and understanding their techniques is essential both to a successful education and a successful career. This is a non-theoretical, practical course that is a highly interactive experience. It will reinforce the basics of business communication strategy and delivery; assignments will include written documents and oral presentations; and you will present both individually and in teams.

CMGB 759Z. GAINING GLOBAL BUS PERS:GALWAY. (3 Credits)
This course provides students the opportunity to travel to Galway, Ireland and participate in a week-long study program that will focus on global business from an Irish perspective. The objectives of the course include: Understand the business environment in Ireland; Understand the role of multinational versus start-up organizations within Ireland; Identify benefits to investing in Ireland; Practice key communication skills for global business. The course will include academic sessions and industry site visits. Participants of the course will include Executive MBA students, MBA students, eligible MS students, and executive education participants. Please click here for more information. Please contact Francis Petit, Associate Dean at petit@fordham.edu for additional information on registration, logistics and cost. Professor Dr. Meghann L. Drury, Ph.D., M.A., H.Dip.B.S. Assistant Professor, Communication and Media Management.

Attribute: ABIB.

CMGB 7500. MEDIA SYSTEMS & MARKETS. (3 Credits)
Introduces students to all of the key elements that constitute contemporary media systems and to the key stakeholders in—and evolving dynamics of—contemporary media markets. Includes comparative analyses of international media systems and the economic, technological and regulatory parameters under which they operate. Also provides historical, economic and technological perspectives on the evolution of media systems and markets. PREVIOUSLY TITLED: MEDIA & COMMUNICATION INDUSTRIES.

Attribute: ABEB.

CMGB 7525. CROSS CULT. NEG & COMM. (3 Credits)
Explores how cultural differences and international settings affect business communication and negotiation—key skills for managers who seek to get solutions accepted and implemented. The dimension of culture is used to increase the student-managers’ self-awareness and reflection and to build flexibility in their conceptual understandings and skills. Emphasizes specific strategies, styles and techniques that help the negotiator/communicator.

Attributes: ABGS, ABIB.

CMGB 7528. COMM NEGOTIATION& CONFLICT RES. (3 Credits)
Negotiation and conflict resolution are part of the everyday life of managers, yet few managers know how to approach negotiation and conflict resolution in systematic ways. This course develops students’ appreciation of different negotiation models and exposes them to game theory and cognitive theory approaches. Applying these concepts will help students to enhance organizational and personal effectiveness, make better deals, improve working relationships and break through stalemates and deadlocks. Selected readings will be supplemented by hands-on exercises in a highly interactive learning environment. Concepts and exercises increase in sophistication and complexity as the course progresses. The course is appropriate for both those new to negotiation and conflict resolution and those with prior experience.

CMGB 7530. INNOVATION IN MEDIA BUSINESS MODELS. (3 Credits)
This course examines the factors that have contributed to the emergence, institutionalization, and decline of traditional media business models, as well as to exploring, assessing, and critiquing the wide range of new and innovative business models that are emerging in the contemporary media environment. Students will draw upon these analyses to develop new business models or innovative variants of existing business models for discussion and critique.

Attribute: ABEP.

CMGB 7531. COMM CORP IMAGE RESPONSIBILITY. (3 Credits)
Demonstrates the value of pragmatic public relations activities through basic principles, case studies and guest speakers. Examines how inept communications and resulting public perceptions can create or deepen corporate crises. Stresses criteria for selecting outside counsel, establishing relationships with the media and communicating with employees and stockholders. Also offered as MKGB 7782.

Attribute: ABGS.

CMGB 7534. LEADERSHIP WITH PR. (3 Credits)
Examines the use of public relations strategies to replace or augment more traditional communications efforts. Agency publicists and company representatives discuss this trend. Case studies illustrate how techniques such as video press releases, expert spokespeople and inventive news pegs are used as part of an overall communications plan.

CMGB 7537. CRISIS COMM & MEDIA STRATEGIES. (3 Credits)
Explores the experiences of both instructor and guest speakers in managing public battles, including strategies, flash points, media relations, chains of causality and often-critical personalities. Crises include product poisonings, tanker groundings, nuclear accidents and other disasters that come without warning.

Attribute: ABIB.
CMGB 7540. INTENSIVE SECTOR ANALYSIS: MUSIC BUSINESS. (3 Credits)
This course has a rotating focus each semester that it is offered; but in each instance will involve an intensive focus on a single industry sector. Specific sectors that will be the subject of semester-long intensive analysis include the Television Industry, the Music Industry, and the Motion Picture Industry. Students will apply the analytical skills and conceptual understandings developed in other courses in the curriculum to achieving a detailed understanding of the challenges and opportunities facing an individual media sector. Students will also gain a detailed understanding of the history, evolution, economics, and key stakeholder dynamics of these individual industry sectors.

CMGB 7545. MEDIA STRATEGY PRACTICUM. (3 Credits)
This course involves the development and utilization of the analytical tools necessary to formulate and adjust strategic directions for media enterprises. Students in this course engage in the kind of in-depth analysis of a single media enterprise characteristic of a management consultant organization. Students formulate and present their analyses for discussion and critique.

CMGB 7550. LEADERSHIP COMMUNICATION. (3 Credits)
A leader’s success hinges on the ability to communicate effectively with diverse stakeholders in divergent settings. This applied course introduces students to academic theories that describe, explain, and predict effective and ineffective leadership communication behaviors. Throughout the semester students solicit candid and constructive feedback about their leadership communication strengths and improvement opportunities. Then, they apply practical strategies, validated by academic research, to improve their communication effectiveness as leaders. Previously titled Management Communication.

CMGB 7554. CONSUMER ADOPT OF NEW MED. (3 Credits)
Examines new communications technologies using guest speakers, videotapes and case studies. Surveys cable, video, satellite transmission, so they “stick” in a crowded marketplace. (5) Gain valuable feedback about the leadership communication behaviors. Throughout the semester students solicit candid and constructive feedback about their leadership communication strengths and improvement opportunities. Then, they apply practical strategies, validated by academic research, to improve their communication effectiveness as leaders. Previously titled Management Communication.

CMGB 7555. LAW OF TRAD & NEW MEDIA. (3 Credits)
Analyzes the legal parameters and constraints on freedom of expression that govern traditional and new communications technologies, focusing on the Internet. Probes the various constitutional, statutory and regulatory protections accorded the Internet and more traditional media, such as print, broadcast and cable, as well as governmental attempts to regulate certain aspects of them. Topics include modern First Amendment interpretation, defamation, privacy, commercial speech, indecency/obscenity, contracts, intellectual property and e-commerce. Also offered as BL 7325.

CMGB 7556. LAW OF TRAD & NEW MEDIA. (3 Credits)
CMGB 7561. NEW MEDIA PRODUCT DEV PRAC I. (3 Credits)
Intended to help students understand the practical application and integration of compelling content and the various formats of modern media in business application. The course includes most forms of video, audio, and social media. Students will develop a media strategy, delivery plan, and create actual media to solve communications challenges for real companies.

CMGB 7562. NEW MEDIA PROD DEV PRAC II. (3 Credits)
A continuation of the Spring term course. In part two of this course, students take the next steps in the development of the media product or enterprise conceptualized in part one. Students work on product development, learn about financing opportunities and strategies and begin to develop plans for marketing their media product, platform or service. Concludes with a final presentation and critique of the enterprise developed over the course of the two class sequence. Prerequisite: CMGB 7561.

CMGB 7563. ETHICS & SOC RESP IN MEDIA ENT. (3 Credits)
This course explores the wide range of ethical issues affecting contemporary media enterprises and the role that social responsibility should play in the operation of these unique and influential enterprises. Specific issues addressed in this course include consumer privacy, codes of conduct and self-regulatory principles, the concepts of the 4th and 5th estates and their evolving role in the operation of media enterprises, and issues of media effects and how such potential effects should factor into decision-making.

CMGB 7599. SPEC TOP COMM & MEDIA MGMT. (3 Credits)
These courses are offered from time-to-time to permit faculty and students to explore topics of special interest. The specific topic and prerequisites are announced when the course is offered.

CMUB 2664. BUSINESS COMMUNICATIONS : GSB INTEGRATED CORE ONLY. (1.5 Credits)
This course offers a chance to improve basic competency in written and verbal business communication skills. The ability to communicate well is crucial to career success. Corporate cultures, international communications, conversational strategies, timed writing, interviewing, problem solving, business style are discussed.

CMUB 2665. BUSINESS COMMUNICATION. (3 Credits)
This course offers a chance to improve basic competency in written and verbal business communication skills. The ability to communicate well is crucial to career success. Corporate cultures, international communications, conversational strategies, timed writing, interviewing, problem solving, business style are discussed.
CMBU 2666. BUSINESS COMMUNICATIONS : GSB INTEGRATED CORE ONLY. (1.5 Credits)
This course offers a chance to improve basic competency in written and verbal business communication skills. The ability to communicate well is crucial to career success. Corporate cultures, international communications, conversational strategies, timed writing, interviewing, problem solving, business style are discussed.

CMBU 3434. INTEGRATED MARKETING COMMUNICATION. (3 Credits)
Advertising is the most pervasive element of marketing mix: the average American family of four is exposed to 1500 advertising messages a day! Students will study the role of advertising in the marketing communications mix, allocating the promotional budget and developing advertising strategy: product positioning, creative development, media planning, reasearch and control, legal issues, and ethical considerations. Students will apply theoriesto case discussions and develop a full-fledged competitive advertising campaign for a potential "client."
Prerequisite: MKBU 3225.

CMBU 3810. APPLIED BUSINESS COMMUNICATIONS. (3 Credits)
The emerging professionals' Institute for Applied Business Communication will promote the related skills that matter most in the professional workplace. Communications strategies reviewed will follow a pedagogy designed to empower participants through the use of simulated business experience.

CMBU 4411. ST: COMM FOR ENTREPRENEURS. (3 Credits)
Successful entrepreneurs are effective communications. This advanced course will help students launch their ventures by demonstrating effective communication skills. Specifically, this class will help students: (1) pitch their ideas with greater clarity and confidence; (2) sell their ideas to critical stakeholders; (3) brand themselves and establish their credibility; (4) spin their ideas so they stick on a crowded marketplace; and (5) gain valuable feedback about their ideas, brand and perceived expertise.

CMBU 4412. ST: UNDERSTANDING AUDIENCES/USERS. (3 Credits)
Understanding Audiences and Users examines how media audiences/users of digital media are measured, what we know about audience behavior and effects, and related ethical and policy questions. The course covers the challenges and techniques of measuring audience and user behaviors, including how this has changed and is still changing. Measurement systems studied include those used for "mass" media such as television, as well as digital and mobile media. It also explores what we know about how people use, and are affected by, various media. The class also tackles the regulatory and ethical questions that surround audience and user measurement, including questions of privacy, trust, and consent.

CMBU 4413. DIGITAL MEDIA & PROMO COMM. (3 Credits)
Digital Media and Promotional Communication focuses on how companies, organizations, and individuals are using digital media to communicate and connect with all of their various stakeholder groups, including consumers. As the media environment changes with new technological capabilities to distribute and retrieve messages, companies promotional communication strategies must adapt as well. This course seeks to understand this media environment and apply it to the decision-making involved in a promotional communication context in terms of both message content development and message placement. Students will analyze digital media campaigns that companies have conducted in terms of their promotional communication brand goals. They will also develop their own digital media promotional communication campaigns. This course is examined through theoretical and practical means applied to current events and people affecting the world today.

CMBU 4420. ST: ENTREP COMM & NEG. (3 Credits)
This course is designed to develop practical communication and negotiation skills for entrepreneurs. Key areas of instruction include: deal-making; personal selling and reputation building through business plan presentation; and use of communication and negotiation to develop effective social networks. Complementing theory with practice, the class will consist of hands-on stimulations and exercises as well as readings and materials from textbooks, practitioner journals, and case studies.

CMBU 4440. ST: THEATRE IN BUSINESS. (3 Credits)
This course is a highly practical application of theatre skills that support and develop innovative and entrepreneurial business thinking and practice. Experiential and accelerated learning techniques that include storytelling, improvisation, advanced presentation skills, play texts and performance that are used to develop: decision making, problem solving, risk taking and advanced leadership communication.

CMBU 4443. ST: PERSONAL LEADERSHIP. (3 Credits)

CMBU 4445. ST: GLOBAL MEDIA BUSINESS. (3 Credits)
This course examines the profound changes in the current media landscape. Through the business lens students will learn, discuss and evaluate forces affecting media business. In particular this class will cover how media are created, distributed and exhibited in the new digital world, to give students an insider’s perspective how global media business operate.

CMBU 4453. SOCIAL MEDIA. (3 Credits)
Social Media examines social media innovations and the disruptive force they have on traditional, established business, as well as how companies across various industries are handling these "new rules". A key goal of the course is to understand social media through case studies, projects and using social media. In this course students will learn how social media works; why social media matters to business; and how to successfully use social media in a professional capacity.

CMBU 4458. SPECIAL TOPIC: INTRODUCTION TO PUBLIC RELATIONS. (3 Credits)
Strategic and tactical approaches to public relations as a business and as a business/management tool. Emphasis on planning and executing public relations programs and activities including relations with the news media and other external communications as well as internal/organizational communication. (This course is cross registered with MKBU 4458 Intro to Public Relations)
Prerequisite: ACBU 2223.

CMBU 4470. SPECIAL TOPIC: BUSINESS OF MEDIA AND ENTERTAINMENT. (3 Credits)
An introduction to the substantive business operations and media economics issues in the publishing, broadcasting, recorded music, new media and film industries. A required project links the course to the student’s specific business discipline.

CMBU 4471. SPECIAL TOPIC: BUSINESS OF NEW MEDIA. (3 Credits)
An introduction to New Media industries covering matters of economics, technology and regulation; convergence in media and entertainment industries as well as social and cultural consequences. A required research paper or project links the course to the student’s specific business discipline.
Attribute: NMDD.
CMBU 4472. PERSUASIVE COMMUNICATION. (3 Credits)
This course provides students with insights into the process of influencing attitudes and behavior, with opportunities to hone their own persuasion skills. The latest research findings are applied to practical business situations. The ability to persuade is prized in corporate America. In the role of a manager, influence has replaced authority as the preferred means to lead. This course also prepares students for the many career paths in which persuasion is the key skill required, such as in media and corporate sales.

CMBU 4474. SPECIAL TOPIC: EXPLORATION OF BUSINESS THROUGH MEDIA. (3 Credits)
This course uses documentary films as texts to stimulate discussions of contemporary issues in Business Communications and Media Management. The effects of media depictions of businesses and corporations, and how corporations respond to the challenges presented by these media depictions and the role of "social responsibility" in contemporary corporate culture as depicted by media will be discussed.

CMBU 4477. ST: CROSS CULTURAL NEGOTIATION. (3 Credits)
This course exposes students to the legal, ethical, and practical challenges of negotiating globally. It develops negotiation skill sets and enhances appreciation of the impacts of cultural difference and international institutional settings on business negotiations. Case-based simulations offer the opportunity to refine in practice the concepts learned in readings and films. Students will emerge from the course better prepared to work in multi-cultural teams and business settings.

CMBU 4488. SPECIAL TOPIC: BUSINESS OF SPORTS MEDIA. (3 Credits)
This course will offer students the opportunity to develop a broader understanding of the multiple playing fields within the sports industry via in-depth study of leading media coverage primarily through the SportsBusiness Journal and the SportsBusiness Daily.

CMBU 4995. INTERNSHIP GROUP. (0 Credits)

CMBU 4998. SUMMER INTERNSHIP. (6 Credits)

CMBU 4999. INDEPENDENT STUDY. (1-6 Credits)

Communication and Media Studies (COMM)

COMM MTNC. MAINTENANCE-PCOM. (0 Credits)
COMM 0010. OBSERVER ED BOARD. (0 Credits)

COMM 0912. REQUIREMENT PREPARATION. (0 Credits)
For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement, such as comprehensive exam, Master's thesis, or dissertation submission. Attribute: Z410.

COMM 0914. REQUIREMENT PREPARATION IN SUMMER. (0 Credits)
For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

COMM 1000. FUNDAMENTALS OF COMMUNICATION AND MEDIA STUDIES. (3 Credits)
This course provides students with an introduction to the fundamental approaches, theories and perspectives essential for an understanding of mediated communication, the industries that make it possible. Throughout the term we will explore many ways in which our symbolic environment both reflects and shapes life in the 21st century, from interpersonal to international relations, and everything in between. Attributes: AMST, FRSS, SSCI. Mutually Exclusive: COMM 1010.

COMM 1010. INTRODUCTION TO COMMUNICATION AND MEDIA STUDIES. (3 Credits)

COMM 1098. INTERNSHIP. (1 Credit)
COMM 1999. TUTORIAL. (1 Credit)
Independent research and readings with supervision from a faculty member.

COMM 2098. INTERNSHIP. (2 Credits)
Supervised placement for students interested in work experience.

COMM 2999. TUTORIAL. (2 Credits)
Independent research and readings with supervision from a faculty member.

COMM 3098. INTERNSHIP. (3 Credits)
Supervised placement for students interested in work experience.

COMM 3999. TUTORIAL. (3 Credits)
Independent research and readings with supervision from a faculty member.

COMM 4000. COMMUNICATION AND MEDIA STUDIES HONORS SEMINAR. (4 Credits)
An invitation-only course for the top students in the majors of the Department of Communication and Media Studies. The course topic will rotate every year, as will the instructor. Offered at both campuses. Counts as an elective towards any CMS major. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMM 4098. INTERNSHIP. (4 Credits)
Supervised placement for students interested in work experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMM 4701. INTERNSHIP SEMINAR. (4 Credits)
Juniors and Seniors only. Intern duty and seminar meetings during which students analyze their work experience in terms of the mass media as a whole. Written projects and selected readings geared to each student's internship will be assigned. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attribute: JOUR.
COMM 4801. INTERNSHIP EXPERIENCE I. (2 Credits)
Weekly intern duty and regular meetings with a faculty adviser during which students extend classroom experience into the real world. Written projects and readings relating to the internship are assigned. Seniors only.

COMM 4901. INTERNSHIP EXPERIENCE II. (2 Credits)
Weekly intern duty and regular meetings with a faculty adviser during which students extend classroom experience into the real world. Written Projects and readings relating to the internship are assigned. Seniors only.

COMM 4999. TUTORIAL. (1-4 Credits)
Independent research and readings with supervision from a faculty member.

COMM 5000. MEDIA ANALYSIS AND CRITICISM. (3-4 Credits)
A global interdisciplinary examination of the historical, social and psychological roles of communication during the 20th century.

COMM 5005. THEORIES OF PUBLIC COMM. (3-4 Credits)
An examination of communication models that focus on the transmission of the heritage and ideals of civilization.

COMM 5010. ROLE OF PUBLIC COMMUNCTN. (3-4 Credits)
Analysis of how public communication has been defined and what function it is thought to play in society.

COMM 5020. THE COMM INDUSTRIES. (3-4 Credits)
The origins, structure and operations of the major media, presented from historical, economic, and social perspectives.

COMM 5030. UNDERSTANDING NEW MEDIA. (3,4 Credits)
This course is devoted to the exploration and examination of new media and digital communications, including the computer, as a medium of communication, computer-mediated communications, videogaming, mobile communications, the internet, online communications, and concepts such as cyberspace, virtual reality, hypertext and hypermedia, digital arts, participatory media, social media, etc. The goal of this course is to gain a general understanding of how these modes of communication work and work us over. In other words, the main concern is with how we interact with and in our new media environments, and how that communication differs from the way we have interacted previously, when we think, feel, and behave in electronic words; how we form our sense of self and identity online (and off); how we form our sense of community online (and off). No special skill in computing is needed for this class but it is assumed that students have access to and are familiar with e-mail and the Web.

COMM 5035. LATINO JOURNALISM. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COMM 5125. MEDIA & SOCIAL AWARENESS. (3-4 Credits)
The relationship of the entertainment and marketing functions of media to the development of values and concepts of self and others.

COMM 5155. POLITICAL COMMUNICATIONS. (3-4 Credits)
Analytical case studies of public information and practices of the modern nation state.

COMM 5160. PROPAGANDA & PERSUASION. (3-4 Credits)
A socio-political analysis of the development, maintenance and modification of beliefs, attitudes, and opinions.

COMM 5165. SOCIAL/CULTURAL COMM. (3-4 Credits)
Analysis and critique of media influences upon social and cultural attitudes, opinion and behavior.

COMM 5180. PROBLEM OF NEWS. (3-4 Credits)
Examination of how the public perceives the world around it via the information media. How these media provide framework for the understanding of the local, national and international news.

COMM 5200. NARRATIVE THINKING. (3-4 Credits)
Interrogating social interaction, media effects and cultural formation this course addresses 4 fundamentals questions: How do human beings acquire knowledge through story and storying? How do human beings store access knowledge through story and storying? How do human beings disseminate knowledge through story and storying? How do human beings validate or invalidate through story and storying?

COMM 5300. MEDIA CREATIVITY&MORAL CHOICE. (3 Credits)
This course will examine our social values and mores as reflected through the media. In television and film fiction, what actions do we applaud, and how have our standards evolved through the years? In non-fiction news, what is considered newsworthy and what does that tell us about ourselves? From Public Enemy (gangsterism is terrible but we love watching it) to The Godfather and The Sopranos (they're gangsters but they're our gangsters); from High Noon (its worth risking death to fight fair) to Unforgiven forty years later (no problem shooting unarmed men); from JFK's private life (discreetly secret at the time) to our current political profiling (with all those specific details), we consider, evaluate and measure who we are as a culture, what our ethics were, and what they have become.

COMM 5520. PUBLIC, COMMUNITY AND ALTERNATIVE MEDIA. (3-4 Credits)
The course examines the long history, rich content, and diverse forms of expression that characterize alternative, community and public media in the United States, and across the globe. We will look at a variety of media created by independent producers, community organizations, not-for-profit profit, and public institutions, to understand the social, cultural and political significance of these formats. As public expression and representation that exist outside of the for-profit model of media production, we analyze the motivations, goals and effects of this increasingly diverse and prolific realm of media.

COMM 5750. FILM AESTHETICS & ECONOMIES. (3 Credits)
In order to understand images we see on movie screens, we must understand their economic backstory. Before any film reaches the viewing audience, it is shaped significantly by a multitude of people, business structures, and labor practices through the stages of production, distribution, and exhibition. With this in mind, this course explores formative economic and industrial moments, contexts and relationships from which particular films emerge. To do this, we will look at historical and contemporary developments in filmmaking both within and beyond the U.S. Hollywood Industry. In addition to the economic frameworks of filmmaking, we will also consider on-screen outcomes. By attending to genres, actors, aesthetics, and other key elements of film texts, the course traces economic and industry decisions to the final product of the film itself.

COMM 5969. TARGETED WRITING. (3-4 Credits)
A Workshop in writing for specific purposes and results; press releases for public, government and commercial venture, op-ed pieces and columns, think pieces and scholarly essays and fiction for genres. Professional writing is the underlying emphasis throughout.
COMM 6025. BROADCAST INNOVATORS. (3-4 Credits)
This course will introduce students to the most important anchors, correspondents, and news executives in American broadcasting, including Edward R. Murrow, Walter Cronkite, and Ted Turner. We will read these pioneers’ biographies and autobiographies and watch their work, to determine what effects these innovators had upon broadcasting while they worked, as well as, how they’ve affected the news business today. The course will cover the first days of television through the present. Students who have taken the undergraduate version of this course, COMM 3322 “TV News Innovators”, may not take COMM 6025.

COMM 6050. MEDIA RESEARCH METHODS. (3 Credits)
An overview of the various types of research conducted by and for the media.

COMM 6100. GENDER & MEDIA. (3 Credits)
An examination of gender images and representatives across a broad range of media genre, formats and programming. Assuming gender to be a sociocultural/biological set of categories, we will explore the ways in which both the masculine and the feminine have been inscribed as cultural identifiers and social norms. Deconstructing cultural and media texts will be anchored to theoretical discussions that tie gender concepts to pop culture and social structures. A variety of expressions that transgress gender categories will be explored as possible paths to changes and challenges to market driven representation.

COMM 6145. History of Women’s Magazines in America. (3 Credits)
Historically, women’s magazines have been among the most popular forms of print media in the United States. Yet even before the 1830’s, when Godey’s Lady’s Book put women’s magazines on the popular and commercial map, controversy has surrounded their contents, purpose and implications. From the start, critique has emanated from a wide range of social and political interests, and not least from women themselves. From classrooms to chatrooms, books to blogs, the debate about nature and impact of women’s magazines on gender identity and women’s lives is still in play today. This course will explore the multidimensional history of the American women’s magazine from the rise of the tradition to the present, examining fundamental continuities, eclectic contents, and key critical claims within their changing theoretical, social, political, commercial and media industry contexts.

COMM 6150. MEDIA AND SYMBOLIC FORM. (3 Credits)
An examination of our codes and modes of communications, information, and perception. Perspectives on our use of signs and symbols, words and images, speech and writing systems, and new electronic and digital forms. Survey of approaches drawn from linguistic, semiotics, general semantics, cybernetics, orality-literacy studies, the study of media as languages, and remix cultures.

COMM 6155. MEDIA AND TECHNOLOGY. (3 Credits)
An exploration of the many intersections between the process of human communication and the development of human technology. While communication technologies will be emphasized, this course will also consider other types of technology (e.g. production, transportation, health and medicine, warfare, etc.), and the general concept of technology itself, as analyze the nature and impact of technologies and technological change, their effects on the process of communications, on our forms of social organization and culture, and on our very modes of thought, feeling, and consciousness.

COMM 6160. TELEVISION & THE NEW MEDIA. (3 Credits)
This course looks at how the now venerable medium of television is both threatened by competition from the Internet, and benefits from its reach. Will seeing television shows on Hulu.com and TV.com undermine the advertising basis of network television? How did blogging help Lost, Twitter assist Mad Men, My Space figure in Bones, You Tube assist Saturday Night Live? These and other examples of television-web cooperation will be carefully examined.

COMM 6165. COMM & COMMUNITY. (3 Credits)
A historical and philosophical inquiry into the socializing and legitimating functions of various media, with a view to consequences for communications policy.

COMM 6190. COMM POLICIES&PRACTICES. (3 Credits)
Critical study of US communication policies and their application to electronic media. Conflicting interests of the media and public are studied in detail, and means for the public to gain access to media are examined and tested.

COMM 6200. SCREENWRITING. (3 Credits)
This course teaches the elements involved in writing a screenplay: structure, dialogue, introduction and development of characters, storytelling skills in general and how to create a flow of your specific story in particular. Students learn how to work with reversals, integrated relationships and interconnected events; and above all, how to tell a compelling story visually, by using the camera as the audiences eyes. There are films to watch and analyze, and screenplays to critique; but the major project of the term is to write a full-length screenplay from conception to fully realized script. In class, we spend a substantial amount of time watching and discussing of full-length screenplays from films watched outside of class and scene-by-scene analyses that compare a written screenplay to the finished film version. Students may also be required to see films outside the class, and to discuss their respective screenplays in terms of structure, intent and execution.

COMM 6210. COMMUNICATION & THE LAW. (3 Credits)
A study of the law’s impact on the development and use of mass media technologies.

COMM 6250. INTERNATIONAL COMM. (3 Credits)
Cross-cultural analysis of the role of communications in selected European and Third World countries with emphasis on the impact of the mass media on information exchange, economics and national identity.

COMM 6300. PUBLIC COMM-DIGITAL ENVIRON. (3-4 Credits)
An exploration of computers, the Internet, and cyberspace as new media of communication and new environments for social interaction. Topics covered will include: the characteristics of digital medial and computer-mediated communications; the functions, forms and culture of cyberspace; mind and identity in a networked environment; the legal, political and social issues related to new media; and human relationships in an electronic environment. This is not a hands-on course, but a basic familiarity with computers, e-mail, and Web browsing (as a user, not a programmer) would be helpful.

Updated: 10-11-2017
COMM 6370. STRATEGIC COMMUNICATIONS AT THE UNITED NATIONS AND OTHER HUMANITARIAN ORGANIZATIONS. (3 Credits)
This course presents the pressing demand for effective communication strategies at humanitarian and cultural organizations and agencies, especially those involved with the United Nations. Constructive communication across boarders and between people of different religious and cultural backgrounds is a primary goal of the Alliance of Civilization, founded at the United Nations in 2005. Continuing efforts to create open dialogue, understanding and global stability involve the development of media coordination efforts internationally. Relief efforts and crisis management across the globe also require strategic message design, and best efforts to bring the experiences of those in distress to global publics. Ways in which the voices of beneficiaries, aide workers and crisis managers inform the public help determine public empathy and support for those in need. Speakers include: Jordi Torrent, Media Literacy Program Coordinator, UN Alliance of Civilizations; Robin Andersen, the “Disaster Narrative” in Global Media Coverage of Humanitarian Crisis; Kent Page, Senior Advisor for Strategic Communication for UNICEF; Alexander van Tulleken, MD, with the World Health Organization in Darfur; Chaim Litewski, Chief, United Nations Television; Caroline Petit, Chief, UN Promotion & Distribution Unit News and Media Division; Timothy La Rose, Communications Officer, Office of the Special Representative of the UN Secretary-General for Children and Armed Conflict.

COMM 6400. CRITIQUES OF ADVERTISING. (3 Credits)
Analysis of advertising campaigns, ideologies, themes and trends in conjunction with practical assignments for print and broadcast media.

COMM 6425. WORLD CINEMA. (3-4 Credits)
Covers the emergence of film as a global art form, economic force, and cultural phenomenon in a variety of national and international settings. Covers the potential for film, and the discourse and theory of cinema, to effectively encourage cultural awareness, political dialogue, and social commentary. Examines issues of film production; funding, collaboration, training, and problems of censorship, as well as issues of reception.

COMM 6440. GLOBAL MEDIA IN AN INTERACTIVE AGE. (3 Credits)
This course explores the concept of public opinion, audiences, and interactive participation with media on a global scale. The role media plays in shaping attitudes, identities, and nationalism is analyzed historically, and reconsidered in a world increasingly interconnected through digital technologies and the ways in which they are reshaping information, media content and civic participation around the world. Emphasizing examples and initiatives developed in different countries, we will consider their potential for sustainable development, economic well-being, and global stability and citizenship.

COMM 6500. MEDIA METHODS & MESSAGES. (3 Credits)
Techniques, strategies and standards of targeted research and writing are examined and applied to major writing projects.

COMM 6555. INTERNSHIP SEMINAR. (3 Credits)
One of two possible tracks for fulfilling M.A. degree requirements. Seminar for students who are MA in Public Communications.

COMM 6570. NATURE TRAVEL AND CONSERVATION COMMUNICATION. (3,4 Credits)
Nature, Travel and Conservation Communication This course explores Dr. Andersen’s current research on communication design for ethical travel and conservation in the tourism industry, the fastest growing sector of the world’s largest industry. We analyze the ways in which marketing and strategic communication can be employed to encourage sustainable tourism practices at eco-lodges, game parks and other sites where visitors interact with natural environments, local communities and wildlife. Wildlife encounters that provide a unique context for conservation education will be identified, along with strategic communication models designed for sustainable and alternative development in environmentally sensitive regions. Travel, adventure, animal, and nature programming and magazines, as well as on-line material, websites and tourism guidebooks will also be analyzed for their narrative and visual rhetorical strategies that help shape views of the natural world, its people and communities, and the roles and behaviors’ of the global tourist.

COMM 6575. ORGANIZATIONAL COMM. (3 Credits)
COMM 6580. PUBLIC RELATIONS. (3 Credits)
An examination of the operations and practices of public relations with particular emphasis on publicity and public relations campaigns, issues development and crisis management.

COMM 6600. COMMUNICATION ON THE NET. (3 Credits)
A study of how communicators use networked communications to convey messages for cultural, social or public policies.

COMM 6630. POLITICS & NEW MEDIA. (3-4 Credits)
An examination of the impacts that new media are having on the political process in America and world-wide. Key characteristics of new media include the empowerment of reader and viewers as writers and producers and the viral marketing of political candidates and ideas. Students not only look at these media and their impact, but work on the web with blogs, videos, and audio files.

COMM 6700. VIDEO ENVIRONMENTS. (3 Credits)
An examination of the basic production principles, aesthetics and epistemology of video applications in corporate, public and creative communication environments.

COMM 6705. SPECIAL TOPICS. (3 Credits)
This course looks critically at the changing ways the death of a public figure is mourned in the mass media. Using case studies and critical texts on celebrity, the public sphere, and public memory, we will explore such questions as how the death is depicted, how the legacy of the deceased is presented and framed, and how the posthumous fame of the celebrity continues on after death. Case studies will range over the 20th and 21st century to include Rudolph Valentino, Judy Garland, Diana of Wales, Michael Jackson and Amy Winehouse.

COMM 6770. CAPSTONE RESEARCH I. (3 Credits)
A one-on-one mentor-student course in which the student finds a faculty mentor to develop a research paper or project. The project or paper can be completed during this course. If more time is needed, student may enroll in Capstone Research II to complete the paper or project. Requirements for this course are to identify the capstone topic or research question, outline the topic or research, and complete a literature review or foundational material.

COMM 6777. CAPSTONE RESEARCH II. (3 Credits)
A one-on-one mentor-student course in which the paper or project proposal and early research are developed into a final form.

Updated: 10-11-2017
Communications Law (CMGL)

CMGL 0215. LAW & THE VIRTUAL WORLD. (2 Credits)
This course will examine unique aspects of computer or “cyber” crime. It will survey federal statutes pertaining to computer and internet-related crimes and their application – both domestically and internationally – such as identity theft, hacking and economic espionage, online threats and harassment, child pornography and enticement, and human trafficking. The course will also cover practical aspects of computer crime investigation and current computer forensic examination capabilities. Finally, the course will explore sentencing issues, and first amendment and fourth amendment issues that arise in this context.
Attributes: LAWI, LAWT.

CMGL 0299. INTERNET-BASED CRIMES. (2 Credits)
This course will examine unique aspects of computer or “cyber” crime. It will survey federal statutes pertaining to computer and internet-related crimes and their application – both domestically and internationally – such as identity theft, hacking and economic espionage, online threats and harassment, child pornography and enticement, and human trafficking. The course will also cover practical aspects of computer crime investigation and current computer forensic examination capabilities. Finally, the course will explore sentencing issues, and first amendment and fourth amendment issues that arise in this context.
Attributes: LAWI, LAWT.

CMGL 0320. FIRST AMENDMENT AND EVOLUTION OF MEDIA. (2 Credits)
The media are more complex, varied and pervasive – for better and worse – than they have ever been. This seminar focuses on the First Amendment protection for speech and the press, and its role in the evolution of media. Class readings include both seminal 20th century First Amendment decisions and important recent cases. By writing short papers and participating in class discussion, students learn how to analyze First Amendment questions that arise in the rapidly changing media landscape. For example, can the government impose a prior restraint on speech? Should any form of media have different or stronger First Amendment rights than any other? To what extent does the First Amendment protect speech that is deemed dangerous or threatening? What about false speech? Do the owners of media platforms have the exclusive right to control their content, or do users of the platforms have a right to make their speech heard? How do courts address the tension between First Amendment rights and privacy rights? Questions like these have influenced each form of media, from print, broadcast radio and television, to cable TV, the Internet and social media. They will be asked with equal or greater urgency as new media continue to develop.
Attributes: LAWI, LAWT.

CMGL 0341. INFORMATION PRIVACY LAW. (2-4 Credits)
This interdisciplinary course is about us, our data, and the myriad ways in which websites, the government, and even our friends pose threats to our privacy. We will touch on the development of tort, contract, statutory, and constitutional law, and we will address several questions throughout the course, including: How, if at all, can we protect information known to some others? How has technology changed our relationships with each other and with the government? Can traditional privacy rules and laws accommodate today’s needs? We will begin by discussing theories of privacy to which we will refer throughout the entire course. Then, we will discuss issues of privacy and disclosure by the media and by other private citizens. We will then turn to privacy and law enforcement and discuss issues related to police surveillance, abuse of power, safety, and the Fourth Amendment. Then we take up questions of consumer privacy, data aggregation, notice and choice, predictive algorithms and artificial intelligence, and the “black box” of data analytics. Assessment will be based on class participation, in class activities, and a take home exam.
Attributes: CORC, CRCP, IPIF, JD, LAWT, LLM.

CMGL 0365. INTERNET LAW. (2-3 Credits)
The internet has profoundly changed how people create, disseminate and use information. This course is an overview of the major policies, laws, and extralegal norms by which the Internet is governed. In this course we will survey some of the substantive laws applicable to the Internet and the variety of mechanisms available for governing the Internet. Topics covered will include tort law, speech, intellectual property, employment, e-commerce, issues of territorial jurisdiction, privacy and law enforcement. There will be a scheduled final exam.
Attributes: JD, LAWT, LLM.

CMGL 0368. MASS MEDIA LAW. (2,3 Credits)
A study of the scope of First Amendment protection of a free press and the current regulatory framework of the mass media. Specific topics include defamation, privacy, prior restraints, reporters privileges, access to governmental information, the free press, fair trial conflict, the media’s role in the electoral process, access to the media, regulation of broadcast and cable television, commercial speech and advertising, and obscene or indecent communications.
Attributes: IPIE, JD, LAWT, LLM.

CMGL 0378. MASS MEDIA AND INTERNET LAW. (2,3 Credits)
A study of the scope of First Amendment protection of a free press and the current regulatory framework of the mass media. Specific topics include defamation, privacy, prior restraints, reporters privileges, access to governmental information, the free press fair trial conflict, the media’s role in the electoral process, access to the media, regulation of broadcast and cable television, commercial speech and advertising, and obscene or indecent communications.
Attributes: JD, LAWT, LLM.

CMGL 0399. INFORMATION LAW SURVEY. (3-4 Credits)
Digital communication technologies make it easier than ever to distribute information. The survey course in Information Law addresses the way in which law, legal institutions, and private actors control the flow of information. The course will take up these themes in the areas of intellectual property, free speech, open government, search, informational privacy, cloud storage, cybersecurity, and communications.
Attributes: CORC, CRCP, IPIF, JD, LAWT, LLM.

Comparative Literature (COLI)

COLI 1220. POETRY AND POETICS. (3 Credits)
The goal of this course is to extend the student’s reading experience by demonstrating the interconnection between literature and culture in its widest sense. Students will also learn the techniques of poetry and close reading.

COLI 1230. HISTORY AND THE NOVEL. (3 Credits)
Not a history of the novel, this course invites students to view the novel and history not as separate fields of study but as mutually informing ways of representing the world. To this end, it will examine representative novels and historical analyses that deliberately cross boundaries presumed to define literature and history.

COLI 1413. FICTION AND HUMAN RIGHTS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
COLI 1800. INTERNSHIP. (1 Credit)

COLI 2000. TEXTS AND CONTEXTS. (3 Credits)
An introduction to the literary analysis of texts and the cultural and historical contexts within which they are produced and read. Significant class time will be devoted to critical writing and to speaking about literature. Each section of Texts and Contexts will have a focus developed by the individual instructor and expressed in its subtitle. This course fulfills the Core requirements for the second Eloqentia Perfecta seminar.
Attributes: ENGL, TC.
Prerequisites: ENGL 1102 or ENGL 1100 or ENRU 1100 or ENLU 1100 or ENEU 1100 or HPRH 1001.

COLI 2800. MAJOR ENRICHMENT INTERNSHIP. (4 Credits)
Supervised course in which a student’s major-relevant internship is combined with regular meetings with a professor, with the aim of producing a research paper about some aspect of the institution with which the student is interning. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 2999. TUTORIAL. (2 Credits)

COLI 3000. THEORY OF COMPARATIVE LITERATURE. (4 Credits)
A review of theories and methods of comparative literary studies, using literary theory and criticism as primary readings in conjunction with primary works of literature, drawing from a range of literary traditions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENGL.

COLI 3112. ITALIAN NEOREALIST CINEMA. (4 Credits)
This course will examine the different narrative styles and themes characterizing Italian cinema in the 1940s and 1950s and its relation to the social and political situation of post-war Italy. We will also review the critical debate on the definition and chronology of Neo-realism and the differences between neo-realist cinematic and literary experiences. Screenings will include classics by Visconti, Rossellini, DeSica and DeSantis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ITAL.

COLI 3119. CONTEMPORARY MIDDLE EAST FILM AND LITERATURE. (4 Credits)
Examines contemporary Middle-Eastern and North African film and literature, considering postcolonial films and literature as efforts to forge complex new identities in the context of a newly re-mapped region. Particular focus on representations of gender and Islam. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, MEST.

COLI 3122. THE ETERNAL FEMININE IN LITERATURE AND FILM. (4 Credits)
In this course, we will study the myth of the Eternal Feminine, understood as a source of mystery, fear and fascination bringing many myths of women together. Deeply rooted in our collective imaginary, this complex representation will be analyzed throughout a selection of literary works written from the end of the 18th century (when Goethe uses the expression for the first time) and films that will allow us to discuss the adaptation of the classical texts on screen; the creation and spreading myth through literature, opera, and cinema; and the impact of the feminist critic of the myth in contemporary representations of women. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

COLI 3137. WORLD CINEMA MASTERPIECES. (4 Credits)
World Cinema Masterpieces provides a close analysis of style, narrative, structure and visual texture in selected masterworks of major European, Asian, and American directors. Directors under consideration include: Renoir, Carne, Lang, Welles, Ophuls, Hitchcock, Bresson, Kurosawa, Ray, Bergman, Rossellini, Fellini, Truffaut, Tarkovsky, Kieslowski, Fassbinder and Allman. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, INST.

COLI 3143. WORLD CINEMA MASTERPIECES 1960-1980. (4 Credits)
World Cinema Masterpieces, 1960-1980 explores major works of the French New Wave, expressionism, surrealism, epic, and New German cinema—all produced during a twenty year period of extraordinary diversity and experiment. Among the European, North American and Asian directors we will consider are: Truffaut, Rohmer, Trakovsky, Bunuel, Antonioni, Teshigahara, Bergman, Kurbrick, Fassbinder and Malik. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: ENGL 1102 or ENGL 1100 or ENRU 1100 or ENLU 1100 or CLAS 2000 or ENGL 2000 or CLAS 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

COLI 3200. MACHIAVELLI’S UTOPIA. (4 Credits)
In this course we will analyze The Prince as well as Machiavelli’s creative work (e.g., his theatrical piece The Mandrake Root and his short story Belfagor). By adopting an interdisciplinary approach for the examination of both the historical and the artistic context in which Machiavelli lived, we will address the question of how and why The Prince was misinterpreted by Italian and European intellectuals and humanists of Machiavelli’s time, leading to a misperception of many of the text’s core ideas in an historical moment in which Europe was steadily transforming itself into a domain of absolutism (we will read Reginald Pole, Innocent Gentillet, Erasmus, Montaigne, among others). We will retrieve the original cultural context in which Machiavelli wrote: a climate of strong limitation of political creativity and liberty, which lead Machiavelli to compose The Prince (1513 ca.) inspired by an utopian desire for a new leader who could reconcile all the contradictions of Italy. Course taught in English. Coursework in Italian for credit in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, ITAL.
COLI 3202. ARIOSTO TO GALILEO: THE INVENTION OF MODERNITY IN RENAISSANCE ITALY. (4 Credits)
Ariosto and Galileo represent two chronological ends of a revolutionary intellectual period in the Italian Renaissance culture. Between the years 1516 (date of the first edition of Ariosto’s Orlando Furioso) and 1610 (date of edition of Galileo’s Sidereus Nuncius), Italian civilization contributed significantly to the shaping of a new idea of reality. The course is dedicated to the study of this particular period in which masterpieces such as the Furioso, Torquato Tasso’s pastoral poem Aminta, and his epic poem Jerusalem Delivered, as well as Galileo’s works (Sidereus Nuncius, Copernican Letters, Dialogue Concerning the Two Chief World Systems) become the founding texts of a new realism that questioned and distrusted appearances and, by doing so, prepared the intellectual background where Galileo could develop his new scientific method and discover intellectual models useful for his innovative comprehension of the natural world (with strong implications about the separation of theology and science). Recent scholarship insists on the deep influence that literary humanism had on Galileo’s mind who, no surprise, was a reader, a writer of literature and also a literary critic (for example he wrote about Ariosto and also an incomplete commentary on Tasso’s Jerusalem). The course is therefore dedicated to the study of the relationship of literature to the History of Science with close reading of the above mentioned works and also following an interdisciplinary approach devoted to the exploration of the artistic civilization around Ariosto, Tasso and Galileo. Taught in English with coursework in Italian for credit in Italian Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 

Attribute: ALC.

COLI 3210. THE ADOLESCENT AS HERO. (4 Credits)
Study of literary works and films dealing with adolescence and coming of age. Authors may include Balzac, Gide, Goethe, Mann, Musil, Proust and Rimbaud. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3211. EVIL IN LITERATURE. (4 Credits)
Evil as perceived in literature from the late 18th century to the end of the twentieth. Authors may include Balzac, Baudelaire, Bronte, Genet, Laclos and Wilde. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3215. THE WAR NOVEL. (4 Credits)
The course focuses on how the 20th century war novel translates the experience of war into fiction (World War I and II, and the Vietnam War). Readings may include Hemingway, Remarque, Celine, ClaudeSimon, Tim O’Brien. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3216. LOST ILLUSIONS. (4 Credits)
The shift in Western Civilization from the idea of inevitable progress to the more modern mode of uncertainty will be studied through selected literary texts and films. Authors may include Boll, Celine, Duras, Flaubert, Fontane, Hemingway, and Musil. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3250. REPRESENT SP CIVIL WAR. (4 Credits)
This course situates the socio-historical and ideological issues surrounding the Spanish civil war (1936-39) as a broad introduction to 20th century history and culture, beginning with a brief intro to the history of the civil war. Students explore how the war has been represented in media (film, poetry, novel, photography, poster art, journalism, letter and memoir). A brief theoretical intro highlights the concept of history as a text subject to interpretation, while also questioning the relationship between governments and the histories they chose as representative. By studying varied representations of the war, students learn about the many different wars fought- over ideology, class, land, religion, military supremacy, and national history. A research project at the Abraham Lincoln Brigade Archives requires students to analyze the relationship between history and representation in texts from the war. Students analyze reactions of artists and writers to the Spanish civil war through a multinational, multidisciplinary approach to understand the relationship between art and politics in 20th century culture. Authors and artists include Luis Bunuel, Ernest Hemingway, Robert Capa, Pablo Picasso, George Orwell, Langston Hughes, Cesar Vallejo, Pablo Neruda, and Ken Loach. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: LALS.

COLI 3364. NOVELS OF IDEAS: 19TH CENTURY. (4 Credits)
An intensive study of four major novels from the second half of the nineteenth century: Melville’s Moby Dick, Tolstoy’s Anna Karenina, Dostoevsky’s The Brothers Karamazov, and Hardy’s Jude the Obscure. In exploring the ideological texture of these works, the course will consider the influence of such seminal figures as Schopenhauer, Marx, Darwin, Nietzsche, Zola, and Frazer. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, OCST.
Mutually Exclusive: ENGL 3364.

COLI 3365. NOVELS OF IDEAS: HIGH MODERNISM. (4 Credits)
Drawing on works of philosophy, psychology, aesthetics and literary theory, the course will develop close, contextualized readings of five Modernist masterpieces, all published with a twenty year span: Proust’s Swann’s Way (1913), Lawrence’s Women in Love (1920), Svevo’s Confessions of Zeno (1923), Mann’s The Magic Mountain (1924), and Faulkner’s Light In August (1932). The class will require approximately 2,700 pages of reading—about 200 pages per week. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

Prerequisites: ENGL 1102 and ENGL 1002 or ENGL 2000 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

COLI 3423. MODERN EUROPEAN DRAMA. (4 Credits)
A survey of the rise of modernist drama in the work of such playwrights as Buchner, Ibsen, Strindberg, Chekhov, Shaw, Pirandello, Brecht, Synge, Lorca, Genet, Ionesco, and Beckett. The course will frame close readings of about fourteen plays, tracing the 19th century and early 20th century intellectual influences and exploring a variety of contemporary theoretical perspectives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
COLI 3424. ROMANTICS AND THEIR WORLD. (4 Credits)
In this course we will study British Fiction, Non-fiction and poetry from the late eighteenth to the mid-nineteenth centuries. As a counterpoint to this examination of traditional romantic literature, we will pursue traits of romanticism beyond the usual region and places, and search out their permutations in a variety of media, cultures, and historical conditions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3426. ROMANTIC ENCOUNTERS. (4 Credits)
This course considers a wide array of fiction and non-fiction from the Romantic period that concerns themes of cultural and national difference, exploration, and tourism. Drawing from British, French, and German traditions, we will look at how authors discussed the pleasures, dangers, and scandals of travel. Through poems, novels, guidebooks, periodical essays, exploration narratives, and travel journals, the course asks why journeying — whether actual or imaginary — is so central to the Romantic identity and how it mediates the relationship between self and other. Students will emerge with an understanding of the connection between the idea of foreign and the role of the writer in the Romantic period and will be introduced to theories of gender, representation, and discourse analysis. Authors will likely include Charles Baudelaire, Novalis, Percy Shelley, Mary Wollstonecraft, Mary Shelley, Ann Radcliffe, Mungo Park, and James Cook. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3431. FROM REALISM TO MODERNISM. (4 Credits)
A study of the 19th and early 20th century novel with particular attention to the development of the genre in the context of issues of representation and narration. Works by Balzac, E. Bronte, Dostoyevsky, Eliot, Flaubert, James, Joyce, Proust. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3434. THE AVANT-GARDES: EUROPE AND LATIN AMERICA. (4 Credits)
An in-depth introduction to the various collective literary and artistic movements that prevailed in 1920s and 1930s Europe, Spanish-America, and Brazil. We will read poems, manifestos, chronicles, essays and short stories by the likes of Breton, Picabia, Marinetti, Carrington, Borges, Girondo, Huidobro, Mario and Oswalt de Andrade. Course material will also draw from the visual arts, especially painting, photography, and film (Dalí, Magritte, Bunuel, Rivera, Xul Solar, Amaral). This course will delve into the cultural and political implications of the avant-gardes in a transatlantic context, with particular emphasis on a comparative exploration of notions of center and periphery, imitations and parody, art and politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, LALS.

COLI 3450. THE CITY IN LITERATURE AND ART. (4 Credits)
The structures, spaces, people, and life patterns of cities in the imagination of writers and visual artists from the end of the nineteenth century to the present. We will focus on Berlin, Paris, and New York, using the work of Walter Benjamin as a stimulus to thinking about our own relationship to the urban environment. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, URST.

COLI 3451. THE CITY IN LITERATURE. (4 Credits)
A study of urban life through the close reading of fiction, poetry and drama, focusing mainly on New York, but also London, Paris, and Cairo. Discussion of films and photographs will also play a part in the course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3455. LITERATURE, ECTASY, AND POPULAR CULTURE. (4 Credits)
In this course, we will examine the extent to which the experience and representation of ecstasy may be seen to create, reflect, counteract or otherwise impinge upon traditions and trajectories of historical and contemporary popular cultures. Framed by Wordsworth's Lyric Ballads, our comparative study will include texts in various media from Plato to Almodovar. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3462. SYMPATHY AND SENSIBILITE. (4 Credits)
A study of these concepts in French and British texts (novels, plays, essays, medical treaties, etc.) in the 18th century. Authors will include: Crebillon fils, Diderot, Mackenzie, Marivaux, Smith, Sterne, Swift, among others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3463. DIDEROT. (4 Credits)
From generative and scientific speculations on the body and life and the encyclopedic organization of all knowledge, to visual and theatrical tableaux and the deployment of dissonant narrative strategies, Diderot's literary, aesthetic, and scientific work make him one of the most important and interesting writers of the eighteenth century and force us to rethink the understanding of the body, the novel, the play, and the work of art in the eighteenth century and beyond. Diderot has also informed some of the most innovative texts in contemporary theory, philosophy, and art. In this seminar we will examine multiple works from Diderot's interdisciplinary corpus to gain intimate knowledge of his poetic and of his unique articulation of key Enlightenment issues in the discourses of science, aesthetics, music, and fiction. Works can be read in English or French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3464. MEDICINE AND LITERATURE IN ANCIENT REGIME. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
COLI 3466. DISCOVERING FRENCH CINEMA. (4 Credits)
What is French Cinema? Why is cinema regarded first and foremost as an art form in France? In this course, you will learn how to appreciate the language of cinema, understand how mise en scène, sound, and editing work together in crafting in front our eyes a world that will absorb us for a couple of hours. You will also journey through over a century of film production, from Méliès’s early "trick films" to the animation boom of the 2000s, from 1930s poetic realism to the social realism of the 1990s, from Cocteau’s and Franju’s fantastic cinema to Besson's blockbuster films.
We will see how these films can help us understand better why cinema has remained so important to French cultural identity and how French cinema has defined the way audiences abroad see France and French society. Readings introducing you to key film theoretical concepts will accompany the films discussed throughout the semester. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

COLI 3471. LUIGI PIRANDELLO IN CONTEXT: THE SUBJECT AND ITS MASKS. (4 Credits)
A study of the narrative, theatre and theoretical essays of Luigi Pirandello (1867-1936; Nobel Prize 1934) in the context of the literary, cultural, and social developments in early 20th-century Italy and Europe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3476. CONFLICT AND VIOLENCE IN FRANCOPHONE AFRICAN CINEMAS. (4 Credits)
The development of film industries across Africa has been inextricably tied with colonial history. We will focus here on the cinematic production of former French colonies, from Algeria, Morocco and Tunisia in North Africa to sub-Saharan countries, including Senegal, Burkina Faso, and Chad. Often trained in Western film schools, African and North African filmmakers started making films in the 1950s and 1960s, a time also marked by repeated struggles for independence from colonial domination. There is no single way to look at such a diverse and extraordinarily rich corpus. We will look more specifically at how different filmmakers have addressed, performed and questioned the notions of conflict and violence, both physical and psychological, literal and symbolic, at different time periods and in different regional contexts. Ousmane Sembène, Abderrahmane Sissako, Mahamat Saleh Haroun, Nabil Ayouch, Sarah Maldorore will be among the filmmakers included in our discussions. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

COLI 3500. ADVANCED LITERARY THEORY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENGL.
Prerequisites: COLI 3000 or ENGL 3045.

COLI 3519. WRITING AND REWRITING SEDUCTION. (4 Credits)
This class examines the theme of seduction and its relation to writing in European literature pre-1789. Writers include among others: Heloise and Abelard, Boccaccio, Marguerite de Navarre, Marvell, Castiglione, Lafayette, Casanova, Bastide, Crebillon fils, Lacos, and Sade in addition to critical works by Baudrillard, Paglia, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3522. STRANGE MEMORIES, STRANGE DESIRES. (4 Credits)
The course will use the image of the strange to make less familiar our concept of the Americas as a whole an coherent. Readings will span across the continents, valuing what we could describe as unsettling, weird, and bizarre. This concept of the "strange" will be considered alongside thematics of historical memory and desire in various novels. Short stories by: Hawthorne, Poe, and James. Authors may include: Faulkner, Bowles, Rulfo, Sandra Cisneros, Junot Diaz, Puig, Borges, Pynchon, and Garcia Marquez. The course will be divided into thematic sections as follows: Strange Lands; Strange Love; Strange Worlds; and The Memory of Sex. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3530. TRAUMA MEMORY NARRATIVE. (4 Credits)
"Trauma, Memory, and Interrupted Narrative" considers what it means to live and write in the aftermath of trauma. Topics will include personal (rape, abuse, incest, violence, Aids) as well as historical traumas (the Holocaust, genocide, war). Authors might include Freud, Caruth, Laub, Felman, Phelan, Tausig, Sontag, Erikson. Literature by Morrison, Duras, Kincaid, Didion, etc. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3531. UNHAPPY FAMILIES. (4 Credits)
Unhappy Families: Trauma, Secrecy, and Testimony. Secrets can hold families together or tear them apart. In recent years, American culture has become increasingly fixated on representations of secrecy in families, specifically those concealing psychological trauma. Contemporary literature, film, theatre, and the visual arts have become fearless in their exploration of the intimate warfare within the familial construct. Though alcoholism, adultery, and revolt against patriarchy have marked much of 20th century cultural output, these newer portrayals shatter the paradigm and reveal previously taboo fragments. Thus, things that were once off limits are now fair game, such as dysfunctional communication and alienation, inappropriate sexualization, longing and nihilism, suicide and murder. Reading texts on the literature of and about psychological trauma, various narrative strategies will be analyzed with an eye to identifying connections between theory, fiction, and memoir. The three major objectives will be to familiarize students with theories of trauma, apply these theories to the analysis of selected works both fictive and real, and finally, to consider the ways in which family trauma is repressed or concealed, remembered, revealed, dramatized, framed, and staged. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
COLI 3535. BUILDING THE IDEAL CITY, ETHICS AND ECONOMIC FOUNDATIONS OF REALIZABLE UTOPIAS. (4 Credits)
This course introduces students to the investigation of the role that economic concepts such as profit, work, utility, and exchange play in defining the ideal city as a realizable political project. Students will investigate ethical and economic concepts and their interrelation in the debate on the best form of State and government that developed from antiquity to modern American Utopian Communities. This course includes texts from various sources, philosophical, theological, juridical, and literary. Through these readings, students learn how theoretical and practical ideas on the best form of society developed in time and influence modern political thought. The course focuses on the impact of the socio-economic doctrines of the Church in shaping the idea of a possible, realizable, ideal city. Among the texts and authors included are Plato, St. Augustine, Thomas Aquinas, Dante, Boccaccio, Thomas Moore, Leon Battista Alberti, Tommaso Campanella, Francis Bacon. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: MLL, MVST.

COLI 3553. 21ST CENTURY ROMANTICS. (4 Credits)
In this course, contemporary (i.e., 20/21st century) romantic lyric, prose, and film will be examined in historical context, and compared with traditional (i.e., 18/19th century) romantic texts. We will explore the evolution of the term "romantic" within popular culture. The making of lyrical icons, or the popular romanticization of the author/artist figure, will be a chief theme throughout the course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3575. PAINTING THE EMPIRE: UNDERSTANDING THE SPANISH EMPIRE THROUGH ART AND LITERATURE. (4 Credits)
The Golden Age of Spanish art and literature (known as "el Siglo de Oro") coincided with the configuration of Spain as a global empire after the rise of the Habsburg dynasty to the Spanish throne (from around 1550 to around 1650). This course proposes a study of the main social, political and cultural conflicts that conformed that empire from a multidisciplinary perspective that combines the works of the empire's most famous painters (El Greco, Diego Velázquez, José de Ribera, among others) with the works of its most representative writers (Lope de Vega, Miguel de Cervantes, María de Zayas, among others); topics such as the symbolic construction and shaping of space, gender, national identity or social and religious relationships will be approached through a combination of visual and textual representations. The course will also take great advantage of the important collections of Spanish Renaissance and Baroque painting held at several New York institutions such as the Metropolitan Museum of Art of the Hispanic Society of America, including visits to those institutions and field work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: SPAN 2500.

COLI 3585. TRANSNATIONAL ASIAN CINEMA. (4 Credits)
With its over-the-top action movies, riveting crime thrillers, sweeping historical romances, and unabashed melodramas, Asian cinema is one of the most exciting sites of cultural production in the world today. This capstone course will draw on theories and methods from film studies, literary studies, and sociology in an effort to develop an interdisciplinary model for analyzing Asian cinemas in a global context. The remainder of the course will focus on Asian cinema as a way of testing "the transnational cinema" hypothesis: the proposition that, thanks to the machinations of global capitalism, even seemingly "national cinemas" must now be understood in "post-national" terms. The course will culminate in a series of screenings at the annual New York Asian Film Festival at the Film Society of Lincoln Center. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3664. POST COLONIAL LITERATURES. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENGL, GLBL.

COLI 3668. CARIBBEAN IDENTITIES. (4 Credits)
This course explores the literature of the Caribbean in terms of socio-historical Creole identities, diaspora and colonial legacies in the Spanish, French, and English speaking Caribbean. We will read in contemporar and late twentieth century texts the manners in which this history shapes the understanding of Caribbean identities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: LALS.

COLI 3689. AFRICAN LITERATURE II. (4 Credits)
The main focus will be an examination of the colonial and postcolonial literary production of European-influenced African writers writing in European languages: English, French, and Portuguese. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: GLBL.

COLI 3690. WOMEN WRITING AFRICA. (4 Credits)
This course will consider the representation of Africa in the writing of women authors coming from different literary, cultural, and national traditions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3691. 20C AFRICAN-AMERICAN AND AFRICAN WOMEN. (4 Credits)
"20th-Century African-American and African Women Writers" considers the political, social, racial, and other related contexts in which these women write. Authors include Larsen, Hurston, Morrison, El Saadawi, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
COLI 3692. ANGLOPHONE AFRICAN LITERATURE. (4 Credits)
This course (sub-titled "America in Africa") offers students an opportunity to learn about Africa and how America and Americans are represented by authors of the African continent writing in English. Using a range of texts in which America and/or American characters are represented, the course will encourage students to ask and answer questions such as: how is America (and Americans) represented abroad? And why? Simultaneously, students will also be learning about other places, peoples, cultures, and beliefs. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3802. LITERATURE AND IMPERIALISM. (4 Credits)
This course explores key debates in the study of literature and in the history of imperialism. Attention will be paid to the importance of literary form and historical representation as well as the relation between the two. A major concern of the course will be to examine the problems posed for any study of culture by legacies of imperialism. Readings will likely include Joseph Conrad, Mahasweta Devi, Naruddin Farah, Rudyard Kipling, Salman Rushdie, Tayeb Salih, Olive Schreiner, and Pramoedya Ananta Toer. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3840. LATIN AMERICAN CULTURE THROUGH FILM. (4 Credits)
Major topics of Latin American cultural criticism through an examination of Latin American and Latino film production, with a special emphasis on the documentary as an alternative to mainstream cinema and television. Latin American media theories and cultural criticism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3910. US LATINO FILM MAKING. (4 Credits)
Examination of the major topics and genres of Latino film making in the U.S. Film makers studied may include Rodriguez, Valdez, Ichaso, Troyano, Muniz, and Sayles. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 3912. LITERATURE OF THE AMERICAS. (4 Credits)
Literature of the Americas—Spanning North, Central, and South America, this class will read novels across time and space. Whether this literature can produce a coherent vision of "America" in the 21st century will be considered alongside questions of race, class, gender, and sexuality. We will also examine the complexities of the aesthetic: Not only what makes a novel "American" but also what makes an American novel valuable. Authors include Pynchon, Cisneros, Garcia Marquez, Burroghs, and Fuentes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 4011. NARRATING CHILDHOOD. (4 Credits)
In this seminar, we will study the explorations of childhood experience that are to be found in literary, theoretical and cinematic texts. We will examine the construction in language of the child's point of view and voice and we will consider literary and psychoanalytic views of the significance of childhood experience to adult life. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 4014. JEAN RHYS: REWRITING ENGLISH. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 4016. REWRITING THE MEDITERRANEAN. (4 Credits)
REWRITING THE MEDITERRANEAN—Historically the Mediterranean has been a region where different ethnicities, cultures and religions have emerged, dissolved or uneasily coexisted. The enduring encounter of East and West, North and South on its shores and in its waters, however, has been far from peaceful. In this seminar, we will discuss contemporary writers and intellectuals from the Mediterranean who confront the legacy of centuries-old political and religious divisions, and build on the rich artistic heritage and still vital cultural traditions of the region. We will address the question of what the notions of "Mediterranean culture" and "Mediterranean identity" mean today, by examining fiction and essays by Albert Camus, Vincenzo Consolo, Assia Djebar, Amin Maalouf and Orhan Pamuk, among others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 4018. CONTEMPORARY CUBAN CULTURE IN HAVANA. (4 Credits)
This interdisciplinary capstone course will study the representation of the Cuban revolutionary process in literature, history, and film. It will explore some of the major topics on the Cuban revolutionary process from the vantage point of historical, literary and cinematic accounts: the relationship of intellectuals to the state, the revision of the past as antecedent to the Cuban revolution and its policies, the place of race, gender and sexuality in revolutionary culture, the Mariel exodus and the revolution’s relationship to Cuban diasporic communities, the critique of revolutionary rhetoric during the post-Soviet “special period” and issues related to consumption, gender, sexuality, race, urban development and subjectivity during the current period of economic and cultural transition from socialism. It will use an interdisciplinary historical, literary and cinematic approach to examine the Cuban revolutionary process and will offer as a complement to the course an optional Spring Study-Tour of Havana, LALS 3930. The course will be conducted in English with texts in Spanish and English translation, and will count toward the major and minor in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COMC, COMM, FITV, GLBL, ICC, INST.
COLI 4020. LITERATURE, FILM AND DEVELOPMENT. (4 Credits)
Development and underdevelopment are terms we now associate with the relative industrialization/financialization of any given part of the world and the comparative disposition of their economic structures. They are used to differentiate the haves from the have-nots (North/South, First and Third Worlds; metropole and postcolony). We will study Development and its discourse as it has emerged since the 18th century within humanist frameworks of philosophy/science (the animal-human divide); literature (stories/narrative as colonial inscription); and technology (as techne and prostheses manifest in photography, film and video). We will explore the ways it informs our perceptions and ways we read our own and other worlds. In particular, we will focus on how Development/development has constructed and shaped the many significations of "the human" from the early modern to contemporary times. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENGL.

COLI 4124. SEMINAR: KIESLOWSKI'S DECALOGUE. (4 Credits)
The seminar is devoted to the extensive exploration of the Polish director Krzysztof Kieslowski's ten-part work, The Decalogue, a series of films set in Warsaw in the early 1980s but inspired by and structured upon the Ten Commandments. The course will examine these multi-layered films both as individual meditations and as inter-connected narratives, analyzing their visual composition, probing their moral, psychological and religious implications, and confronting their abundant ambivalences. As we consider Kieslowski's masterpiece in various contexts, we will draw upon ancillary readings in philosophy, literary theory, and aesthetics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

COLI 4125. KIESLOWSKI IN THEORY AND HISTORY. (4 Credits)
This seminar will focus on a close analysis of the Decalogue, the 10-film cinematic masterpiece of the Eastern European director, Krzysztof Kieslowski. The films will be paired with some key texts in critical and film theory and discussed in multiple contexts; the rest of Kieslowski's oeuvre; the works of other Eastern European filmmakers; and the historical context of Poland in the 1980s. Capstone seminar for Comparative Literature majors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 4126. TEN SHORT FILMS ABOUT MORALITY. (4 Credits)
This seminar will focus on a close analysis of acclaimed Polish director Krzysztof Kieslowski's cinematic masterpiece, The Decalogue (1988-89). The ten one-hour films of the series each examine the ambiguities of the Ten Commandments in the modern setting of late twentieth-century Poland. The films will be paired with substantive essays examining the "ten words" of the the commandments from various religious, philosophical, and theoretical perspectives, as well as some key texts in critical and film theory. Capstone seminar for Comparative Literature major. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENGL, EP4, SRVL, VAL.

COLI 4150. RACE AND HOLLYWOOD FILM. (4 Credits)
This interdisciplinary capstone course examines how contemporary US culture represents its racial others. Drawing on theories and methods from sociology, political science, philosophy, and literary theory, we will develop a provisional model of interdisciplinary cultural analysis that will enable us to examine how racial representations work, why they matter, and how they can be most fruitfully interpreted. We will then conduct a series of case studies in racial representation. Each case will be organized around a recent Hollywood film, and each film will be examined from a variety of disciplinary perspectives, with particular emphasis on how the various disciplines both illuminate and obscure various aspects of the racial representation at hand. The course will culminate in a series of group presentations, with each group presenting an interdisciplinary analysis of a recent racial representation of its own choosing.

Prerequisites: ENGL 1102 and ENGL 1004 or ENGL 2000 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

COLI 4204. JOSEPH CONRAD AND THE FUTURE OF ENGLISH. (4 Credits)
A study of works by Joseph Conrad and their relevance for the changing landscape of English literature within the comparative linguistic, literary, and cultural context of the twentieth and twenty-first centuries. Besides select works of Conrad (including Almayer’s Folly, “Heart of Darkness,” Lord Jim, Nostromo, The Secret Agent, and Under Western Eyes), other works to be studies may include: Ngugi wa Thiong’o, A Grain of Wheat, V.S. Naipaul, A Bend in the River, Tayeb Salih, Season of Migration to the North, Nuruddin Farah, Maps, Jessica Hagedorn, Dream Jungle, Pramoedya Ananta Toer, This Earth of Mankind. CAPSTONE SEMINARE FOR COMPARATIVE LITERATURE MAJORS. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 4206. COMPARATIVE STUDIES IN REVOLUTION. (4 Credits)
This interdisciplinary capstone seminar engages students in a series of literary and historical studies of revolutionary (and counter-revolutionary) movements (e.g. the Haitian revolution of 1791, the Indian Rebellion of 1857, and the events of 1965 in Indonesia). Examining historical documents, works of fiction, literary theory and historiography, the seminar will investigate how the disciplines of history, literary criticism, and cultural studies more generally, seek to explain revolutionary historical change. Particular attention will be paid to the authority of textual evidence placed within interdisciplinary, cross-cultural, and multimedia contexts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP3, GLBL, ICC, PJST.
COLI 4207. COMPARATIVE STUDIES IN EMPIRE. (4 Credits)
This interdisciplinary capstone seminar will study the interrelation between different imperial formations (e.g., Roman, Ottoman, Mongol, British, Chinese, and American) and the various linguistic, literary, and cultural traditions that give them imaginative and historical shape. Attention will be paid to the importance of literary form and historical representation. Juxtaposing historical and fictional texts from different cultural and historical moments, the seminar will explore how these texts foreground problems of historical documentation and textual authority. The seminar will also study how these foundational problems, shared by the disciplines of history and literary criticism, are embodied in other media, notably music and film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, ICC.

COLI 4320. READING THE INDIAN OCEAN WORLD. (4 Credits)
A new area of study has emerged in the last decade known as Indian Ocean Studies. It uses interdisciplinarity to study the cultural flows and encounters over time of the peoples and traffic of the Indian Ocean. This course will focus on the literature, writing, and expressive practices (including film, music and performance) that this confluence of peoples has created. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, ICC.

COLI 4412. REPRESENTING ART IN LITERATURE. (4 Credits)
Art and its literary representation in 17th and 18th century France and England. In this seminar, we will examine the literary representation of art (portraits, landscape, etc.) in novels. What is the status of these representations? In what ways does this status change from the 17th to the end of the 18th centuries? In order to analyze the import of visual representation in literary texts, we will also read a number of works of early art criticism both in England and France as well as contemporary criticism and theory. As such, we will try to determine the interrelation between history of the visual and literary culture in the early modern period. Texts can be read in the original language if desired. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 4420. ETHICS AND INTELLIGENCE. (4 Credits)
This seminar will engage students in an intensive examination of the history, literature, and ethics of secret intelligence. Tracing the historical emergence of contemporary intelligence agencies from the early modern period up to the present, and with special attention to literary works from contrasting cultural traditions, the seminar will focus on three areas of expertise that have historically shaped he articulation and administration of both clandestine and public intelligence and information: the work of translators, the work of missionaries, and the work of government agencies.
Attributes: EP4, VAL.
Prerequisites: ENGL 1102 and ENGL 2000 or ENGL 1002 or ENGL 1004 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

COLI 4603. ASIANS IN THE AMERICAS. (4 Credits)
This capstone course examines the histories, cultures, and politics of Asians in the Americas. Drawing on theories and methods from history, sociology, psychology, literary studies, and other scholarly disciplines, we will examine some major touchstones in the interdisciplinary field of Asian American Studies. Topics may include the global context of Asian migration to the west, Asians as coolie laborers in the US and the Caribbean, anti-Asian legislation, Japanese American internment during World War II, the geopolitical context of model minority discourse, gender and sexuality in Asian America, media representations of Asians and Asian Americans, and methodological debates in the field of Asian American Studies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC, PLUR.

COLI 4800. INTERNSHIP. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 4998. SENIOR THESIS TUTORIAL IN COMPARATIVE LITERATURE. (4 Credits)
Practical application of comparative techniques and research methods. Supervised independent work culminating in an orginal research paper in the area of comparative literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

COLI 4999. TUTORIAL IN COMPARATIVE LITERATURE. (4 Credits)
Independent research and readings with supervision from a faculty member.

Compliance (Law) (CPGL)

CPGL 0202. IN-HOUSE COMPLIANCE COUNS PRAC. (2 Credits)
This course provides a general overview of the real-world practice realities for the in-house compliance legal counsel. It will include examples and illustrations drawn from the experiences of a practicing in-house compliance counsel and will translate the practical requirements of a Fortune 50 technology company for an understanding of the many challenges and compromises that accompany this practice. Students will learn how to balance value-based decision-making with budget concerns and the challenging pace of a high tech company.
Attribute: JD.

Updated: 10-11-2017
CPGL 0203. HEALTH LAW COMPLIANCE. (2 Credits)
The healthcare industry is governed by numerous statutes that are actively enforced by Federal and State regulatory bodies. This Healthcare Regulations Compliance course focuses on the Federal and State statutory and implementing regulatory provisions enacted to detect and deter healthcare fraud, waste, and abuse. Over the course of the semester, students will cover, among other compliance laws and regulations, the following fraud and abuse laws: (i) the Federal and State False Claims Act; (ii) the Physician Self-Referral ("Stark") Law; (iii) the Anti-Kickback Statute; (iv) the Civil Monetary Penalty Law; and (iv) the Criminal Health Fraud Statute. Students will also learn the required elements of an effective compliance of ethics program and how to perform a risk assessment, including risk identification, scoring, and prioritization. In addition to the foregoing, the course will cover corporate governance, human subject research compliance, record management, as well as patient privacy and data security under the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and the data breach notification provisions under Health Information Technology for Economic and Clinical Health Act ("HITECH") provisions of the American Recovery and Reinvestment Act ("ARRA") of 2009.
Attributes: CORC, CRCP.

CPGL 0206. COMPLIANCE IN INFORMATION AGE. (2-3 Credits)
Emerging technologies provide opportunities for new and efficient ways to conduct business, but they can also raise a variety of potentially complex legal and compliance challenges. This class will provide an overview of the legal and regulatory context for current technology issues facing both large and small companies, including privacy, information security, electronic recordkeeping and employee supervision. Course content will focus primarily on the financial services sector; however the core compliance concepts included in the class will be broadly applicable across industries. Through analysis of regulations, interpretive guidance, case law and settlements, students will explore questions such as how do businesses use social networking systems like Facebook and Twitter, while dealing with obligations to store and supervise their electronic communications? What challenges are posed by domestic and international privacy and information security requirements when companies want to take advantage of cloud computing services, or deploy business systems across multiple jurisdictions or continents? How can a "bring your own device" policy permit an employee's personal device, such as an iPhone, to be used to conduct business and store proprietary information without undue risk? Course Materials and Meetings Course Materials: Course materials will be posted on TWEN. No materials are required to be purchased.<p> Attendance and Participation: Attendance is mandatory. Please notify us in advance if you cannot attend class due to religious observance, illness, family emergency or other legitimate reasons. Class Participation: Classes will generally be conducted as a mix of presentation and discussion. You will be expected to have read preparatory materials, and to participate actively in class. Laptops: Laptops are permitted, but we encourage you to limit note taking and memorization in favor of class participation, with a focus on appreciating the principles emerging from our analysis and discussions. Although legal materials will be used in this course, our emphasis is understanding how Compliance functions work, and the skills needed by Compliance staff to help translate legal and business requirements into cogent, documented and sustainable business processes and associated policies, procedures and supporting technologies. Recording: You are not permitted to record class sessions using a smartpen, dictation software or any other method.<p> Email: We may periodically send you emails via TWEN. You may reach us by email or phone during business hours via our contact information above. Course Evaluation<br> Your grade will be based on a take-home examination, which you can take anytime during the exam period. Class participation will be taken into consideration as part of your final grade.
Attributes: CORC, CRCP, IPIE, JD, LAWT, LLM.

CPGL 0207. LEADING TRUSTWORTHY ORGANIZATIONS. (2 Credits)
CPGL 0260. COMPLIANCE COMMUNICATION. (2 Credits)
CPGL 0262. GLOBAL CORPORATE COMPLIANCE. (3,4 Credits)
This course will explain the major features of an "effective" corporate compliance program. Students will have an opportunity to learn the fundamentals of rolling out a program for a global corporation and updating and refocusing a current program. Students will examine various areas of law, regulation and policy, as well as various industries to adapt the compliance protocols for the global corporation. This course will be skills oriented.
Attributes: CORC, CRCP, ICE, JD, LAW, LAWB, LAWI.
CPGL 0291. CORPORATE COMPLIANCE IN DEVELOPING (BRIC) & UNDER DEVELOPED COUNTRIES. (2 Credits)
The class will cover the compliance programs of companies doing business in the Developing (BRIC countries of Brazil, Russia, India and China) as well as Underdeveloped Countries. It will be a workshop class with assignments that will focus on a portfolio of documents necessary to update or refocus a compliance program in these countries and will include case studies on the BRIC countries.

CPGL 0302. E-LAW IN THE GLOBAL SETTING: DATA SAFEGUARDS & ELECTRONIC EVIDENCE CHALLENGES. (2 Credits)
Welcome to eLaw in the Global Setting: Data Safeguards and Electronic Evidence Challenges. This course explores and analyzes the statutory and regulatory compliance challenges for management of electronic information for e-commerce and litigation discovery across industries and the barriers of national cultures, histories and differing legal systems. To reach an understanding of the compliance network for electronic information, we will analyze how differing notions of “personal information” in privacy and data protection laws and regulations impact the daily interfaces essential to e-commerce. The structure of common law and civil law systems will be compared with regard to standards of disclosure of electronic information for litigation and arbitration. We will examine practical frameworks for management of data in healthcare, finance, education and other regulated areas. U.S. federal and state information compliance schemes will be analyzed. The practical impacts of these laws and regulations on the daily activities of corporations and individuals and business and litigation will be seen in drafting exercises that will include preparation of discovery requests and responses; internal memoranda; information governance policies and procedures; training materials and discovery motions. We will explore and analyze legal and regulatory complexities in social media and practical aspects of information governance, including cloud computing and privacy. Does it exist, when Google, for example, has stated in federal court that employees or Google algorithms read every Gmail, Terms of Use of most social media sites permit the provider to use any information uploaded to the service in almost any manner it sees fit, and the National Security Agency (NSA) can bypass most encryption methods?. The class will also comprise an overview of privacy and data protection provisions in Europe, Asia and South America and, as a Learning Objective, you will understand and be able to apply the following concepts: how U.S. courts have approached the dilemma of conflicts with privacy and data protection laws of other nations and relevant treaties; trends toward reconciliation of the blurred cyber-borders of international e-commerce with reinforced political boundaries; and collection of electronic evidence from abroad with an eye toward admissibility requirements. Another Learning Objective is a practical understanding of real-world impacts of these laws and regulations on the daily activities of corporations, individuals, businesses and dispute resolution. You will learn how to apply the concepts and analytical modalities we discuss in class, and you read in the assigned materials, in drafting exercises. This is a “practice-ready” course, and I will expect you to keep the practical in mind as you read, discuss and think about the theoretical. Please be advised that this course will challenge you to, as the late Steve Jobs said, Think Different. Depending upon availability, I intend to present guest speakers who will offer unique perspectives on the evolution of the law of digital information and how it impacts business behavior, government activities, the delivery of healthcare, education and personal lives. You will look at your interactions with electronic media in an entirely new way. You will also be asked to analyze legal problems where there is little case law, or where the case law is in conflict, and to prepare pleadings, memoranda, discovery demands and motions that you may never have seen before. You will be graded on how you rise to those challenges and hopefully, will leave the class with a unique understanding of one of the most fascinating, and fastest-growing areas of the law. And you will also, I hope, acquire analytical and writing skills that will assist you throughout your career. COURSE REQUIREMENTS This course uses a seminar format, and so there will be a great emphasis on informed and well-prepared student participation. Twenty percent of the grade will be based on active and informed class participation. Attendance, therefore, is critical. Seventy-five percent of the grade will be based on students’ performance on five drafting assignments.

Attributes: CORC, CRCP, IPIE, JD, LAWI, LAWT, LIDR, LLM.
CPGL 0313. ANTI-MONEY LAUNDERING. (2 Credits)
This course provides a comprehensive overview of the regulations, and the laws that govern the requirements for Financial Institutions both in the United States and globally in order to address the risk of money laundering and terrorist financing through banks and other financial institutions. Students will gain an understanding of controls implemented by financial institutions to combat the flow of illicit funds. By the conclusion of this course students should have an appreciation of the culture of compliance within financial institutions and understand the rules, regulations, and laws in place to combat money laundering and terrorist financing.
Attributes: CORC, CRCP, INLJ, LAWB, LAWI.

CPGL 0521. RISK AND RESPONSIBILITY IN ORGANIZATION. (2 Credits)
Ethics and compliance has emerged as a key discipline in preventative law, gathering increasing attention and corporate resources. With this growth, and as corporations face unprecedented lack of trust and scrutiny of their conduct, the role of the compliance officer has expanded. Compliance officers are increasingly grappling with questions of ethics that extend beyond legal risk, organizational culture, and voluntary CSR and human rights standards. It is often held that compliance officers are most likely to be successful when they are closest to the operations and decisions of core business lines. However, compliance teams are often forced to rely on second hand assessments of risk, reward and reason, and lack visibility of the myriad facts, circumstances and dilemmas faced by corporate managers and employees on the ground. This course will introduce key dimensions of organizational risk and responsibility – (sometimes called non-technical or non-financial risk). It will cover a range of established and emerging compliance issues, including corruption, political risk, human rights, CSR, leadership, culture and behavior. The course will include academic and business readings as well as interactive case studies, where students will apply practical solutions to real risk and corporate integrity challenges faced by multinational organizations in a variety of sectors, and explore the consequences for the compliance function.
Attributes: CORC, CRCP.

CPGL 0592. INTERNATIONAL FINANCIAL CRIME. (2,3 Credits)
The line dividing legitimate international financial activities and illicit conduct is becoming increasingly blurred. This has meant that substantive legal and regulatory standards and enforcement and redress techniques have had to develop and adapt for use against those involved in using private organizations and financial institutions for criminal activities. This course examines a selection of currently relevant criminal activities. We will focus on insider trading, market manipulation, money laundering, government corruption and bribery, and related topics. The primary focus will be US laws and regulation, but with consideration for international dimension of criminal activity and enforcement. The class will emphasize the role of private lawyers in advising clients about the prevention of criminal charges and in-house compliance policies and procedures, rather than the strategic choices to be made in the course of criminal trials.
Attributes: CORC, CRCP, LAWI.

CPGL 0602. COMPLIANCE GRADUATE EXTERNSHIP SEMINAR. (1 Credit)
This seminar is a skilled focused practicum combining a compliance placement with a weekly seminar in support of and to complement the field experience. Through field placements, case studies, and simulations, students will encounter typical scenarios for creating and refocusing a global compliance program. Each week students will have an opportunity to discuss the experiences gained through working with a corporation or organization on a compliance project. The graded externship seminar accompanies the externship fieldwork. The externship seminar is to designed to support the fieldwork assignment and provides opportunities for reflection in the seminar. Students will have a chance to develop skills and to engage in critical reflection about corporate compliance and how to create an effective compliance program guided by the seminar professor and supported by your classmates as you experience corporate compliance in action. You will gain a better understanding of corporate compliance risk assessment and the seven steps for an effective compliance program as well as learning to create a culture of ethics.

Updated: 10-11-2017
CPGL 0615. REGULATION OF BROKER DEALERS: A PRACTITIONER PERSPECTIVE FOR COMPLIANCE OFFICERS. (2,3 Credits)
The primary objective of the course is to provide the student with a comprehensive understanding of the regulatory framework that a U.S. broker-dealer operates in and how to practically apply this knowledge in managing a compliance function in a securities firm. The course will review the relevant securities rules and regulations with a focus on those of the SEC and Finra, but it will also include other regulatory requirements that are relevant to securities firms such as the Bank Secrecy Act and the USA Patriot Act. An overview of certain applicable non-securities’ rules and regulations, such as anti-money laundering regulations, will demonstrate the application of these regulatory requirements in the control structure of a broker-dealer and link these requirements to those of the securities regulator. After completing the course, the student will have a solid knowledge base of the various regulatory requirements and their relationships with each other. This regulatory understanding will be supplemented with examples of constructive and relevant market practices which can be used to design and manage a successful compliance program in a broker-dealer firm. In addition, the course content will include an overview of the financial responsibility rules, margin requirements and regulatory reporting aspects of a broker-dealer that a compliance professional needs to be familiar with to effectively execute a compliance program. These financial and operational topics would be of interest to financial professionals. As such, this course would be particularly relevant to senior accounting students who have an interest in regulatory accounting matters in the securities industry and could be cross-listed with an accounting stream. In summary, the course will prepare the student to undertake greater responsibility as a compliance professional in a securities broker-dealer.
Attribute: LL.M.

CPGL 0620. COMPLIANCE RISK ASSESSMENT. (2-3 Credits)
The course is designed to provide an overview of the basic elements of the Compliance Risk Assessment and how the Assessment functions within an overall Compliance Program. In addition, it presents an overview of the key compliance risk and themes across the financial services and pharmaceuticals industries, as well as certain key topical areas. The course also encourages critical about developing and conducting a Compliance Risk Assessment with a particular understanding of its strengths and its weaknesses.
Attributes: CORC, CRCP.

CPGL 0622. COMPLIANCE GRADUATE EXTERNSHIP FIELDWORK. (2 Credits)
Under the supervision of a mentor field attorney, students observe and assist in refining the compliance process at a corporation or an organization. Depending on the field placement, experiences may include research, writing of policies and procedures, risk assessment, auditing, monitoring, testing and surveillance. Extern’s must complete 10 hours of fieldwork a week for 13 weeks (20 hours a week for 8 weeks during the summer) over a semester. Students must also enroll in the seminar appropriate to their placement the seminar will focus on guided self reflection on issues concerning ethics, practical skills on how to roll out a compliance program or to refocus a compliance program to be “effective” including risk assessment, writing policies and procedures, and performing auditing, monitoring, testing, and surveillance. Students must sign up through the Externship Program and be approved to enroll.

CPGL 0909. POLICY MAKING THROUGH GOVERNMENT SETTLEMENTS. (2 Credits)
This seminar, taught by Martin J.E. Arms, a retired Partner and present Of Counsel at Wachtell, Lipton, Rosen & Katz, examines the recent proliferation of large-scale settlements between private corporations and government prosecutors and regulators. Such settlements include the $200+ billion multistate tobacco settlement, the UBS off-shore tax shelter case, BP Deepwater Horizon, the VW diesel controversy, and the $25 billion National Mortgage Settlement and certain other large settlements arising out of the fiscal crisis. The seminar will look at (i) the manner in which such settlements have arisen and been structured; (ii) the laws (such as New York State’s Martin Act, the federal FIRREA statute, class action laws, and state tort laws) that help force such settlements; (iii) various challenges to reaching such settlements; (iv) aspects of such settlements that require changes to the settling corporation(s)’ business practices, as opposed to mere financial payment, and whether requiring such changes through the threat of prosecutorial action is appropriate; (v) the rise of the Independent Monitor construct; and (vi) legal, political and business consequences arising from such settlements.
Attribute: LLM.

Computer and Information Sciences (CISC)

CISC 0900. COMPUTER SCIENCE SEMINAR. (0 Credits)
Introductory course designed for the beginning students. It will define the scope of the discipline, acquainting the students with modern computing. Topics include introduction to programming, database use, accessing the Internet, construction of World Wide Web home pages and email, using ACCESS, EXCEL and MS Windows.

CISC 0912. REQUIREMENT PREPARATION. (0 Credits)
For Ph.D. and Master’s students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement, such as comprehensive exam, Master’s thesis, or dissertation submission.
Attribute: Z410.

CISC 0914. REQUIREMENT PREPARATION IN SUMMER. (0 Credits)
For Ph.D. and Master’s students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

CISC 1100. STRUCTURES OF COMPUTER SCIENCE. (3 Credits)
An introductory course in the discrete structures used in computer and information technology. Emphasis will be placed on the ability to solve problem and develop logical thinking. Topics such as sets, functions, elementary combinatorics, discrete probability, logic, Boolean algebra, recursion and graphs will be covered through the use of algorithmic and concrete construction. The learned materials are reinforced by computer laboratory assignments. This course also fulfills the Mathematical Reasoning requirement of the Core Curriculum.
Attribute: MCR.

CISC 1250. COMPUTER APPLICATIONS. (3 Credits)
Introductory course designed for the beginning students. It will define the scope of the discipline, acquainting the students with modern computing. Topics include introduction to programming, database use, accessing the Internet, construction of World Wide Web home pages and email, using ACCESS, EXCEL and MS Windows.

Updated: 10-11-2017
CISC 1400. DISCRETE STRUCTURES. (4 Credits)
This course covers basic materials in discrete structure and algorithms which are used in computing science, information technology, and telecommunications. Topics include sets, permutation/combinations, functions/relations/graphs, sum/limit/partition, logic and induction, recursion/recurrence relation, system if equations and matrices, graphs/digraphs/networks, searching and sorting algorithms, database structure and data analysis. Practical examples of applications will be shown and programming will be used to reinforce understanding of the concepts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: MCR.

CISC 1401. DISCRETE STRUCTURES. (3 Credits)
This course covers basic material in discrete structure and algorithms which are used in computing science, information technology, and telecommunications. Topics include sets, permutation/combinations, functions/relations/graphs, sum/limit/partition, logic and induction, recursion/recurrence relation, system if equations and matrices, graphs/digraphs/networks, searching and sorting algorithms, data structure and data analysis. Practical examples of applications will be shown and programming will be used to reinforce understanding of the concepts. The technical material will be presented within the context of understanding how this material serves as the foundation for computer science and its resulting technologies. Particular focus will be placed on internet queries and social networks.

Attributes: EP1, MANR, MCR.

CISC 1450. INTRODUCTION TO WEB PROGRAMMING. (3 Credits)
Introduces students to the world of computer science, information technology, and communication science through the Internet and World Wide Web. No programming background is required. We will focus on areas such as Web design, internet communications, and applications.

CISC 1600. COMPUTER SCIENCE I. (3 Credits)
Introductory course designed for the beginning students. It will define the computing concepts using a high-level programming language. Emphasis will be placed on program design, coding, debugging and documentation of programs. This course together with Structures of Computer Science (CS 1100) serve as the introductory courses for both the computer science and the computer systems management applications major.

Attribute: MCR.

Corequisite: CISC 1610.

CISC 1610. COMPUTER SCIENCE I LAB. (1 Credit)
A series of programming and laboratory assignments to reinforce the materials learned in CISC 1600.

Corequisite: CISC 1600.

CISC 1800. INTRODUCTION TO COMPUTER PROGRAMMING. (3 Credits)
This course introduces students to the foundational knowledge in computing and programming via a scripting language such as Python. This course covers the following topics: principles of computing, control structures, functions, recursion, file systems, web applications, and object-oriented programming. The students will learn how to apply computing concepts, structures and algorithms to solve real world problems.

CISC 1810. INTRODUCTION TO COMPUTER PROGRAMMING LAB. (1 Credit)
Introduction to computer programming LAB: to reinforce the materials learned in CISC 1800.

Corequisite: CISC 1800.

CISC 1999. TUTORIAL. (1 Credit)
CISC 2000. COMPUTER SCIENCE II. (3 Credits)
A second-level programming course with concentration on object-oriented programming techniques. Topics include: classes, subclasses and inheritance, polymorphism; class hierarchies; collection classes and iteration protocols.

Corequisite: CISC 2010.

Prerequisites: CISC 1600 or CSEU 1600 or CSRU 1600 or CSLU 1600.

CISC 2010. COMPUTER SCIENCE II LAB. (1 Credit)
A series of programming and laboratory assignments to reinforce the materials learned in CISC 2000.

Attribute: ZLB3.


CISC 2011. PROGRAMMING FOR MATH AND SCIENCE. (4 Credits)
Basic Python programming and scripting and basic algorithms of linear algebra. Students will develop their own Python implementations of these algorithms, which form the basis of many computational methods in the sciences. The course is accessible to students in the physical and social sciences, computer science and math. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: CISC 1600.

CISC 2020. BIOMEDICAL INFORMATICS. (3 Credits)
Advances in microarrays, recombinant DNA technologies, genome sequencing and imaging technologies have been creating huge amounts of data in biological and medical research. Computing and information science have been advancing rapidly with a variety of applications in humanities, social sciences, finance and natural sciences. This course explores the interaction of the two, illustrates the principles of biomedical informatics and introduces methods of genomics, proteomics, genomic medicine and pharmacogenomics. This course is supplemented by the lab course CISC 2021.

CISC 2021. BIOMEDICAL INFORMATICS LAB. (2 Credits)
In conjunction with CISC 2020: Biomedical Informatics, this course covers the following sequence of wet and dry laboratory sessions: DNA purification, genotyping using PCR, Y2H, in vitro transcription and translation, and protein on the gel; data bases and real time information retrieval, BLAST, and gene alignment, protein structure prediction, phylogenetics, microarray gene expression and virtual screening and drug discovery.

CISC 2100. DISCRETE STRUCTURES II. (3 Credits)
Students will study fundamental mathematical structure and logic principles that are essential to computer science. Students will develop a sound foundation upon which to build a deeper understanding of the elements of computing. Predicate logic, proof techniques, and essential topics in calculus and discrete probability will be covered. Problems and examples will be drawn from various subjects of computer science and programming activities will be introduced to reinforce the learning and application of mathematical subjects. 3.000 Credit hours.

Corequisite: CISC 2110.

CISC 2110. DISCRETE STRUCTURES II LAB. (1 Credit)
Discrete Structure II LAB: to reinforce the materials learned in CISC 2100.

Corequisite: CISC 2100.
CISC 2200. DATA STRUCTURES. (4 Credits)
A survey and analysis of the major types of structure in programs that handle data: arrays, stacks, queues, linked lists, trees and graphs; recursive, iterative, search and sort techniques. Methods of organizing and manipulating files will be referenced. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: FCRH.
Prerequisites: CISC 2000 or CSEU 2000 or CSRU 2000 or CSLU 2000.

CISC 2201. SYSTEMS ANALYSIS. (4 Credits)
Analysis and design of computerized information systems. Topics include planning and design of information systems, configuration analysis, cost analysis, proposal development. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: CISC 1600 or CSEU 1600 or CSRU 1600 or CSLU 1600.

CISC 2261. COMPUTER GRAPHICS APPLICATIONS. (4 Credits)
Computer graphics is widely used in many fields, including data visualization, engineering design, computer imaging and video gaming and other multimedia entertainment. This course is an introduction to computer-based graphical techniques. Basic programming and mathematical concepts related to computer graphics are covered as needed, assuming little or no background in these areas. The emphasis in this course will be on the hands-on implementation of software applications which employ graphics. Applications for laptop/desktop computers and for mobile devices will be covered. Topics covered will include bitmap filtering, color manipulation, shading, animation and three-dimensional projections. Application areas covered will include biomedical engineering, visual identification, engineering design and global positioning systems. Having taken this course, a student can expect to have a basic understanding of computer graphics and its widespread applications; they will be able to design simple computer graphics applications to suit their own objectives, and they will be able to implement and test these applications. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CISC 2350. INFORMATION AND WEB PROGRAMMING. (4 Credits)
Using a process of incremental development, students will learn the latest technologies used in developing dynamic, database-driven websites. Principles of good web design will be covered, as well as techniques and languages for layout and scripting. The course is open to students of all backgrounds. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: NMDD.

CISC 2500. INFORMATION AND DATA MANAGEMENT. (4 Credits)
This course will introduce the fundamentals of information storage, access and retrieval using a variety of structures, formats, and systems in computing, internet and information technologies. Projects and case studies will be drawn from the sciences, social sciences, arts and humanities and professional studies in medicine and health, business and commerce, justice and law, and education. Students will have hands-on experience in the acquisition and management of information from a diverse on-line and remote database. (e.g. Gene Bank, digital archives).
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: NMDD, URST.

CISC 2530. DIGITAL VIDEO AND MULTIMEDIA. (4 Credits)
This course introduces students to the technology of digital video and multimedia with special emphasis on the web and games. Topics covered include: digital representation of sound, images, video and graphics, compression, multimedia scripting, mixing graphics and video. Practical laboratory exercises include working with Javascript and integrated multimedia systems (e.g. Macromedia Director). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: NMDD.

CISC 2540. INTRODUCTION TO VIDEO GAME DESIGN. (4 Credits)
This course provides a gentle and fun introduction to the design and production of computer-based video games, for students with no prior programming experience. Students will learn principles of game design, and apply them to create an actual computer game. Students will also research aspects of games and/or the game industry, write term papers about their topics, and give presentations on them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMM, DTEM, EP3, NMDD.

CISC 2850. COMPUTER AND DATA ANALYSIS. (4 Credits)
Over the past decade, methods for analyzing data and extracting useful information from data in several application domains have increasingly relied on "intelligent" computer systems. In this course we will review these methods and systems and apply them to real-world problems, using state-of-the-art data analysis/data mining tools including basic algorithms and statistics. It is intended for social sciences, business and other science majors who have a strong desire and/or urgent need to analyze data using computers in their disciplines and at work after graduation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: NMDD.
CISC 3020. COMPUTER GRAPHICS. (4 Credits)
A rigorous introduction to computer-based graphical techniques. Core programming and mathematical concepts related to computer graphics are covered as needed. The emphasis in this course will be on the hands-on implementation and synthesis of software applications which employ graphics. Applications for laptop/desktop computers developed within Visual Studio/VB.net IDE environments will be synthesized and analyzed. Topics covered will include bitmap filtering, color manipulation, shading, animation and three-dimensional projections, opencode color composition and decomposition, resolution, interpolation, and coordinate transformations. After completing this course, students will be proficient in developing and implementing graphics modules, have an understanding of software and hardware interfaces relating to continuous accessing of visual screen objects, able to understand GUI interfaces, and have a working knowledge of the major mechanisms which comprise 2-d and 3-d computer graphics development which include animation, projection and color migrations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CISC 3060. INTRODUCTION TO ROBOTICS. (4 Credits)
This class is an introduction to robotics and AI for students with a background in programming. Students will work in small groups to build and program robots from kits. They will learn the basics of embedded programming, using sensor information to control motor activity for a variety of tasks such as wall following, obstacle avoidance, and simple navigation of a maze. Students will learn algorithms and data structures for representing and reasoning about space and motion, for working in robot teams, and for planning to achieve a goal. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CISC 3130. UNIX SYSTEMS PROGRAMMING. (4 Credits)
An introduction to systems programming under the UNIX operating system, using the C and C++ programming languages. UNIX concepts include processes and scheduling, I/O and queues, and standard system utilities and functions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
**Prerequisites:** CISC 1600 or CSEU 1600 or CRSU 1600 or CSLU 1600.

CISC 3250. SYSTEMS NEUROSCIENCE. (4 Credits)
This course studies integrative neuroscience from a holistic view at the systems and network level. It covers the cells of the nervous system and how they process information as well as the interconnection of neurons and how they aggregate information. It also covers networks of interactive networks or modules and how they produce cognitive functions and behavioral tasks such as vision, memory, perception and emotion. Computing and informatics techniques are used and various examples are illustrated using modeling, simulation, visualization and imaging modalities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
**Prerequisites:** BISC 1404 or NSCI 1404 and CISC 2500.

CISC 3270. HEALTH AND MEDICAL INFORMATICS. (4 Credits)
Databases, information systems, computer-based approaches have greatly transformed the research of medicine and the practice of physicians in the proper diagnosis and management of patients with a variety of common diseases and disorders. This course will cover the development and evaluation of methods for managing medical data and the integration of diverse and multifaceted hardware and software systems to provide enhanced value in medicine and healthcare. Informatics is not only embraced for imaging and diagnosis but also for clinical practice, decision making, quality and safety, and clinical research. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CISC 3300. INTERNET AND WEB PROGRAMMING. (4 Credits)
This course covers web programming in the Internet and interactive environment. Students will gain understanding of operating system usage on a server and interactive web system design. Languages used include PERL, HTML, CGI and JAVA script. (Formerly titled Programming for the Web). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Prerequisites:**
- CISC 1600 or CSEU 1600 or CRSU 1600 or CSLU 1600.

CISC 3400. JAVA PROGRAMMING. (4 Credits)
This course covers Java programming and internet computing with various applications. Topics include: Java programming, object-oriented programming, graphical user interfaces (GUI’s), applets and applications, multimedia, files and streams, and server communications. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Prerequisite:** CISC 2200.

CISC 3500. DATABASE SYSTEMS. (4 Credits)
This course begins with the introduction of the characteristics of the data base approach and the advantages of using data base systems. Course topics include the basic concepts and architecture of data base systems, the Relational Data Model concepts, integrity constraints, schemas, views, SQL, data modeling using the Entity-Relationship (ER) model as well as using the Enhanced ER model, UML diagram, practical data base design methodology, normalization process, physical design and system implementation and tuning. Data base security issues will also be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Prerequisites:** CISC 1600 or CSEU 1600 or CRSU 1600 or CSLU 1600.

CISC 3580. CYBERSECURITY AND APPLICATIONS. (4 Credits)
This course provides an introduction to cybersecurity concepts, technologies, and related applications. It covers cybersecurity basics, public and private key cryptosystems, access control, firewalls, security protocols, malware detection, cyber attacks, and related topics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
CISC 3593. COMPUTER ORGANIZATION. (4 Credits)
A further look at the design of a computer system, including instruction decoding and execution, memory organization, caching, I/O channels and interrupt systems. RISC and CISC paradigms. Microcoding, pipelining, multiple instruction issue and multiprocessor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: CISC 1600 and CISC 1100 or CISC 1400.

CISC 3595. OPERATING SYSTEMS. (4 Credits)
The objective is to develop an understanding of the role of operating systems in the management of the hardware used to process application programs. Problems of resolving deadlock, exclusion, and synchronization, and inter-process communication, queuing, and network control are covered. Topics include: memory management, device management, interrupt systems and systems programming. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: CISC 3593.

CISC 3598. SOFTWARE ENGINEERING. (4 Credits)
Emphasis is placed on software design process, software implementation, software testing and maintenance. System and software planning, requirement analysis and software concept will be discussed. Topics covered include: detailed design tools, data structure-oriented design, program design, program implementation and testing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: CISC 3593.

CISC 3600. SECURE CYBER NETWORKS. (4 Credits)
This course covers the essentials of designing and building a secure local area network, incorporating all elements of the seven layers of ISO-OSI Model. Students will learn the capabilities, limitations, and vulnerabilities of a cyber network. Students will gain hands-on experience by implementing a secure network environment that is robust in preventing various adversary actions including, among others, extreme hacking and virus propagation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: CISC 1600 or CSRU 1600 or CSEU 1600 or CSLU 1600.

CISC 3650. FORENSIC COMPUTING. (4 Credits)
This course will be grounded by examining the question of computation and how it relates to cognition, while exploring perspectives of intelligence as it relates to machines. The course will draw on supporting documents from history, psychology, economics, philosophy and literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: CISC 3600.

CISC 3760. FCLS HONORS: MIND, MACHINES. (4 Credits)
This course will be grounded by examining the question of computation and how it relates to cognition, while exploring perspectives of intelligence as it relates to machines. The course will draw on supporting documents from history, psychology, economics, philosophy and literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: CISC 3593.

CISC 3800. INTERNSHIP COMPUTER SCIENCE. (3 Credits)

CISC 3850. INFORMATION RETRIEVAL SYSTEMS. (4 Credits)
The basic concepts and principles of information retrieval, covering the definition, nature and needs of information systems. Course topics include the design of IRLs, algorithms for document and request translation, natural to descriptor language transformation, semantic information data base organization and feedback problems in information retrieval systems. Application in MIS and expert systems will be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: NMDD.
Prerequisites: CISC 1600 or CSEU 1600 or CSRU 1600 or CSLU 1600.

CISC 3999. TUTORIAL. (3 Credits)
Independent research and readings with supervision from a faculty member.

CISC 4001. COMPUTERS AND ROBOTS IN FILM. (4 Credits)
This course will examine how historical, socio-economic and psychological factors impact the portrayal of robots and computers in film. The course will focus on a small number of key questions, such as: why are computers and robots so often portrayed as trying to take over the world and what is the role of humans in our increasingly computerized society. The class will require the viewing of 10-15 films and extensive class discussion of these films. This course satisfies the ICC requirement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, COMC, COMM, DTEM, ICC, NMDD.

CISC 4006. BRAINS AND BEHAVIOR IN BEASTS AND BOTS. (4 Credits)
This course is an interdisciplinary, comparative study of human, animal and robot behavior, in which both Psychological and Computer Science disciplines provide mutually enriching and contrasting ways to understand behavior. This course will focus on several key questions and issues in natural animal and human behaviors taken in relation to the 'designed' behaviors of single and multiple robot systems as well as to human-robot behaviors. It offers students a hands-on opportunity to design and build robot behaviors using robotics kits – an Engineering or Computer Science perspective, and then experimentally evaluate behaviors and compare with similar human and animal behaviors, a Psychological perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.
CISC 4020. BIOINFORMATICS. (4 Credits)
This course involves the study of the sequence, structure and function of genes and proteins in all living organisms. The machine learning, data mining, information fusion and computational techniques for analyzing large biological data sets will be presented. Topics include: genomics, proteomics, phylogenetics, microarray and gene expression, disorder and disease, virtual screening and drug discovery, databases, data mining, and ethical, societal, and legal issues. This course will have a laboratory component and exercises. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: CISC 2200 and CISC 2210 or MATH 2001.

CISC 4090. THEORY OF COMPUTATION. (4 Credits)
An introduction to the classical and contemporary theory of computation: finite state automata and regular expressions, context-free languages and pushdown automata, computability by Turing machines and recursive functions; undecideability problems and the Chomsky hierarchy; introduction to computational complexity theory and the study of NP-complete problems. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: CISC 2200 and (CISC 2100 or MATH 2001).

CISC 4400. MOBILE DEVICE PROGRAMMING. (4 Credits)
This course provides a hands-on introduction to mobile device (smartphone, tablet) programming, with a focus on Android based devices. Based on conceptual understanding of the Android operating system and its API frameworks, students practice with Android application development through projects with features including user interface design, multimedia, web application, sensor access, and networking. Design criteria such as energy awareness, security, and privacy will be emphasized in all projects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: CISC 2000 or CISC 3400.

CISC 4510. COMPUTER SECURITY SYSTEMS. (4 Credits)
Topics include vulnerabilities of operating systems and data bases, types of attacks, hardware aids, administrative responsibilities, classical and public-key encryption, and disaster recovery and planning. Pre-req CISC 2200 required or by permission. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: CISC 4500.

CISC 4515. ADVANCED DATABASE SYSTEMS. (4 Credits)
Emphasis is placed on effective data base design. Topics include concurrency control, recovery techniques, security, and integrity considerations. Concepts and design principles, distributed data base systems, and data base machines will also be presented. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: CISC 3500 or CSEU 3500 or CSEU 3500 or CSLU 3500 or CISC 2200.

CISC 4597. ARTIFICIAL INTELLIGENCE. (4 Credits)
Definition and rational of heuristic approach; cognitive processes; objectives and scope of artificial intelligence; general information processing and problem solving, including learning, representation, adaptation and use of knowledge; analysis and simulation of inductive and deductive process; natural language processing; robotics: man-machine interaction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: CISC 2000 or CSEU 2000 or CSLU 2000 or CSEU 2000.

CISC 4615. DATA COMMUNICATIONS AND NETWORKS. (4 Credits)
The course presents the basic concepts of data communications: data transmission, data encoding, data link control, multiplexing, error detection techniques. It covers communication networking techniques: switching, protocols line control procedures, local networks. Communication carrier facilities and systems planning considerations will also be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: CISC 2000.

CISC 4621. MACHINE LEARNING. (4 Credits)
This course covers methods, models and algorithms used in the exploratory data analysis and knowledge discovery of large-scale data sets and multi-model databases in complex living or artificial systems. Topics include induction logic reasoning, statistical inference, support vector machines, graph algorithms, neural networks, and evolutionary computation. Practical projects will be drawn from information engineering, computing and information retrieval. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: CISC 2000 or CSEU 2000 or CSRU 2000 or CSLU 2000.

CISC 4625. WIRELESS NETWORKS. (4 Credits)
This course covers the architecture, protocols, and applications of wireless communications and networks. Topics include: wireless networking, routing, standards including 802.11, Bluetooth and others; embedded operating systems, programming tools, power consumption, mobility, resource management, operating systems and security. Examples and experiments will be drawn from ad-hoc and sensor networks, wireless LAN, satellite networks, networking and human-machine interactions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: CISC 4615 or CSEU 4615 or CSRU 4615 or CSLU 4615.
CISC 4631. DATA MINING. (4 Credits)
This course introduces data mining methods for extracting knowledge from data. It balances theory and practice—the principles of data mining methods will be discussed, but students will also acquire hands-on experience using state-of-the-art software to solve real-world problems. Covered topics include: data preprocessing, classification and prediction (decision trees, neural networks, etc.), association analysis, and clustering. Additional specialized topics of interest may also be covered (e.g., web and text mining). Applications are drawn from a variety of areas, such as: marketing, business, economic forecasting, and bioinformatics. Non-majors are encouraged to take this course since the methods are applicable to a wide range of disciplines. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CISC 4641. WIRELESS SENSOR DATA MINING. (4 Credits)
This course surveys the emerging field of wireless sensor networks and in, the use of cell phones and other mobile devices as platforms for collecting sensor data. This class will also focus on how sensor data can be mined in order to produce useful knowledge. Topics will include geo-spatial data mining, automatic customization of devices, biometrics, and ubiquitous computing. Various sensor modalities will be studied, including accelerometer data, GPS data, audio data, image data and the data generated from a variety of scientific equipment. This research-oriented course will have students read 2-3 papers a week and write short summaries of each paper. Each student, working individually or in small groups, will be expected to work on a related course project. Android cell phones will be made available to students for collecting sensor data and for the course projects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CISC 4650. CYBERSPACE: ISSUES AND ETHICS. (4 Credits)
The impact of computer information and communication technology on the way people act, think, live, behave and communicate will be studied. Students will be given hands-on experience of the Internet. Information and communication facilities such as the World Wide Web, gopher, chat groups and Bulletin boards are investigated. The course is designed to promote the student’s awareness of and sensitivity to the ethical and social dimensions of living in the contemporary world, which is undergoing an information revolution. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, COMM, EP4, NMDD, SRVL, VAL.

CISC 4660. MINDS, MACHINES, AND SOCIETY. (4 Credits)
While assuming no mathematical or computer background, this course examines modern computing and its impact on society. Perceptions of technology are challenged while discovering how technology affects our daily interactions. The notion of computer intelligence is studied in depth and the effect of such technology on making both moral and practical decisions in the future is examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, NMDD, VAL.

CISC 4700. NETWORK AND CLIENT SERVER. (4 Credits)
This course deals with network computing the client/server environment. Topics include: operation systems, network protocols, network architecture, network security and network computing using languages such as PERL, Visual Basic and Java. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: CISC 2200 or CSEU 2200 or CSRU 2200 or CSLU 2200.

CISC 4750. SCIENTIFIC COMPUTATION USING MATLAB. (4 Credits)
An introduction to computer science concepts, programming skills, and algorithmic problem-solving in MATLAB. Assumes basic programming background. Design and analysis of numerical algorithms including numerical integration, numerical differentiation, curve fitting and differential equations. Introduction to Monte Carlo methods. Application of MATLAB in computational science and computational engineering. Solution of linear systems and eigenvalue problems. Complex numbers and matrix algebra Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.


Prerequisites: CISC 1600 or MATH 1207.

CISC 4800. PROJECT AND INTERNSHIP. (4 Credits)
Students will work in teams on large projects selected from practical problems in the public or private sector. Students also gain on-job experience by working as interns in the field of computer science and information technology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CISC 4900. SEMINAR AND DIRECTED STUDY. (4 Credits)
Students attend seminars given by outside professionals, read technical articles, and present their study under the guidance of the instructor. Student will gain state-of-the-art knowledge and information in computer and information science. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CISC 4999. TUTORIAL. (1-4 Credits)
Juniors or seniors may undertake independent study if their topics are approved by the professor and the program facilitator.

CISC 5009. NETWORK ESSENTIALS. (3 Credits)
This graduate course covers the essentials of designing, building and maintaining a local area network, incorporating all elements of the seven layers of the ISO OSI Model. Students will learn various aspects of networking fundamentals including TCP/IP, network topology, network design, hardware configuration, software configuration, installation, and maintenance. Students will gain hands-on experience by performing the tasks necessary to engineer a working network from the ground up.

CISC 5030. INTERNET & WEB PROGRAMMING. (3,4 Credits)
This course covers web programming in the internet and interactive environment. Students will gain understanding of operating system usage on a server and interactive web design. Languages used will include PERL, HTML, CGI, and JavaScript.

CISC 5100. FOUNDATIONS OF COMP SCI. (3 Credits)
This course is designed to give a solid foundation for the study of computer science at the graduate level. It covers a wide variety of subjects including recursion and induction, analysis of algorithms, graph theory, pattern searching and processing, logic, complexity and optimization.

Attribute: ZLB3.
CISC 5109. BIG DATA ANALYTICS. (3 Credits)
This course focuses on solving big data analytics problem in real world such as finance, healthcare, and social media, by applying state-of-the-art big data analytics techniques and tools. It also aims to fostering and enhancing students’ data analytics and software development capabilities in handling big data. After taking this class, students should be able to employ big data management and analytics tools to conduct problem solving and investigation in big data fields. The following topics will be covered in this class: Principle of big data analytics, Apache Spark, Spark machine learning, high-frequency trading, EHR and TGGA data mining, social network data analytics, and big data visualization techniques, etc. This course assumes students grasp at least one programming language (e.g. Python/R).

CISC 5200. COMPUTER LANGUAGE THEORY. (3,4 Credits)
An introduction to computer language theory; finite state automata and regular expressions, pushdown automata and context-free languages, Turing machines, undecidability problems and Chomsky hierarchy, and an introduction to computer complexity and the study of NP-complete problems.
Attribute: ZLB3.

CISC 5220. DATA STRUCTURES. (3 Credits)
This course provides a survey and analysis of the major types of structures in programs that handle data; arrays, stacks, queues, linked lists, trees and graphs. Recursive, iterative, search and sorting techniques are also studied. This "bridge" course is intended for graduate students lacking an undergraduate CS degree and will not be counted toward the requirements for the MSCS degree.

CISC 5250. COMPUTER ORGANIZATION. (3 Credits)
Study of the design of a computer system, including instruction decoding and execution, memory organization, caching, I/O channels and interrupt systems. RISC and CISC paradigms. Microcoding, pipelining, multiple instruction issue and multiprocessing.

CISC 5300. COMPUTER PROGRAMMING C++. (3 Credits)
C and C++ programming: The course will focus on object-oriented programming using C++. Topics include objects, methods, Abstraction, Encapsulation, Inheritance and Polymorphism. Particular emphasis will be given to real-life programming problems.

CISC 5350. FINANCIAL PROGRAMMING. (3-4 Credits)
This is an introductory programming course using C++ that features the object-oriented language, in addition to data structures. The basics of programming, including data types, pointers, arrays, control structures, and functions are covered. The course then continues to more advanced topics such as dynamic memory managements, data structures, the Standard Template Library, and object-oriented programming: classes (encapsulation), inheritance, and virtual functions (polymorphism). Programming examples and exercises will be drawn from the field of finance. Additional topics include: an introduction to design patterns, as well as relational database programming with SQL.

CISC 5352. FINANCIAL PROGRAMMING AND APPLICATIONS. (3 Credits)
This course aims at developing students’ capabilities in financial programming. It assumes prior knowledge of C++ programming. The topics in this class include foundations of financial programming, financial models and its implementations (e.g., ARCH, ARMA), algorithmic trading, machine learning methods in algorithmic trading, high frequency financial data analytics, post-trade profitability analysis, financial big data analytics (TAQ), and Monte Carlo Simulations. After taking this class, students should be able to implement complex financial models, develop trading algorithms, and develop financial trading and business analytics software.

CISC 5380. PROGRAMMING WITH PYTHON. (3 Credits)
This course aims to equipping students with fundamental problem-solving skills and program implementation using Python. Topics covered include: principles of programming, like systems, control structure, functions, recursion, sorting, web and web search, etc. The students will work on large programming projects and present them in class.

CISC 5400. DISCRETE STRUCTURES. (3,4 Credits)
An introduction to Discrete Mathematics; propositional and predicate logic, first and second principle of mathematical induction, sets, counting, inclusion/exclusion principle, binomial theorem, relations and functions, introduction to matrix algebra, introductory graph theory.

CISC 5410. MOBILE DEVICE PROGRAMMING. (3 Credits)
This course provides a hands-on introduction to mobile device (smartphone, tablet) programming. Students will learn about mobile operating systems and API frameworks and will develop mobile programs with an emphasis on user interface design, multimedia, web application, sensors, and networking. Design criteria such as energy awareness, security, and privacy will be emphasized.

CISC 5420. APPLIED STATISTICS & PROBABILITY. (3 Credits)
This course provides an introduction to applied statistics and probability theory. It is intended for students who may have some basic background in probability, at the level of CISC 5400 Discrete Structures. However, it is not a full semester course in statistics. This course will cover discrete random variables, probability distributions, sampling schemes, the central limit theorem, confidence intervals, hypothesis testing, correlation analysis, and Analysis of Variance (ANOVA). Students will also gain experience using a statistical package.

CISC 5500. DATA ANALYTICS TOOLS&SCRIPTING. (3 Credits)
Data Analytics involves many steps: data has to be acquired, preprocessed, visualized, and possibly transformed into a different representation before it can be analyzed. This foundational class provides the practical knowledge and skills to handle all of these steps. A variety of tools and techniques will be introduced and applied for fetching data (e.g., scraping web pages) and manipulating data. Scripting languages and general purpose languages suitable for these purposes will be covered (e.g., Linux shell, PERL, Python). A number of data mining and data analytic tools will also be introduced, which may include tools such as Matlab, R, and Python, and important Python libraries will be covered (e.g. Numpy). Hands-on exercises will be provided throughout the course. This class will provide the skills necessary to excel in data analytics. It is geared toward graduate students in Data Analytics, but is appropriate for other Computer Science graduate students and graduate students in other fields that rely on data analysis. Basic familiarity with computer programming is expected. Prerequisites: CISC 5300 Computer Programming or equivalent.

CISC 5520. PROGRAMMING LANGUAGES. (3 Credits)
This course introduces the basic concepts behind programming languages, illustrating those concepts with concrete examples, and exploring the reason why languages were designed in certain ways. Languages using static and dynamic typing and functional and object-oriented languages are compared. Students completing this course will be able to learn new programming languages quickly and choose the most appropriate language for a given task. Students will be exposed to several diverse programming languages.
CISC 5550. CLOUD COMPUTING. (3 Credits)
This course provides the needed knowledge to understand the technologies and services that enable cloud computing, discuss different types of cloud computing models and investigate security and legal issues associated with cloud computing. Topics include Cloud infrastructure components and the interfaces; Essential Characteristics of Cloud Platform; Common Deployment Modes; Techniques for deploying and scaling cloud resources; and Security implication of cloud resources.

CISC 5595. OPERATING SYSTEMS. (3 Credits)
This course studies how operating systems manage computer hardware, thereby supporting application programs. Topics covered include multiprogramming, synchronization, inter-process communication, memory management, file systems and I/O device management. The concepts and theories presented in this class are reinforced by actual system programming projects.

CISC 5640. NOSQL DATABASE SYSTEMS. (3 Credits)
This class will introduce the students to the core concepts of NoSQL, followed by an exploration of how different database technologies implement these core concepts and hands-on projects with representative systems in each category to manage some real-world datasets.

CISC 5650. CYBER SECURITY ESSENTIALS. (3,4 Credits)
This course provides a holistic perspective on the structure of the cyber space ecosystem, the interoperability of the physical and social networks, and methods and techniques in building a functional cyber space which is secure and sustainable. Topics include global networking and communication, data mining and information fusion, secure cyber network and intrusion detection, forensic computing and investigation, incident response and risk management, security and privacy, security and privacy, and policy and assurance. The course also features expert lectures and case-based projects on cyber security in several areas including health care, finance, media, government, defense, and critical infrastructures.

CISC 5700. COGNITIVE COMPUTING. (3 Credits)
This course covers method, practices and appreciation of cognitive computing. Topics include: structured vs. unstructured information management, data correlation vs. information diversity, concepts vs. keyword search, description vs. predictive analysis, NLP and semantic integration, deep Q&A, and computing data rest vs. in motion.

CISC 5725. NETWORK ADMINISTRATION. (3 Credits)
Provides an introduction to system administration tools and principles. Students will learn how to set up a Local Area Network through hubs, switches, and routers. (wired or wireless), and will learn how to configure a network server to provide common services such as HTTP, DNS, and secure remote access. There will be a strong emphasis on laboratory work and students will work in groups to complete a series of network administration projects.

CISC 5728. Security of e-Systems and Networks. (3 Credits)
This course deals with the fundamental concepts and tools of security of e-based systems and networks and its range of applications. Among the topics to be covered in this course include: security of e-commerce, e-business, e-service, e-government, authentication of users, system integrity, confidentiality and digital signature, e-security tools such as public key infrastructure (PKI) systems, bio-metric-based security systems, trust management systems in telecommunications networks, intrusion detection systems, protecting against malware and computer network security risk management.

CISC 5750. INFORMATION SECURITY AND ETHIC. (3,4 Credits)
The goal of this course is to give students a comprehensive introduction to information security and its applications in relation to ethics. It covers topics in cryptography, access control, network and operating system securities, software security, database security, cyberlaw and ethics. The students are assumed to have basic knowledge in programming and discrete structures.

CISC 5800. MACHINE LEARNING. (3 Credits)
This course covers theory, algorithms, and applications of constructing computer programs that can learn, and improve with prior knowledge and existing experience. Topics include: learning problems and systems, concepts learning, learning decision trees and neural networks, ML from statistical, Bayesian, etc.

CISC 5825. COMPUTER ALGORITHMS. (3 Credits)
The study of a broad variety of important and useful algorithms for solving problems suitable for computer implementation. Topics include mathematical algorithms, sorting and searching, string processing, geometric algorithms, graph algorithms, combinatorial optimization techniques, and other advanced topics; average and worst-case analysis, time and space complexity, correctness, optimality, and implementation.

CISC 5835. ALGORITHMS FOR BIG DATA. (3 Credits)
The first part of the course covers material traditionally covered in a computer algorithms class: average and worst case analysis, time and space complexity, and searching, sorting, and graph algorithms. In the second part of the course specialized algorithms for handling big data are covered. This includes algorithms that operate on a single pass of the data, algorithms for streaming data, and massively parallel algorithms.

CISC 5850. THE SOCIAL NETWORK. (3,4 Credits)
This course is an introduction to social networks which entails the study of a broad variety of important and useful algorithms for solving problems suitable for computer implementation. Topics include mathematical algorithms, sorting and searching, string processing, geometric algorithms, graph algorithms, combinatorial optimization techniques, and other advanced topics; average and worst-case analysis, time and space complexity, correctness, optimality, and implementation.

CISC 5855. INFORMATION FUSION. (3,4 Credits)
A study of the structure and function of information fusion. Efficient and effective combination of data or information from a variety of diverse sources, sensors, features, and decisions. Applications and case studies of information fusion and decision making to a plethora of disciplines including science and engineering, cybersecurity and digital networks, medicine and health, social choices and human cognition, business and finance, and management and innovation.

Attribute: ZLB3.

CISC 5920. COMPILER CONSTRUCTION. (3 Credits)
An introduction to syntax-directed translation of high-level languages into executable code. This course covers both theoretical and practical aspects. Topics include lexical analysis, syntax analysis, intermediate code generation, and optimization; time permitting, object code generation and memory use will be covered. Students who take this course should have completed courses in discrete mathematics and data structures (it is recommended to have also completed a course in computer language theory/theory of computation).
CISC 5950. BIG DATA PROGRAMMING. (3 Credits)
Big data analytics has been an emerging field in data mining, health care, bioinformatics, and business analytics. This course provides students both theoretical background and hands-on computing techniques in big data analytics and its applications. The students will learn how to collect, query, and analyze data, and will study related visualization and storage techniques from a computing standpoint. Students will also be exposed to theoretical models in big data analytics. This course covers topics in big data essentials, big data management, algorithms in big data mining and knowledge discovery, and big data applications in health informatics, social media, finance, mobile computing, and other fields. The students are expected to complete several large big data projects and present their results.

CISC 6080. CAPSTONE PROJECT IN DATA ANALYTICS. (3 Credits)
The goal of this course is to sharpen students' skills in data analytics by designing and implementing a capstone project. After this class, students should gain a deep understanding in state-of-art data analytics technologies and knowledge. Students are required to finish a large capstone project and are expected to present and write one or more research papers in this class.

CISC 6081. I DATA ANALYTIC PRACTICUM. (3 Credits)
This course is for students who desire experience in applying the knowledge and skills acquired in their course work and laboratory sessions. Students are responsible for arranging a practicum/internship with a business or organization that is related to data analytics.

CISC 6085. MASTER THESIS IN DATA ANALYTICS I. (3 Credits)
Exceptional students may choose to write a master's thesis. The thesis topic must be approved by the Department Graduate Committee. The work should adequately demonstrate the student's proficiency in the subject material. A thesis supervisor will be assigned by the department and an oral defense is required.

CISC 6086. MASTER THESIS IN DATA ANALYTICS II. (3 Credits)
Exceptional students may choose to write a master's thesis. The thesis topic must be approved by the Department Graduate Committee. The work should adequately demonstrate the student's proficiency in the subject material. A thesis supervisor will be assigned by the department and an oral defense is required.

CISC 6090. CAPSTONE PROJECT IN CYBERSECURITY. (3 Credits)
The goal of this class is to sharpen students' skills in Cybersecurity by designing and implementing a capstone project. After this class, students should gain a deep understanding in state-of-art cybersecurity, technologies and knowledge. Students are required to finish a large capstone project and are expected to present and write one or more research papers in class.

CISC 6091. CYBERSECURITY PRACTICUM. (3 Credits)
This course is for students who desire experience in applying the knowledge and skills acquired in their course work and laboratory sessions. Students are responsible for arranging a practicum/internship with a business or organization that is related to cybersecurity.

CISC 6095. MASTER THESIS MSCY I. (3 Credits)
Exceptional students may choose to write a master's thesis. The thesis topic must be approved by the Department Graduate Committee. The work should adequately demonstrate the student's proficiency in the subject material. A thesis supervisor will be assigned by the department and an oral defense is required.

CISC 6096. MASTER THESIS IN MSCY II. (3 Credits)
Exceptional students may choose to write a master's thesis. The thesis topic must be approved by the Department Graduate Committee. The work should adequately demonstrate the student's proficiency in the subject material. A thesis supervisor will be assigned by the department and an oral defense is required.

CISC 6100. SOFTWARE SYSTEM DESIGN. (3 Credits)
Design, development and implementation techniques leading to the construction of reliable, efficient and cost-effective software; analysis of requirements, software design, testing procedures, software development tools and management considerations. Modern techniques of operating system design, object oriented design, synchronization, mutual exclusion and deadlock will be covered. Students will work in group on a project of practical application.

CISC 6170. SPEC TOPICS IN DATA ANALYTICS. (3 Credits)
A course designed to concentrate on special state-of-the-art topics in the field of data analytics: the course content will change semester to semester.

CISC 6200. COMPUTER ELEMENTS & ARCH. (3 Credits)
Study of the structure, behavior and design of computers; review of the organization of a computer to the gate, register and processor levels, processor design including parallelism, control design and microprogramming, memory organization, computer system organization including multiple CPU systems. The hardware/software interface and its implications for operating system design will be addressed.

CISC 6300. COMPUTATIONAL FINANCE. (3 Credits)
This course covers the state-of-the-art quantitative models and their implementations in financial engineering with an emphasis on the computational methods of handling large-scale financial data or big data. The major topics include fixed-income pricing, derivatives and equity instruments, financial time series analysis, numerical PDE methods, Monte Carlo simulations, algorithmic trading models, and related topics. This course assumes students have proficiency in C++ and basic knowledge in quantitative finance models, or equivalent experience/training. Students are required to complete several large projects and present their results in class.

CISC 6325. DATABASE SYSTEMS. (3,4 Credits)
This course covers recent advances in database technology, focusing on the manipulation of objects to support new types of applications, including computer-aided design (CAD), computer-aided software engineering (CASE), computer-aided manufacturing (CAM), office automation, scientific applications, expert systems, and other applications with complex and interrelated objects and procedural data. Object-oriented database systems and extended relational systems will be discussed.

Attribute: ZLB3.
CISC 6345. ADVANCED DATABASE SYSTEMS. (3 Credits)

This course covers the state-of-the-art quantitative models & algorithms and their implementations in financial engineering with an emphasis on the computational methods of handling large-scale financial data or big data. The major topics include derivatives and equity instruments, financial times series analysis, numerical PDE methods, Monte Carlo simulations, algorithmic trading and high frequency trading (HFT) models, risk management of HFT, and related topics. This course assumes students have proficiency in C++ or equivalent programming knowledge. The knowledge in quantitative finance models is recommended but not required. Students are required to complete several large projects and present their results in class.

CISC 6350. ADVANCED FINANCIAL PROGRAMMING. (3 Credits)

This course aims to enhance students' software development capabilities and machine learning skills in financial computing. After taking this class, the students should be able to implement complicated financial models or trading algorithms. This course assumes audiences have proficiency in C++ and have basic knowledge in quantitative finance models. The prerequisite is CISC 5350- Financial Programming or equivalent. The following topics will be covered in this class. Introduction to Financial Software Design; Boost C++; Black-Scholes-Merton variants; Finite difference methods and trees in Option pricing; Monte Carlo Simulations; Machine Learning Models for Trick data; Implementing High-Frequency Trading Systems, and Post-Trade Profitability Analysis.

Prerequisite: CISC 5350.

CISC 6352. ADVANCED COMPUTATIONAL FINANCE. (3 Credits)

This course is designed as an advanced course in Software Engineering. It includes the following: short introduction to Object Oriented (OO) technology; Comparisons of C++ and Smalltalk for OO development; the definition of system requirements using OO techniques; the evaluation and selection of OO methods, techniques, and management tools; the collection analysis and testing and use of project metrics; the establishment of requirements for testing and quality assurance. The course will use examples of OO technology in the development of Information Systems and of Real-Time Systems.

Attribute: ZLB3.

CISC 6375. OBJECT SOFTWARE DESIGN. (3 Credits)

This course is designed as an advanced course in Software Engineering. It includes the following: short introduction to Object Oriented (OO) technology; Comparisons of C++ and Smalltalk for OO development; the definition of system requirements using OO techniques; the evaluation and selection of OO methods, techniques, and management tools; the collection analysis and testing and use of project metrics; the establishment of requirements for testing and quality assurance. The course will use examples of OO technology in the development of Information Systems and of Real-Time Systems.

Attribute: ZLB3.

CISC 6376. SOFTWARE DESIGN PATTERNS. (3 Credits)

This programming-intensive course provides an in-depth view of software design patterns, which are reusable solutions to common software problems. The course will begin by providing the rationale and benefits of software design patterns. Example problems will then be studied to investigate the development of good design patterns. Specific design patterns, such as the Observer, State, Adapter, Strategy, and Abstract Factory patterns, will be discussed and utilized in significant programming assignments. Students will become familiar with common design patterns, learn to use design patterns appropriately, and improve their object-oriented design and programming skills. Students will also learn to work collaboratively on significant programming projects.

Prerequisite: Knowledge of Object-Oriented Programming is required. CISC 6375 Object Software Design is recommended.

CISC 6400. ROBOTICS AND ANIMATION. (3 Credits)

This course presents students with a thorough background in the method and practice of designing and programming advanced robotic and graphical systems, and will include topics such as motion planning, navigation and mapping, visual perception, depth perception (sonar, stereovision, laser ranging), sensor fusion, behavior-based systems, action planning, and multi-agent systems.
CISC 6650. FORENSIC COMPUTING. (3-4 Credits)
Computing and digital technology has greatly transformed society and the way we live. Today, our world is filled with an array of complex multiprocessor and interconnected machines that we've all become accustomed to. This course studies technologies and practices for investigating the use, misuse and the adversarial potential of computing systems and digital devices. It will provide unparalleled insight into the digital forensics and legal world, emphasized with practical laboratory projects.

CISC 6660. APPLIED CRYPTOGRAPHY. (3 Credits)
This course provides an introduction to cryptographic primitives and techniques that comprise the heart of secure protocols that are used in computer and network security. The course has the target of introducing students to the practical applications of cryptography with an overview of its theoretical basis. Students are expected to have some programming familiarity and basic mathematical skills. Covered topics include steganography, block and stream ciphers, secret key encryption (DES, AES, RC-n), primes, random numbers, factoring, and discrete logarithms; Public key encryption (RSA, Diffie-Hellman, Elliptic curve cryptography); Key management, hash functions, digital signatures, certificates and authentication protocols.

CISC 6680. INTRUSION DETECTION AND NETWORK FORENSICS. (3 Credits)
This course provides students both theoretical knowledge and hands-on techniques in identifying intrusion detection and network traffic analysis. The students will learn how to identify different attacks through different traceback techniques and grasp network analysis methods and tools to conduct information retrieve from a network forensic standing point. This course covers topics in network forensics, intrusion detection and response, malware forensics, case studies, and related topics in cyber law and ethics. This class assumes the students have basic knowledge in network, and Linux/Unix operating systems. The students are expected to complete several programming oriented team projects and present their results.

CISC 6700. MEDICAL INFORMATICS. (3 Credits)
Databases, information systems, and computer-based approaches have greatly transformed the research of medicine and the practice of physicians in the proper diagnosis and management of patients with a variety of common diseases and disorders. This course will cover the development and evaluation of methods for managing medical data and the integration of diverse and multifaceted hardware and software systems to provide enhanced value in medicine and healthcare. Informatics is not only embraced for imaging and diagnosis but also for clinical practice, decision making, quality and safety, and clinical research.

CISC 6725. DATA COMMUNIC & NETWORKS. (3 Credits)
Introduction to computer networks, network components and message transport technologies; transmission links and protocols, SDLC, x.25, BSC, and start/drop; network architectures, topological design and analysis, local area network design, voice and integrated networks, and network reliability.

Attribute: ZLB3.

CISC 6735. WIRELESS NETWORKS. (3 Credits)
This course covers the fundamental techniques in the design, operation, and evaluation of wireless networks. Among the topics covered: first, second, third, fourth generation wireless systems, fifth generation-LTE systems cellular wireless networks, medium access techniques, physical layer, protocols (AMPS, IS-95, IS-136, GSM, SPRS, EDGE, WCDMA, cdma2000, etc.) satellite systems, fixed wireless systems, personal area networks (PANs) including Bluetooth and HRF systems, wireless local area networks, (WLAHs) technologies, architectures, protocols, and standards, mobility management, wireless sensor networks, and cognitive radio networks and advanced topics. This course is intended for graduate students who have some background on computer networks.

Attribute: ZLB3.

CISC 6745. DATA VISUALIZATION. (3 Credits)
Data may be essential and helpful in informing decision-making and impact public or corporate policy, never the less when visualized with proper context, data has the power to make a change in the world. This course explores the underlying theory and practical concepts in creating visual representation, visualization toolkits, information visualization, flow visualization, and volume rendering techniques. This course will include a significant project component that will typically require programming.

Prerequisite: CISC 5390.

CISC 6750. IOT FORENSICS AND SECURITY. (3 Credits)
With the exponential growth of Internet of Things (IoT) technology, the forensic examination and security of these objects has garnered increased attention. Moreover, digital forensic examiners have been presented with a unique set of challenges in order to understand how such devices secure, store and process data. This course is structured utilizing modules which will provide students with extensive hands experience in an interactive lab environment that will delve into the issues in IoT forensics and security. Through experimental testing participants will investigate and review the security of home IoT devices. The testing will include: traffic capture, device scanning and the analysis of wireless signals. In addition, a review and analysis of privacy exposure will be conducted, outlining the security vectors and malware used to attack and control IoT devices. Subsequent modules will be comprised of explanation, theory and numerous hands on exercises, culminating in discussion regarding the IoT technology stack and how it impacts digital forensics. Through use of existing digital forensic tools and methodology, we will introduce students to the application of digital forensics in the IoT framework by examining ordinary home devices. Examinations will provide students with hands on experience into a hunt for artifacts, identifying formats of stored data, encoding methods, while documenting their efforts throughout the process. Respective analysis of collection techniques, device workflow and the object data repositories will provide participants with an understanding of the full forensic value of these devices.

CISC 6795. INTERNET COMP & JAVA PRO. (3 Credits)
Computing on the Internet and java programming with various applications, including Web authoring, multimedia, and large Web-site development. Topics include: Internet/Web technology introduction, HTML and Web authoring tools, Java, Javascript and graphical user interfaces (GUI’s), applets and applications, multimedia (images, image map, animation, and audio), files and streams (networking), and server communications.

Attribute: ZLB3.
CISC 6800. MALWARE ANALYTICS AND SOFTWARE SECURITY. (3 Credits)
This course is the introduction to the fields of the malware analytics and software security at the early graduate level. It covers one of the most important aspects of the cybersecurity - the software perspective of the issue. It approaches the issue from mainly two ends, namely analyzing malicious software, which is intended to compromise the security requirements, and the software development strategies and tactics to prevent vulnerability in the face of attacks. This course will have enough technical details in exemplary scenarios for the students to dissect real world problems, but the main purpose is to establish enough theoretical and background knowledge so that they know where to start an endeavor and how to make an effective investigation or design for new software security problems.

CISC 6850. LEADERSHIP AND MANAGEMENT IN CYBER SECURITY. (3 Credits)
In the highly interconnected and instrumented society, big data with great volume, variety and velocity can be an asset but also a liability for individuals and organizations. This course covers a variety of technological, systematic, and policy issues in the management if cyber risk for individual citizens, governmental organizations, and business enterprises. Students will meet with global leaders in cyber security on projects and case studies related to best practices and real life experiences.

CISC 6875. PARALLEL COMPUTATIONS. (3 Credits)
Introduction to parallel and multiprocessor/multicore computation, parallel architectures and programming, clusters and grids, parallel algorithms on different models of interconnection networks, network topologies, network reliability and fault tolerance.

CISC 6920. INCIDENT RESPONSE & RISK MGMT. (3 Credits)
The goal of this course is to provide students knowledge and hands-on forensic techniques in incident detection, analysis, response, and risk management. The course covers topics in incident handling procedures, forensic evidence collection techniques, forensic report writing, investigations in trademark and copyright infringement, corporate espionage, and related topics in cyber law and ethics. The students are assumed to have basic knowledge in Forensic computing. Students are expected to finish team projects, write research paper and present their results.

CISC 6930. DATA MINING. (3 Credits)
This course covers methods, algorithms, and applications of data mining. Topics include: representation, measurement, and visualization of data; analysis of large data set using information fusion and statistical combinatorial, and computational techniques; data mining algorithms and models (e.g. decision trees, neural networks, associative rules, support vector machines, machine learning, and genetic algorithms); descriptive vs. predictive modeling; and management of large diversified database systems. Applications are drawn from a variety of areas including information retrieval, market analysis and CRM, e-commerce, financial computing, economic forecasting, social choices, security and safety analysis, bioinformatics, and virtual screening for drug discovery and development.

CISC 6950. ALGORITHMS & DATA ANALYS. (3 Credits)
This course will cover data mining and machine learning algorithms for analyzing large data sets as well as the practical issues that arise when applying these algorithms to real-world problems. It will balance theory and practice—the principles of data mining methods will be discussed but students will also acquire hands-on experience using state-of-the-art data mining software to solve scientific and business problems. Students will learn about data mining algorithms for: classification and prediction (decision trees, neural networks, nearest-neighbor, genetic algorithms, Naive Bayes), clustering (K-means), association rule mining (Apriori) and algorithms for handling complex data types (text-mining, image-mining, etc.). In addition, the process for mining/analyzing data will be covered. Each student will, with the aid of the instructor, select and complete an application-oriented or research-oriented course project.

Attribute: ZLB3.

CISC 7050. PENETRATION TESTING. (3 Credits)
The course introduces principles and methods in penetration testing and related techniques. This course focuses on understanding and implementing state-of-the-art penetration testing technologies. This course covers topics in penetration testing methods and framework, scanning techniques, penetration test techniques for different network threats and related topics. Students are expected to finish several large team projects, write research paper, and present their results.

CISC 8050. PROJECTS AND INTERNSHIPS. (3 Credits)
A course designed to concentrate on special and state-of-the-art topics in computer science; topics are changed from time to time to reflect the rapid change of computer and information technology.

CISC 8070. PROJECTS & INTERNSHIPS IN CYBER. (3,4 Credits)
A course designed to concentrate on special and state-of-the-art topics in computer science; topics are changed from time to time to reflect the rapid change of computer and information technology.

CISC 8100. SPECIAL TOPICS IN COMP.SCIENCE. (3 Credits)
A course designed to concentrate on special and state-of-the-art topics in computer science; topics are changed from time to time to reflect the rapid change of computer and information technology.

CISC 8150. SPECIAL TOPICS IN CYBERSECURITY. (3 Credits)
A course designed to concentrate on special and state of the art topics in cybersecurity; topics are changed from time to time to reflect the rapid change of cybersecurity technology and knowledge.

CISC 8599. MASTER'S THESIS IN CS. (3 Credits)
Exceptional students may choose to write a master's thesis. The thesis topic must be approved by the Department Graduate Committee. The work should adequately demonstrate the student's proficiency in the subject material. A thesis supervisor will be assigned by department and an oral defense is required.

Attribute: ZLB3.

CISC 8998. EXPERIENTIAL LEARNING. (1-6 Credits)
This course recognizes credits for professional knowledge in the area of cyber security acquired by the student prior to entering the graduate program.

CISC 8999. TUTORIAL. (1-4 Credits)
Each student either takes an internship at one of the medical schools, hospitals and health organizations or works on a project related to method and practice at the intersection of Biomedicine and Informatics. Students also attend a weekly seminar on a variety of topics in biomedical informatics featuring speakers from academia, industry, and government with diverse perspectives in business, technology, and management.
Consulting Projects (CPBU)

CPBU 4000. ST: CONSULTING PROJECTS. (3 Credits)
CPBU 4001. FAIR TRADE & MICROFINANCE 1. (3 Credits)
This course examines the structure of Fair Trade as an alternative form of commerce which specifically expresses solidarity with the poor. The course is concerned with running all aspects of a small Fair Trade business. The class acts as employees on a team which seeks to make profit sustainably, yet effectively. Readings support a greater understanding of the realities of poverty.
Attribute: PJST.

CPBU 4002. FAIR TRADE & MICROFINANCE 2. (3 Credits)
The second semester of this course looks at ways to invest the profit we have created from selling our Fair Trade goods, and all the varieties of microcredit. We investigate new partners and new products. As a further motivation for managing the business (the university is basically out niche market), we continue to absorb new information about the causes of economic injustice.

CPBU 4003. SPIRITUALITY & FAIR TRADE. (3 Credits)
This course is designed to ignite a spiritual awareness of economic injustice which ultimately motivates action, large or small. We begin by exploring the mechanisms of poverty, and looking at alternative forms of commerce. We look at why Fair Trade is able to answer some of the human rights issues associated with poverty. Readings highlight spiritual leaders from the past, and the models for action that their life stories provide. How should business students evaluate their lives and their careers? What might "solidarity with the poor" mean, in variety.
Attribute: PJST.

CPBU 4004. ENTREPRENEURSHIP & FAIR TRADE. (3 Credits)
This course focuses on the entrepreneurial response to economic injustice, as expressed in the Fair Trade movement. The class will be divided into teams, to consult with emerging Fair Trade businesses in the New York area, ongoing throughout the semester. Against this backdrop we learn from problems solving methods of entrepreneurs who have involved themselves with using business structures as a means of fighting poverty.
Attribute: PJST.

CPBU 4005. ST: FAIR TRADE ENTREPRENEURSHIP. (3 Credits)
Fair trade is a global response to social injustice and poverty. Whether it is capital for “startups” or markets for fair trade coffee, the fair trade movement promotes socially and environmental responsibility business practices here and abroad. This course reviews the fair trade movement’s successes and failures to find alternatives to business as usual that reduce poverty and build a sustainable global economy. Students focus on country specific examples of fair trade and microfinance social innovation that reduce poverty by creating viable livelihoods. Marketing, insurance, finance and management can all be applied to build a socially justice and sustainable global economy. “We urgently need a humanism capable of bringing together the different fields of knowledge, including economics, in the service of a more integral and integrating vision” Pope Francis argues in his recent Encyclical Letter, this course explores this vision.
Attribute: PJST.

CPBU 4999. ST: CONSULTING PROJECT. (3 Credits)
The project is organized around a societal sustainability challenge represented by the needs of an outside partner, such as a corporate or non profit organization that serves as sponsor of the practicum. The students meet with organization executives, alumni mentors, Fordham faculty and staff who guide them through the process of designing innovative solutions that meet the needs of the challenge.

Contemporary Learning And Interdisciplinary Research (CLAIR) (CLGE)

CLGE 0900. PERMANENT MATRICULATION STATUS. (0 Credits)
During the semester the student demonstrates satisfactory progress completing 12-15 credits which leads to permanent matriculation status.

CLGE 0999. PROPOSAL ACCEPTANCE. (0 Credits)
Proposal for dissertation approved.

CLGE 6100. SPECIAL TOPICS IN CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (3 Credits)
Special topics for CLAIR program.

CLGE 6101. SPECIAL TOPICS IN CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (3 Credits)
Used with unique course title each time offered.

CLGE 6102. SPECIAL TOPICS IN CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (1 Credit)
This module will focus on analyzing data gathered in mixed method research.

CLGE 6103. SPECIAL TOPICS IN CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (1 Credit)
This module will focus on writing up and presenting mixed methods studies.

CLGE 6104. SPECIAL TOPICS IN CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (3 Credits)
This course shall be used with unique course titles and descriptions each time it is offered.

CLGE 6105. INTERVIEW ANALYSIS. (1 Credit)
This module will focus on analyzing interview data.

CLGE 6106. Academic Writing. (1 Credit)
This module will focus on writing for academic purposes.

CLGE 6140. FOUNDATIONS OF INTERDISCIPLINARY RESEARCH I. (3 Credits)
Representative seminal and field/action research studies drawing on the professional literature in psychology, anthropology, linguistics, and education to develop an understanding of diverse research traditions.
Attribute: TE.

Updated: 10-11-2017
CLGE 6142. FOUNDATIONS OF INTERDISCIPLINARY RESEARCH II. (3 Credits)
During this two-semester seminar, doctoral students will be immersed in representative seminal and field/action research studies drawing on the professional literature in psychology, anthropology, linguistics, and education to develop an understanding of diverse research traditions. Participants will explore research designs and processes in published studies for posing questions, and collecting, analyzing, and interpreting data from quantitative and qualitative perspectives. Drawing on the knowledge bases informing an interdisciplinary understanding of learning, we will design our individual and collaborative studies using hypothesis testing and hypothesis-generating stances, mindful of the ethical dimensions of these endeavors.

CLGE 6240. GLOBAL PERSPECTIVES ON LANGUAGE, CULTURE, AND EQUITY. (1-3 Credits)
Provides theoretical and research exploration of global conceptualizations for communicating and learning in more than one language.

CLGE 6280. MULTICULTURAL COMPETENCIES AND TOOLS OF AWARENESS, TRANSFORMATION, AND ADVOCACY. (3 Credits)
Grounded in interdisciplinary theory, research, and practice implications for effective learning, this course is designed to develop: (a) foundational multicultural competencies, particularly in the self-awareness components of empathic resources and hidden biases, and (b) culturally relevant tools for promoting educational achievement for all students, including those vulnerable to discrimination. Students will be challenged to reflect on their own cultural biases, expand their conception of appropriate professional roles, and develop awareness, knowledge and skills necessary to facilitate effective learning opportunities with diverse students. This course incorporates didactic, experiential, cognitive, affective, individual, and small group models of learning.

CLGE 6380. STANDARDIZED AND ALTERNATE ASSESSMENTS FOR STUDENTS AT RISK OR WITH DISABILITIES. (3 Credits)
Focuses on practices and policies related to the use of standardized and alternative assessment approaches for understanding and supporting student learning, instructional planning, and policy making.

Attribute: TE.

CLGE 6400. LEARNING THROUGH LANGUAGE. (3 Credits)
An interdisciplinary course focusing on the relationship for teachers and supervisors between language as a tool for learning and language as evidence of learning. Particular emphasis will be placed on the relationship between these concerns and the need for improving the reading and writing proficiencies of students in all levels of education.

CLGE 6440. UNDERSTANDING CONTEMPORARY LITERACIES. (3 Credits)
Introduces various frameworks of literacy in the contemporary world.

CLGE 6540. DEVELOPMENT IN CONTEXT. (1-3 Credits)
This course will review current thinking in developmental psychology as reflected in prevailing developmental theory and current areas of research.

CLGE 6545. STRUCTURAL, PHILOSOPHICAL AND PSYCHOLOGICAL EXAMINATIONS OF ARGUMENT. (3 Credits)
Explores the form and function of arguments in writing and discourse.

CLGE 6550. MOTIVATION TO LEARN. (1-3 Credits)
This course will focus on taking an in-depth look at achievement motivation from a psychological perspective.

CLGE 6555. BECOMING LEADERS OF CONTEMPORARY LEARNING. (3 Credits)
Examine contemporary learning through the forces that are generally attributed to reshaping education in the 21st century.

CLGE 7150. PROGRAM ASSESSMENT AND EVALUATION II. (1-3 Credits)
This courses focuses on how to assess the effectiveness of educational service delivery systems, both in schools and other human service settings.

CLGE 7152. PRGM ASSESS & EVAL 11. (1-3 Credits)
Focuses on how to assess the effectiveness of educational service delivery systems, both in schools and other human service settings.

CLGE 7175. INTERNSHIP IN CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH. (3 Credits)
Students shall engage in professional experiences in the schools and/or education related agencies as interns. Prerequisite: CLGE6140 and CLGE6142.

CLGE 7190. ADVANCED SEMINAR IN INTERDISCIPLINARY RESEARCH I. (3 Credits)
Team taught, two semester will scaffold the skills and learning of research apprentices through the process of conducting interdisciplinary, ethnographic, field, and empirical research studies.

CLGE 7192. ADVANCED SEMINAR IN INTERDISCIPLINARY RESEARCH II. (3 Credits)
Team-taught, two semester seminar will scaffold the skills and learning of research apprentices through the process of conducting interdisciplinary, ethnographic, field, and empirical research studies.

CLGE 7194. ADV SEM INTERDIS RES 111. (1 Credit)
Three semester seminar will scaffold the skills & learning of research apprentices through the process of conducting interdisciplinary, ethnographic, field, & empirical research studies.

CLGE 7220. CLOSING THE OPPORTUNITY/ACHIEVEMENT GAP. (3 Credits)
Provides educators, leaders, and policy makers with the skills, knowledge, and dispositions to work with diverse youth populations.

CLGE 7240. MULTILINGUAL LITERACY: EXPLORING LITERACY IN MULTIPLE LANGUAGES AND CULTURES. (3 Credits)
Provides theoretical and research foundations to the intersection of language and culture across literacy practices in multiple educational, social, and geographical contexts.

CLGE 7340. CONTEMPORARY INTERVENTIONS FOR STRUGGLING READERS AND WRITERS. (3 Credits)
It is estimated that more than 10 million children in the United States have some degree of oral-language-based reading disability. Roughly 80 percent of children referred for special services require support services in reading, writing, and oral language. Best contemporary practices rely on interdisciplinary teams to assess difficulties and plan interventions. This interdisciplinary course draws from the fields of literacy, learning disabilities, psychology, and neuroscience in examining theories and research in reading and writing processes and best practices for universal design.

CLGE 7490. TEACHING COMPOSITION IN THE 21ST CENTURY: THEORY AND PRACTICE. (1-3 Credits)
This course will explore cognitive and sociocultural perspectives of writing and ask students to consider and practice methods for teaching and researching issues of composition in the 21st century.

CLGE 7520. COGNITION, TECHNOLOGY, AND INNOVATION. (3 Credits)
Overall objective of course is to gain and apply knowledge of human information processing, motivation, and creativity to the design of effective instruction.
CEGR 1014. GOD, CHRIST, THE CHURCH AND SALVATION. (0 Credits)
This workshop will deepen your understanding of the essential doctrines of the church found in the Nicene Creed. The doctrines will explain in terms of their relationship to the spirituality and practice of the early church. There will be some discussion of different theological ways of understanding the Nicene Creed. Finally, the workshop will respond to some of the popular misconceptions of the Nicene Creed, particularly those that appear in media sources such as the History Channel, Discovery Channel, websites, and books.

CEGR 1020. BRIDGEPORT SESSION 1. (0 Credits)

CEGR 1021. BRIDGEPORT SESSION 2. (0 Credits)

CEGR 1022. BRIDGEPORT SESSION 3. (0 Credits)

Contracts Law (CNGL)

CNGL 0104. CONTRACTS. (4-5 Credits)
Studies the fundamental principles governing the formation and operation of contracts, the rights and liabilities of third parties, discharge of contracts by virtue of impossibility of performance, the Statute of Frauds, the parol evidence rule, and other defenses. The provisions of the Uniform Commercial Code relating to contracts are also considered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JD.

CNGL 0206. NEGOTIATION & DRAFTING: THE UCC & BUSINESS CONTRACTS. (3 Credits)
This course is designed to improve the skill of the students in negotiation and drafting of business contracts and agreements. At the same time, they will learn the business practice and the applicable laws, in particular the Uniform Commercial Code. There will be a simulation in class for each kind of contract and agreement to be discussed. In discussing a particular business contract or agreement, the class is divided into two groups. One group represents one party to a transaction and the other group represents the other party. The two groups negotiate the terms of the transaction and drafting of the contract or the agreement. For instance, in negotiating a financing agreement, one group represents the lender and the other group represents the borrower. The terms proposed and counter-proposed must comply with the laws and regulations. Various scenarios will be presented, and the agreement will dictate the outcome of a dispute between the parties. Students will improve their negotiation and drafting skills through the simulations, and learn to anticipate and provide for possible problems.

Attributes: BFS, JD.

CNGL 0216. INTRODUCTION TO U.S. CONTRACT LAW. (2-4 Credits)
This course will cover most of the basic material presented in the regular first-year course in contract law. The treatment of the material will take into account the prior study of contract law by the participants, and the substantive emphasis will be on topics relevant to international practice. The class will use a standard US casebook, because another goal of the class will be to illustrate through the contract material the method by which our courts have elaborated our present rules of contract law, as well as the way that law has been learned by American lawyers. Particular attention will be paid to the interaction between statutory and case law rules in contemporary practice. There will be an in-class, open-book examination.

Attributes: FASL, LAWB, LAWF, LAWI, LLM, LMCO.
CNGL 0521. CONTRACT THEORY. (2 Credits)
This course will explore the philosophy, economics, and sociology of the practice of contracts. Students will need to write response papers to weekly readings and execute a 30-page research paper under the supervision of one of the instructors.
Attributes: JD, LAWB, LAWI, LLM.

CNGL 0709. ADVANCED CONTRACT LAW. (2 Credits)
We will look at third party beneficiary law as well as assignment and delegation, topics that often had to be eliminated from the basic Contracts course when the credit allocation was changed from 6 to 5. We will look also at U.C.C. Article 2A, Leases of Goods. We will work on drafting issues related to these topics. We will work on additional drafting issues that will further develop drafting skills. There will be a final exam. The final grade will be based upon the exam and drafting assignments completed during the semester.
Attribute: LAW.

Core Business (CBBU)

CBBU 1000. ST: BUSINESS INTENSIVE. (6 Credits)
This 5-week, 6-credit intensive course delivers the essential, technical, and conceptual basics of the business. Mornings are dedicated to learning the building blocks of business, the accounting discipline, while afternoons focus on business from the entrepreneur's viewpoint. Units include spreadsheet building and analysis; capital raising; budgeting; consumer insights and behavior; and strategic planning. Students will also be introduced to job search skills and will visit financial, marketing, new venture, and other institutions in New York City. The academic and non-curricular experience will help differentiate students in a tight job market and make them attractive to employers.

CBBU 1001. THE GROUND FLOOR: STARTING AND SUCCEEDING AT GSB. (3 Credits)
This course introduces freshmen to business, to student-focused resources at Fordham, and to personal skills that contribute to success at GSB and beyond. Teamwork and critical thinking are emphasized to encourage students to develop an integrated perspective of business functions. Open by permission of the class dean.

CBBU 1002. ST:CONSULTING CHALLENGE IP. (1 Credit)
The integrated project provides an opportunity for students to apply the material taught in the CBA Core Courses to actual companies.

CBBU 1003. ST: CAREER EXPLORATION IP. (1 Credit)
The integrated project provides an opportunity for students to apply the material taught in the CBA Core Courses to actual companies.

CBBU 1004. ST: ANALYTICS IP. (1 Credit)
The integrated project provides an opportunity for students to apply the material taught in the CBA Core Courses to actual companies.

CBBU 1006. ST: LEADERSHIP IP. (1 Credit)
The integrated project provides an opportunity for students to apply the material taught in the CBA Core Courses to actual companies.

CBBU 4999. GABELLI SCHOOL INTEGRATED PROJECT (MAKE-UP). (1 Credit)
Students will gain a strong foundation in business fundamentals while honing their ability to clearly express themselves, collaborate in teams, think strategically and creatively, and evaluate their own work.

Corporations Law (BUGL)

BUGL 0099. CORPORATE CRISIS MANAGEMENT AND INTERNAL INVESTIGATIONS. (2,3 Credits)
This course will examine how a global corporation should deal with crisis management including crisis insurance, crisis funds, crisis plans and crisis drills. Then students will learn how to handle corporate internal investigations as either and in house and outside counsel including attorney client privilege, international attorney client privilege, interviewing company officers and employees, and reporting to the board of directors.
Attributes: CORC, CRCP, LAWB.

BUGL 0129. LITIGATING THE CORPORATE CASE. (2 Credits)
To my knowledge, this class is unlike any other being offered at any law school in the country. This class will follow the course of a single corporate case -- KFC National Council & Advertising Cooperative, Inc. v. KFC Corp. -- which was litigated in the Delaware Court of Chancery, from beginning to end. That court is widely regarded as the nation's leading corporate and commercial litigation venue, and the judge in the case is now the Chief Justice of the Supreme Court of the State of Delaware. The class will blend both practical insights into the litigation strategy behind a complex corporate/commercial case and more theoretical discussions of the legal issues involved. We will begin with the pleadings and scheduling motions filed in the case (the complaint, answer and a motion to expedite) and will progress through dispositive motions (a motion for judgment on the pleadings), discovery and discovery motions, motions in limine (or pre-trial motions), the trial itself (with video excerpts), and end with the Court's final decision in the case. Our study of the case will allow us to explore how typical litigation progresses and to examine critically the sorts of procedural and evidentiary issues that generally arise. It would be helpful for you to have taken courses in corporate law, civil procedure and evidence, although evidence is not an absolute prerequisite. As with most things, you will get out of this class what you put into it. The class will involve a fair amount of required reading, and you will also benefit from outside reading as well. In following the case as it unfolds, you will be expected to read and have a good understanding of the documents that were filed with the Court or served on the parties. In so doing, you should ensure that you fully understand the arguments that were made in the briefing, ideally reading the cited cases as you perceive necessary to your understanding of the issues at hand. We will be discussing the briefing in detail and with a critical eye so you should be prepared to discuss and debate the issues presented therein, as well as the procedural tactics used in making the motions themselves. I urge you to think of the subject case as a novel, getting to know the characters and storyline as the plot unfolds, and to approach the course like you would a course about a work of literature. As with any book, I urge you not to read the ending before we get there. There is a written decision resolving this case, but I believe you will enjoy this course much more and get more out of it if you do not read the decision until required to do so. I obviously cannot stop you from doing so, but I assure you there will be no benefit to you in terms of grades from reading the decision on the merits before we get there in the class. If you do choose to read ahead, I ask you not to “spoil” the result for your classmates.

Updated: 10-11-2017
BUGL 0201. CORPORATIONS. (4 Credits)
This course provides students with a basic understanding of the law that governs business organizations, particularly publicly held corporations. Aspects of the laws of agency and partnership are first considered to highlight the relationship to corporate law. In turning to corporations, the course considers the rights and duties of boards of directors, officers, and shareholders. Specific topics include the nature of debt and equity securities, the role of fiduciary duties, the regulation of conflicts of interest and insider trading, and the fundamentals of control transactions (like mergers and acquisitions). The course introduces students to state common law and statutory systems, as well as aspects of the federal securities laws, that regulate business organizations. Issues relating to the role of business organizations in society and the role of attorneys in representing these organizations are also considered.
Attributes: CORC, LAWB, LAWI, LMCO.

BUGL 0202. ADV BUSINESS LAW. (2 Credits)
This course provides students with an introduction to current academic research on a range of business law topics. In this way, students learn how the concepts they have studied in traditional business law courses are used to understand, predict, and shape developments in business law. Students read seven or eight works-in-progress by leading academics at law schools and business schools throughout the country, and then they attend class sessions (that serve as workshop sessions) in which the authors present and discuss their works. Students must write a short paper (three-to-five pages) analyzing each of the works presented, and they are expected to participate actively in all discussions. In addition, students may elect to write a research paper (including one that may be used to satisfy the upper-class writing requirement), for which they will receive an additional credit (for a total of three credits). This course has a waitlist.
Attribute: LAWB.

BUGL 0205. PARTNERSHIP & LIMITED LIABILITY COMPANY LAW. (2,3 Credits)
This course surveys the law of unincorporated business entities, i.e. partnerships, including the limited partnership (LP) and limited liability partnership (LLP) as well as the limited liability company (LLC). The main focus is on partnerships and LLCs, both from an analytical perspective and from a planning perspective. We will analyze legal problems involved in the formation and operation of closely held businesses. In partnership, the focus is on practical issues arising in commercial and law partnerships, notably those relating to the management of partnerships, agency powers of partners, fiduciary duties among partners, specific duties when partners leave or are expelled, the allocation of profits and losses, the handling of property rights, and continuation versus dissolution of partnerships. Limited partnerships are commonly used in real estate development, oil and gas exploration and extraction, and in the launching of high technology enterprises. The coverage of limited partnership law centers upon the creation of an LP, the status and rights of limited partners and the extent of control limited partners can exercise over general partners. In the field of limited liability companies, now customarily used instead of closely held corporations, we will review their legal nature, mode of creation, alternative forms of manager-managed and member-managed LLCs, management structure and the transfer of interests.
Attributes: BFE, JD, LAWB, LMCO.

BUGL 0215. CORPORATE SOCIAL RESPONSIBILITY LAW AND POLICY. (2,3 Credits)
This course is designed to introduce students to the law and practice of corporate social responsibility (CSR). Human rights, labor rights, the environment and anti-corruption efforts are now impacted by almost every aspect of corporate activity. With these myriad touch points, corporations have a key role to play in the development and evolution of these important areas of law. We will begin with the history and modern development of CSR, before moving on to examine the international legal obligations for corporations across the fields of human and labor rights, environmental protection, and anti-corruption. The course will also focus on examples of litigation in domestic courts involving corporations and their alleged abuses of human rights or environmental degradation. Selected domestic legislation will also be discussed on issues such as supply chain regulation and consumer protection.
Attributes: ICE, JD.

BUGL 0229. GLOBAL CORPORATE LAWYERING. (2 Credits)
Global Corporate Lawyering will discuss the advisory role of the general counsel's office on a global stage. This will include discussing an overview of the areas of crisis management, corporate compliance and litigation management as well as the attorney client privilege including the international attorney client privilege and the difference between civil and common law jurisdictions for in house counsel. Also we will discuss the centralized vs. decentralized and specialist vs. generalist law department, ethics and global issue spotting in Antitrust/Competition, Anti-Corruption (FCPA, UK Anti-bribery Act and OECD Anti-bribery Act), Environmental, Insider Trading and Securities, Intellectual Property, eDiscovery, Corporate Governance and Employment Law. The course will be skills oriented.
Attributes: JD, LAW, LAWI, LLM.

BUGL 0263. GLOBAL CORPORATE COMPLIANCE FL. (1 Credit)
This course will explain risk assessment and the seven steps for an "effective" corporate compliance program. Students will have an opportunity to design a compliance program and learn the fundamentals of rolling out a program for a global corporation and updating and refocusing a current program. Students with examine various areas of law, regulation and policy as well as various industries to adapt the compliance protocols to for the global corporation.

BUGL 0290. PRIVATE EQUITY DEALS. (2 Credits)
While private equity once existed on the margins of the U.S. economy, recent years have witnessed the significant expansion of this asset class and its role in global economic affairs. This practice-oriented seminar introduces students to the business and legal issues common to private equity deals. Buyout funds can now organize billion and multi-billion dollar corporate acquisitions and the seminar will explore the fundamental features of the acquisition process and the agreements that govern private equity deals. The seminar will include readings from actual transaction documentation, relevant articles and commentary and recent court developments. The seminar will also include guest lectures given by specialists from the private equity deal practice. The central goal of the seminar is to provide a basic understanding of the big picture and the actual details that are involved in putting together and closing private equity deals.
Attributes: JD, LAW.
**BUGL 0291. COMPARATIVE CORPORATE LAW. (2,3 Credits)**

Corporate law practice today often involves doing business with corporations governed by the laws of countries other than the United States, which requires a basic understanding of how corporations operate across jurisdictions. This course will explore core topics in comparative corporate law and comparative corporate governance, focusing on the U.S. and the major Western European jurisdictions, as well as East Asia and emerging markets to a lesser extent. Although the corporate form seems to be a universal building block of business development, corporate law and governance systems exhibit considerable diversity, as do the economic systems within which corporate law operates. The course will integrate the two goals of providing an overview of differences in legal regulation, and of introducing participants to current academic thinking on how the respective economic and political framework has shaped the development of corporate law and corporate governance institutions. Topics to be covered include comparative governance structures board structures conflicts of interest between man-agers, shareholders, and other stakeholders investor protection and enforcement of corporate law control transactions the role of gatekeepers creditor protection and corporate bankruptcy and the role of the state and corporate governance in emerging economies. For each topic, we will read a basic overview from a textbook as well as leading articles providing different perspectives to allow us to have interesting discussions in class. This seminar may be particularly interesting to students considering a career focusing on corporations internationally. Students have the option of writing a paper to fulfill the writing requirement in this class.

Attributes: BFE, ICE, JD, LAWB, LAWI.

**BUGL 0292. LAW FIRM AS A BUSINESS. (2 Credits)**

So you want to be a lawyer? Do you know how law firms are managed? Do you understand the economic dynamics of a law firm? Do you know which law school grads get hired? And which associates make partner? In today's highly competitive marketplace, it is imperative to understand law firms as businesses. After all, AmLaw 100 firms have gross annual revenues of $250m+ with some elite firms having revenues in excess of a billion dollars. Even small law firms are million-dollar businesses. A lack of business savvy about your own industry could be dangerous to your career. In the course, students will learn how to think critically about business trends that affect the legal profession, law firms and your own career.

Attributes: JD, LL.M.

**BUGL 0293. LAW FIRM MARKETING. (2-3 Credits)**

How can you have a successful career? What makes partners want to work with you? What makes clients want to hire you? In today's highly competitive market, "technical" legal competence alone is insufficient and no longer a guarantee of success in winning new business or keeping clients. Marketing and business development are important skills for lawyers pursuing the partnership track and those intending to hang out their shingle. How can you do it in a tasteful and strategic way? Learn what it takes to make you stand out from the crowd, to land a great job, and to build your book of business.

Attributes: JD, LL.M.

**BUGL 0299. VENTURE CAPITAL LAW. (2 Credits)**

The course will provide a practical approach to private equity investing (both venture capital and buyouts), which has become a powerful force in the global marketplace. The course is designed to focus on (a) the legal, business, economic, and financial issues that are addressed in the documentation supporting venture capital and buyout transactions and (b) the dynamics of organizing a venture capital or buyout fund; and organizing, structuring, negotiating, financing, managing, and exiting venture capital-backed companies. There will be regular opportunities for mock negotiations during class and class participation will be very important. Notes/Miscellaneous: Prerequisite: Corporations; Recommended: Securities Law. There will be a take-home examination.

Attributes: LAWB, LLM.

**BUGL 0301. CORPORATE & WHITE COLLAR CRIME. (2-3 Credits)**

The course examines a number of topics falling under the broad rubric “white collar crime.” The term generally refers to economic or political crimes, often distinguished by the involvement of a corporation or other business entity, or by an individual's abuse of a position of authority or trust. In addition to examining substantive areas of law including conspiracy, various species of fraud (wire, mail, securities), racketeering, bribery and money laundering, we will cover some procedural and practice issues—including grand jury practices, discovery, immunity, privileges, cooperation agreements, plea bargaining, sentencing, and the relationship between parallel civil and criminal proceedings. Special attention will be paid to the complications introduced by entity liability, and to the unique challenges it poses for defense counsel and opportunities it gives to prosecutors. While much white collar criminal practice is federal, we will also notice the role of state and local law enforcement entities. Finally, the quasi-criminal law of economic sanctions and asset forfeiture will be discussed.

Attributes: JD, LL.M.

**BUGL 0321. CROSS BORDER MERGER & ACQUISITION. (2 Credits)**

Cross-border Mergers & Acquisitions: The course explores the lawyer's role in structuring, negotiating and implementing cross-border business transactions to create value, manage business risk and promote client interests in a complex legal and regulatory environment. The course, which will focus on public and private mergers & acquisitions transactions, will be taught by mergers & acquisition partners from the international firm of White & Case LLP. Other experienced lawyers from additional practice areas of White & Case LLP will participate in certain of the classes to provide additional insights. The course is designed to fill the gap between academic theory and law firm transactional practice by introducing the participants to basic deal-making techniques and legal and business aspects which should be considered in cross-border M&A transactions. Where possible, case studies from hypothetical and actual cross-border transactions will be utilized during the course. The course will also examine the current regulatory schemes in a number of jurisdictions that affect foreign direct investments as well as the underlying policy rationales offered for such regulations. The course will be jointly taught by Oliver C. Brahmst (White & Case LLP's Head of the Mergers & Acquisitions Practice Group for the Americas) and myself. The course will have a take-home.

Attributes: JD, LAWB, LAWI, LLM.
BUGL 0325. CORPORATE FINANCE. (2-4 Credits)
This course provides students with an understanding of the basic financial concepts and tools that are important for lawyers who practice business law, either in transactional practices or in those focused on litigation. This course includes studies of the basic techniques used in valuing projects and businesses, the distinctive characteristics of corporate securities (including bonds, preferred stock, common stock, and convertible securities), the factors influencing decisions to pay dividends and repurchase stock, and the principles guiding the determinants of capital structure. This course also includes an examination of the impact of theories of finance, including portfolio theory, asset pricing models, and efficient market theory, on legal rules. Attributes: BFF, LAWB.

BUGL 0371. NEGOTIATIONS. (2 Credits)
Negotiation is a critical component of any practicing lawyer’s daily work. Lawyers negotiate with their clients to develop transactional and litigation strategies, with their adversaries to conclude deals or lawsuits, with courts and governments to secure parameters of proceedings, and with their colleagues to manage their workloads. This course will explore the strategies and tools available to lawyers when negotiating in different forums. Students will learn how to prepare for negotiations, practice various tactics, explore individual and collective bargaining, and use Alternative Dispute Resolution resources. Students will participate in simulated exercises to develop their skills. Attributes: JD, LAW, LDE, LLM.

BUGL 0405. CORPORATE GOVERNANCE. (2 Credits)
This course will focus on the evolving role of the board of directors in public companies, including the current law, rules and listing standards (such as the Dodd-Frank Act, Sarbanes-Oxley Act, SEC regulations, NYSE rules, and state law), how boards and committees actually are structured and how boards operate in key areas, including the selection of new board members, oversight of financial and other disclosures, hiring, firing, and oversight of management and approval business strategies, with particular focus on the role of the board in the M&A context. Exam is take-home. Attributes: CORC, CRCP, LAWB. Prerequisite: BUGL 0201.

BUGL 0407. MERGERS & ACQUISITIONS. (3 Credits)
This course provides students with an understanding of the issues (and problems) that confront lawyers and their clients in business acquisition (and divestiture) transactions. This course includes studies of the nature and structure of merger and other acquisition (and divestiture) transactions as well as of the statutes, regulations, and case law that govern these transactions. More specifically, this course includes an examination of the rationales offered to explain the occurrence of these transactions, the techniques used to accomplish these transactions, and the legal rules relevant to these transactions. As a general matter, the course approaches business acquisition (and divestiture) transactions from a practical (rather than a theoretical) perspective and focuses on the legal (rather than financial) aspects of these transactions. <This course has a take-home final exam. Attributes: BFE, JD, LAW, LAWB, LAWI, LLM. Prerequisite: BUGL 0201.

BUGL 0410. CORPORATE COUNSELING FUNDAMENTALS. (2,3 Credits)
This course studies the role of the in-house corporate counsel (as well as outside counsel who work closely with corporate clients). We will introduce key recurring substantive areas that concern every business entity i.e., contracts and transactions; intellectual property; product liability and marketing regulation; antitrust; employment law and ethics. We will also examine the unique skill sets particularly utilized by inside counsel-corporate memo and letter writing, negotiation and mediation, and resource allocation. Grades will be based on a series of short research, writing, drafting, and problem solving exercises that will be basis of class discussion. One or more guest speakers will examine the corporate business functions and their interactions with the General Counsel. Class enrollment is limited to 20 students. Notes/ Miscellaneous: Grade based on short papers, problems, and simulations. Attributes: JD, LMM.

BUGL 0417. MERGERS AND ACQUISITIONS PRACTICUM. (3 Credits)
This class will cover the basics of Mergers & Acquisitions (M&A) practice. But in addition to reading cases and becoming familiar with the relevant documents, students in the practicum will take part in M&A litigation by briefing and filing shareholder objections to settlement. Students enrolled in the practicum will track a portfolio of merger litigation, analyze the settlements, and ultimately draft shareholder objections in appropriate cases. The objections will argue that the settlements provide insubstantial benefit to the shareholder class and therefore justify neither a broad release of claims nor a grant of substantial attorneys’ fees. The practicum thus provides core doctrinal material as well as real-world litigation exposure. <p> Corporations is a pre-requisite and additional coursework, in either upper-level business law or advanced civil litigation courses preferred. Admission by application to instructor. Application to include a listing of prior coursework and a brief (one page) statement of personal background and/or interest in the course by August 24, 2015. Prerequisite: BUGL 0201.

BUGL 0590. CORPORATE FINANCE LEGAL ASPECTS. (2,3 Credits)
This course analyzes the nature of the legal relationships established and maintained in the structuring and execution of various capital formation and other corporate finance transactions. In addition to the study and analysis of pertinent state and federal statutory provisions and court decisions, the actual documentation involved in such transactions, including debentures, indentures, preferred stock provisions, convertible securities, and acquisition agreements is considered. Attributes: LAWB, LLM.
BUGL 0602. COM LAW: UCC & ARTICLE 3. (3 Credits)

BUGL 0780. GLOBAL CAPITAL MARKETS AND GOVERNANCE. (2-3 Credits)

This course provides an overview of trends in global finance, and corporate governance. Specific focus is on capital market developments in Anglo-Saxon systems of governance, e.g., the U.S., Asian systems, e.g. Keiretsus and Chaebols, State/Crony Capitalism systems of governance, e.g., China and Russia, Universal Banking systems, e.g. Continental Europe and Family Dominated systems such as those found in parts of the Europe, South East Asia, the Middle East and South America. Trends in capital raising, including Private IPOs/Unicorns, Fintech, Block Chain technology, Private Equity, Venture Capital, Crowdfunding and Merger and Acquisition/Corporate Activism, Environmental, Social, Governance trends and Impact Investing, the structural evolution to the global financial architecture, including the creation of the Asian Infrastructure Investment Bank; China’s One Belt; One Road initiative and the renminbi as a reserve currency, and the emergence of sovereign wealth and development funds, including the Saudi Aramco IPO and its implication for the potential decarbonization of the world economy. Class meets February 4, 11, 25 & March 4, 2017.

Attributes: CORC, CRCP, ICE, LAWB, LAWI.

BUGL 0929. HOW MERGERS AND ACQUISITIONS GET DONE. (3 Credits)

"How M&A Gets Done" is intended to provide students with a background in many of the basics of M&A transactions. The class will begin by focusing on why companies do M&A and how they are judged by their shareholders, debt holders and other stakeholders. Financial concepts, such as the basic components of a balance sheet and income statement, earnings per share, book value per share, and return on equity will be taught from their most basic building blocks. No financial background is needed to do well in the class, and financial jargon will be forbidden. We will then take two classes to review an M&A auction process from beginning to end, and in so doing will review the tender, the non-disclosure agreement, the offering memorandum, bid instruction letters and bid letters, the on-site due diligence process, board of director updates, and the exclusivity agreement. In so doing, we will generally use actual deal documents, often black-lined versions, to help us discuss drafting techniques and deal tips for representing buyers and sellers. The purchase agreement will then be studied in depth, in two full classes. Other topics covered will include classes dedicated to hands-on exercises in each of negotiations, document mark-ups, and valuation, plus classes on banker fairness opinions and acquisition financing.

Attributes: LAWB, LAWI.

Criminal Law (CRGL)

CRGL 0103. CRIMINAL LAW. (3 Credits)

Begin with an examination of theories of punishment and constitutional principles of criminal justice. The course then examines the substantive law of crimes, including the sources of law, inchoate crimes, accessorial conduct, elements of major crimes, defenses to criminal responsibility, and issues of prosecutorial discretion.

Attributes: JD, LMCO.

CRGL 0206. ADV CRIM LAW & CRIM PROCEDURE. (3 Credits)

This seminar examines a variety of cutting edge, at times controversial, topics in criminal law and criminal procedure that typically cannot be covered in detail, if at all, in a first year criminal law course. The topics range from decisions that judges must make during sentencing to the lengths and limits of prosecutorial discretion and defense practices, as well as academic arguments on truth, guilt, criminalization, and criminal liability. Students will learn how discoveries in more specialized areas, such as racial justice, terrorism, juvenile justice, confessions, and drug use, reveal underlying doctrinal and practical problems in the criminal justice system. The seminar’s primary format consists of a speakers series comprising leading experts—judges, prosecutors, defense attorneys, and academics—who will come and discuss cases, ideas, or their written work so that the class can interact with them directly by way of questions or commentary. Each week’s reading material will be provided on the seminar’s TWEN site (described at the end of this syllabus). There is no casebook or material to purchase.

Attributes: INLJ, JD, LIDR, LLM, LMCO, PIE.

CRGL 0210. CROSSROADS OF CRIMINAL AND CIVIL LAW. (2 Credits)

Criminal and civil law are traditionally separate disciplines. They remedy different types of wrongs: civil law refers to private wrongs and criminal law to public ones. But increasingly, the line between these disciplines has blurred. Criminal penalties may be monetary and involve restitution to victims, who are often private parties. Strict liability criminal statutes require no mens rea. These are more than definitional or theoretical issues, and this seminar explores the practical problems that arise at the crossroads of criminal and civil law. Today, every high profile criminal matter whether Rajaratnam, Madoff or Strauss-Kahn involves parallel civil litigation, such as an SEC enforcement action, a state attorney general lawsuit, a private class action or a tort claim. For many defendants caught up in a criminal investigation, the consequences of companion civil litigation or regulatory proceedings may be as serious as the criminal investigation, companies may be barred from lines of business, or put out of business entirely, and individuals may face loss of a law, accounting or securities license. No lawyer can competently represent a client confronting cases at these crossroads without analyzing the ramifications of an action taken in one context for the other. What are the consequences, for a related civil case, of asserting Fifth Amendment rights in the context of a criminal prosecution? What are the consequences, for related civil litigation, of entering a guilty plea in a criminal proceeding? Can a party provide the government with an internal investigation report, but withhold that report from adversaries in civil discovery? This class addresses these sorts of issues each week, taking into account perspectives of government prosecutors and regulators, private civil and criminal counsel, and the court.

Attributes: INLJ, LLM.

CRGL 0230. CAPITAL PUNISHMENT. (2 Credits)

CRGL 0232. CRIMINAL LAW THEORY. (2 Credits)

This seminar examines the common assumption that criminal wrongs and moral wrongs are closely related and that criminal law should track morality in some meaningful way. The seminar asks whether morality should have a place in our understanding of criminal law, and what shape moral ideas assume and should assume when they are fashioned as the core of a state institution. These questions will be examined through a philosophical study of various criminal law doctrines, such as justification of punishment, the harm principle, malum prohibitum, self defense, and provocation. Short weekly response papers are required. Laptops are not allowed.

Attributes: INLJ, JD, LLM, PIF.
CRGL 0290. SENTENCING LAW & POLICY. (2-3 Credits)
This seminar examines sentencing law in the United States. We will consider both the structure and development of sentencing law as well as its policy implications. Among the legal topics we will discuss are the rise and fall of indeterminate sentencing; the evolution (and possible collapse) of structured sentencing systems such as guidelines, mandatory minimums, and truth-in-sentencing laws; and the use of alternative sanctions like boot camps. The policy concerns we will address include the role of race and class in the criminal justice system; the causes and effects of prison population growth over the past thirty years; the relationship between criminal sentencing and crime; and reintegrating released inmates into broader society. Attributes: INLJ, JD, LIDR, LLM, PIE.

CRGL 0321. PROSECUT PRIV & PUBLIC CORRUPT. (3 Credits)

CRGL 0323. CRIMINAL PROCEDURE: INVESTIGATIVE. (3,4 Credits)
Criminal procedure has been a remarkably provocative topic in the past several years, with issues such as government surveillance and stop and frisk practices garnering frequent headlines. In this course, students will acquire an in-depth understanding of these and other investigative aspects of criminal procedure law. We will begin with a focus on the role of the police in the community, and then move on to a comprehensive analysis of the many issues surrounding searches and seizures, including arrests. We will also address recent developments regarding the impact of technology on search and seizure doctrine, and explore the question of what areas of privacy remain beyond government reach. We will conclude with a discussion of interrogation practices, including the waiver of Miranda protections. The course will spotlight developments in New York City and the role of its criminal justice actors (judges, police officers, etc.) as a means to a broad understanding of how the rules and practice of criminal procedure affect cities throughout the country. The format of the class will be primarily class discussion, as well as guest speakers who will provide real-world perspective on the topics addressed during the semester. Attributes: INLJ, JD, LDF, LIDR, LLM, LMCO, PIE.

CRGL 0325. CRIMINAL PROCEDURE: ADJUDICATION. (3 Credits)
The subject of this course is the criminal process between bail and jail. The course will focus on several questions: What is the criminal justice system for? What does it mean to deal with criminal wrongdoing through the rule of law? Why do we have juries? What is impartiality? What rights do criminal defendants have in the process and why and how are they limited? What powers does the State have in the process and why and how are they limited? The course will address these questions by studying, among other things, prosecutorial charging discretion, bail and pretrial release, plea bargaining, trial by jury, double jeopardy, sentencing, right to counsel, and the civil-criminal distinction. This course traditionally attracts those interested in practicing criminal law at some point in their careers, but the issues raised and discussed are of general interest to those who want to think about rule of law, due process, individual rights, adversarialism, state power, and racial justice. Attributes: INLJ, JD, LDF, LIDR, LLM, LMCO, PIE.

CRGL 0360. INTERNATIONAL CRIMINAL LAW. (2,3 Credits)

CRGL 0372. NY CRIMINAL PROCEDURE. (2 Credits)
Detailed study of the various steps in handling a criminal case in the New York courts, with emphasis on the CPL, including criminal court structure, motion techniques, bail, grand jury proceedings, and pretrial discovery. Real life illustrations of methods and tactics in applying the statute and case law. Attributes: INLJ, JD, LDF, LLM.

CRGL 0380. ORGANIZED CRIME. (2 Credits)
This course will focus on selected legal and practical issues that arise from investigation, prosecution and defense of organized crime groups. Topics will include defining organized crime, choosing an investigative target, the concept of entrapment, electronic surveillance, the use of informants and undercover agents, RICO, OCCA, money laundering, forfeiture, the federal witness protection program, anonymous juries and the right to counsel of choice. Federal law will be compared to New York State law with a view towards examining their differences and how those differences have an impact on choosing whether to investigate and prosecute federally or in the New York State system. The course will include panel discussions with agents, prosecutors and defense counsel. Attribute: INLJ.

CRGL 0413. JUVENILE JUSTICE SURVEY. (2 Credits)
This course will offer a broad survey of juvenile justice issues, including a historical overview of juvenile justice in the United States from the early 20th Century. The seminar will review the philosophical and legal underpinnings of various juvenile justice reform movements and select Supreme Court rulings and Congressional forays into the juvenile justice arena during this century. In particular, the course will focus on the federal/state law dichotomy with respect to the prosecution of juveniles, as well as an analysis of Article 3 of the New York State Family Court Act; the competing interests of the clinical, rehabilitative and retributive juvenile justice models; search and seizure; interrogation and confession; pre-trial detention; speedy trial; infancy and mental capacity; double jeopardy; press access and confidentiality; counsel's role in representing juveniles; prosecution of juveniles as adults; and capital punishment. Notes/Miscellaneous: Paper Required. Attributes: INLJ, JD, LLM, PIE.

CRGL 0510. PSYCHOLOGY & JUVENILE JUSTICE LAW. (2,3 Credits)
This three credit course is designed to provide students with an overview of the interaction between psychology and the juvenile justice system. The course primarily will focus on four major domains: (1) developmental theories and trajectories of antisocial behavior, (2) assessment and identification of risk and protective factors among justice-involved youth, (3) clinical evaluations related to legal questions unique to juvenile courts (i.e., dangerousness, waiver, competence), and (4) empirically supported treatments/program evaluation. Throughout the course, relevant judicial opinions and empirical literature will be used to demonstrate the evolution of the juvenile justice system and application of psychological science to research and practice with justice-involved youth. Attributes: INLJ, LLM.

CRGL 0780. CRIMINAL TRIAL ADVOCACY. (3 Credits)
This course deals with techniques and strategies in criminal litigation. Students face typical problems from all phases of criminal trial practice with an emphasis on methods of developing facts, including direct examination, cross examination, exhibit introduction, impeachment, opening and closing statements. Students are expected to participate in simulated trial teams and conduct a trial. If a student misses the first class without calling or emailing the Professor in advance for permission, they will be dropped from the course. Attribute: JD. Prerequisites: EDGL 0202 and CRGL 0323.
CRGL 0929. PROSECUTION OF PRIVATE AND PUBLIC CORRUPTION. (3 Credits)
This course will explore U.S. and international anti-corruption laws, with a focus on the practical aspects of investigating and prosecuting corruption. Students will learn the primary anti-corruption statutes used by American prosecutors in the United States and abroad, and then go deep in a series of fact-based explorations of particular cases. We’ll have visitors who are involved in the both the prosecution and defense of corruption cases. We’ll read indictments as well as cases, and split the course between two texts, one which focuses on the law, and the other which focuses on the investigation of corruption. Grading for the class will be based on (1) class participation (2) an short paper analyzing a contemporary indictment (eg., the forthcoming Menendez indictment, or the Silver indictment) and (3) the writing and presentation of a brief in support or opposition of a case to be selected by the students. Textbooks: Prosecution and Defense of Public Corruption, 2014 Edition Prosecution and Defense of Public Corruption by Peter J. Henning & Lee Radek Bribery and Corruption Casebook: The View from Under the Table Joseph T. Wells (Editor), Laura Hymes (Editor)

Curriculum and Teaching (CTGE)

CTGE 0101. PREREQUISITE COMPLETION. (0 Credits)
CTGE 0701. MASTER'S COMPREHENSIVE EXAM/ASSESSMENT. (0 Credits)
Part one of the Master’s comprehensive exam or assessment for programs in the Division of Curriculum and Teaching.

CTGE 0702. MASTER'S COMPREHENSIVE EXAM/ASSESSMENT. (0 Credits)
Part two of the Master’s comprehensive exam or assessment for programs in the Division of Curriculum and Teaching.

CTGE 0703. INTERN FELLOWSHIP PORTFOLIO. (0 Credits)
Development and review of professional portfolio for elementary teacher candidates in the Intern Fellowship Program.

CTGE 0704. CHILDHOOD EDUCATION PORTFOLIO. (0 Credits)
Development and review of professional portfolio for childhood education teacher candidates in MST certification programs. Candidates must demonstrate that they have met childhood education program goals, as well as program goals, of specific certification areas.

CTGE 0707. EARLY CHILDHOOD EDUCATION PORTFOLIO. (0 Credits)
Development and review of professional portfolio for early childhood education teacher candidates in MST certification programs. Candidates must demonstrate that they have met early childhood education program goals as well as program goals of specific certification areas.

Attribute: Z623.

CTGE 0708. ADOL SPED PORTFOLIO. (0 Credits)
Development and review of professional portfolio for adolescence special education candidates that must demonstrate that they have met program goals and certification requirements.

CTGE 0709. ADOLESCENCE EDUCATION PORTFOLIO. (0 Credits)
Development and review of professional portfolio for adolescence education teacher candidates in MST certification programs. Candidates must demonstrate that they have met adolescence education program goals, as well as program goals of specific certification areas.

CTGE 0710. PORTFOLIO FOR LITERACY EDUCATION. (0 Credits)
Development and review of professional portfolio for candidates in the Language and Literacy Education programs, Birth–Grade 6; Grades 5–12.

CTGE 0712. PORTFOLIO FOR TESOL. (0 Credits)
CTGE 0715. YOUNG READERS PORTFOLIO. (0 Credits)
CTGE 0718. CHILDHOOD SPECIAL EDUCATION PORTFOLIO. (0 Credits)
Development and review of professional portfolio for Childhood Special Education teacher candidates in the MSED program. Attribute: Z623.

CTGE 0720. PORTFOLIO EXTENSION. (0 Credits)
This course is for candidates who require an additional semesters to complete the professional portfolio. The candidate should continue to work under the guidance of a faculty member in their program. Candidates must demonstrate they have met the goals specific to their academic program and certification area.

CTGE 0900. PERMANENT MATRICULATION STATUS. (0 Credits)
During the semester the student demonstrates satisfactory process completing 12-15 credits which leads to Permanent Matriculation Status.

CTGE 0901. DOCTORAL COMPREHENSIVE EXAM/ASSESSMENT. (0 Credits)
Part one of the doctoral comprehensive exam or assessment for programs in the Division of Curriculum and Teaching.

CTGE 0902. DOCTORAL COMPREHENSIVE EXAM/ASSESSMENT. (0 Credits)
Part two of the doctoral comprehensive exam or assessment for programs in the Division of Curriculum and Teaching.

CTGE 0999. PROPOSAL ACCEPTANCE. (0 Credits)
During the semester the dissertation proposal is completed.

CTGE 4200. FLD EXPER RFL PRACT. (0 Credits)
I updated the billing field as new courses were created that have credit and billing.

CTGE 4202. SOPH FIELD EXP SEM 1. (1 Credit)
Students examine their profession and chosen area of teaching certification. The course provides students with the opportunity to become aware of the many roles of a teacher. Students complete a 2-3 hour per week field experience in grade level of teacher certification. Attribute: TE.

CTGE 4203. SOPH FIELD EXP SEM 11. (1 Credit)
Students examine their profession and chosen area of teaching certification. The course provides students with the opportunity to become aware of the many roles of a teacher. Students complete a 2-3 hour per week field experience in grade level of teacher certification. Attribute: TE.

CTGE 4204. JR FIELD EXP SEM 1. (1 Credit)
Students examine their profession and chosen area of teaching certification. The course provides students with the opportunity to become aware of the many roles of a teacher. Students complete a 2-3 hour per week field experience in grade level of teacher certification. Attribute: TE.

CTGE 4205. JR FIELD EXP SEM 11. (1 Credit)
Students examine their profession and chosen area of teaching certification. The course provides students with the opportunity to become aware of the many roles of a teacher. Students complete a 2-3 hour per week field experience in grade level of teacher certification. Attribute: TE.
CTGE 4206. SR FIELD EXP SEM 1. (1 Credit)
Students examine their profession and chosen area of teaching certification. The course provides students with the opportunity to become aware of the many roles of a teacher. Students complete a 2-3 hour per week field experience in grade level of teacher certification.
Attribute: TE.

CTGE 4207. SR FIELD EXP SEM 11. (1 Credit)
Students examine their interests in the teaching profession and chosen area of teacher certification. The course provides students with the opportunity to become aware of the many roles of a teacher. Students complete a 2-3 hour per week field experience in grade level of teacher certification.
Attribute: TE.

CTGE 4217. LRG/TCH EC/ELEM: MATH. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

CTGE 4230. FRAMEWK EDUC ALL YG CHILD. (3 Credits)
CTGE 4232. EC CURRIC/ASSESS. (3 Credits)
CTGE 4260. TCHG IN THE MIDDLE SCH. (3 Credits)
CTGE 4303. LRNG ENVIRON:REF FLD EXP. (3 Credits)
This course helps teacher candidates develop an awareness of the complexity of teaching through field experiences. Emphasis is placed on classroom application of and critical and collaborative reflection upon concepts, techniques, and theories learned in courses and other structured learning experiences. The course examines teacher candidates' perceptions about the classroom and their learning that are necessary for anticipated learning to occur, ways that teachers can learn about their diverse students, approaches to student motivation, the concept of effective classroom instruction for students within the full range of abilities, the planning and writing of unit plans, and classroom management systems. It also provides a structure for developing the skills and knowledge necessary to provide a sense of community in a safe, respectful, and nurturing classroom environment.

CTGE 4306. TCHG IN THE MIDDLE SCH. (3 Credits)
Teacher candidates develop an awareness of the complexity of teaching through field experience. Emphasis is placed on classroom application and critical and collaborative reflection upon concepts, techniques and theories learned in courses and other structured learning experiences. Provides structure for developing skills and knowledge necessary to provide safe, respectful and nurturing environment in the classroom.

CTGE 4530. ADOLESCENT LITERACY ENG LANG. (3 Credits)
This course will focus on "ways with words" and how to best promote language usage and literacy through our teaching. Topics explored will include linguistic dimensions/systems of language, relationships between spoken and written words, variations within and across languages, readings and writing processes, and of course, how to best incorporate this knowledge into practice as teachers of English language arts. Students will gain deeper understanding of the English language and systems of grammar.

CTGE 4549. ASSEST DEV RD WG SS SC & MA. (3 Credits)
Students will learn about reading and writing as processes, language and literacy development, the use of literature and meaningful writing activities in content area curriculum and the acquisition of comprehension, critical thinking and study skills. Assessment of literacy proficiencies will be examined. Focus is on middle and high school applications.

CTGE 4551. REFLECT ON INCLUSIVE FLD EXP 1. (1 Credit)
Introduction to schools and schooling practices. It is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. It focuses on curriculum design, lesson planning, classroom organization, classroom management, assessment, reflective practice, collaboration and professionalism.

CTGE 4552. REFLECT ON INCLUSIVE FLD EXP 2. (1 Credit)
Introduction to schools and schooling practices. It is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. It focuses on curriculum design, lesson planning, classroom organization, classroom management, assessment, reflective practice, collaboration and professionalism.

CTGE 4553. REFLECT ON INCL STU TEACH 1. (1 Credit)
Introduction to schools and schooling practices. It is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. It focuses on curriculum design, lesson planning, classroom organization, classroom management, assessment, reflective practice, collaboration and professionalism.

CTGE 4554. REFLECT ON INCL STU TEACH 2. (1 Credit)
Introduction to schools and schooling practices. It is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. It focuses on curriculum design, lesson planning, classroom organization, classroom management, assessment, reflective practice, collaboration and professionalism.

CTGE 4838. TEACH ASSESS ENG LANG ARTS. (3 Credits)
This course will develop the knowledge, abilities, attitudes and methods necessary for teaching the English language arts to secondary level students. Emphasis on selecting and designing instructional strategies, materials and assessment tools for inclusive classes.

CTGE 4850. OBSRV'G & DCMNTG CHILD'S LEARN. (3 Credits)
This course will introduce major child development, learning theories and different assessment tools for observing and documenting child development and learning. Implications for programming and instruction for young children will be discussed.

CTGE 5065. INTEGRATING TECHNOLOGY INTO ELEMENTARY EDUCATION. (1 Credit)
This course assumes introductory knowledge, skills, and understanding of concepts related to technology including the ability to access, generate, process and transfer information using appropriate technologies as well as familiarity with various software programs. This course will assist students in planning, designing, implementing and assessing learning environments and experiences supported by technology. This course will emphasize computer capabilities for teaching, classroom management, the use of assistive technology and communicating electronically from a K-6 perspective.

CTGE 5066. TEACHING SOCIAL STUDIES TO CHILDREN. (3 Credits)
This basic course in social studies education provides a conceptual and operational framework for reflective, pre-service teachers, systematically reflecting on research, theory, and practice as these influence teacher decision-making for enhancing student learning in social studies.

CTGE 5153. TEACHING THE GIFTED AND TALENTED. (3 Credits)
Characteristics and problems of gifted students, and ways of meeting their intellectual needs and interests. Emphasis will be placed on innovations, appropriate materials, and activities.
CTGE 5154. INCLUDING EXCEPTIONAL STUDENTS. (4 Credits)
This course will introduce concepts, skills, and assistive technologies that enable teachers to include students with exceptionalities in regular classes. Emphasis will be on students with mild disabilities; in addition, we will learn about students with the full range of disabilities and special health care needs, along with the kinds of provisions often made for them in an Individualized Education Program (IEP). The course focuses on three interconnected strands: the effect of disabilities on learning and behavior, skills to identify student strengths and areas of need in order to individualize instruction, and collaboration with others to prepare students to their highest levels of academic achievement and independence within inclusion settings. Students are encouraged to create ideal inclusion models.

CTGE 5155. SPECIAL EDUCATION FOUNDATIONS: PAST, PRESENT, FUTURE. (3 Credits)
Trace the principles, policies, practices, and perspectives of special education over time in the US and other countries. Students shall complete 8 hours field work focused on students with disabilities. Pre-Requisite for all special education courses.

CTGE 5157. ASSESSMENT STRATEGIES FOR YOUNG CHILDREN WITH DISABILITIES. (3 Credits)
This course provides an overview of assessment approaches and practices in early intervention and early childhood special education programs. Students will obtain skills in administering formal and informal assessments, implementing culturally unbiased instruments and procedures, and interpreting and communicating assessment results for planning intervention and evaluating instruction and programs. The role of the family in the assessment process is emphasized.

CTGE 5159. ASSESSMENT OF ALL CHILDREN WITH DISABILITIES. (3 Credits)
This course prepares students to use formal and informal educational diagnostic methods for assessment, analysis and evaluation of children with disabilities. Issues of non-biased assessment and instructional implications are included.

CTGE 5160. INSTRUCTIONAL MODIFICATIONS FOR ADOLESCENTS IN INCLUSIVE CLASSROOMS. (3 Credits)
This course will prepare teachers of adolescents to include students with disabilities and special health care needs in their regular content-area classes. Primary focus is on adapting and individualizing instruction and designing assessments to accommodate these students. In addition, the course will address refining skills for improving reading comprehension of content-area text and for collaborating with others to identify strengths, and preparing students with disabilities and special needs to their highest levels of academic achievement and independence. Prerequisite: CTGE 5154 Including Exceptional Students.

CTGE 5161. DIFFERENTIATING INSTRUCTION FOR ALL STUDENTS. (3 Credits)
This course focuses on the development of curricula that is provided in a variety of educational settings. This course assumes that a classroom includes students of different physical and cognitive abilities, students of different racial ethnic, religious, and socio-economic origin, and students who demonstrate individual learning styles. The emphasis of this course is on the teaching-learning process via a decision-making model for differentiating instruction. This process considers the materials, presentation style, organization of classroom instruction (small group, individual, etc.), and the use of technology in differentiating curricula. Recognizing instruction as a collaborative process, this course will examine ways to build collaborative skills needed to establish positive professional relationships with parents, psychologists, social workers, administrators, community agencies, and paraprofessionals.

CTGE 5165. CONSULTATION AND CO-TEACHING IN COLLABORATIVE CLASSROOMS. (3 Credits)
Develop the knowledge, skills, and professional dispositions related to effective communication and shared problem solving used daily in supporting students, families, and the community. Students will complete 8 hours field work focused on students with disabilities.

CTGE 5166. COLLAB & CO-TEACHING. (2 Credits)
Develop the knowledge, skills, and professional dispositions related to effective communication and shared problem solving used daily in supporting students, families, and the community. Practice facilitation roles and responsibilities in key school structures such as IEP meetings, pre-referral intervention assistance teams, RTI Teams, working with Para educators, transition planning, and collaborative or co-teaching. Learn how to use positive behavior intervention and supports, functional behavioral analysis, and behavioral consultation. Plan how to develop a collaborative classroom culture where diversity strengthens a learning community.

CTGE 5167. BEHAVIOR INTERVENTIONS AND EFFECTIVE CLASSROOM MANAGEMENT. (3 Credits)
This course will prepare teachers in special education to support students with disabilities in multicultural settings through the use of positive behavior intervention and supports, functional behavioral analysis, behavioral consultation, explicit instruction, current issues in behavior management. This course will also enable teachers to establish and create a safe, positive, supportive classroom environment in the classroom through behavior change and management.

CTGE 5170. ASSESSMENT OF ALL LEARNERS WITH DISABILITIES. (3 Credits)
Examine assessments to determine eligibility for special education and responsiveness to instruction, including norm-referenced tests, criterion-referenced assessment tasks, and curriculum based assessments.

CTGE 5175. TEACHING ENGLISH LANGUAGE ARTS AND SOCIAL STUDIES IN INCLUSIVE ADOLESCENCE CLASSROOMS. (3 Credits)
Learn Strategies for resolving dilemmas of learner differences when planning curriculum content, daily learning experiences, and assessments specifically for English language arts and social studies courses.

CTGE 5176. TEACHING MATH AND SCIENCE IN INCLUSIVE ADOLESCENCE CLASSROOMS. (1-3 Credits)
Learn Strategies for resolving dilemmas of learner differences when planning curriculum content, daily learning experiences, and assessments specifically for math and science courses.

CTGE 5177. EVID-BASED PRAC ST DISAB. (3 Credits)
Through this course, candidates will develop skills necessary to provide specifically designed instruction to students with mild, moderate, severe, and multiple disabilities including assistive technology, know and be able to use research-based teaching methods of core content areas; including instructional technology, and acquire sufficient pedagogy skills to teach secondary English language arts and social studies in a supportive role. In addition, candidates will learn how to provide access to the general education curriculum through modifications, accommodations, remediation, and acceleration.
CTGE 5200. FIELD EXPERIENCE SEMINAR: ISSUES IN REFLECTIVE PRACTICE. (0 Credits)
This continuous-enrollment seminar and series of field placements focus on issues in school teaching practices. Field experiences progress from observation to guided practice with small and whole groups of students. Teacher candidates are assigned to field experiences across a variety of settings and grade levels appropriate to their area of study. The seminar is intended as a vehicle for critical and collaborative reflection, through which theory can be integrated with practical experiences.

CTGE 5201. STUDENT TEACHING SEMINAR: ISSUES IN REFLECTIVE PRACTICE. (3 Credits)
The continuous-enrollment seminar and series of student-teaching placements focus on issues in schooling practices. Student-teaching experiences progress from guided practice with small and whole groups of students to full-time student teaching with ongoing responsibilities for curriculum and instruction. Teacher candidates are assigned to student-teaching experiences across a variety of settings and grade levels appropriate to their area of study. The seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences.

CTGE 5203. FLD EXP SEM IN SERVICE. (0 Credits)
This seminar/field placement focuses on integrating theory and practice in a setting and grade level appropriate to the candidate's area of study. Focus includes observing, guided practice with small and whole groups students, with the seminar designed as a vehicle for critical and collaborative reflection.

CTGE 5205. INTERN FELLOWS SEMINAR. (0 Credits)

CTGE 5210. FIELD EXP ED. (3 Credits)
Zero credit and fee for TFA and AEL grant.

CTGE 5211. PRACTICUM FOR IN-SERVICE TEACHERS. (0 Credits)
Supervised student teaching in a setting selected under advisement. Analysis of innovative designs and application of theory to practice. Critical analysis of student competency through self-evaluation and supervisory feedback. Open only to students who already possess initial or professional certification.

CTGE 5212. TEACHING THE ARTS IN CHILDHOOD EDUCATION. (1 Credit)
Introduction to creative and expressive development in children, and to the theory and practice of appreciating and producing drama, movement, music, and the visual arts, as well as the integration of the arts into interdisciplinary curricula.

CTGE 5216. L/T IN PR/EL GRDS:SOC ST. (4 Credits)

CTGE 5222. PRACTICUM FOR IN-SERVICE TEACHERS. (3 Credits)
Supervised student teaching in a setting selected under advisement. Analysis of innovative designs and application of theory to practice. Critical analysis of student competency through self-evaluation and supervisory feedback. Open only to students who already possess initial or professional certification.

CTGE 5224. RDG WRIT LANG ARTS. (3 Credits)

CTGE 5227. TEACHING MATHEMATICS TO CHILDREN. (3 Credits)
This basic course in mathematics education provides a conceptual and operational framework for reflective, pre-service teachers, systematically reflecting on research, theory, and practice as these influence teacher decision-making for enhancing student learning in mathematics.
CTGE 5260. TEACHING SOCIAL STUDIES TO ADOLESCENTS. (3 Credits)
This course focuses on recent developments and persistent issues of classroom practice in the teaching of secondary social studies, and on developing skills in teaching methods such as reflective inquiry, problem solving, critical thinking, decision-making, and assessment. Disciplines include anthropology, economics, geography, history, jurisprudence, political science, psychology, and sociology.

CTGE 5261. TCHG & ASSESMT SOC STD: ADOL. (3 Credits)

CTGE 5270. TCHG BIOLOGY TO ADOL. (3 Credits)
This course familiarizes students with a variety of methods and materials for teaching biology in the secondary schools. The development and analysis of the goals and content of a secondary biology course is emphasized using short- and long-range planning, adherence to curricular standards, assessment of student achievement and teacher effectiveness, instructional applications of technology, and other instructional methods and strategies. Course activities provide a basis for the development of competent biology teachers, including familiarity with relevant journals, issues, sources of information and instructional assistance, and opportunities to practice reflection. The goals and objectives of the course are in concert with the National Science Education Standards for professional development of learning biology content, learning to teach biology, lifelong learning, and integrated programs.

CTGE 5271. TEACHING AND ASSESSING BIOLOGY: ADOLESCENTS. (3 Credits)
This course familiarizes students with a variety of methods and materials for teaching biology in the secondary schools. The development and analysis of the goals and content of a secondary biology course is emphasized using short- and long-range planning, adherence to curricular standards, assessment of student achievement and teacher effectiveness, instructional applications of technology, and other instructional methods and strategies. Course activities provide a basis for the development of competent biology teachers, including familiarity with relevant journals, issues, sources of information and instructional assistance, and opportunities to practice reflection. The goals and objectives of the course are in concert with the National Science Education Standards for professional development of learning biology content, learning to teach biology, lifelong learning, and integrated programs.

CTGE 5272. TEACHING AND ASSESSING SCIENCE IN ADOLESCENT CLASSROOMS (7-12). (3 Credits)
Teaching and assessing science in adolescent classrooms. This course familiarizes students with a variety of methods and materials for teaching science (biology, earth science, physics and chemistry) to adolescents.

CTGE 5275. INTEGRATING MATH, SCIENCE, AND TECHNOLOGY EDUCATION. (3 Credits)
This is a culminating course in the secondary math and science education programs. It assumes a strong knowledge base in math and/ or science content knowledge, pedagogical content knowledge and pedagogical knowledge. One goal of this course is to gain a deeper knowledge and understanding of models of integrated teaching and learning such as project-based learning, problem-based learning, thematic and interdisciplinary teaching and learning. The second goal is to explore technology through integrated learning activities and projects. In order to gain this knowledge and experience we will engage in dialogue, investigation, analysis and reflection of specific projects that integrate math, science and technology in secondary school. The course will culminate in teams of students developing an MST integrated project to be utilized in their own teaching practice.

CTGE 5276. CLINICAL SEMINAR IN ADOLESCENCE SCIENCE EDUCATION. (3 Credits)
This course is designed to develop skills and habits of mind that are requisite to reflective practitioners of teaching. Course participants will engage in reflective discourse with peers and mentors to engage in a process of continuous learning in professional practice. The focus of the discussions, assignments, and mentoring/instructional activities will be on developing pedagogical content knowledge and skills needed to positively impact the life and learning of all students.

CTGE 5279. CONTEMPORARY SCIENCE EDUCATION. (3 Credits)
This course is designed to provide students with a familiarity with the origins and growth of the ideas of science education. It will also examine past, current, and emerging issues affecting science education.

CTGE 5280. TEACHING CHEMISTRY TO ADOLESCENTS. (3 Credits)
This course integrates the knowledge and processes of chemistry with chemistry teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to teach, support, and assess students of diverse interests, abilities, and culture. The goals and objectives of the course are in concert with the National Science Education Standards for professional development of learning chemistry content, learning to teach chemistry, lifelong learning, and integrated programs.

CTGE 5281. TEACHING AND ASSESSING CHEMISTRY: ADOLESCENTS. (3 Credits)
This course integrates the knowledge and processes of chemistry with chemistry teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to assess, teach, and support students of diverse interests, abilities, and cultures.

CTGE 5283. TEACHING AND LEARNING MATH IN THE MIDDLE GRADES. (2 Credits)
In this course, students focus on understanding the learning challenges and requirements of middle school mathematics. It will focus on topics such as proportional reasoning, rational numbers and operations, and problem solving. Students will explore opportunities for discovery and investigation, strategic thinking, reasoning and justification, and efficient algorithms. They will also examine the use of a variety of tools intended to assist students in their learning.

CTGE 5284. TEACHING AND LEARNING FOUNDATIONAL TOPICS AND MATH. (3 Credits)
This course focuses on methods that foster student development in their understanding of algebraic and geometric mathematics as well as problem solving and modeling. A model of essential understandings for the developing mathematics teacher is provided in the diagram below. This course will expand a teacher candidate’s knowledge in each area but it will focus on knowing and understanding algebraic and geometric thinking.
CTGE 5285. TEACHING AND LEARNING ADVANCED TOPICS IN MATH. (3 Credits)
This course is designed for pre-service and in-service teachers to deepen their knowledge and understanding of a range of advanced mathematical topics in preparation for teaching secondary mathematics. These topics will include recursive functions, curve-fitting, trigonometry, matrices, linear programming, probability and statistics. It is expected that students in this course have previously taken numerous "content" courses in mathematics. In this course, content related to secondary mathematics education will be examined in depth with a focus on conceptual understandings and modeling applications. We will also examine mathematical algorithms, their justifications, and their connections to foundational procedures. We will explore utilizing the technological tools of graphing calculators, apps, and spreadsheets and discuss how these tools can be best used to deepen conceptual understandings. Problem solving and modeling will woven into each content focus to further develop and examine mathematical practices.

CTGE 5286. TEACHING AND ASSESSING MATHEMATICS: ADOLESCENTS. (3 Credits)
This course introduces a variety of instructional and assessment strategies for teaching mathematics to adolescents in grades 7 through 12. Discussions center on methods of planning, teaching, and managing mathematics classes. This course is taught during the student-teaching experience.

CTGE 5287. SEM ADOL MATH. (3 Credits)
This course is designed to develop skills and habits of mind that are requisite to reflective practitioners of teaching. Course participants will engage in reflective discourse with peers and mentors to engage in a process of continuous learning in professional practice. The focus of the discussions, assignments, and mentoring/instructional activities will be on developing pedagogical content knowledge and skills needed to positively impact the life and learning of all students.

CTGE 5290. TEACHING PHYSICS TO ADOLESCENTS. (3 Credits)
This course introduces the knowledge and processes of physics with physics teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to teach, support, and assess students of diverse interests, abilities, and cultures. The goals and objectives of the course are in concert with the National Science Education Standards for professional development of learning physics content, learning to teach physics, lifelong learning, and integrated programs.

CTGE 5291. TEACHING AND ASSESSING PHYSICS: ADOLESCENTS. (3 Credits)
This course integrates the knowledge and processes of physics with physics teaching and learning. Teachers build and develop reflective teaching and learning practices that will enable them to assess, teach, and support students of diverse interests, abilities, and cultures.

CTGE 5303. LRNG ENVIRON:REF FLD EXP. (3 Credits)
This course helps teacher candidates develop an awareness of the complexity of teaching through field experiences. Emphasis is placed on classroom application of and critical and collaborative reflection upon concepts, techniques, and theories learned in courses and other structured learning experiences. The course examines teacher candidates' perceptions about the classroom and their learning that are necessary for anticipated learning to occur, ways that teachers can learn about their diverse students, approaches to student motivation, the concept of effective classroom instruction for students within the full range of abilities, the planning and writing of unit plans, and classroom management systems. It also provides a structure for developing the skills and knowledge necessary to provide a sense of community in a safe, respectful, and nurturing classroom environment.

CTGE 5304. LEARNING ENVIRONMENTS FOR DIVERSE ADOLESCENTS: REFLECTIVE FIELD EXPERIENCE. (1-3 Credits)
This course focuses on assuming a professional stance in regard to developing curriculum and interacting with students and colleagues in schools. Teacher candidates develop an understanding of the processes integral to reflecting on and researching student knowledge while promoting student learning. Students in this course will learn how to use research to examine, reflect on, and modify instruction to increase their knowledge and skills in teaching all students. Diversity and social justice are recurring themes for discussion and reflection. In addition, this course focuses on the development of the professional portfolio to meet the requirements for a comprehensive examination for the pedagogical portion of the program.

CTGE 5305. TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE ADOLESCENT STUDENTS. (3 Credits)
This course highlights instructional approaches and strategies for teachers of adolescents to promote oral and written English language development in culturally and linguistically diverse students. Emphasis is on creating an integrated classroom where the experiences, capacities, interests, and linguistic and cultural needs of adolescent English language learners are addressed. The course will examine language acquisition and development, as well as the impact of heritage and culture on the progress of English language learners.

CTGE 5307. RESEARCH AND ASSESSMENT WHILE TEACHING ADOLESCENTS. (3 Credits)
In this course, teacher candidates develop an understanding of the processes integral to researching student knowledge while promoting student learning. Teacher candidates will review, create, evaluate, and interpret a wide range of standardized and alternative approaches to assessment, acquiring an abundant repertoire of strategies for assessing student learning in the classroom context, and using that information to plan or modify instruction. Students will learn how to use research to examine and reflect on their teaching, and to update knowledge and skills in teaching.
CTGE 5308. STUDENT-TEACHING ADOLESCENTS: RESEARCH AND REFLECTIVE PRACTICE. (1-3 Credits)
This course focuses on assuming a professional stance in regard to developing curriculum and interacting with students and colleagues in schools. Teacher candidates develop an understanding of the processes integral to reflecting on and researching student knowledge while promoting student learning. Students in this course will learn how to use research to examine, reflect on, and modify instruction to increase their knowledge and skills in teaching all students. Diversity and social justice are recurring themes for discussion and reflection. In addition, this course focuses on the development of the portfolio to meet the requirements for a comprehensive examination for the pedagogical portion of the program.

CTGE 5357. INNOVATIVE CURRICULUM AND TEACHING PRACTICES AND MODELS. (3 Credits)
Examines innovative curriculum models and teaching methods to improve the learning conditions for students; exemplary programs and practices are discussed, including interdisciplinary teaching, and teaming of students and faculty; implications are drawn for maximizing student learning.

CTGE 5401. TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS: DEVELOPMENT AND COMMUNITIES. (2-3 Credits)
First of four clinically-based courses in which candidates build a professional learning community focused on understanding adolescent learning and teaching for social justice.

CTGE 5402. TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 2: ASSESSMENT & PLANNING. (3 Credits)
This is the second of four courses focused broadly on learning environments, learner development, collaboration, teaching and assessing, social justice, reflection, and continuous professional growth. This course provides initial preparation and practice in issues and strategies for teaching for social justice in classrooms with diverse students. The major areas of focus are classroom environments; adolescent development; assessment; and backward design. Candidates will reflect together on their clinical placements using standards of teaching and learning including the Danielson continuum and the Common Core State Standards. This course is connected to a three-five days/week internship that includes college-supervised student-teaching experience.

CTGE 5403. TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 3: DIFFERENTIATED INSTRUCTION. (3 Credits)
This is the third of four courses focused broadly on learning environments, learner development, collaboration, teaching and assessing, social justice, reflection, and continuous professional growth. In this course candidates analyze evidence-based teaching practices in order to reflect on the impact of their teaching on student learning in middle and high schools, and they continue to practice using assessment to inform instruction. They engage in collaborative practices of instructional rounds in schools and looking collaboratively at student work. This course is connected to a five days/week practicum that includes college-supervised student-teaching experience. Prerequisite: CTGE 5410, CTGE 5402.

CTGE 5404. TEACHING AND LEARNING WITH DIVERSE ADOLESCENTS 4: REFLECTION & INNOVATION. (3 Credits)
This is the final of four courses focused broadly on learning environments, learner development, collaboration, teaching and assessing, social justice, reflection, and continuous professional growth. In this course candidates design and facilitate an innovative curriculum and engage in reflection through instructional rounds and looking collaboratively at student work. This course is connected to a four week, four days/week residency. Prerequisite: CTGE 5410, CTGE 5402. CTGE 5403.

CTGE 5411. PERS AND ISSUES ECSE. (3 Credits)

CTGE 5420. EDUCATING CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS: PREK-12. (3 Credits)
In this course Teacher Candidates in Early Childhood, Childhood, and Adolescence Education explore the characteristics, strengths, and needs of students who are culturally diverse and are learning English as an additional language (EAL). It highlights research-based instructional approaches and strategies to promote culturally responsive learning, and oral and written development in EAL across all content areas. The emphasis is on creating an integrated learning environment that enhances culture, language, and content knowledge and builds the academic achievement for all learners.

CTGE 5421. PLANNING INSTRUCTION FOR YOUNG CHILDREN WITH DISABILITIES. (3 Credits)
This course shall enable students to structure physical and social environments, and to develop and implement instructional and intervention plans and procedures that are developmentally appropriate and respectful of family, cultural, language, and social diversity.

CTGE 5455. RDG SKILLS CHILD LD. (3 Credits)

CTGE 5505. FOUNDATIONS OF LANGUAGE AND LITERACY EDUCATION. (3 Credits)
Focuses on the linguistic dimension - systems of language, spoken-written language relationships, variation within and across languages - and cognitive dimension - perception and memory, reading comprehension, writing processes, literacy - of literacy and their interrelationships. Develops understandings of the history and structure of the English language, and of language development in individuals.

CTGE 5506. FOUNDATIONS OF LANGUAGE AND LITERACY EDUCATION IN INCLUSIVE CLASSROOMS. (3 Credits)

CTGE 5530. ADOL LITERACY ENGLISH LANG. (3 Credits)
This course will focus on "ways with words" and how to best promote language usage and literacy through our teaching. Topics explored will include linguistic dimensions/systems of language, relationships between spoken and written words, variations within and across languages, readings and writing processes, and of course, how to best incorporate this knowledge into practice as teachers of English language arts. Students will gain deeper understanding of the English language and systems of grammar.
CTGE 5531. LANGUAGE AND CULTURE IN ADOLESCENT ENGLISH LANGUAGE ARTS. (2 Credits)
This course will focus on “ways with words” and how to best promote language usage and literacy through our teaching. Topics explored will include linguistic dimensions/systems of language, relationships between spoken and written words, variations within and across languages, reading and writing processes, and how to best incorporate this knowledge into practice as teachers of English language arts. Students will gain a deeper understanding of the English language and systems of grammar.

CTGE 5532. DEV LIT INTERMEDIATE GRADES. (3 Credits)
Students examine ways of organizing and implementing curriculum and instruction that foster literacy development in a range of students in grade 5-9. Students explore strategies for assessing and improving reading comprehension and writing fluency, develop strategies for motivating intermediate students to read and write, and discover methods for integrating electronic and other non-print texts into the curriculum for developing literacy.

CTGE 5534. BEGINNING READING AND WRITING IN INCLUSIVE CLASSROOMS. (3 Credits)
This course focuses on the development of linguistic and cognitive processes in emergent literacy and beginning reading and writing, as well as application in models for the instruction and assessment of reading and writing in young children. The course includes contemporary as well as historic approaches to the relationship between meaning-based literacy activities and word-level reading and spelling. It also includes material on classroom-based interventions for young children at risk of reading failure because of learning differences.

CTGE 5536. ASSESSING AND DEVELOPING LITERACY ENGLISH LANGUAGE ARTS EDUCATION. (3 Credits)
In this course, students examine ways of assessing, organizing, and implementing curriculum and instruction that foster literacy development in a range of intermediate and high school grades. Students explore strategies for assessing and improving reading comprehension and writing fluency, develop strategies for motivating intermediate-grade students to read and write, and discover methods for integrating electronic and other non-print texts into the curriculum as a means for developing literacy.

CTGE 5540. ADOLESCENT LITERATURE IN A MULTICULTURAL SOCIETY. (1-3 Credits)
An exploration of the role of diverse adolescent literature from multiple genres across the disciplines as a vehicle for introducing students to themselves, their world, and the worlds of other cultures. Works will include those written by women and authors from a variety of cultures. Students will plan curricula that incorporate a variety of instructional strategies, integrating adolescent literature across curriculum areas in order to foster lifelong habits of reading, critical thinking, and judgment in adolescent readers.

CTGE 5545. RDG DIAG:SEC SCH/ADULTS. (3 Credits)

CTGE 5547. LITERACY AND LEARNING ACROSS THE CURRICULUM. (1-3 Credits)
In this course, students will learn about reading and writing as processes, language and literacy development, the use of literature and meaningful writing activities in content area curriculum, and the acquisition of comprehension, critical thinking and study skills needed for a variety of text types. Assessment of literacy proficiencies will be examined. The focus of this course is on middle and high school application.

CTGE 5548. LITERACY ACROSS THE CURRICULUM IN INCLUSIVE CLASSROOMS. (3 Credits)
This course has a threefold focus: an in-depth study of strategies for comprehending and creating text; integration of previous coursework in a comprehensive literature-based interdisciplinary theme unit; and an expectation that teachers or teacher candidates will teach, evaluate, and reflect upon this curriculum in their role as teacher-researchers. Topics include background knowledge, questions, and queries; reader response theory; cognitive and metacognitive strategies, interconnections between text structure in reading and text structure in writing; study and research strategies; and multiple print sources, including technology. The course promotes the individualization of curriculum for all children.

CTGE 5549. ASSESSING AND DEVELOPING READING AND WRITING IN SOCIAL STUDIES, SCIENCE, AND MATHEMATICS. (3 Credits)
In this course, students will learn about reading and writing as processes; language and literacy development; and use of literature and meaningful reading-writing strategies in content-area curriculum; and the acquisition of comprehension, critical thinking, and study skills needed for a variety of text types. Assessment of literacy proficiencies will be examined. The focus of this course is on middle and high school application.

CTGE 5551. REFLECTIVE PRACTICE AND FIELD EXPERIENCE I IN AN INCLUSIVE CHILDHOOD CLASSROOM. (1-3 Credits)
This course provides an introduction to schools and schooling practices. The Reflective Seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. It focuses on several interconnected teaching strands: curriculum design, lesson planning, classroom organization, classroom management, assessment, reflective practice, collaboration and professionalism. Students in this seminar are viewed as reflective practitioners who draw from multiple models in planning for learning and teaching. This planning will build an inclusive community of learners, minimize behavior problems, and provide a welcoming, supportive environment for all children. The course meetings are designed to meet the varying needs of our students in either the traditional or alternative programs. The seminar also provides a structure for organizing workshops in child abuse prevention, drug and alcohol abuse prevention, and violence prevention. Field experiences progress from observation to guided practice with small and whole groups of students.

CTGE 5552. REFLECTIVE PRACTICE AND FIELD EXPERIENCE II IN AN INCLUSIVE CHILDHOOD CLASSROOM. (1-3 Credits)
This course provides an introduction to schools and schooling practices. The Reflective Seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. It focuses on several interconnected teaching strands: curriculum design, lesson planning, classroom organization, classroom management, assessment, reflective practice, collaboration and professionalism. Students in this seminar are viewed as reflective practitioners who draw from multiple models in planning for learning and teaching. This planning will build an inclusive community of learners, minimize behavior problems and provide a welcoming, supportive environment for all children. The course meeting is designed to meet the varying needs of our students in either the traditional or alterative programs.
CTGE 5553. REFLECTIVE PRACTICE AND STUDENT TEACHING I IN AN INCLUSIVE CHILDHOOD CLASSROOM. (1 Credit)
This course provides an introduction to schools and schooling practices. The reflective seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experiences. It focuses on several interconnected teaching strands: curriculum design, lesson planning, classroom organization, classroom management, assessment, reflective practice, collaboration, and professionalism. Students in this seminar are viewed as reflective practitioners who draw from multiple models of planning for learning and teaching. This planning will build an inclusive community of learners, minimize behavior problems, and provide a welcoming supportive environment for all children. The course meetings are designed to meet the varying needs of our students in either the traditional or alternative programs.

CTGE 5554. REFLECTIVE PRACTICE AND STUDENT TEACHING II IN AN INCLUSIVE CHILDHOOD CLASSROOM. (1-3 Credits)
This course provides an introduction to schools and schooling practices. The reflective seminar is intended as a vehicle for critical reflection through which theory can be integrated with practical experience. It focuses on several interconnected teaching strands: curriculum design, lesson planning, classroom organization, classroom management, assessment, reflective practice, collaboration, and professionalism. Students in this seminar are viewed as reflective practitioners who draw from multiple models of planning for learning and teaching. This planning will build an inclusive community of learners, minimize behavior problems, and provide a welcoming supportive environment for all children. The course meetings are designed to meet the varying needs of our students in either the traditional or alternative programs.

CTGE 5631. SCIENCE CURRICULUM AND INSTRUCTION. (1-3 Credits)
Principles of curriculum construction applied to development of science sequences for children of various ages and ability levels, to assist teachers to understand and present basic concepts of science, and to utilize the environment in science teaching.

CTGE 5634. COMMUNITY BASED RESOURCES FOR SCIENCE. (3 Credits)
This course explores the resources of urban communities for teaching science at elementary and intermediate school levels. Field trips will include visits to urban centers for the study of astronomy, biology, and applied physics.

CTGE 5790. INTRODUCTION TO HISTORICAL THINKING. (2 Credits)
Has three interwoven strands. History, learning history, what is means to teach history.

CTGE 5791. SOCIAL STUDIES CURRICULUM. (3 Credits)
This course is designed to provide students with the research data, trends, and processes connected with developing an effective social studies curriculum. This course will have both a theoretical and practical focus, which will prepare students for all the steps needed to develop a curriculum—from framing goals and objectives to implementing the curriculum in middle and high school settings.

CTGE 5792. TOPICS HIST GEOG ECON. (2 Credits)
Candidates do a brief study of an economics/geography topic the and in-depth study of interdisciplinary theme across time and/or place.

CTGE 5793. CURRICULUM DESIGN. (3 Credits)

CTGE 5794. SOC STUD SCOPE & SEQ. (1 Credit)
Prepares candidates to develop a year-lone sequence of instruction in one or more 5-12 interdisciplinary content areas.

CTGE 5795. SEM ADOL SOC STUDIES. (3 Credits)
This course is designed to develop skills and habits of mind that are requisite to reflective practitioners of teaching. Course participants will engage in reflective discourse with peers and mentors to engage in a process of continuous learning in professional practice. The focus of the discussions, assignments, and mentoring/instructional activities will be on developing pedagogical content knowledge and skills needed to positively impact the life and learning of all students.

CTGE 5834. CLINICAL SEMINAR IN ADOLESCENCE LANGUAGE ARTS EDUCATION. (3 Credits)
This course is designed to develop skills and habits of mind that are requisite to reflective practitioners of teaching. Course participants will engage in reflective discourse with peers and mentors to engage in a process of continuous learning in professional practice. The focus of the discussions, assignments, and mentoring/instructional activities will be on developing pedagogical content knowledge and skills needed to positively impact the life and learning of all students.

CTGE 5835. LANG ARTS/TCHG OF RDG. (3 Credits)
CTGE 5838. INTEGRATED INSTRUCTION IN ADOLESCENT ENGLISH LANGUAGE ARTS. (3 Credits)
This course will develop the knowledge, abilities, attitudes, and pedagogical approaches necessary for teaching English language arts to diverse secondary-level students. Emphasis is on selecting and designing instructional strategies, materials, and assessment tools for meeting the needs of all students in inclusive multicultural classes, and helping them meet the learning standards for English language arts.

CTGE 5839. INTEGRATED INST. ELA. ADOL. (2 Credits)
Develop the knowledge, abilities, attitudes, and pedagogical approaches necessary for teaching English language arts to diverse secondary-level students.

CTGE 5840. SECOND LANGUAGE ACQUISITION. (3 Credits)
L2 Acquisition & Assess. Overview of the nature of second language acquisition processes with emphasis on teaching and learning. Areas addressed include: second-language acquisition, sociolinguistic and psycholinguistic factors in learning a second language, second-language proficiency, characteristics of L2 learners, ESL programs, instructional approaches and instructional resources for teachers. Second Language Acquisition (SEC LANG ACQ) title changed September 13, 2011, and again DECEMBER 3, 2012 to SECOND LANGUAGE ACQUISIT.

CTGE 5841. PRINCIPLES OF BILINGUAL EDUCATION. (3 Credits)
Topics include an examination of local, national, and international types of bilingual curricular models and practices; sociolinguistic and psycholinguistic aspects of bilingualism; and approaches to concept development in bilingual students. Graduate students will examine the history of bilingual education in the US, the evolution of different ideologies about language, and their impact on language policies in schools will be conducted.

CTGE 5842. SECOND LANGUAGE ACQUISITION AND ASSESSMENT. (3 Credits)
Overview of the nature of second language acquisition processes with emphasis on teaching, learning, and assessment. Areas addressed include second language acquisition, sociolinguistic and psycholinguistic factors in learning a second language, second language proficiency and development, and assessment of language competence and performance. In addition, the course will survey characteristics of emergent bilingual students, ESL programs, and instructional approaches and resources.
CTGE 5844. DEVELOPMENT OF COMMUNICATION SKILLS IN ENGLISH LANGUAGE LEARNERS. (3 Credits)
Practical approaches to development of language arts experiences, integrated bilingual and English language techniques, curriculum materials, and assessment procedures.

CTGE 5845. LEARNING CONTENT THROUGH LANGUAGE IN MULTILINGUAL CLASSROOMS. (3 Credits)
This course provides an overview of English language instruction and development across the content areas when working with students who acquire English as an additional language. Particular attention will be given to investigating language demands of academic text; exploring instructional methods and instructional strategies to teach the language of academic text; and designing instruction guided by language standards as well as content standards of social studies, science, and mathematics in culturally and linguistically diverse classrooms.

CTGE 5846. TEACHING ENGLISH ORACY AND LITERACY TO SPEAKERS OF OTHER LANGUAGES. (3 Credits)
This course provides an overview of the main theories and research related to the development of oracy and literacy when teaching students for whom English is an additional language. The learning processes of oracy and literacy as well as research-based instructional practices Pre-K to 12th grades will be examined. Attention will be given to the interconnectedness of these processes, similarities and differences between oral and written discourses, and the influence of the home language on developing oracy and literacy in English as an additional language. In addition, a survey of children and adolescent multicultural literature and its role in developing oracy and literacy will be conducted.

CTGE 5847. PRACTICUM IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES. (3 Credits)
Supervised teaching practice of a minimum of 180 hours in English as a Second Language classrooms. Bi-weekly seminars.

CTGE 5848. TESOL STUDENT TEACHING I. (1,3 Credits)
One semester of supervised student teaching in English as a second language in an accredited elementary, junior high or high school, including observations and wholeclass and small-group teaching. Seminar in effective teaching practices. CTGE 5849 Observing and Documenting Children’s Learning: Reflective and Effective English as a Second Language Practices (OBSERV ASSES DOCU: ESL) This course will introduce major child development and learning theories, and different assessment tools for observing and documenting the development and learning of English language learners. Implications for programming and instruction for English language learners will be discussed.

CTGE 5849. DESIGNING CULTURALLY AND TECHNOLOGICALLY RELEVANT INSTRUCTION. (3 Credits)
This course provides an overview of designing instruction which integrates cultural, academic, and linguistic funds of knowledge that reside in families of culturally and linguistically diverse students and the neighborhoods and communities where schools are located. In addition, an examination of how instruction is enhanced through technological resources that connect learning in individual classrooms to the outside world will be conducted. Emphasis will be given to exploring socio-historical, cultural, and -political influences on learning and teaching, as well as, enhancing education by bridging the gap between schools, families, neighborhoods, and communities.

CTGE 5850. OBSERVING AND DOCUMENTING CHILDREN’S LEARNING: REFLECTIVE AND EFFECTIVE EARLY CHILDHOOD PRACTICES. (3 Credits)
This course will introduce major child-development and learning theories, and different assessment tools for observing and documenting child development and learning. Implications for programming and instruction for young children will be discussed.

CTGE 5851. BILINGUAL INSTRUCTION ACROSS SUBJECT AREAS. (3 Credits)
This course is designed to provide an understanding of different pedagogical methods to develop bilingualism across subject areas. Additional attention is given to content curriculum and standards, negotiating academic content in more than one language and instructional strategies to scaffold academic language and text bilingually. The exploration of making cross-disciplinary and cross-linguistic connections in teaching and learning is required.

CTGE 5852. MULTILINGUAL ORACY AND LITERACY. (3 Credits)
This course explores the developmental processes of oracy and literacy in more than one language. Particular attention will be given to differentiating between oral language and oracy, reading and literacy, and monolingual and bilingual oracy and literacy development. The course integrates the study of metalinguistic strategies to support oracy and literacy development across languages and academic text. Graduate students conduct a survey of authentic and translated bilingual literature as well as the use of technology in bilingual classrooms.

CTGE 5853. PRACTICUM IN BILINGUAL/SECOND-LANGUAGE CLASSROOMS. (3 Credits)
Application and evaluation of teaching approaches, methods, and techniques in bilingual/second-language classrooms with pupils of limited English proficiency (LEP). Supervised student teaching of a minimum of 180 hours and clinical analysis by students and support personnel.

CTGE 5855. ENGLISH AS A SECOND LANGUAGE FOR ADULTS. (3 Credits)
This course focuses on the specific needs educators encounter as they prepare to teach adults who acquire English as an additional language. Principles of adult learning theory will be integrated with principles of ESL to provide students an opportunity to explore and reflect on theory meeting practice in this specific curriculum area.

CTGE 5858. TESOL STUDNT TEACHING II. (3 Credits)
Teacher candidates are required to complete a second semester of supervised student teaching in English as an additional/new language (EAL/ENL) in an accredited elementary , junior high, or high school under the guidance of a certified ESL teacher. this clinical experience will include reflective observations, designing lessons and mini units, and teaching individual, small groups, and whole group lessons. An in-depth analysis of performance of EAL/ENL students is required. In addition, attendance and meaningful participation in a seminar of effective teaching practices is required.

CTGE 5904. HUMAN RELATIONS IN ADULT EDUCATION AND HUMAN RESOURCE DEVELOPMENT. (3 Credits)
Human relations theory and practice applied to the human problems found within institutional, bureaucratic, or service systems. Topics considered are maturation, stress, conflict, and improvement of human relations skills.
CTGE 5910. COMPUTERS AND TECHNOLOGY FOR EDUCATORS. (1-3 Credits)
This course is designed to help educators explore how to use present and emerging technologies in their classrooms and for their professional and personal development. There are four major emphases in the course: personal computer skills development, computers as aids in record management and research, advanced computer applications, and other technologies available for teaching and learning. No prerequisites or prior experience with computers is necessary.

CTGE 5920. ADULT DEVELOPMENT AND ADULT LEARNING THEORY. (3 Credits)
Provides an understanding of theories and research in adult learning and development. Explores the dynamic relationship between the domains of adult learning and development, as well as implications for the practice of adult education.

CTGE 6000. DEVELOPING EMERGING LITERACY. (3 Credits)
This course addresses emerging literacy in children from birth to age eight, with emphasis on the preschool and kindergarten years. It focuses on theoretical underpinnings and development of language, concepts about print, book knowledge, and early drawing and writing. Effective instructional and assessment strategies appropriate for diverse early childhood classrooms are emphasized. Children's play as a vehicle for literacy development, as well as family literacy, is also included.

CTGE 6002. BEGINNING LITERACY DEVELOPMENT IN INCLUSIVE CLASSROOMS. (3 Credits)
Theory- and research-based beginning reading and writing strategies for classroom teachers, K–3. The focus is on understanding the underlying processes that support strategies for young children in transition from spoken to written language, the development of phonemic awareness and invented spelling, the relationship between writing and reading, phonics, and the use of multiple cue systems in early decoding and strategies for the construction of meaning. The course will also include theory and research of special programs for young children with learning differences.

CTGE 6004. INSTRUCTIONAL PRACTICES FOR WRITING ACROSS THE K–6 CURRICULUM. (3 Credits)
This course will provide teachers of literacy the opportunity to explore writing as a process and to develop instructional practices that may lead to growth in all students' writing abilities across the childhood curriculum. In addition, students will have the opportunity to evaluate existing writing programs and to propose revisions to the programs to make them more effective.

CTGE 6006. INSTRUCTIONAL PRACTICES FOR WRITING ACROSS THE 5–12 CURRICULUM. (3 Credits)
This course will provide teachers of adolescents the opportunity to explore writing as a process and to develop instructional practices that may lead to growth in all students' writing abilities across the curriculum in grades 5 through 12. In addition, students will have the opportunity to evaluate existing writing programs and to propose revisions to the programs to make them more effective.

CTGE 6008. CRITICAL LITERACY, INQUIRY, AND LITERATURE FOR CHILDREN. (3 Credits)
Explores how literacy can be used in the classroom as a vehicle for the critical examination of various issues and topics. Examines the use of the disciplines—literatures, sciences, and social sciences—to provide the contents for the inquiry and the communication systems—language, art, music, mathematics, and movement—to provide the processes through which the content is encountered.

CTGE 6010. CRITICAL LITERACY, INQUIRY, AND LITERATURE FOR ADOLESCENTS. (3 Credits)
This course explores how inquiry and literature can be used in the classroom as a vehicle for the critical examination of various issues and topics with adolescents.

CTGE 6012. ASSESSMENT AND DEVELOPMENT OF LITERACY PROCESSES: BIRTH–GRADE 6: PRACTICUM I. (3 Credits)
Literacy educators adopt reflective teacher-researcher stances as they informally document and assess individual students' reading and writing achievements while implementing instructional activities to promote literacy development in authentic settings for children from birth to grade 6. They design or select appropriate procedures for documenting, promoting, and evaluating learners' strategies and proficiencies. Includes 25 hours of supervised practicum experience on site. CTGE 6012 is open only to matriculated students who have completed a minimum of nine credits in the program. Completion of CTGE 6012 requires satisfying Gateway assignments, explained in the program handbook.

CTGE 6014. ASSESSMENT AND DEVELOPMENT OF LITERACY PROCESSES: GRADES 5–12, PRACTICUM I. (3 Credits)
Literacy educators adopt reflective teacher-researcher stances as they informally document and assess individual students' reading and writing achievements while implementing instructional activities to promote literacy development in authentic settings for students in grades 5-12. They design or select appropriate procedures for documenting, promoting, and evaluating learners' strategies and proficiencies. Includes 25 hours of supervised practicum experience on-site. CTGE 6014 is open only to matriculated students who have completed a minimum of nine credits in the program. Completion of CTGE 6014 requires satisfying Gateway assignments, explained in the program handbook.

CTGE 6016. RESEARCH AND PRACTICE FOR STRUGGLING READERS AND WRITERS: GRADES 1–6, PRACTICUM II. (3 Credits)
Systematic documentation and analysis of literacy behaviors and literacy development of struggling readers and writers. Students adopt a reflective teacher-researcher stance as they implement and evaluate instructional activities intended to promote literacy growth. Includes 25 hours of supervised practicum experience on site. This course typically follows completion of CTGE 6012.

CTGE 6018. RESEARCH AND PRACTICE FOR STRUGGLING ADOLESCENT READERS AND WRITERS: GRADES 5–12, PRACTICUM II. (3 Credits)
Systematic documentation and analysis of literacy behaviors and literacy development of struggling readers and writers. Students adopt a reflective teacher-researcher stance as they implement and evaluate instructional activities intended to promote literacy growth. Includes 25 hours of supervised practicum experience on site. This course typically follows the completion of CTGE 6014. Completion of CTGE 6018 requires satisfying Gateway assignments, explained in the program handbook.

CTGE 6191. PHILOSOPHY AND CRITIQUE OF RESEARCH IN CURRICULUM. (3 Credits)
Examination of the principles for the design of educational research. Students will be trained to subject educational research to intensive analysis, defining all possible sources of variation.

CTGE 6192. RESEARCH IN THE TEACHING PROCESS. (3 Credits)
Students develop an understanding of processes involved in conducting classroom research through designing and implementing collaborative or individual classroom research projects. Issues include understanding the nature of classroom interactions and the learning process, the effects of specific techniques on learning, and the influence of the classroom environment on learning. Findings are reported through workshops and papers.
CTGE 6195. THEORY AND PRACTICE IN CURRICULUM AND TEACHING. (3 Credits)
A critical review of conflicting curriculum theories advanced and implemented in contemporary education. Steps in developing and implementing curriculum theory will be analyzed, and the role of theory in curriculum development will be emphasized from varying perspectives.

CTGE 6200. SPECIAL TOPICS IN EDUCATIONAL TECHNOLOGY. (1 Credit)
This course explores the use of various technologies in teaching and learning. Discussion of and practice with technologies is in service of developing content learning.

CTGE 6201. DEVELOPING DIGITAL LITERACIES. (3 Credits)
This course explores various aspects of digital literacies, including the use of multimedia technologies in teaching and learning. Discussion of and practice with technologies is in service of defining digital skills that students must develop to succeed in school and beyond.

CTGE 6203. CYBER COMMUNITIES FOR STEM. (1 Credit)
This course is designed to support the development of the habits of mind required to engage in Science/Math/Technology/Engineering (STEM) education from the perspective of both instructor and learner. Course participants will co-construct cyber-based discourse communities designed to contribute to the resources available for STEM educators.

CTGE 6260. MEDIA TCHN MATH SCIENCE. (3 Credits)
Students will be introduced to multimedia technologies and their use in science and mathematics education. The goals for the course include an understanding of multimedia technologies as tools for teachers (not replacements, not baby sitters). The most effective tools build cognitive theory into their design. Tools that incorporate cognitive theory are said to represent cognitive technologies. A second goal is to empower the student to evaluate educational software along multiple dimensions. An additional goal involves familiarization with modern graphic-user interfaces with a direct-manipulation style of interaction.

CTGE 6261. TECHNOLOGY IN READING, WRITING, AND SOCIAL STUDIES. (3 Credits)
The course will cover the uses of the computer and other technology in language arts and social studies at the elementary and secondary levels. Among the topics covered will be text processing, computerized tutorials, and computerized simulations. Students will review a range of technology-based instructional activities, as well as create technology-based materials.

CTGE 6262. APPLICATION OF COMPUTERS TO SPECIAL EDUCATION. (3 Credits)
Designed for teachers concerned with the educational needs of students with disabilities. Introduces computer software that is available for use by the teacher of students with the full range of disabilities and other health impairments. Experience using the Internet to access information, lesson plans, and resources helpful to the special education teacher.

CTGE 6265. EMERGING ISSUES IN TECHNOLOGY. (3 Credits)
This course is designed to help educators better understand how emerging issues in educational technologies influence their professional environment and pedagogical options. The course will focus on the educational transformations sometimes facilitated by electronic technology use and adoption. Going beyond learning particular techniques for integrating technology into the curriculum, this course takes a wider institutional view of the transformative potential of new technologies in education.

CTGE 6270. DATA, INQUIRY & TECH. (1-3 Credits)
This course for educators is designed to promote deep understanding or 1) the design of school based inquiry teams, and 2) the links between inquiry, student learning outcomes and technology.

CTGE 6300. CURRICULUM EVALUATION. (3 Credits)
Examination of evaluation strategies, techniques, and models applicable to the school curriculum. Study of the application of objectives to evaluation, development of evaluation designs, systematic approaches to assessment, problems of implementation, and accountability.

CTGE 6305. DEV DELAYS / EARLY INTERV. (3 Credits)
Provides an overview of the characteristics of disabling conditions in young children. It introduces the psychological, environmental and biological conditions, and the interactions among them that place children at risk for developmental delays and disabilities.

CTGE 6310. EDU STU W/DIS IN ELEM SCHS. (3 Credits)
This course provides an introduction to understanding children with disabilities and special health care needs. It examines the physical, social, emotional and learning characteristics of children identified as disabled and their impact on the family. It meets NYS Education department regulatory requirements for teachers of students with disabilities to understand the needs of students with autism.

CTGE 6320. COL/CONSULT W/FAM & PROF. (3 Credits)
Primary focus of this course is to understand roles that families, professionals, and communities play in the lives and education of children from various backgrounds.

CTGE 6326. PERSPECTIVES ON STANDARDIZED LANGUAGE AND LITERACY ASSESSMENT: POLICY AND PRACTICE. (3 Credits)
Focuses on issues, principles, and current practices in literacy assessment, examination of available measures and evaluation procedures of norm-referenced, language and literacy assessment, relationship of standardized assessment to instruction, and examination of strengths and weaknesses of such instruments.

CTGE 6330. COMMUNICATION, TECH ARTS. (3 Credits)
Candidates shall develop skills necessary to provide specifically designed instruction to students with mild, moderate, severe, and multiple disabilities using assistive and instructional technology.

CTGE 6340. INTERVENTIONS READ / WRITE. (3 Credits)
Draws on the fields of literacy, learning disabilities, psychology, and neuroscience to examine ways to assess the reading and writing skills of students who struggle and to determine evidence based interventions that support their learning. MG, Chair, C&T, October 16, 2014.

CTGE 6350. POSITIVE BEHAVIOR SUPPORT. (3 Credits)
This course focuses on obtaining the knowledge and skills necessary to develop, implement, and evaluate the impact of positive behavior support on student behavior.

CTGE 6400. LANGUAGE FOR SCHOOL LEARNING: IMPLICATIONS FOR READING AND WRITING PROGRAMS. (3 Credits)
An interdisciplinary course focusing on the relationship for teachers and supervisors between language as a tool for learning and language as evidence of learning. Particular emphasis will be placed on the relationship between these concerns and the need for improving the reading and writing abilities of students in all levels of education.
CTGE 6401. TEACHING THE STRUCTURE OF THE ENGLISH LANGUAGE. (3 Credits)
An introduction to theories of English language phonology, syntax, and semantics and their implications for developing English language understanding, speaking, reading, and writing skills by speakers of other languages. Particular emphasis will be placed on the development of related teaching and learning approaches.

CTGE 6405. TEACHING AND ASSESSING COMPOSITION ADOLESCENTS. (1-3 Credits)
This course focuses on the teaching of writing in middle and high school English classes. Topics covered will include theories of writing and writing instruction, assessment of writing, and instructional practices in the teaching of composition.

CTGE 6410. TEACHING AND ASSESSING READING AND LITERATURE ADOLESCENTS. (3 Credits)
In this course, students examine ways of assessing, organizing and implementing standards-based curriculum and instruction that foster reading development and literary understanding for adolescents within the full range of abilities. The course provides opportunities to explore formal and informal strategies for assessing and improving reading comprehension and fluency, to develop strategies for motivating adolescents to read a wide range of literatures, and to plan differentiated instruction for reading and the study of literature to promote learning for all students.

CTGE 6415. SPECIAL TOPICS IN ENGLISH EDUCATION. (1 Credit)
This one-credit course focuses on a special topic related to the teaching and learning of English Language Arts.

CTGE 6500. INTERDISCIPLINARY PERSPECTIVES ON LITERACY; LINGUISTIC AND COGNITIVE DEVELOPMENT. (3 Credits)
The course focuses on literacy as the interrelationship between and among linguistic dimensions (systems of language, spoken-written language, development connections, language variation) and cognitive dimensions (development, teaching, learning, understanding, and interpretations). Addresses competing theories of literacy, language, and learning, and the potential implications for decision-making by literacy leaders.

CTGE 6501. SOCIOCULTURAL AND DEVELOPMENTAL DIMENSIONS OF LITERACY. (3 Credits)
Focuses on the sociocultural of literacy - group uses of literacy, literacy as a tool for knowledge and power - and the developmental dimensions - patterns of learning literacy, role of learner, adult and environment - and their interrelationships.

CTGE 6502. ENGLISH AS A WORLD LANGUAGE. (3 Credits)
This course explores English instruction and use around the world. Course readings will survey varieties of global Englishes. The purpose of speaking and writing English, by native and non-native speakers, and how these purposes influence teaching and learning are examined. Discussions are held on the international spectrum of English teaching approaches and local conditions that may influence their implementation. Graduate students analyze the impact of English instruction and its use around the world guided by socio-historical, socio-cultural, and socio-political lenses.

CTGE 6504. TCH & ASSESS COMP ADOL. (3 Credits)
This course focuses on the teaching of writing in middle and high school English classes. Topics covered will include theories of writing and writing instruction, assessment of writing, and instructional practices in the teaching of composition. MG - OCTOBER 23, 2014. MSE.

CTGE 6532. DEVELOPING LITERACY IN INTERMEDIATE GRADES. (3 Credits)
In this course, students examine ways of organizing and implementing curriculum and instruction that foster literacy development in a range of students in the intermediate grades (grades 5-9). Students explore strategies for assessing and improving reading comprehension and writing fluency, develop strategies for motivating intermediate grade students to read and write, and discover methods for integrating electronic and other non-print texts into the curriculum as a means for developing literacy.

CTGE 6551. REFLECTIVE SEMINAR IN LITERACY EDUCATION. (3 Credits)
As a culminating experience in the Language and Literacy program, students engage in weekly seminar sessions reflecting on evolving personal, professional philosophies and proficiencies. Students will explore approaches to evaluating, organizing and enhancing literacy programs. Teacher research and practice as a literacy leader will result in the creation and presentation of a professional portfolio to a professional panel for evaluation and approval. The portfolio should contain evidence that the student has met each of the program objectives.

CTGE 6593. ADMINISTRATION AND SUPERVISION OF LITERACY AND LANGUAGE PROGRAMS. (3 Credits)
The course deals with organization, administration, and problems of organizing a reading program. Attention is also focused on in-service teacher education.

CTGE 6608. LITERACY INSTITUTE. (3 Credits)
Important and emerging topics in literacy education; theories, current research and best practice applications for developing literacy proficiencies K-12.

CTGE 6662. TEACHING GEOGRAPHICAL CONCEPTS. (3 Credits)
CTGE 6781. INSTRUCTING BILINGUAL SPECIAL EDUCATION STUDENTS. (3 Credits)
The course presents a general overview of multiple perspectives in teaching the bilingual/limited English proficient students with special needs: instructional models, individualized instruction, the role of English in teaching, literacy development in both languages, and content-area teaching.

CTGE 6782. BIL SPEC ED: ISSUES & TREND. (3 Credits)
CTGE 6810. SOCIOPOLITICAL DIMENSIONS OF EDUCATION. (3 Credits)
This course introduces students to various pedagogical theories and leads to an understanding of how these theories relate to urban schooling in the 21st century. Several questions will guide the course: What are the relationships among power, knowledge, and social identities in the making of "teachers" and "students"? How is power—particularly in the form of class, race, gender, and other social stratifications—enacted, contested, and perpetuated in urban school contexts? Who is privileged? Who is disadvantaged?

CTGE 6991. INTERNSHIP IN CURRICULUM AND TEACHING. (3 Credits)
Offered as a Guided Tutorial Course. Professional experiences in the schools or educational agencies other than schools, as interns to curriculum coordinators, supervisors, or consultants. Registration with approval of chairperson, faculty supervisor, and agency director.

CTGE 6992. INTERNSHIP IN CURRICULUM AND TEACHING. (3 Credits)
A continuation of CTGE 6991: Offered as a Guided Tutorial Course. Professional experiences in the schools or educational agencies other than schools, as interns to curriculum coordinators, supervisors, or consultants. Registration with approval of chairperson, faculty supervisor, and agency director.

Updated: 10-11-2017
CTGE 7000. SPECIAL TOPICS LANG LIT LRNG. (3 Credits)
CTGE 7190. STATISTICS AND QUANTIFICATION DESIGN. (3 Credits)
Statistical methods applied to curriculum research studies. Strategies for evaluating educational intervention, balancing internal and external validity, obtaining appropriate population samples and implementing multivariate designs.
CTGE 7194. INTRODUCTION TO QUALITATIVE INQUIRY IN EDUCATION. (3 Credits)
In this course, students will examine the nature and characteristics of various qualitative inquiry traditions utilized in educational research. Emphasis will be placed on developing competence in qualitative research design, data collection, analysis, and report writing.
CTGE 7236. PROBLEMS AND ISSUES IN EARLY CHILDHOOD EDUCATION. (3 Credits)
Examination of the concerns that affect practice and the child’s ability to learn. Selection of topics current to working with all young children in early childhood settings.
CTGE 7330. RES SEM: SECONDARY EDUC. (3 Credits)
CTGE 7460. ADVANCED SEMINAR IN SPECIAL EDUCATION CURRICULUM. (3 Credits)
Focus on providing an appropriate curriculum for children, adolescents, and young adults with disabilities. Examination of curriculum evaluation strategies, techniques, and models applicable to both inclusive and special education classrooms. Students address issues of implementation and accountability. Students will apply this information in analyzing their own recent experiences in the classroom.
CTGE 7470. SEMINAR IN LANGUAGE DISORDERS IN SPECIAL EDUCATION. (3 Credits)
Critical evaluation of major concerns in selected areas related to language development and remediation in the education of children, adolescents, and young adults with disabilities.
CTGE 7491. READING AND WRITING AS PSYCHOLINGUISTIC PROCESSES. (3 Credits)
This course examines theories and research on reading and writing processes as these influence and result from cognitive activities. Implications for classroom use of reading and writing as activities for increasing learning.
CTGE 7496. SOCIOLINGUISTICS: LANGUAGE AND READING ANALYSIS. (3 Credits)
Examines theories of linguistic analysis as they provide insight into psycholinguistic and sociolinguistic processes affecting reading. Directions for research and implications for instructions.
CTGE 7568. ADVANCED PRACTICUM IN SPECIAL EDUCATION. (3 Credits)
Practicum experiences for advanced students, designed to prepare for supervisory roles and for curriculum development specialists; emphasis on the analysis of clinical teaching in a variety of classroom settings.
CTGE 7570. ADVANCED STUDY ON PROBLEMS AND ISSUES IN SPECIAL EDUCATION. (3 Credits)
Focus on current problems and issues in special education related to the development and education of children, adolescents, and young adults with physical, cognitive, and/or emotional disabilities. Emphasis will be focused on communication and language disorders, and literacy development of children with disabilities. Exploration of trends in providing educational services to students with disabilities; application of this information in analyzing our recent experiences in schools.
CTGE 7571. RESEARCH ISSUES AND POLICY TRENDS IN SPECIAL EDUCATION. (3 Credits)
Focus on the design and conduct of research in special education. Critique recent research tools and techniques in the field and relate these to current needs for more informative research results in special education. Read examples of research that employ different types of research methodologies. Students will be encouraged to apply these concepts in their own classrooms and schools as a basis for their own field-based research.
CTGE 7591. EVALUATION AND TESTING IN LITERACY. (3 Credits)
Analysis and evaluation of current tests in reading; the major requirement for the course will be the construction of a new instrument to measure some part of the reading process. Recommended course: CTGE 7592.
CTGE 7596. THE COGNITIVE BASES OF LANGUAGE AND LITERACY. (3 Credits)
History and impact of the cognitive revolution on language and literacy curricula, theories, and research. Overview of historical theories and research on text processing as problem solving (e.g., reader response theory, metacognitive theory, schema theory, information processing theory). Recent neurobiological studies are considered as methods of observing literacy problem solving. Implications for curriculum and teaching. Includes possible links to the development of student research agendas.
CTGE 7597. TOOLS FOR INQUIRY IN LANGUAGE AND LITERACY EDUCATION. (3 Credits)
By “tool of inquiry” we mean both the research designs and data-collection instruments used in language and literacy research. We will explore a range of tools used across the continuum of qualitative, mixed-method, and quantitative research, including coding of language samples as well as teacher-made and norm-referenced and criterion-referenced measures. This Tier 3 research course can be used as either the final course in the LLL 4 course research sequence, or as a 5th (elective) research course. As a Tier 3 course, it draws on previous course work in both qualitative and quantitative research.
CTGE 7820. GLOBAL PERSPECTIVES: LCE/CLAIR. (3 Credits)
Provides theoretical and research exploration of global conceptualizations for communicating and learning in more than one language.
CTGE 7843. SCND LANG PROFICNCY/LRNG. (3 Credits)
Survey of research on how students from diverse backgrounds acquire a second language; psycho-linguistic and sociolinguistic variables involved in curriculum; appraisal of techniques and instruments employed in such research; development of research models. Permission of chairperson or instructor required.
CTGE 7844. LANG/ED ASMT MLT LANG ST. (3 Credits)
Focuses on theoretical problems in bilingual and second-language studies; examination of available measures and evaluation approaches, for example, language dominance and proficiency instruments; criterion-referenced tests; and construction and application of new techniques and measures for such programs.
CTGE 7845. CURRICULUM MODELS: BILINGUAL/ESL PROGRAMS. (3 Credits)
The course provides theoretical and practical knowledge related to planning, development, and implementation of curriculum models and methods in bilingual and English as a second language program. The course focuses on (1) curriculum models and design typologies, (2) analysis of policy issues, (3) language and cultural issues, and (4) second language methods.
CTGE 8001. RESEARCH APPRENTICESHIP. (0 Credits)
In the Research Apprenticeship the student is required to work closely with a research apprenticeship advisor to develop and carry out a research project. The student must register each of the 3 semesters and must attend the Research Colloquia each semester. Prerequisite: Permanent Matriculation status plus 21 doctoral credits.

CTGE 8101. ADVANCED RESEARCH IN CURRICULUM AND TEACHING. (3 Credits)
Designed for advanced doctoral students who are developing dissertation topics. The course is usually taken on an independent study basis because of unique student needs.

CTGE 8110. DISSERTATION SEMINAR IN LANGUAGE, LITERACY, AND LEARNING. (3 Credits)
Seminar for advanced doctoral candidates who have completed all coursework for their degree. The purpose of the seminar is to have students develop an approved proposal for their doctoral dissertation. Attribute: Z619.

CTGE 8111. DISSERTATION SEMINAR IN LANGUAGE, LITERACY, AND LEARNING. (3 Credits)
A continuation of CTGE 8110: Seminar for advanced doctoral candidates who have completed all coursework for their degree. The purpose of the seminar is to have students develop an approved proposal for their doctoral dissertation.

CTGE 8502. DIRECTED RESEARCH IN CURRICULUM AND TEACHING. (3 Credits)
Designed for students who have completed their coursework and are developing research problems or projects for completion of doctoral studies. It may not be used to replace any degree course requirements.

CTGE 9000. SPECIAL TOPICS IN CURRICULUM AND TEACHING. (3 Credits)
Special topics in curriculum and teaching. (Permission of course instructor required.)

CTGE 9001. SPEC TOPICS C & T. (0 Credits)
CTGE 9002. SPEC TOPICS C & T. (3 Credits)
CTGE 9990. INDEPENDENT STUDY. (3 Credits)
Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration requires the approval of professor directing study, the division chairperson and the director of graduate studies.

Cybersecurity (CYSC)

CYSC MTNC. GRADUATE MAINTENANCE OF MATRIC. (0 Credits)
This is an administrative registration used for students to maintain matriculation to retain continuous enrollment at GSAS while away from the University and/or not using University resources, including both faculty and facilities. This registration will have a $200 fee.

Dance (DANC)

DANC 1311. BALLET I: NON-MAJORS. (2 Credits)
This course introduces to beginners the fundamental movement vocabulary, style and aesthetics of classical ballet. Proper body alignment is stressed at the barre, followed in the center by combinations that develop control, accuracy and strength. No prerequisite. Attribute: ZAAF.

DANC 1312. BALLET II: NON-MAJORS. (2 Credits)
This course offers to advanced beginners an expanded movement vocabulary focusing increasingly on accuracy, clarity and the development of style. It emphasizes a cleaner execution of movements with combinations that are increasingly complex. Attribute: ZAAF.

DANC 1313. BALLET III: NON-MAJORS. (2 Credits)
DANC 1314. BALLET IV: NON-MAJORS. (2 Credits)
DANC 1321. HORTON TECH I: NON-MAJOR. (2 Credits)
This course offers to advanced beginners the fundamental movement vocabulary, style and aesthetics of the modern dance technique created by the late Lester Horton, Alvin Ailey's mentor. This linear technique develops strength, balance and rhythmic skills. Attribute: ZAAF.

DANC 1322. HORTON TECH II: NON-MAJORS. (2 Credits)
A continuation of DANC 1321. Attribute: ZAAF.

DANC 1323. HORTON TECH III: NON-MAJORS. (2 Credits)
DANC 1324. HORTON TECH IV: NON-MAJORS. (2 Credits)
DANC 1331. MODERN DANCE I: NON-MAJORS. (2 Credits)
This course offers to advanced beginners a modern technique created by Martha Graham which stresses the "contraction and release" movement of the torso. Floor exercises develop strength and flexibility and combinations in the center and across the floor stress strength and expressiveness. Attribute: ZAAF.

DANC 1332. MODERN DANCE II: NON-MAJORS. (2 Credits)
This course offers to advanced beginners and intermediate students an expansion of Modern I which further develops the expressiveness and eloquence of the torso and the power of the contraction and release through more advanced floor exercises, center combinations and longer traveling combinations which develop flexibility. Attribute: ZAAF.

DANC 1333. MODERN DANCE III: NON-MAJORS. (2 Credits)
DANC 1334. MODERN DANCE IV: NON-MAJORS. (2 Credits)
DANC 1341. JAZZ I: NON-MAJORS. (2 Credits)
This course offers to beginners the fundamental movement vocabulary, style and aesthetics of jazz dance. Exercises that build flexibility, control and rhythmic awareness lead to combinations that represent a variety of styles. No prerequisite. Attribute: ZAAF.

DANC 1342. JAZZ II: NON-MAJORS. (2 Credits)
This course offers to advanced beginners a more complex movement vocabulary with a range of jazz dance styles. Exercises that develop increased flexibility and stylistic refinements also build technique tools. Attribute: ZAAF.

DANC 1343. JAZZ III - NON MAJORS. (2 Credits)
DANC 1344. JAZZ IV - NON MAJORS. (2 Credits)
DANC 1351. DUNHAM (AFR-CAR) I: NON MAJORS. (2 Credits)
This course offers to beginners the fundamental movement vocabulary, style and aesthetics of the Afro-Caribbean technique created by Katherine Dunham. It builds both strength and flexibility, emphasizing the ability of the to top torso to undulate fully and rapidly in combinations. No prerequisite. Attribute: ZAAF.
DANC 1352. DUNHAM (AFR-CAR) II: NON-MAJORS. (2 Credits)
This course offers the advanced beginner a more complex movement vocabulary of the Afro-Caribbean technique created by Katherine Dunham. At this level the technique builds increased control, strength and flexibility.
Attribute: ZAAF.

DANC 1353. DUNHAM (AFR-CAR) III: NON-MAJORS. (2 Credits)

DANC 1354. DUNHAM (AFR-CAR) IV: NON-MAJORS. (2 Credits)

DANC 1361. BODY CONDITIONING I: NON-MAJORS. (2 Credits)

DANC 1362. BODY CONDITIONING II: NON-MAJORS. (2 Credits)

DANC 1371. BARRE A TERRE I: NON-MAJORS. (2 Credits)

DANC 1372. BARRE A TERRE II: NON-MAJORS. (2 Credits)

DANC 1381. TAP I: NON-MAJORS. (2 Credits)
An introduction to tap that incorporates the main components of the form.
Attribute: ZAAF.

DANC 1382. TAP II: NON-MAJORS. (2 Credits)

DANC 1391. YOGA I: NON-MAJORS. (2 Credits)

DANC 1392. YOGA II: NON-MAJORS. (2 Credits)

DANC 1400. GYROKINESIS I: NON-MAJORS. (2 Credits)

DANC 1401. GYROKINESIS II: NON-MAJORS. (2 Credits)

DANC 1501. BALLET I. (3 Credits)
The courses begin with daily exercises done at the barre to develop greater speed, strength, flexibility and coordination of the legs, torso, arms and head. Much of the barrework is done on demi-pointe for increased strength and balance. Stretches are given to develop increased flexibility in the hips and legs for higher extensions and better turn out. The basic ballet directions are taught in the center. Simple jump combinations are taught and reversed and include simple beats. Pirouettes in the basic positions are mastered. Big jumps traveling across the floor focus on covering space.

DANC 1502. BALLET II. (3 Credits)
The courses begin with daily exercises done at the barre to develop greater speed, strength, flexibility and coordination of the legs, torso, arms and head. Much of the barrework is done on demi-pointe for increased strength and balance. Stretches are given to develop increased flexibility in the hips and legs for higher extensions and better turn out. The basic ballet directions are taught in the center. Simple jump combinations are taught and reversed and include simple beats. Pirouettes in the basic positions are mastered. Big jumps traveling across the floor focus on covering space.
Prerequisite: DANC 1501.

DANC 1521. MEN'S BALLET II. (0 Credits)
These course sequences build strength, stamina and technical skills needed today by male dancers. Barrework focuses on alignment, balance, strength and flexibility. Center combinations build to multiple grand pirouettes, increased elevation and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Men's Ballet is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student's level.

DANC 1501. BALLET I. (3 Credits)
The courses begin with daily exercises done at the barre to develop greater speed, strength, flexibility and coordination of the legs, torso, arms and head. Much of the barrework is done on demi-pointe for increased strength and balance. Stretches are given to develop increased flexibility in the hips and legs for higher extensions and better turn out. The basic ballet directions are taught in the center. Simple jump combinations are taught and reversed and include simple beats. Pirouettes in the basic positions are mastered. Big jumps traveling across the floor focus on covering space.
Prerequisite: DANC 1501.

DANC 1520. MEN'S BALLET I. (0 Credits)
These course sequences build strength, stamina and technical skills needed today by male dancers. Barrework focuses on alignment, balance, strength and flexibility. Center combinations build to multiple grand pirouettes, increased elevation and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Men's Ballet is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student's level.
DANC 1630. BARRE A TERRE I. (2 Credits)
A supplemental class for advanced beginning students, this class leads them to explore the different muscles that enable the body to work properly while standing. Work on placement and alignment is done while lying on the floor, using both turned out and parallel positions. Instruction is given on the proper use of energy as a means to lengthen muscles and freeing the body from improper tension. The last half-hour class is a standing barre that requires students to apply their experiences from the floorwork.

DANC 1631. BARRE A TERRE II. (2 Credits)
A supplemental class for immediate and advanced students, this level develops in the student a balance of strength, flexibility and endurance. Injury prevention and the maintenance of a healthy body are focused on intensely. Specific Pilates-based exercises are taught that accelerate the training process. Work in turned-out positions and the elongation of muscles through proper use of breath and energy are some of the basic components of this class. The last half-hour of class is a standing barre that requires the students to apply their experiences from the floorwork. Depending on the class size, additional work may involve specific coaching based on each dancer’s needs and challenges.

DANC 1640. YOGA I. (2 Credits)
This class for beginners provides an understanding of basic breathing exercises and synchronized breath with movement. It increases the body’s overall flexibility and strength through a series of seated kneeling, lying and standing exercises that relate the Yoga basics with fundamentals of dance to develop a sense of balance, control, symmetry and line. It develops the student’s ability to unlock spinal energy blocks and open the central nervous system through arching, curling, lateral, twisting and circular movements of the spine. It prepares the musculature and ligamental attachments for increased flexibility and strength particularly in the hips, shoulders and chest. Most importantly, it provides and opportunity for each student to examine and maximize his or her own unique potential as a creative dancer and in life.

DANC 1641. YOGA II. (2 Credits)
This class takes the basic movements taught in Yoga I and develops them into a more fluid series that further increases the strength and flexibility already achieved in the body. It develops a sense of creativity and freedom in the body that further relates this particular system of Yoga to dance in all of its aspects. It endorses each student’s responsibility to and for him/herself as artist, performer and person.

DANC 1650. GYROKINESIS I. (2 Credits)
This introductory somatic course covers the foundations of Gyrokinesis. This exercise system is based on fluid movements that offer similar physical benefits of yoga, dance and swimming, though it is not based on these or other specific exercise models. Gyrokinesis exercises are designed to work the entire body through spinal movement and joint articulation. Based on the body’s natural ability to move forward and backward and side to side, the movements are designed to be rhythmic and fluid. Rather than specific postures of stances being held for long periods of time, Gyrokinesis exercises are smoothly integrated, seeming more like dance than traditional yoga. Natural breathing patterns are also incorporated into Gyrokinesis exercises.

DANC 1651. GYROKINESIS II. (2 Credits)

DANC 1701. MODERN I. (2 Credits)
This introductory course sequence in Modern technique teaches the basic vocabulary rooted in the contraction and release for beginners. This technique divides the class into three equal segments: floorwork, standing work in the center, and combinations that travel across the floor. The floorwork develops a strong expressive torso as the source of movement with simple breathing exercises that build to contraction and release exercises in various positions. The spiral position of the back leads into turns around the back in 4th position, adding the legs with the back leg extension series. Standing exercise in the center emphasize the use of the leg and the coordination of the legs, arms and torso with the contraction and release and oppositional spiral of the torso in relation to the legs. Short combinations in the center and across the floor focus on covering space and shifting weight.

DANC 1702. MODERN II. (3 Credits)
This introductory course sequence in Modern technique teaches the basic vocabulary rooted in the contraction and release for beginners. This technique divides the class into three equal segments: floorwork, standing work in the center, and combinations that travel across the floor. The floorwork develops a strong expressive torso as the source of movement with simple breathing exercises that build to contraction and release exercises in various positions. The spiral position of the back leads into turns around the back in 4th position, adding the legs with the back leg extension series. Standing exercise in the center emphasize the use of the leg and the coordination of the legs, arms and torso with the contraction and release and oppositional spiral of the torso in relation to the legs. Short combinations in the center and across the floor focus on covering space and shifting weight.

DANC 1720. ANATOMY AND KINESIOLOGY I. (3 Credits)
The purpose of this course is to familiarize students with the musculoskeletal structures most directly involved in the performance of dance so that they can identify the bones, joints and muscles that lie under the skin anywhere in the body. In addition, students will learn how the skeletal muscles work to produce joint movement, how those muscles can be conditioned and what patterns of muscle action are most effective for producing the basic movements of ballet and contemporary dance techniques.

DANC 1721. ANATOMY AND KINESIOLOGY II. (3 Credits)
The purpose of this course is to familiarize students with the musculoskeletal structures most directly involved in the performance of dance so that they can identify the bones, joints and muscles that lie under the skin anywhere in the body. In addition, students will learn how the skeletal muscles work to produce joint movement, how those muscles can be conditioned and what patterns of muscle action are most effective for producing the basic movements of ballet and contemporary dance techniques.

DANC 1910. IMPROVISATION. (1 Credit)
This introductory course is structured to free expression, investigate form and heighten concentration. Structured dance improvisational problems are given to lead the student to simultaneously invent and perform movement without pre-planning. Each class includes a brief warm-up followed by many different and changing forms-group movement, solos, trios and contact improvisation which begins with duets. Emphasis is placed on the development in each student of a heightened sensitivity and a conscientiousness about the creative impulse. Personal movement style and habits and the role of improvisation in both performance and the creative process are thoroughly explored.
DANC 1911. IMPROVISATION II. (1 Credit)
This course is structured to free expression, investigate form and heighten concentration. Structured dance improvisational problems are given to lead the student to simultaneously invent and perform movement without pre-planning. Each class includes a brief warm-up followed by many different and changing forms—group movement, solos, trios, and contact improvisation which begins with duets. Emphasis is placed on the development in each student of a heightened sensitivity and a conscientiousness about the creative impulse. Personal movement style and habits and the role of improvisation in both performance and the creative process are thoroughly explored.
Prerequisites: DANC 1910 or DNLU 1910.

DANC 1920. DANCE COMPOSITION II. (2 Credits)
This course capitalizes on the skills garnered in improvisation class by carefully leading students into the process of composing short studies based on a variety of abstract themes. Very specific limitations provide the framework of the initial studies and students are encouraged to acknowledge personal impulse and style while exploring within this base. Later, emphasis is placed on the growth of content and context out of these abstract explorations and studies become more ambitious. Supportive group feedback is central to the development of every student’s work. Students present both a group and solo work as final projects at the end of the semester.

DANC 1921. DANCE COMPOSITION II. (2 Credits)
This course guides students into exploring more complex and personal motivations for moving. Students are expected to be independent, responsible and self-motivated in this context. There is freedom to arrange independent projects. Emphasis is placed on giving and receiving constructive well-informed criticism. Self-analysis and ability to articulate well are important skills fostered in this class. All of the work is expected to be in line with specific personal goals that the student and instructor establish together early in the term. Group projects are encouraged in the second half of the term.

DANC 1999. TUTORIAL. (1 Credit)

DANC 2001. WORLD DANCE HISTORY. (3 Credits)
People dance and use dance to fulfill many needs, goals and responsibilities. This course surveys world dance forms in terms of the many ways dance functions as an expression of culture and traces dance from its role in folk and religious traditions to its emergence as a theater art. Students study the impulse for dance in several cultures, looking to the practices which gave rise to particular dance forms. The formal properties and evolution of various dance forms are explored. The course also considers certain “art” dances made by American choreographers inspired by non-Western dance forms.

DANC 2010. BLACK TRADITION IN AMERICAN DANCE. (3 Credits)
This course explores the forms, contents and contexts of black traditions that played a crucial role in shaping American theatrical dance; identifies dances from the African American vernacular that were transferred from the social space to the concert stage; and focuses on such pioneers as Helmsley Winfield, Katherine Dunham, Pearl Primus, Edna Guy and Alvin Ailey along with Isadora Duncan, Martha Graham, Doris Humphrey, Lester Horton and George Balanchine.

DANC 2021. DANCE COMPOSITION III. (2 Credits)
This course focuses on the evolution of a genre or choreographer in historical context.

DANC 2022. DANCE COMPOSITION IV. (2 Credits)
This course is the culmination of the creative work required of all BFA students. Students create longer and more complete works. They are asked to use larger groups of dancers, more sophisticated concepts and more counterpoint fugue.

DANC 2420. JAZZ I. (2 Credits)
This class for advanced beginners begins with a standing warm-up that develops the body’s proper alignment, flexibility and control. Exercises follow that isolate the different parts of the body and develop increasingly complex coordination of the arms, head and legs. Longer combinations that emphasize expressiveness in lyrical and dynamic Broadway styles are given in the center and across the floor.

DANC 2425. JAZZ II. (2 Credits)
This intermediate advanced-level course begins with a fast-paced standing warm-up that emphasizes proper placement, increased flexibility and control. Isolation exercises and short combinations focusing on extensions and turns are done in the center. Long sections of jazz choreography in contrasting styles are given in the center and across the floor. Students are coached on performance skills (focus, dynamic contrast, musicality, etc.).

DANC 2430. WEST AFRICAN DANCE. (2 Credits)
This course sequence brings together body, mind and spirit in an energetic union of music, dance and oral tradition of the people of West Africa. Students are taught regional songs and dances of welcome and praise, among others, such as: Lamban (Dance of Celebration), Mandjani (Challenge Dance) and Wolo Sodon Jon Don (Dance of Becoming Free). Each dance is accompanied by live drumming to provide students with an understanding of the relationship between the dance and musician and the common language they must speak in order to execute African dance.

DANC 2440. HIP HOP. (2 Credits)
Students will be immersed in the culture of hip-hop as you learn to pop, lock, break with classic moves and new choreography from the nation’s best hip-hop dance crews, past and present. Vivacious and energetic, classes are technically advanced while providing a great mix of cardio and stretching.

DANC 2510. BALLET III. (3 Credits)
This low-intermediate level course develops strength and flexibility with the execution of more complicated combinations at the barre and in the center. Students must be able to change and use different dynamics of movement and attack in the legs and feet. Barrework involves quick changes of direction, quick weight changes from one leg to the other and more sustained adagios. Balances in different positions are important additions to the end of each combination. Center work includes adagios with rises on demipointe, promenades and slow controlled pirouettes. Petit allegro incorporates beats and directional changes using epaulement. Grand allegro requires students to be able to execute grand jeté en tournant, saut de chat, saut de basque and other expansive jumps that challenge their strength and stamina and allow them to enjoy moving through space.
DANC 2511. BALLET IV. (3 Credits)
This low-intermediate level course develops strength and flexibility with the execution of more complicated combinations at the barre and in the center. Students must be able to change and use different dynamics of movement and attack in the legs and feet. Barrework involves quick changes of direction, quick weight changes from one leg to the other and more sustained adagios. Balances in different positions are important additions to the end of each combination. Center work includes adagios with rises on demi-pointe, promenades and slow controlled pirouettes. Petit allegro incorporates beats and directional changes using épaulement. Grand allegro requires students to be able to execute grand jete en tournant, saut de chat, saut de basque and other expansive jumps that challenge their strength and stamina and allow them to enjoy moving through space.

DANC 2520. MEN'S BALLET III. (0 Credits)
These course sequences build strength, stamina and technical skills needed today by male dancers. Barrework focuses on alignment, balance, strength and flexibility. Center combinations build to multiple grand pirouettes, increased elevation and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Men's Ballet is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student's level.

DANC 2521. MEN'S BALLET IV. (0 Credits)
These course sequences build strength, stamina and technical skills needed today by male dancers. Barrework focuses on alignment, balance, strength and flexibility. Center combinations build to multiple grand pirouettes, increased elevation and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Men's Ballet is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student's level.

DANC 2530. POINTE I. (0 Credits)
This elementary course sequence begins with exercises at the barre build strength, articulation and flexibility in the feet and legs while developing the ability to control the balance on pointe. Center work follows with short adagio work for control and balance. Small jumps in the center prepare for traveling combinations across the floor.

DANC 2531. POINTE II. (0 Credits)
This elementary course sequence begins with exercises at the barre build strength, articulation and flexibility in the feet and legs while developing the ability to control the balance on pointe. Center work follows with short adagio work for control and balance. Small jumps in the center prepare for traveling combinations across the floor.

DANC 2535. POINTE III. (0 Credits)
These two sequences for intermediate and advanced students offer more complex exercises at the barre build increased strength, articulation and flexibility in the feet, legs and torso. Longer adagio work at the barre and in the center develop extensions, control, balance and turns. Small jumps with beats and pointe work in the center are followed by longer traveling combinations that develop expressiveness and musicality while building greater technical skills. Variations on pointe are given in the spring term.

DANC 2536. POINTE IV. (0 Credits)
These two sequences for intermediate and advanced students offer more complex exercises at the barre build increased strength, articulation and flexibility in the feet, legs and torso. Longer adagio work at the barre and in the center develop extensions, control, balance and turns. Small jumps with beats and pointe work in the center are followed by longer traveling combinations that develop expressiveness and musicality while building greater technical skills. Variations on pointe are given in the spring term.

DANC 2610. HORTON III. (2 Credits)
This advanced beginning-level course sequence uses the basic Horton warm-up with more variations. Many of the positions and shapes developed earlier are used in turns, jumps and in combinations of movement. More demanding studies are added which require more stretch and strength in the quads and abdominal muscles. Hinges at the barre and falls are included in this level. The movements across the floor are longer and require more concentration and focus from the dancers. The introduction of canons and rhythmic patterns are stressed as well as the development of dynamics and projection. This advanced beginning-level course sequence uses the basic Horton warm-up with more variations. Many of the positions and shapes developed earlier are used in turns, jumps and in combinations of movement. More demanding studies are added which require more stretch and strength in the quads and abdominal muscles. Hinges at the barre and falls are included in this level. The movements across the floor are longer and require more concentration and focus from the dancers. The introduction of canons and rhythmic patterns are stressed as well as the development of dynamics and projection.

DANC 2611. HORTON IV. (2 Credits)
This advanced beginning-level course sequence uses the basic Horton warm-up with more variations. Many of the positions and shapes developed earlier are used in turns, jumps and in combinations of movement. More demanding studies are added which require more stretch and strength in the quads and abdominal muscles. Hinges at the barre and falls are included in this level. The movements across the floor are longer and require more concentration and focus from the dancers. The introduction of canons and rhythmic patterns are stressed as well as the development of dynamics and projection.

DANC 2650. DUNHAM TECHNIQUE. (2 Credits)
Complex movements of this Afro-Caribbean technique, created by Katherine Dunham that concentrates on building strength, flexibility, and the ability of the torso to undulate fully and rapidly.

DANC 2710. MODERN III. (2 Credits)
In this advanced beginning-level course sequence, the floorwork becomes more complex with lengthier exercises that emphasize the drama of the contraction and release and the ability of the torso to undulate fully and rapidly.

DANC 2711. MODERN IV. (2 Credits)
In this advanced beginning-level course sequence, the floorwork becomes more complex with lengthier exercises that emphasize the drama of the contraction and release and spiral of the back. The use of the legs and arms from the back is emphasized as an extension of the torso, neck and head. In 4th position, a coiling of the body's weight into the center in preparation for standing is developed. Standing work in the center develops the ability to shift the weight and work off center. More complicated traveling combinations incorporate the contraction and release, spiral, jumps and moving fully with weight, power and dynamic changes.

DANC 2810. CONTEMPORARY. (2 Credits)
This intermediate level class explores modern and ballet concepts and athletic training, as they relate to current contemporary dance. Focus is on alignment, form, execution and artistry, as well as various contemporary styles. Emphasis is on personal artistic expression, musicality, strength, physical coordination and flexibility.
DANC 2999. TUTORIAL. (2 Credits)

DANC 3410. REPERTORY WORKSHOPS I. (2 Credits)
Repertory workshops are given throughout the year by a diverse group of Ailey School faculty members and guest artists to offer performance opportunities to intermediate and advanced students in their junior year. The choreographers create original works and mount existing classical, contemporary and jazz works on intermediate and advanced dancers. Students rehearse for 4-8 weeks and perform the works in formal studio concerts.

DANC 3411. REPERTORY WORKSHOPS II. (2 Credits)
Repertory workshops are given throughout the year by a diverse group of Ailey School faculty members and guest artists to offer performance opportunities to intermediate and advanced students in their junior year. The choreographers create original works and mount existing classical, contemporary and jazz works on intermediate and advanced dancers. Students rehearse for 4-8 weeks and perform the works in formal studio concerts.

DANC 3499. INDEPENDENT STUDY CHOREOGRAPHY. (2 Credits)
This course is designed for those students who have strong choreographic skills and experience as well as the requisite maturity to work independently. They are expected to design, rehearse and arrange the performance of a substantial original work under the close mentorship of a selected Ailey School Composition faculty member. Advisement meetings are to be held regularly throughout the term between each student and instructor.

DANC 3501. BALLET V. (3 Credits)
This advanced-intermediate level course is for students who are ready to experience the full range of exercises that require larger, more expansive movements that test their strength and stability. Higher extensions, multiple pirouettes, petit allegro with batterie, grand allegro and quick transfer of weight and the power of the legs and body are emphasized. Pointe work is introduced for women at the end of class twice weekly with an additional beginning Pointe class once weekly.

DANC 3502. BALLET VI. (3 Credits)
This advanced-intermediate level course is for students who are ready to experience the full range of exercises that require larger, more expansive movements that test their strength and stability. Higher extensions, multiple pirouettes, petit allegro with batterie, grand allegro and quick transfer of weight and the power of the legs and body are emphasized. Pointe work is introduced for women at the end of class twice weekly with an additional beginning Pointe class once weekly.

DANC 3520. MEN'S BALLET V. (1 Credit)
These course sequences build strength, stamina and technical skills needed today by male dancers. Barrework focuses on alignment, balance, strength and flexibility. Center combinations build to multiple grand pirouettes, increased elevation and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Men's Ballet is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student's level.

DANC 3521. MEN'S BALLET VI. (0 Credits)
These course sequences build strength, stamina and technical skills needed today by male dancers. Barrework focuses on alignment, balance, strength and flexibility. Center combinations build to multiple grand pirouettes, increased elevation and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Men's Ballet is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student's level.

DANC 3530. POINTE V. (1 Credit)
These two sequences for intermediate and advanced students offer more complex exercises at the barre build increased strength, articulation and flexibility in the feet, legs and torso. Longer adagio work at the barre and in the center develop extensions, control, balance and turns. Small jumps with beats and pointe work in the center are followed by longer traveling combinations that develop expressiveness and musicality while building greater technical skills. Variations on pointe are given in the spring term.

DANC 3531. POINTE VI. (1 Credit)
These two sequences for intermediate and advanced students offer more complex exercises at the barre build increased strength, articulation and flexibility in the feet, legs and torso. Longer adagio work at the barre and in the center develop extensions, control, balance and turns. Small jumps with beats and pointe work in the center are followed by longer traveling combinations that develop expressiveness and musicality while building greater technical skills. Variations on pointe are given in the spring term.

DANC 3540. BALLET PARTNERING I. (1 Credit)
This course sequence is designed to give the students a thorough understanding of the concepts and skills involved in dancing with another person using classical ballet as the technique base. Students study and practice fundamental elements of the art of partnering, on pointe and off, including centering, breathing, manipulations on and off center, lifting and supported movements through simple movement phrases. These classes begin with a series of individual exercises to increase strength and control of key muscle groups needed in partnering.

DANC 3541. BALLET PARTNERING II. (1 Credit)
This course sequence is designed to give the students a thorough understanding of the concepts and skills involved in dancing with another person using classical ballet as the technique base. Students study and practice fundamental elements of the art of partnering, on pointe and off, including centering, breathing, manipulations on and off center, lifting and supported movements through simple movement phrases. These classes begin with a series of individual exercises to increase strength and control of key muscle groups needed in partnering.

DANC 3550. BALLET PARTNERING III. (1 Credit)
This course sequence explores more advanced concepts of ballet partnering. Building strength in the male students' arms and backs and strengthening the female dancers centers and back are important aspects of this class.

DANC 3551. BALLET PARTNERING IV. (1 Credit)
The continuation of the partnering skills needed for building strength and developing the students' sensibilities to each other are stressed in this course.

DANC 3560. HORTON V. (2 Credits)
The warm-up in this intermediate level course sequence includes exercises to stretch and strengthen the legs, hips and spine. The center floorwork includes longer studies like the Figure 4 and Percussive Stroke Studies which require the dancers to execute long sequences of movements, counts and dynamics. The combinations of movements across the floor are more complicated musically and technically and challenge the dancers to learn movement quickly. The combinations include material just introduced as well as vocabulary learned in the other levels. The performance aspects of dance are emphasized.
DANC 3602. HORTON VI. (2 Credits)
The warm-up in this intermediate level course sequence includes exercises to stretch and strengthen the legs, hips and spine. The center floorwork includes longer studies like the Figure 4 and Percussive Stroke Studies which require the dancers to execute long sequences of movements, counts and dynamics. The combinations of movements across the floor are more complicated musically and technically and challenge the dancers to learn movement quickly. The combinations include material just introduced as well as vocabulary learned in the other levels. The performance aspects of dance are emphasized.

DANC 3701. MODERN V. (2 Credits)
This intermediate-level course sequence continues to build strength with an awareness of the torso as the center and initiator of all movement. Spiral, contraction and release exercises become longer and more complex, using the legs more often. Opposition and weight shifts are emphasized, building a stronger movement vocabulary, increased dynamic range and more control. The weight of the body is further explored in primary falling combinations from sitting positions and the knees. Standing work in the center develops more stamina, balance, control, flexibility and expanded sense of extensions, plie series and shifts of weight. The centering of the body is heightened with falls to the floor from standing positions off center and pitch turns. Elevation in jumps is emphasized. Longer traveling combinations often use difficult rhythms, and contractions spiral with more complicated movement phrases that call for dramatic expressiveness, use of weight and musicality.

DANC 3702. MODERN VI. (2 Credits)
This intermediate-level course sequence continues to build strength with an awareness of the torso as the center and initiator of all movement. Spiral, contraction and release exercises become longer and more complex, using the legs more often. Opposition and weight shifts are emphasized, building a stronger movement vocabulary, increased dynamic range and more control. The weight of the body is further explored in primary falling combinations from sitting positions and the knees. Standing work in the center develops more stamina, balance, control, flexibility and expanded sense of extensions, plie series and shifts of weight. The centering of the body is heightened with falls to the floor from standing positions off center and pitch turns. Elevation in jumps is emphasized. Longer traveling combinations often use difficult rhythms, and contractions spiral with more complicated movement phrases that call for dramatic expressiveness, use of weight and musicality.

DANC 3740. MODERN PARTNERING I. (1 Credit)
This course sequence is designed to challenge and expand the dancers’ perception of partnering possibilities. Along with dynamic and intricate movement phrases, the dancers practice rolling, falling, being upside down, following a physical point of contact, and supporting and giving weight to each other. These classes are based on the communication between two or more moving bodies that are in physical contact, and their combined relationship to the physical laws that govern their motion-gravity, momentum, inertia, function, etc.

DANC 3741. MODERN PARTNERING II. (1 Credit)
This course sequence is designed to challenge and expand the dancers’ perception of partnering possibilities. Along with dynamic and intricate movement phrases, the dancers practice rolling, falling, being upside down, following a physical point of contact, and supporting and giving weight to each other. These classes are based on the communication between two or more moving bodies that are in physical contact, and their combined relationship to the physical laws that govern their motion-gravity, momentum, inertia, function, etc.

DANC 3751. MODERN PARTNERING IV. (1 Credit)
This class continues to challenge the dancers abilities to complete complicated movement phrases while establishing relationships with other dancers and the audience.

DANC 3761. MODERN PARTNERING VI. (1 Credit)
The degree of difficulty and physicality increases in this intermediate level partnering class. The movement phrases are more intricate and the use of weight and counter weight are stressed.

DANC 3910. REHEARSAL SEMINAR. (3 Credits)
Students selected to apprentice with the Ailey II company or another approved dance company are required to rehearse a minimum of 4 hours per day. They are expected to learn repertoire from the artistic director, rehearsal director, other dancers and/or videotape. Students must submit a comprehensive journal to the Director and Co-Director of the BFA program at the end of the semester.

DANC 3911. REHEARSAL SEMINAR. (3 Credits)
Students selected to apprentice continue to learn new and/or current repertoire and rehearse a minimum of 10 hours per week. They are expected to learn repertoire from the artistic director, rehearsal director, other dancers and/or videotape. Students must submit a comprehensive journal to the Director, and Co-Director of the BFA program at the end of the semester.

DANC 3920. LECTURE: DEMONSTRATION LAB. (3 Credits)
Students selected to apprentice with the Ailey II company or another approved dance company participate in lecture-demonstrations in the New York City area. This course can include performance, speaking to audience members and teaching master classes. Students must submit a comprehensive journal to the Director, and Co-Director of the BFA program at the end of the semester.

DANC 3921. LECTURE: DEMONSTRATION LAB. (3 Credits)
Students continue to participate in lecture-demonstrations in the New York City area. This course can include performing, speaking to audience members and teaching master classes. Students must submit a comprehensive journal to the Director, Co-Director and Administrator of the BFA program at the end of the semester.

DANC 3999. TUTORIAL. (3 Credits)

DANC 4000. ART AND ETHICS. (4 Credits)
This senior seminar explores questions relating to art and values. Some of the issues that may be addressed include: Does art have a moralizing function? Can art be for art’s sake? What is the relationship between the arts and religion? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: SRVL.

DANC 4001. SENIOR SEMINAR. (3 Credits)
This course is designed to assist seniors in preparing for success in the professional dance world. The course will require each student to keep a journal, research dance companies and choreographers, attend performances, participate in discussions of lectures by guest artists, write a final paper as well as a final oral project.
DANC 4010. TAYLOR TECHNIQUE. (2 Credits)
This class prepares the advanced dancer for the specific demands of Taylor-style dynamics, physicality and shape orientation. Goals include creating a strong center from which movement can emanate fluidly and exploring the use of weight through space. This class prepares the advanced dancer for the specific demands of Taylor-style dynamics, physicality and shape orientation. Goals include creating a strong center from which movement can emanate fluidly and exploring the use of weight through space.

DANC 4011. TAYLOR TECHNIQUE II. (2 Credits)
This class prepares the advanced dancer for the specific demands of Taylor-style dynamics, physicality and shape orientation. Goals include creating a strong center from which movement can emanate fluidly and exploring the use of weight through space. Prerequisites: DANC 4010 or DNLU 4010.

DANC 4030. LIMON TECHNIQUE. (2 Credits)

DANC 4510. BALLET VII. (3 Credits)
This advanced-level course sequence develops a refinement of the work of the feet, legs, arms and head at the barre. Exercises that build higher extensions and increased turn out are given with varying rhythms. Adagios are done at a slow tempo for control and strength; in contrast, very fast exercises develop speed and precision. More stretching develops greater supleness and ease of movement. Complicated small jumps with beats, multiple turns, changes of direction and coordination of the feet, arms and head are emphasized in the center work. Longer adagios demand high extensions, big pirouettes, balance and musicality. Long grand allegro combinations with big jumps and turns build strength, stamina and power for the men. Women do pointe work in the center and traveling in big combinations across the floor and take an additional Pointe class once weekly. At this level, artistry and musicality are emphasized.

DANC 4511. BALLET VIII. (3 Credits)
This advanced-level course sequence develops a refinement of the work of the feet, legs, arms and head at the barre. Exercises that build higher extensions and increased turn out are given with varying rhythms. Adagios are done at a slow tempo for control and strength; in contrast, very fast exercises develop speed and precision. More stretching develops greater supleness and ease of movement. Complicated small jumps with beats, multiple turns, changes of direction and coordination of the feet, arms and head are emphasized in the center work. Longer adagios demand high extensions, big pirouettes, balance and musicality. Long grand allegro combinations with big jumps and turns build strength, stamina and power for the men. Women do pointe work in the center and traveling in big combinations across the floor and take an additional Pointe class once weekly. At this level, artistry and musicality are emphasized.

DANC 4520. MEN'S BALLET VII. (1 Credit)
These course sequences build strength, stamina and technical skills needed today by male dancers. Barre work focuses on alignment, balance, strength and flexibility. Center combinations build to multiple grand pirouettes, increased elevation and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Men's Ballet is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student's level.

DANC 4521. MEN'S BALLET VIII. (0 Credits)
These course sequences build strength, stamina and technical skills needed today by male dancers. Barre work focuses on alignment, balance, strength and flexibility. Center combinations build to multiple grand pirouettes, increased elevation and jumps with batterie. Combinations across the floor emphasize grand allegro and the ability to cover space. Men's Ballet is offered twice weekly in conjunction with Ballet II, III or IV, depending on each student's level.

DANC 4530. POINTE VII. (1 Credit)
This advanced level pointe class offers more complex and professional level work with the barre for strength, articulation and flexibility. Center work includes jumps, leaps, and pointe work that develop expressions and musicality.

DANC 4531. POINTE VIII. (1 Credit)
This advanced level pointe class offers more complex and professional level work with the barre for strength, articulation and flexibility. Center work includes jumps, leaps, and pointe work that develop expressions and musicality. This advanced level pointe class offers more complex and professional level work at the barre for strength, articulation, and flexibility.

DANC 4610. HORTON VII. (2 Credits)
For this advanced level course sequence the warm-up now includes a long study. Dimensional Tonus, which incorporates many aspect of the warm-up into a complicated and demanding dance phrase. The center and floor work use hinges and falls with more frequency and the combinations of movements are long, sophisticated movement phrases that require strength, speek and flexibility. Individualized coaching on performance and technique is given at this advanced/professional level.

DANC 4611. HORTON VIII. (2 Credits)
For this advanced level course sequence the warm-up now includes a long study. Dimensional Tonus, which incorporates many aspect of the warm-up into a complicated and demanding dance phrase. The center and floor work use hinges and falls with more frequency and the combinations of movements are long, sophisticated movement phrases that require strength, speek and flexibility. Individualized coaching on performance and technique is given at this advanced/professional level.

DANC 4710. MODERN VII. (2 Credits)
Technical skills are honed in this advanced professional-level course sequence. Breathing, a gathering and releasing of tension, is heightened, increasing versatility in the work. Phrases of movement are emphasized throughout the floorwork. More complicated, longer combinations in the center build control and balance while working on and off center. Leg extensions are higher and the full integration of the legs, arms and head with the torso as the center and the catalyst of all movement is achieved. The body now moves as a whole, not as individual parts. There is no longer a separation of the floor, standing and traveling work, but all are combined in lengthy combinations as an expressive, dramatic and technically advanced vocabulary. Performance skills are coached, particularly the dramatic expression of the individual.
DANC 4711. MODERN VIII. (2 Credits)
Technical skills are honed in this advanced professional-level course sequence. Breathing, a gathering and releasing of tension, is heightened, increasing versatility in the work. Phrases of movement are emphasized throughout the floorwork. More complicated, longer combinations in the center build control and balance while working on and off center. Leg extensions are higher and the full integration of the legs, arms and head with the torso as the center and the catalyst of all movement is achieved. The body now moves as a whole, not as individual parts. There is no longer a separation of the floor, standing and traveling work, but all are combined in lengthy combinations as an expressive, dramatic and technically advanced vocabulary. Performance skills are coached, particularly the dramatic expression of the individual.

DANC 48010. SENIOR PROJECT IN PERFORMANCE. (3 Credits)
The Senior Project in Performance offers invaluable practical experience for students as performers, speaker/lecturers and, in some cases, choreographers. The first term is spent working with renowned artists-in-residence from the professional dance field. They represent a range of aesthetics from masters like Alvin Ailey, Jose Limon, or Paul Taylor to emerging artists like Ronald K. Brown, Lila York and Donald Byrd. These workshops can offer supplementary technique training (Limon) or creative work (Creach and Koester) that complement the rehearsal of dance repertory. Under the guidance and supervision of The Ailey School faculty, students perform at locations in the metropolitan area during the winter. In the spring, the project culminates with intensive rehearsals and coaching that prepare the students to be showcased in their B.F.A spring Concert in a New York City theater.

DANC 4811. SENIOR PROJECT IN PERFORMANCE. (3 Credits)
The Senior Project in Performance offers invaluable practical experience for students as performers, speaker/lecturers and, in some cases, choreographers. The first term is spent working with renowned artists-in-residence from the professional dance field. They represent a range of aesthetics from masters like Alvin Ailey, Jose Limon, or Paul Taylor to emerging artists like Ronald K. Brown, Lila York and Donald Byrd. These workshops can offer supplementary technique training (Limon) or creative work (Creach and Koester) that complement the rehearsal of dance repertory. Under the guidance and supervision of The Ailey School faculty, students perform at locations in the metropolitan area during the winter. In the spring, the project culminates with intensive rehearsals and coaching that prepare the students to be showcased in their B.F.A spring Concert in a New York City theater.

DANC 4820. SENIOR PROJECT IN CHOREOGRAPHY. (3 Credits)
This course sequence is taken under the mentorship of an Ailey School faculty member by those students selected as gifted and motivated choreographers. Three solo, duet and/or group works, one of which must be a group work, are completed for a formal studio showing at the end of the fall term. Three or more works, only one of which can be a solo work, must be completed for a shared formal concert at the end of the spring term.

DANC 4821. SENIOR PROJECT IN CHOREOGRAPHY. (3 Credits)
This course sequence is taken under the mentorship of an Ailey School faculty member by those students selected as gifted and motivated choreographers. Three solo, duet and/or group works, one of which must be a group work, are completed for a formal studio showing at the end of the fall term. Three or more works, only one of which can be a solo work, must be completed for a shared formal concert at the end of the spring term.

DANC 4910. REHEARSAL SEMINAR. (3 Credits)
Students selected to be full members of the Ailey II Company or another approved dance company are required to take company class or another dance technique class 5 days per week and rehearse a minimum of 20 hours per week. They must submit a comprehensive journal supplemented with programs, videotaped performances, etc. to the Director, and Co-Director of the BFA program at the end of the semester.

DANC 4911. REHEARSAL SEMINAR. (3 Credits)
Dancers selected to be members of The Ailey Company or another approved dance company are required to take company class or another dance class 5 days per week and rehearse a minimum of 10 hours per week.

DANC 4920. LECTURE: DEMONSTRATION LAB. (3 Credits)
Students must participate in all company lecture-demonstrations. This course can include performance, speaking with audience members and teaching master classes. Students must submit a comprehensive journal supplemented with programs, videotaped performances, etc. to the Director, and Co-Director of the BFA program at the end of the semester.

DANC 4921. LECTURE: DEMONSTRATION LAB. (3 Credits)
Dancers continue to participate in all lecture-demonstrations throughout the United States. The frequency of appearances increases, as does the number of master classes and speaking presentations.

DANC 4930. PERFORMANCE SEMINAR. (3 Credits)
Students selected to be full members of the Ailey II Company or another approved dance company are required to perform with that company for a minimum of 12 performances. Rehearsal periods vary, but must exceed 4 weeks. Students must submit a thesis supplemented by programs, videotapes of 2 or more performances, etc. to the Director, and Co-Director of BFA program at the end of the semester.

DANC 4931. PERFORMANCE SEMINAR. (3 Credits)
This course continues the work of DNLU 4911. There is an increase in the frequency of performances. Minimum of 20 performances.

DANC 4940. TEACHING LAB. (3 Credits)
Students are required to teach master classes to students and to engage in question and answer sessions after performances. They are also required to teach a company class while on tour, submitting syllabi and teaching plans to the Director, and Co-Director of the BFA program at the end of the semester.

DANC 4941. TEACHING ASSISTANT. (3 Credits)
This course continues the work of DNLU 4940. There is an increase in the master classes and question and answer sessions after performances. The student is required to teach a company class while on tour, provide a syllabus and teaching plan to the Director and Co-Director.

Design Management (DGGB)

DGGB 0001. MATH METH FOR BUS (PEKING U). (4.5 Credits)
DGGB 0002. STATISTICS (PEKING UNIV). (4.5 Credits)
DGGB 781A. STATISTICAL THEORY I. (3 Credits)
This course provides an Introduction to mathematical Statistics and a foundation for acquiring the skills to apply advanced statistical models to many important areas of decision-making in business. The course focuses on developing an understanding of random variables, their distribution functions, and sampling theory. Prerequisite: DGGB 6820. Prerequisites: DGGB 6820 or GBA Waiver Statistics with a score of 070.
DGGB 781B. DESIGN OF STAT STUDIES. (3 Credits)
Design of Statistical Studies introduces and explores the different types of analyses that can be used to understand, collect, and interpret data that provide a basis for making decisions about businesses, customers, conditions, products, services, and processes. Letting the purpose of the study determine whether enumerative or analytic techniques are appropriate, we explore the various methods within each category to select the most appropriate ones to meet the aims of our study. Students will design studies that provide a basis for decisions about customers, products, and processes. Prerequisite: DGGB 6820.
Prerequisites: DGGB 6820 or GBA Waiver Statistics with a score of 070.

DGGB 781C. SAMPLING THEORY. (3 Credits)
This course is about the use of samples in research and statistical studies. Many courses teach how to analyze data. But, before you analyze it, you have to get it. Where do you get the data? Sampling is widely used for gathering information about various populations, be they people, animals, products, services or natural phenomenon, for industry, government, education, or service. The need to understand what is going on in the world today and predict what might happen in the future requires information and data on what exists today. Social and economic policies, health care planning, and corporate strategies all depend on statistical information. Scientific experiments, such as in medicine, must be constructed so as to provide valid information on which to base decisions about future availability of drugs, products, and services. This course provides a foundation in sample design and data collection for decision making. We study theoretical principles and applications, starting with definition of the population characteristic of concern, the frame, sampling methods, sample size, and sampling plan. We study also sampling and non-sampling errors and biases, problems of non-response, the half-open interval, and other methods to assure validity and usefulness of our data. Assignments will involve constructive criticism of studies in the press and company reports today. An end-term assignment will require writing a sample design for a study of your own. Prerequisite: DGGB 6820.
Prerequisite: DGGB 6820.

DGGB 6800. PRE-MBA BASIC STATISTICS. (0 Credits)

DGGB 6810. MATH METHODS FOR BUS. (3 Credits)
(MBA program prerequisite) Studies the fundamental methods of mathematics applied in business statistics and operations research. The course concentrates on linear algebra and differential and integral calculus.

DGGB 6820. STATISTICS. (3 Credits)
PMBA CORE COURSE Introduces the basic statistical concepts essential for business research and decision-making. These include descriptive statistics, probability distributions, statistical inference and simple and multiple regression.
Mutually Exclusive: MMGB 6820.

DGGB 6830. STATISTICS & DECISIONS. (3 Credits)
FTMBA CORE COURSE.

DGGB 7811. SYSTEM DESIGN INTERNSHIP. (1-3 Credits)

DGGB 7820. STATISTICAL REASONING. (3 Credits)
Explores modern statistical concepts that are essential to describe, analyze and regulate complex business processes, providing the basis for most business decision-making. Discusses the essentials of statistical reasoning and statistical support systems. Prerequisite: DGGB 6820.
Prerequisites: DGGB 6820 or GBA Waiver Statistics with a score of 070.

DGGB 7840. EXPLANATORY MODELS. (3 Credits)
Focuses on preliminary data analysis, model formulation and estimation, and reliability and sensitivity analysis to understand causal links between various elements of a relationship as the prerequisite for effective system design and control. Multivariate regression models and techniques of experimental design provide the basis for exploring these links. Discusses applications to all areas of business. Prerequisite: DGGB 6820.
Prerequisites: DGGB 6820 or GBA Waiver Statistics with a score of 070.

DGGB 7842. STATISTICAL THEORY II. (3 Credits)
This course provides an Introduction to mathematical Statistics and a foundation for acquiring the skills to apply advanced statistical models to many important areas of decision-making in business. The course focuses on developing an understanding of: Hypothesis testing, Nonparametric Statistics, Bayesian Statistics, Multivariate Methods and Linear Models and their applications. Prerequisite: DGGB 781A.
Prerequisite: DGGB 781A.

DGGB 7844. STAT METHODS AND COMP I. (3 Credits)
This course is designed to introduce statisticians to statistical programming and data analysis. Topics will include: hypothesis testing, regression models, experimental design and simulation. The statistical topics are integrated into the programming content.

DGGB 7850. FORECASTING MODELS. (3 Credits)
Introduces and discusses forecasting systems capable of interconnecting separate areas of business. Efficient forecasting systems, based on modern analytical and simulation techniques, can provide necessary insights into the behavior of strategic variables over time. Prerequisite: DGGB 6820.
Prerequisites: DGGB 6820 or GBA Waiver Statistics with a score of 070.

DGGB 7899. SPEC TOPICS SYS DESIGN. (3 Credits)
Offered from time to time, this course permits faculty and students to explore a systems design topic of particular interest. The specific topic and prerequisites are announced at the time the course is offered.

DGGB 8890. SEMINAR IN SYS DESIGN. (3 Credits)
Offered from time to time, this seminar is designed to give advanced students opportunities to conduct integrative research and discussion on selected issues in systems design. Under faculty supervision, in-depth studies are conducted by students either individually or in groups.

DGGB 8999. INDEPENDENT STUDY. (3 Credits)

Digital and Social Media Marketing (DSMM)

DSMM 1010. SOCIAL MEDIA MARKETING INTRODUCTION. (0 Credits)
This course is designed to provide an introduction to the operational mechanics and key marketing and communication strategies associated with Facebook, Twitter, LinkedIn, Google+ and Pinterest. Students will no longer be confused by all the hype associated with social media or overwhelmed by the prospect of tweeting, pinning, connecting and updating their status. The course will also help business owners, professionals and non-profit managers understand how to hire, guide and monitor social media professionals. In addition, participants will learn how to leverage social media to enhance their online reputation and expand their career opportunities.
Attribute: Z354.
DSMM 1020. SOCIAL MEDIA MARKETING ADVANCE. (0 Credits)
As businesses, brands, professionals and not-for-profit organizations increase their participation in social media marketing, it has become even more critical that social media strategies be effectively integrated into the overall marketing mix. In this course we will examine how to develop and implement a successful content marketing strategy to engage customers and generate leads and sales through social media channels. Through a combination of readings, case study discussions and exercises, we will examine the various paid promotional opportunities and inbound marketing techniques including blogging that provide the foundation for social media marketing. This course assumes that the participants have a basic familiarity with the key social media sites including Facebook, Twitter, LinkedIn, and YouTube. We will also review the common tools and metrics associated with monitoring and measuring social media engagement.
Attribute: Z354.

DSMM 1030. LINKEDIN—GET LINKEDIN TO BUS. (0 Credits)
LinkedIn has gained the reputation among popular social media platforms as the grown-up social network; a place to spotlight your accomplishments, expand your professional network, identify strategic partners, be found by prospective customers, attract clients and even locate a new job. Whether are new to LinkedIn or you have an existing LinkedIn profile but haven’t fully understood how to use it, this class will provide you with the fundamental strategies to create and improve your profile, leverage the platform’s key customer relationship management features, navigate the messaging and publishing opportunities, research contacts and competitors, attract new clients and generate sales leads. In addition, you will gain an in-depth understanding of how to increase the visibility of your business or organization using the site’s advanced prontional tools. Following the merger with Microsoft, LinkedIn is positioning itself to become a business development hub for entrepreneurs as well as established professionals. Sophisticated LinkedIn users will be in the best position to take advantage of the site’s valuable new functions.
Attribute: Z354.

DSMM 1110. Search Engine Marketing. (0 Credits)
Ever since the World Wide Web was launched close to 20 years ago, business owners, online marketers, content managers, professional service providers, website developers, web masters and entrepreneurs have needed to focus attention and resources on improving their position in search engine response results and on driving traffic to their websites. Google and the other search engines are continually refining the algorithms they use to assign rankings. This course will provide an overview of the key techniques used to optimize the content on a website and landing page including keyword research and analysis, meta tagging, link building and blogging. Students will learn how to integrate paid search Adwords advertising, on-site optimization and social media marketing to form the core of a successful online marketing effort. In addition, students will develop an understanding of how to use Google Analytics data to improve their online conversion rates.
Attribute: Z354.

DSMM 1210. MOBILE MARKETING STRATEGY. (0 Credits)
More than 50% of the U.S. population owns a smartphone and over 40% of the time spent engaging with digital media occurs on a handheld device. Mobile is becoming an increasingly important marketing channel. Brands and agencies are focusing on ways to satisfy the increasing consumer demand for content and applications that can be accessed while on the go. This course will offer an in-depth analysis of all facets of mobile marketing including SMS (text) campaigns, QR codes, mobile applications, mobile advertising, location-based services such as Foursquare and mobile optimized websites. Students will gain an understanding of how to develop and implement a mobile strategy for the near term and the future as capabilities and budgets increase in scale.
Attribute: Z354.

DSMM 1310. EMAIL MARKETING. (0 Credits)
This course will provide methods to integrate email tactics and strategies into goal-oriented campaigns that support other marketing efforts to enhance brand awareness, motivate response and encourage direct sales. Students will learn how to leverage third party lists or build their own in-house file of recipients, understand the legal issues related to CAN-SPAM Compliance, design and execute a winning email message, and gain insight into the measurement of each deployment—which, when understood, will encourage the success of future email campaigns.

DSMM 1410. CYBER LAW: RISKS AND TRENDS. (0 Credits)
Cyber risk management is not unique to a specific industry, but affects anyone who is online. This course provides the information you need to protect your business from a computer security breach, which could result in financial loss; loss of intellectual property; and loss of your brand’s positive reputation. The first half of this course provides an overview of the cyber threats and trends you will face and possible solutions. The second half of this course offers a review of the relevant aspects of Cyber Law. Cyber Law covers a broad spectrum of data security issues affecting intellectual property, privacy, freedom of speech, jurisdiction, and digital transactions. Students will explore some of the more common “hot topic” legal issues that arise when using social media and managing digital assets. Topics will include Digital Rights Management; COPPA; Cease and Desist orders; Copyright and Fair Use; US Patent Law and Amazon’s One-Click; Privacy Notice and Terms of Service and other current issues that arise in internet marketing.

DSMM 1510. Paid Advertising on Social Media: Everything You Need and Want to Know. (0 Credits)
Social media marketing has become an integral part of the promotional strategy for most companies, professionals and well-known brands. Consumers are spending more than 2 hours a day engaging with social media. However, today social media marketing has become more challenging and requires more resources as the rules of the game have changed dramatically over the past 5 years. Facebook has limited the organic reach of a business’ posts to less than 1% of its fan base. This is due to the need to generate revenue through advertising. The other platforms will soon follow Facebook’s lead. Therefore, it is critical that companies learn how to create and implement social advertising campaigns to generate awareness, conversion and revenue from their social media activities. Students will learn how, what, when and where to use the Ad Management platforms on Facebook, Twitter, LinkedIn and Instagram to successfully target, measure, monitor and improve their ongoing advertising activities on these social media platforms. The class will also explore the multiple types of advertising options available across devices.
Attribute: Z354.

Updated: 10-11-2017
DSMM 1610. DIGITAL MARKETING ANALYTICS. (0 Credits)
"Marketing Metrics" and "Data Science" have become important buzzworthy phrases for businesses today. Many marketing professionals capture as much data as they can, but feel like they are reading tea leaves when trying to interpret the numbers. As a result they may end up spending a large chunk of their marketing budget on analytics tools, but not know how to use the information to optimize their marketing efforts. Understanding the message behind the numbers is the key to making informed marketing decisions. This course is designed to help students develop marketing strategies and make resource allocation decisions that are driven by quantitative analysis. Students will obtain the skills to use Google Analytics and email metrics to: • Measure the success of online and offline paid advertising campaigns. • Identify the best social channels and messaging for customer acquisition. • Determine the performance of premium content for lead generation such as watching a video, requesting a demo or downloading an E-book or whitepaper. • Discover which content on each page produces the most engagement and ultimately the best leads. • Calculate conversion rates and ROI for each integrated digital marketing campaign. In addition, students will learn best practices for setting up and capturing website analytics including referral traffic, differentiating among basic and advanced data sets, establishing tracking mechanisms and generating customized reports. Through class discussions, in-class exercises and case studies, students will also learn how to use Google Analytics techniques such as Events and UTM tags to track performance and conversion data as well as how to implement A/B and multivariate tests.

digital Technologies and Emerging Media (DTEM)

DTEM 1401. INTRODUCTION TO DIGITAL TECHNOLOGIES AND EMERGING MEDIA. (4 Credits)
(Formerly COMM 2500): A comprehensive overview of the possibilities of communication in a digital world. Through a series of readings, lectures and assignments, students will study the history and forms of new media, address issues of media control, convergence and convertibility, and begin to explore the cognitive and cultural implications of living in a digital age. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, NMDD.
Prerequisites: COMM 1000 or COMM 1010.

DTEM 1402. DIGITAL CULTURES. (4 Credits)
This course will examine the interplay between digital environments and the culture(s) they both stem from and shape. It will give special attention to the ways digital and networked spaces relate to lived experiences on- and offline, organize social relationships, shape values and norms, engage individuals in participatory modes of cultural production, and impact culture on an individual, group, and trans-national scale. Students will investigate the culture(s) (social norms, language, practices of inclusion and exclusion, etc.) of individual digital platforms and learn about cultural norms that span the digital world more broadly. We will also critically engage with whether and how those qualities might also impact the offline experience of various communities or groups, such as those based on race, gender, class, abilities, or affiliation with various subcultures or values. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. This course also counts as a Cultural Studies course in the Communication and Culture major. Prerequisites: DTEM 1401 OR COMM 2500.

Attributes: AMST, NMDD.
Prerequisites: COMM 2500 or DTEM 1401.

DTEM 2411. DIGITAL RESEARCH METHODS. (4 Credits)
(Formerly COMM 4710): Digital technologies affect every area of social life, from personal identity, to interaction with others, to broad social and political arenas. Digital technologies have also deeply impacted scholarship and research in the humanities and the social sciences. How can we investigate the impacts of digital technologies accurately? How do academics and industry professionals use social media, “big data,” and the like to answer puzzling questions? This course provides an overview of and hands-on approach to contemporary digital research methods, including ethnography, interviews, focus groups, metrics and analytics, and polling and surveys. Students will become familiar with basic research methods used in both academic and professional contexts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 2412. DIGITAL ETHNOGRAPHY. (4 Credits)
Ethnography, or the systematic description of human culture, has expanded beyond its anthropological origins and is widely used by researchers and industry professionals alike to understand online interaction. This class explores how ethnographic methods, such as participatory observation, field notes, and interviews, can be used to examine and analyze popular internet culture, self-expression, relationships, social practices, and emerging technological forms. Students will learn the basics of digital ethnography, and be able to competently leverage cultural analysis to understand digital artifacts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
DTEM 2413. PARTICIPATORY METHODS. (4 Credits)
This course spans both the use of participatory methods to research digital technology, as well as the use of digital technology to facilitate participatory research. Participatory, collaborative, and community-based research models aim to engage traditional research subjects as active participants in the production of knowledge. Drawing from these models, students will critically explore how emerging civic and social media produces knowledge and how to utilize such media for social research. Collaborative workshops and projects are designed to engage students in negotiating the power dynamics of various research relationships. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 2414. MEDIA ECOLOGY. (4 Credits)
Analysis of the impact of innovations on communication, culture, and consciousness. As the study of media as environments, media ecology is concerned with the nature and effects of our codes and modes of communication, and the technologies and techniques we employ. Through an understanding of the role that media play in historical patterns of change, we can assess the influence of the contemporary media environment on individuals and society, and better plan and prepare for the future. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 2417. DATA VISUALIZATION. (4 Credits)
Obtaining, interpreting, visualizing and displaying data are essential skills for communication professionals in the 21st Century. This hands-on introductory course in data visualization will help students learn to use data to tell visual stories. Topics discussed will range from where to find data and how to evaluate sources to how to organize data to create visually appealing graphics that tell stories that can be grasped in an instant. Students will critique published visualizations to identify common pitfalls, as they create a data-based story to add to their portfolio. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 2421. DIGITAL PRODUCTION FOR NEW MEDIA. (4 Credits)
(Formerly COMM 2523): Analysis and practice of visual design concepts as they apply to a wide range of digital software programs. The course generally covers photo editing, audio editing, video editing, desktop publishing and basic website design. Classes are structured around individual production assignments with a focus on project management, composition and layout. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 2425. DIGITAL VIDEO PRODUCTION I. (4 Credits)
(Formerly COMM 2222) This introductory workshop class will teach the fundamentals of digital video production and cinematic storytelling. Students will learn concepts, techniques, and technologies pertaining to digital video and sound through hands-on production and post-production assignments. We will explore the aesthetics and the communicative potential of the medium through screenings, critiques, and exercises. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 2427. DIGITAL AUDIO PRODUCTION. (4 Credits)
(Formerly COMM 2303): A comprehensive introduction to the principles and techniques of audio production. Instructions in the use of portable audio equipment as well as in production and post-production skills. A hands-on approach augmented with readings and listening to audio material. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 2431. TOPICS IN DIGITAL PRODUCTION. (4 Credits)
An examination of radio and television from cultural, aesthetic and historical perspectives. Topics covered include the development of broadcast programming, the sources of radio/television forms in other media and the impact of electronic media on the arts today. The course considers how broadcasting has affected contemporary culture and emerged as the most prominent maker of popular images. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 2450. COPYRIGHT AND DIGITAL MEDIA. (4 Credits)
This course will provide a general overview of copyright law specific to its impact on media and entertainment institutions, online platforms and distribution channels. The course will examine copyright subject matter, ownership, duration, rights, licensing, infringement and fair uses with a focus, in particular, on issue-identification and other analytical skills for professionals in practice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 2452. VIDEO GAME DESIGN. (4 Credits)
Games are everywhere and over 155 million Americans play them regularly on tabletops and electronic devices across the county. Their prevalence has prompted the medium as a space for expression, art, and meaning-making. Moving beyond the notion of simple entertainment games are creating provocative experiences to promote change or understanding. This course emphasizes exploration and critical thinking as we discover how games are designed to address issues such as social justice, gender representation, behavioral change, and education. Through analyzing game artifacts and engaging in creative exercises, students will be able to think critically about games and how they are designed. Students will apply this literacy into their own game projects. This course is open to anyone who is interested in games and their possibilities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 2459. SOCIAL HISTORY OF COMMUNICATION AND TECHNOLOGY. (4 Credits)
(Formerly COMM 2010): Explores theoretical and critical perspectives on technology, with special emphasis on the impact of technology on communication, culture and consciousness; the symbolic component of technology; the ecology of media; the process of technological innovation and the diffusion of innovations; the role of media and culture in the creation of a technical society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: FITV, JOUR, NMDD.

Updated: 10-11-2017
DTEM 2471. WRITING FOR ONLINE MEDIA. (4 Credits)
From Web sites to Web logs, wikis to social media, the Internet continues to evolve and offer opportunities for communicators in various fields. Students will create their own blog; learn about cyber-journalism; apply their writing skills toward business, politics, art, or personal expression; and explore how marketing, public relations, Web design, and other factors impact writing style in New Media. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: JOUR, NMDD, ZLB2.

DTEM 3423. PROJECTS IN DIGITAL VIDEO. (4 Credits)
Students will explore the possibilities of digital video and evolve both conceptually and technically through critiques, tutorials, readings, discussion and practice. Students will be challenged to discover and shape concepts of interest, experiment, explore narratives, plan and execute, while developing strategies for effective communication through moving image and sound. Resulting work can be delivered as video for the screen, installation or performance. Students are challenged to find appropriate outlets for their works (such as festival, public space, broadcast, screening, gallery, etc.) This course is at the intermediate level. Students should enter with working knowledge of Final Cut Pro X or another similar video editing software garnered through COMM 2083 Introduction to Journalism with Lab, COMM 2222 Digital Video Production, COMM 2522 Multimedia Production, COMM 2523 Digital Design for New Media, a Visual Arts course in digital video or permission of instructor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: COMM 2222 or FITV 2621.

DTEM 3425. DIGITAL VIDEO PRODUCTION II. (4 Credits)
Students will devote the semester to developing a narrative or documentary project of their choosing from concept to post-production. This workshop will allow students to evolve technically and conceptually through screenings, critiques, tutorials, readings, and practice. This is an intermediate class, and students must have taken some sort of introductory film/video production class prior to enrolling, and have some basic familiarity with DV cameras and editing software. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: FITV.
Prerequisites: DTEM 2425 or FITV 2425 or FITV 3512 or VART 1265 or VART 3261 or VART 3262 or COMM 3525.

DTEM 3463. CIVIC MEDIA. (4 Credits)
Participating in local life can be difficult. Information is hard to obtain and validate, local meetings are difficult to attend, networks are challenging to build. Increasingly, governments, advocacy groups, community organizers, and individual citizens are looking to digital tools to increase and improve the conditions in which we live and enhance our opportunities to engage. We will look at academic research surrounding citizenship and engagement in a digital era and cover research into many genres of civic media, from citizen journalism to hackathons, tech for development, activist art hacker culture, and games for good. This class will not only explore the various goals campaigns are using digital tools to meet, but will also focus on what type of citizen these tools are enabling and encouraging people to become. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: JOUR, NMDD.

DTEM 3475. DIGITAL MEDIA AND ADVOCACY. (4 Credits)
This course will teach students the history of using digital media for advocacy, its contemporary implications for political participation and social movements. It is grounded in theories of technology for development, social movement theory, and participatory citizenship. It also involves a practical element, and teaches students and puts those to use in practically applied lessons concerning how to use digital media to impact political participation (in terms of protesting, donating, civic engagement, voting, and more. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: JOUR.

DTEM 3476. SOCIAL MEDIA. (4 Credits)
(Formerly COMM 3307): This class critically examines popular computer-mediated communication technologies such as Facebook, Twitter, and YouTube. Students will critically analyze, use, and encounter a broad range of social technologies. Students will also learn basic social media skills, “best practices,” and create and propagate content. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, JOUR, NMDD, ZLB2.
Mutually Exclusive: JOUR 3776.

DTEM 4440. PRIVACY AND SURVEILLANCE. (4 Credits)
New technologies, from closed-circuit television cameras to large databases, have shifted the information landscape in ways that call into question cultural assumptions and social norms about sharing, visibility, and the very essence of privacy. Can we have privacy in the digital age? Is mass surveillance justified? Whose interests are being served, and who is at risk? This course is designed to promote student awareness of and sensitivity to the ethics, values, and latest developments in global privacy and surveillance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
DTEM 4442. HACKER CULTURE. (4 Credits)
This course will investigate the histories of hacking, and the practices, values, and politics of hacking over time, and how they impact contemporary life. This will involve the study of its roots in pranksterism, governmentality, activism, and DIY/maker communities, and how these roots impact a variety of contemporary digital spaces. This course will take special consideration of the institutionalized political implications of hacking, including free speech and censorship, privacy and surveillance, intellectual property, net neutrality, as well as the more anarchistic forms of activism such as leaking (embodied by WikiLeaks) and hacktivism (embodied by Anonymous). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 4451. THE TECHNOLOGY INDUSTRIES. (4 Credits)
From 2-person startups to multinational corporations, technology companies exert an enormous influence on contemporary society, industry, and politics. This course critically examines various aspects of the technology industries, such as engineering culture, entrepreneurship, the history and culture of Silicon Valley, and the influence of technology companies on policymaking and localism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 4477. NETWORKS AND SOCIETY. (4 Credits)
From social media to WIFI to the global internet, “networks” have emerged as a dominant metaphor for how culture, communication, and technology are organized in the Information Age. This course introduces students to the social and material shifts entailed in the rise of communication networks at local and global scales. Readings and lectures will consider the ways network infrastructures reconfigure contemporary understandings of the self, the public, the economy, and civic engagement. Papers, class discussions, and assigned projects are designed to encourage students to connect their lived experiences with relevant research, theory, and current events. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 4488. POLITICAL COMMUNICATION IN THE DIGITAL ERA. (4 Credits)
This course will focus upon the construction of campaign communication through the lens of two fundamental messaging phases: (1) the development of campaign messages through initial research, polling and strategy; and (2) the dissemination, circulation, and sometimes adjustments of those messages through use of paid and earned media. In doing so, we will focus on both digital and traditional mass media channels, and on messaging within a variety of contexts, including crisis communication, going negative, get out the vote (GOTV), and more. In doing so we will seek answers to a variety of questions: What exactly is effective political communication, particularly in the context of campaigns? How do campaigns create messages that not only persuade citizens of a candidate’s worth, but move citizens to vote or not? How do these messages find their way into various channels of communication? How can the use of many disparate channels – of different technologies, tactics and skills – best reflect a coherent campaign strategy? And how do all of these efforts comport with our traditional notions of democracy, and/or point to new ideals? To get at these questions, research concerning the efficacy of messages, the process of their construction, and democratic values implied by their content will be the focus of this course. These empirical measurements of the state of campaign messaging and its theoretical implications will be supplemented by periodic advice from practitioners of political communication about the practical application of such research from professionals in the field. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

DTEM 4499. TUTORIAL. (1-4 Credits)
Independent research and readings with supervision from a faculty member.

Domestic Relations Law (DRGL)

DRGL 0132. COMPARATIVE FAMILY LAW: UNITED STATES AND TAIWAN. (1 Credit)
DRGL 0232. COMPARATIVE FAMILY LAW: UNITED STATES AND TAIWAN. (2 Credits)
This five-credit, full-year seminar is a capstone course for students with a background in juvenile and family law or women's rights. The seminar is intended to provide students with an in-depth opportunity to tie together the materials they have studied in various courses relating to juvenile and family law and women's rights and to develop this understanding in a global context. The seminar will address issues of child abuse, elder law, and domestic violence. During fall semester, students will meet once a week in a seminar format to learn about these issues in the United States and Taiwan. Students are responsible for researching the Taiwanese law, creating readings for the class, and leading class discussions. Students will also develop a proposal for an individual research paper. Over winter break (approximately December 29, 2015, to January 7, 2016), Professor Huntington and enrolled students will travel to Taiwan to spend time at the National Taiwan University and visit Taiwanese non-governmental organizations working on these issues. Students will have time to conduct research on their individual topics. During spring semester, students will meet once a week in a seminar format to reflect on the experience and write and present their research papers.
DRGL 0337. FAMILY LAW. (3 Credits)
The family plays a central role in American society, affecting both individual lives and the nation as a whole. Family law is the system of direct and indirect regulation that structures family life by determining both entry and exit from familial relationships, the rights and responsibilities that flow from family status, and the larger context for family life. Family law is one of the most important areas of law, as measured by its effect on people’s lives, the volume of litigation, and the financial and affective issues at stake. This course defines the reach of family law very broadly. We will cover the bread and butter of traditional family law (including marriage, divorce, and the child welfare system), but we will also reach more broadly to look at the relationship between families and poverty and the multiple ways the state structures family life. This course will cut across traditional law school disciplines, such as civil, criminal, and constitutional law. We will consider important and complex questions, including the following: What is a “family”? How does this definition vary according to the context? How does, and how should, family law address nontraditional families? How do race, gender, and class affect family law?
Attributes: INLJ, LMCO, PIE.

DRGL 0929. CHILD WELFARE. (2 Credits)
This course is designed for students who are interested in understanding how the state intervenes in cases of suspected child abuse and neglect. Through an interdisciplinary lens of law and social work, this course offers a comprehensive overview of the child welfare system in America. When parents are deemed unable to provide adequate care for their children due to abuse and/or neglect, a state can intervene by providing oversight and services, including removal of the child from the home to ensure that children are cared for and safe. Through class discussion, and assigned readings and projects, this course will examine the history of the child welfare system and its evolution, the constitutional underpinnings of the role of the state with regard to family, key issues concerning both parental and children rights, and current directions. This semester-long course will impart both theoretical and practical knowledge.
Attribute: LLM.

Economics (ECON)

ECON MTNC. MAINTENANCE-ECONOMICS. (0 Credits)

ECON 0912. REQUIREMENT PREPARATION. (0 Credits)
For Ph.D. and Master’s students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement, such as comprehensive exam, Master’s thesis, or dissertation submission.
Attribute: Z410.

ECON 0914. REQUIREMENT PREPARATION IN SUMMER. (0 Credits)
For Ph.D. and Master’s students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

ECON 0930. PHD COMPREHENSIVE EXAMINATION-ECONOMICS. (0 Credits)

ECON 0936. MASTER’S COMPREHENSIVE EXAMINATION-ECONOMICS. (0 Credits)

ECON 0950. PROPOSAL DEVELOPMENT. (1 Credit)

ECON 0960. PROPOSAL ACCEPTANCE. (3 Credits)

ECON 0970. DISSERTATION MENTORING - ECONOMICS. (0 Credits)
The Economics PhD. student is required to register for Dissertation Mentoring, which has a 3 credit fee, the semester after the student’s proposal is accepted.
Attribute: Z407.

ECON 1100. BASIC MACROECONOMICS. (3 Credits)
Investment, GDP, interest rates, the budget deficit, inflation, unemployment, banking, monetary and fiscal policies, and exchange rates appear frequently in the media, but are often little understood. Macroeconomics studies these aggregates and their interconnections, and looks as well at the influence of the Federal Reserve and the federal government.
Attributes: ACMI, BUMI, ENST, FRSS, IPE, SSCI.

ECON 1150. CB HONORS MACROECONOMICS. (4 Credits)
This course will introduce students to the analytical tools macroeconomists use to address questions about inflation, unemployment, economic growth, business cycles, the trade balance, and fiscal and monetary policy. The tools include basic models of the interaction among goods markets, labor markets, and financial markets and how these interactions determine overall economic performance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 1160. THE WEALTH OF WORDS: ECONOMICS AND LITERATURE. (3 Credits)
From the writings of Austen to Zola, literature has a great deal to teach us about economic principles. This course uses poetry, short stories, songs, plays, literary essays, films, and chapters of novels to demonstrate core economic principles and concepts. Some examples of topics and titles include the ideology of capitalism (Foster’s Howard’s End); the anti-capitalist sentiment (Lewis’ Babbitt); the non-market economy (Erdrich’s “Francine’s Room”); poverty and income inequality (Wright’s Native Son); monetary policy (Baum’s The Wizard of Oz); urban industrial development (Sandburg’s “Chicago”); opportunity cost (Yeats’ “The Choice”), and social and economic (in)justice (Brooks’ “The Lovers of the Poor”).

ECON 1200. BASIC MICROECONOMICS. (3 Credits)
Microeconomics studies the decisions and interaction of consumers and businesses, resulting in an understanding of the process by which prices and quantities are determined in a market setting. Forms of industrial organization such as competition, monopoly and oligopoly are explored. Also studied are the markets for labor and other factors of production.
Attributes: ACMI, BUMI, ENST, FRSS, IPE, SSCI.

ECON 1250. CB HONORS MICROECONOMICS. (3 Credits)
The purpose of this course is to give students the principles that are required to understand current microeconomic issues. Economic logic and evidence is used to analyze consumer and business decisions, and the institutional factors shaping those decisions (e.g., the role of the government). We go through economic theories, and then discuss how these theories apply to the real world.
ECON 1800. INTERNSHIP. (1 Credit)

ECON 1998. HONORS THESIS. (1 Credit)

ECON 1999. SERVICE LEARNING-1000 LEVEL. (1 Credit)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

ECON 2140. STATISTICS I. (4 Credits)
This course introduces students to descriptive statistics, probability theory, discrete and continuous probability distributions, sampling methods, sampling distributions, estimation and hypothesis testing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BUMI, IPE.

ECON 2142. STATISTICAL DECISION MAKING. (4 Credits)
This computer-assisted course develops the student's ability to collect data, postulate a hypothesis or a model, select the appropriate statistical technique, analyze the data using statistical software, draw correct statistical inference and clearly summarize the findings. Specific topics include chi-square tests, analysis of variance, simple and multiple regression and correlation models, time series analysis, and quality control. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ECON 2140 or ECRU 2140 or ECU 2140.

ECON 2800. INTERNSHIP. (2 Credits)
Supervised placement for students interested in work experience.

ECON 2999. TUTORIAL. (2 Credits)
Independent research and readings with supervision from a faculty member.

ECON 3100. HISTORY OF ECONOMIC THOUGHT. (4 Credits)
An examination of the development of economic thought since the age of mercantilism. Economists covered include Adam Smith, Thomas Malthus, David Ricardo, Karl Marx, John Stuart Mill, Alfred Marshall, Thorstein Veblen, John Maynard Keynes and John Kenneth Galbraith. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ECON 1100 or ECON 1150.

ECON 3105. THEORETICAL ECONOMICS I. (4 Credits)
Theoretical issues in economics. Topics include optimization of single variable and multivariable functions, optimization subject to constraints, determinants, matrix inversion, and use of exponential and logarithmic functions in economics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ECON 1200 or ECON 1250.

ECON 3110. BUSINESS ECONOMICS I. (4 Credits)
This course relates themes from the Bible and the Catholic intellectual tradition to various issues in management, accounting, finance, information technology, and business economics. The goal of the course is to have upper level students think critically in business terms about some major religious themes already familiar to them from their courses in theology. Particular attention is given to stewardship and planning as characteristics of both business and religious cultures. Critical reflection will mean, in some instances, finding a way to integrate religious themes into operational aspects of business. In other cases, business reality will force students to acquire a nuanced understanding of religious practice. The general framework for the course is business culture interacting with religious culture, where culture is understood as the accepted way of doing things among particular groups. Instructional format: Seminar, meeting once a week on Mondays or Wednesdays, in the afternoon or evening. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 3116. MACROECONOMIC ANALYSIS. (4 Credits)
An examination of the causes of fluctuations in the level of economic activity. Impact of changes in consumption, investment, and government spending on employment, the price level, and economic growth are analyzed in detail. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ECON 1100 or ECON 1150.

ECON 3118. MICROECONOMIC THEORY. (4 Credits)
Theory of demand, price-output, equilibrium of firms under different market conditions, theory of production and determination of factor prices. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ECON 1200 or ECON 1250.

ECON 3125. MANAGERIAL ECONOMICS. (4 Credits)
The application of microeconomics to management decision making in both the private and public sectors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ECON 1200 or ECON 1250.

ECON 3135. INCOME DISTRIBUTION. (4 Credits)
Government income and expenditure survey, income density functions, estimating distribution models, Lorenz curves, Gini coefficients and Quantiles. Poverty definitions and estimation. Absolute and relative income inequality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ECON 1200 or ECON 1250.

ECON 3154. MATH FOR ECONOMISTS I. (4 Credits)
Introduction to differential calculus and linear algebra, as used in economics. Topics include optimization of single variable and multivariable functions, optimization subject to constraints, determinants, matrix inversion, and use of exponential and logarithmic functions in economics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ECON 1200 or ECON 1250.

ECON 3162. ECONOMICS AND BUSINESS FORECASTING. (4 Credits)
This course surveys the basic principles of forecasting and the most widely used forecasting models. This computer-assisted course uses the Main-frame or PC version of statistical packages like SPSSX. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 3165. COMPUTER APPLICATIONS IN ECONOMICS. (4 Credits)
Learn good spreadsheet design, efficient formula entry, and valuable auditing techniques in the context of simple economic questions. Learn how to create relational database management systems from scratch and how to turn all that data into useful information in a professional report. If you have never used Excel, Access and PowerPoint, or if you need to refresh your computer skills as you begin job searching, this course will develop you into a proficient MS Office user. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
ECON 3210. ECONOMICS OF DEVELOPMENT. (4 Credits)
Surveys of the rapid economic changes occurring in Eastern Europe, the former Soviet Union, as well as various emerging economies in Asia, Latin America and Africa. This course is designed to introduce students to the problems which confront today's less developed countries. Students will examine the differences between contemporary and early development, theories of development, the impact of population growth on development, globalization and the role of the state among other issues. Poverty Reduction will be given prominence throughout the course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE, LALS, PJST.

ECON 3211. ECONOMICS OF DEVELOPMENT. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: INST.
Prerequisites: ECON 1200 or ECON 1250 and ECON 1100 or ECON 1150.

ECON 3215. Bronx Urban Economic Development. (4 Credits)
The course will use economics, urban studies, and social service policy to examine economic, political and social issues that impact the local Bronx community. Topics covered will include budgetary policy, education policy, community development and investment and university/neighborhood relations, among others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AFAM, ICC, PJST, SL, SSCI, URST.

ECON 3228. MIDDLE EAST ECONOMICS. (4 Credits)
A survey of the economic systems of Middle Eastern nations combined with an examination of some of the differing approaches to development. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, IPE, MEST.

ECON 3229. POLITICAL ECONOMY OF THE MIDDLE EAST. (4 Credits)
A review of the most recent Economics/Political developments in the Middle East following war in Afghanistan and discovery of vast oil reserves in Central Asia. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, IPE, MEST.

ECON 3235. ECONOMY OF LATIN AMERICA. (4 Credits)
The Latin American experience from an economic perspective. The political and social dimensions of this experience. Among the most controversial subjects to be considered are: Latin America’s economic relations with the developed nations (trade, investment, foreign aid); the problems of internal stabilization in Latin American economies; the "distributive" issues (land tenure, income distribution, employment). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE, LALS, PJST.

ECON 3240. WORLD POVERTY. (4 Credits)
An investigation into the causes and consequences of poverty, both in the United States and in developing countries. The available statistics and the economic explanations of poverty are surveyed. Contemporary debates over policies to reduce poverty are discussed, including issues of welfare, food and housing subsidies, foreign aid, famine relief and agricultural development. The link between income distribution and economic growth is also discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE, LALS, PJST, URST, WGSS.
Prerequisites: ECON 1100 or ECON 1150.

ECON 3242. GLOBAL ECONOMIC ISSUES. (4 Credits)
Students debate the economic and environmental consequences of globalization, including trade agreements, labor standards and immigration, capital flows, climate change and the HIV-AIDS/Malaria pandemics. The perspective of non-western countries is emphasized, including their participation in international agreements such as the Kyoto and Montreal Protocols and within institutions such as the WTO, the World Bank, the United Nations and the IMF. We study a little game theory as applied to international negotiations and some key principles of environmental economics, but there are no formal prerequisites for this course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, IPE, LALS.

ECON 3243. MICROFINANCE IN EMERGING MARKETS. (4 Credits)
This class will present the basic concepts related to microfinance, its origins and evolution. The class will analyze the main Latin American microfinance models. It will review how Microfinance institutions (MFIs) are organized and how they differ from the banking sector providing loans to micro-entrepreneurs. The class will present a detailed analysis of MFIs in Peru, its results in terms of micro-business development and its impact on development and social inclusion. It will present the products and instruments used and how MFIs make them attractive and accessible for their clients and at the same time, profitable creating a self sustainable business model. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: INST.

ECON 3244. INTERNATIONAL ECONOMIC POLICY. (4 Credits)
This course explores the theoretical foundations of international trade flows and international monetary economics. The theoretical background is then used as a basis for discussion of international economic policy issues. The course emphasizes patterns of international trade and production; gains from trade; tariffs and other impediments to trade; welfare implications of international trade and trade policies; balance of payments; foreign exchange markets; coordination of monetary and fiscal policy in a global economy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, INST, IPE, LALS, URST.
Prerequisites: ECON 1100 or ECON 1150 and ECON 1200 or ECON 1250.
ECON 3245. INTERNATIONAL POLITICAL ECONOMY. (4 Credits)
This course uses economic methodology to study the fundamental relationships between wealth and political power in the context of various international economic policies. Contemporary issues covered can include globalization, protectionism, trade wars, foreign assistance and macroeconomic coordination. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 3248. MIGRATION AND DEVELOPMENT: A SOCIAL JUSTICE PERSPECTIVE. (4 Credits)
Migrations continue to reshape global economy, especially large cities. The human rights of conflict and climate refugees is a major challenge for UN countries. Global inequality is now determined mainly by where you are born. This course reviews theory and evidence on the impact of immigration on sending and receiving countries. Why do some regions welcome immigrants (e.g., NYC and California) while others spend large sums to stop migration. Who gains and who loses from immigration? Is there a fair and humanitarian approach that to immigration that promotes development in sending and receiving countries while minimizing the social and political cost of human mobility. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.
Prerequisites: ECON 1100 or ECON 1200.

ECON 3256. COMPARATIVE ECONOMIC SYSTEMS. (4 Credits)
Survey of the salient features of alternative economic systems; the mixed economies of the western world and Japan, the reforms in the former Soviet, Eastern European, and Chinese economies; problems of measuring economic performance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, INST, IPE.

ECON 3340. ECONOMICS OF INTERNATIONAL BUSINESS. (4 Credits)
This course describes the close connection between economic development and growth of the global economy via international business enterprise. Topics include an analysis of modern international business practices as one of the principal instruments of economic development; the emergence of the global, multinational enterprise out of post-WWII institutions and policies incorporated in GATT and IMF; international business strategies applied to diverse cultures and traditions; the tensions between national identity and the requirements of the global economy; profit vs. social welfare; technology transfer (with special emphasis on communications tech); MSBE entre to global markets; access to funding via international and indigenous financial markets; and the role of foreign direct investment. The course will also feature guest speakers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: INST.
Prerequisites: ECON 1100 or ECON 1150 and ECON 1200 or ECON 1250.

ECON 3346. INTERNATIONAL TRADE. (4 Credits)
A foundation course in international economics. Covers both international trade theory and policy. Issues examined include protectionism, trade and growth, custom unions, and multinational corporations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, INST, IPE, LALS, URST.
Prerequisites: ECON 1100 or ECON 1150 or ECON 1200 or ECON 1250.

ECON 3347. INTERNATIONAL FINANCE. (4 Credits)
A foundation course in international economics. Covers foreign exchange markets and the balance of payments. Also examines macroeconomic policies affecting employment and inflation in an open economy.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, IPE.
Prerequisites: ECON 1100 or ECON 1150 or ECON 1200 or ECON 1250.

ECON 3385. ECONOMICS OF ENERGY. (4 Credits)
This course examine the size and operation of markets for different sources of energy, such as oil, coal, natural gas, and nuclear. Analysis of economic and non-economic impact of these sources of energy on the US and global economy is a major objective of this course. It also examines a variety of social, political, legal, regulatory, environmental, and technological issues from regional, national, and global perspectives.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ENVS, INST.

ECON 3430. ST: SUSTAINABLE BUSINESS. (4 Credits)
This foundation course for the GSB-FCRH Sustainable Business minor covers the ethical, economic, and scientific principles needed to manage and promote enterprises that are both profitable but also socially and environmentally responsible. Using case studies, guest speakers and their own research students acquire the comprehensive perspective necessary to manage and promote social entrepreneurship within large and small companies and to work with NGOs, fair trade groups, private-public sector partnerships and micro-enterprises, etc. Sustainable means profitable, environmentally sound and enabling for small scale entrepreneurs. Case studies range from Google’s East Coast Wind Power grid to carbon offset programs in the Amazon to mobile phone remittance based microfinance programs in Africa. This first course will draw on the knowledge of Fordham students and faculty as well guest speakers from the New York area to build a new sustainable business and development program at Fordham. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, IPE, PJST.

ECON 3435. INDUSTRIAL ORGANIZATION. (4 Credits)
An examination of the behavior of firms in monopolistic and oligopolistic market structures; the history, content, and effectiveness of anti-trust legislation; and the role of regulation in American industry. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
ECON 3453. LAW AND ECONOMICS. (4 Credits)
This course applies microeconomic analysis to traditional areas of legal study, such as contract, property, tort and criminal law. The approach applies the 'rational choice' framework used in economics to analyze the purpose, effect and genesis of laws. Attention is paid to the effect of legal structures on economic efficiency. Economic analysis of law is one of the fastest growing and most influential areas of both economic and legal scholarship. This course is of value to both the general economist and students planning to attend law school. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.
Prerequisites: ECON 1200 or ECON 1250.

ECON 3454. ECONOMICS OF CORPORATE LAW. (4 Credits)
This course uses economic analysis to study the interaction of the corporation and the law. Topics include the theory of the firm, mergers, and ownership concentration. The 'agency problem' between owners and managers, in which the interests of these groups diverge, is examined. Pertinent issues include structure of corporate boards, executive turnover, and executive compensation plans. The rationale for, and effects of, regulation of the firm are also examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 3455. ECONOMICS AND REGULATION. (4 Credits)
This course provides students with the tools to understand the institutional aspect of regulatory and antitrust policies. It examines the economic issues at stake, what particular market failures provide a rationale for government intervention, the appropriate form of government actions and the effects of government intervention. Topics such as government merger policies, cable television regulation, transportation regulation, crude oil and natural gas regulation, environmental regulation, and regulation of workplace health and safety will be covered. Prerequisite: ECON 1200. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: ECON 1200.

ECON 3457. INTERNATIONAL REGULATION. (4 Credits)
This course will study the structure, function, and economic impact of the EU, NAFTA, GATT, and US trade, immigration, and national security statutes (such as US Customs regulations, the Patriot Act, and the ITAR). Where applicable, students will use contemporary case studies to illuminate the concepts at issue. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, IPE.

ECON 3563. LABOR ECONOMICS. (4 Credits)
This course examines labor institutions and their historical development in addition to the economics and peculiarities of labor markets. The role that institutional pressures (e.g., trade unions, government legislation, labor-management relations), industry organization, and market forces play in determining the terms and conditions of employment are discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: LALS.

ECON 3570. LABOR MARKET AND DIVERSITY. (4 Credits)
The goal of this course is to enable students to think independently about labor market and diversity issues. This course will (a) provide an introduction to the economic analysis of behaviors and institutions in the labor market; and (b) give students the tools to deal with diversity questions within the labor market such as educational attainment, employment discrimination, and income inequality across gender and racial groups. Economic logic and evidence will be used to analyze employer and employee decisions and the institutional factors shaping those decisions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, PJST, PLUR, URST, WGST.
Prerequisites: ECON 1100 or ECON 1150 and ECON 1200 or ECON 1250.

ECON 3577. KENYA: HEALTH, MICROFINANCE, AND POVERTY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 3580. ECONOMICS OF DIVERSITY. (4 Credits)
Many of the social interaction of an individual in American society are shaped by the ethnic, racial, and gender groups to which the individual belongs. In this course we will investigate several of the economic effects of social interactions in a diverse society including: residential segregation, peer effects on neighborhood crime rates, inter-racial marriage patterns, diverse, social norms and cultural beliefs, the spread of diseases, income inequality, and affirmative action. While the specific topics covered are broad, many share properties that can be understood through the concepts of basic network theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: LALS, PLUR, URST.

ECON 3636. MONEY AND BANKING. (4 Credits)
The role of commercial banks and financial institutions in the creation and allocation of money and credit; the central bank as regulator of the money supply; monetary theory and policy; the international monetary system. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.
Prerequisites: ECON 1100 or ECON 1150.

ECON 3637. MONETARY POLICY. (4 Credits)
An analysis of the monetary sector of the economy and the impact of monetary policies designed to solve the problems of inflation, unemployment, and economic growth. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: ECON 3636.
ECON 3666. ECONOMICS AT THE MOVIES. (4 Credits)
Films spirit us away. Whether we journey somewhere in time, or far, far away, we do it in the name of entertainment. One does not, simply, walk away from a well-made film, unchanged. Regardless of subject, genre or direction, film draws from the human experience. This course will utilize film to illustrate the concepts that students have and will encounter in their study of Economics. Through the lens of Economic Analysis, students will experience film and enrich the film-going experience.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ECON 1100 or ECON 1150 and ECON 1200 or ECON 1250.

ECON 3739. FINANCIAL MARKETS. (4 Credits)
An introduction to the flow of funds analysis and interest rate determination in the money and capital markets; the risk and term structure of interest rates. An introduction to financial futures, options, and swaps. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 3740. ISSUES IN FINANCIAL MARKETS. (4 Credits)
This course provides an in-depth examination and discussion of selected topics in financial markets. Topics of current interest will be drawn from both academic and non-academic sources Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ECON 1200 or ECON 1250.

ECON 3743. STOCKS, BONDS, OPTIONS, AND FUTURES. (4 Credits)
This course examines the working of the primary and secondary markets, investment banking, brokers and dealers, the New York and the American Stock Exchanges, the NASDAQ, the options and futures markets. Fundamental and technical analysis is also covered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ECON 1200 or ECON 1250.

ECON 3778. CORPORATE FINANCE. (4 Credits)
The decision-making processes of a firm across time and in the presence of uncertainty. Financial assets and markets. Valuation of financial assets. Working capital and long-term financial management. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 3800. INTERNSHIP. (3 Credits)
Supervised placement for students interested in work experience.

ECON 3840. ENVIRONMENTAL-ECONOMIC POLICY. (4 Credits)
This course will introduce students to the basic supply-and-demand framework used to evaluate market outcomes in basic microeconomics courses. Within the context of this framework, the course will explore several policy-relevant environmental issues, including: agricultural production, climate change, electricity generation, and ecosystem services. Exploration of the contemporary environmental issues will be led by student groups, which will engage in oxford-style debates regarding potential resolution of each issue. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENST.
Prerequisites: ECON 1200 or ECON 1250.

ECON 3850. ENVIRONMENTAL ECONOMICS. (4 Credits)
Good economic analysis underlies many successful environmental policies, from reducing air and water pollution to the Montreal Accord limiting ozone depleting gases. However, the environmental challenges of global warming, biodiversity and sustainable development are increasing global as well as politically and economically complex. This course reviews the key economic ideas underlying past successes and explores potential solutions for sustaining economic growth with environmental preservation in rich and poor countries alike. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, ENST, ENVS, PJST, URST.
Prerequisites: ECON 1200 or ECON 1250.

ECON 3870. PUBLIC FINANCE. (4 Credits)
The role of public expenditure in a market economy. Equity and efficiency in a tax system. Description and analysis of the major taxes. Intergovernmental fiscal relations. Programs for redistributing income. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ECON 1100 or ECON 1150 or ECON 1200 or ECON 1250.

ECON 3872. PRINCIPLES OF COST-BENEFIT ANALYSIS (CBA). (4 Credits)
An introduction to the theory and practice behind environment policy decisions in developed and developing countries. Featured are applications in health, education, transport, preserving the environment and HIV/AIDS. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ECON 3118 or ECON 3870.

ECON 3876. HEALTH COSTS AND BENEFITS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 3884. CONTEMPORARY ECONOMIC PROBLEMS. (4 Credits)
A survey of outstanding micro and macroeconomic problems facing the United States. Topics covered include changes in the global economy, unemployment and inflation, poverty, environmental protection, health care reform, the productivity issue, the deficit. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 3885. INTRODUCTORY ECONOMETRICS. (4 Credits)
This course introduces students to econometrics. It reviews the classical regression model before studying in detail deviations from the classical assumptions, which are often encountered in practice. The course covers several estimation techniques (such as maximum likelihood), as well as topics in time series analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ECON 1100 or ECON 1150 and ECON 1200 or ECON 1250.
ECON 3971. URBAN ECONOMICS. (4 Credits)
Urban Economics is the study of location choices by firms and households. The technological changes and economic factors driving the process of urbanization, and the shift from a "downtown"-centered city to the suburbanized metropolises prevalent in the U.S. today is the central focus of the course. Throughout the course, New York City's history and current situation is used as an example of the economic forces operating on cities. Students will participate in a group project to analyze a major urban problem such as housing affordability, poverty, crime or education. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

ECON 3999. SERVICE LEARNING-3000 LEVEL. (1 Credit)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

ECON 4005. FAIR TRADE ENTREPRENURSHIP. (4 Credits)
Fair trade is a global response to social injustice and poverty. Whether it is capital for "startups" or markets for fair trade coffee, the fair trade movement promotes socially and environmental responsibility business practices here and abroad. This course reviews the fair trade movement's successes and failures to find alternatives to business as usual that reduce poverty and build a sustainable global economy. Students focus on country specific examples of fair trade and microfinance social innovation that reduce poverty by creating viable livelihoods. Marketing, insurance, finance and management can all be applied to build a socially justice and sustainable global economy. "We urgently need a humanism capable of bringing together the different fields of knowledge, including economics, in the service of a more integral and integrating vision" Pope Francis argues in his recent Encyclical Letter, this course explores this vision. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PJST.

ECON 4020. DISABILITY: ECONOMIC AND OTHER APPROACHES. (4 Credits)
This course is a critical survey of the research and analysis of disability definitions, measures and economic issues with a focus on the interaction between disability and the public policy arena in the United States. It uses economic models, but also covers in-depth approaches and methodologies in other disciplines. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, PLUR.
Prerequisites: ECON 1100 or ECON 1200.

ECON 4110. ECONOMICS. (4 Credits)
This course examines how ethical considerations enter into economic decisions. Readings include writings by moral philosophers and the founders of economic thought as well as recent research on ethical issues. Topics for discussion may include childcare, trade liberalization, welfare reform, healthcare, poverty, pollution and economic sanctions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP4, SRVL, VAL.
Prerequisites: ECON 1200 or ECON 1250.

ECON 4200. SEMINAR: MANAGERIAL ECONOMICS IN A GLOBAL ECONOMY. (4 Credits)
The application of economic theory (microeconomics and macroeconomics) and decision science tools (mathematics and econometrics) by firms and non-profit organizations to find optimal solutions to managerial decision problems in the face of constraints. The topics covered are new managerial theories of organizations in the globalized world of today; the theory and estimation of demand, production and costs, and their relationship to output and prices under various market structures. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: (ECON 1100 and ECON 1200) or (ECON 1150 and ECON 1250).

ECON 4800. INTERNSHIP. (4 Credits)
Supervised placement for students interested in work experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ECON 4870. ECONOMIC FOUNDATIONS OF CATHOLIC SOCIAL TEACHING. (4 Credits)
This course explores the economic thought that has served as the basis of the Church’s teaching on issues like capitalism, socialism, poverty, wages, unions, the environment, and economic responsibility from Leo XIII’s encyclical Rerum Novarum to the present and current economic research that may guide future Church teaching. This will be done through lectures, readings from primarily 19th and 20th-century economic works, and discussion of how these works’ ideas are evident in papal encyclicals and other Church documents. The course will include case studies of how Catholic social teaching has influenced national social and economic policies in Europe and the U.S. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMCS, ICC, REST, THEO.
Prerequisites: ECON 1100 or ECON 1200 or ECON 1150 or ECON 1250.

ECON 4900. INTERNSHIP SEMINAR. (4 Credits)
Students are placed in a work setting of their choice for 8 to 10 hours per week to enrich their understanding of the economic process. Readings and a written report related to the student’s internship are assigned. There is a pass/fail grade for the course. The course is restricted to seniors majoring in economics Urban and Public Sector Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: IPE.

ECON 4998. HONORS SEMINAR IN ECONOMICS. (1 Credit)
Supervised individual study project.

ECON 4999. TUTORIAL. (4 Credits)
Supervised individual study projects.
ECON 5005. FAIR TRADE ENTREPRENEURSHIP. (3 Credits)
Fair trade is a global response to social injustice and poverty. Whether it is capital for " startups" or markets for fair trade coffee, the fair trade movement promotes socially and environmental responsibility business practices here and abroad. This course reviews the fair trade movement's successes and failures to find alternatives to business as usual that reduce poverty and build a sustainable global economy. Students focus on country specific examples of fair trade and microfinance social innovation that reduce poverty by creating viable livelihoods. Marketing, insurance, finance and management can all be applied to build a socially just and sustainable global economy. "We urgently need a humanism capable of bringing together the different fields of knowledge, including economics, in the service of a more integral and integrating vision" Pope Francis argues in his recent Encyclical Letter, this course explores this vision.

ECON 5006. PROGRAMMING ECON & FINANCE. (3-4 Credits)
This course introduces the student to various computer programs and their applications in economics and in finance. The course begins with a general review of programming skills using MATLAB. It then presents other statistical and econometric packages such as SAS and STATA. The course concludes with a review of the LATEX program.

ECON 5011. ECONOMIC ANALYSIS. (3-4 Credits)
A survey of macro- and microeconomic theory intended to prepare IPED students, who had not majored in economics as undergraduates, for IPED's other core courses in economics.

ECON 5015. ECO DEVELOPMENT POLICY. (3-4 Credits)
Using economic methodology, this course examines the interaction between political and economic institutions in the determination of economic policy in developing countries. Topics may include population central, urban bias, agrarian reform, trade policies, foreign aid, and macroeconomic adjustment policies. Prerequisite: ECGA 5011 .

Attribute: URST.
Prerequisite: ECON 5011.

ECON 5020. AFRICAN ECONOMIC DEVELOPMENT. (3-4 Credits)
The key objective of this course is to develop an understanding of the economic development problems of Africa, the trade patterns and financial relationships of Africa to the rest of the world. With examples, application, and country case studies, the course covers major development challenges and the possible solutions, the growing influence of African economics in industrialized and developing countries as well as future prospects.

ECON 5032. ECONOMIC THEORY AND APPLICATION OF TRANSFER PRICING. (3 Credits)
The reorganization of corporations into large multinational units with diverse operations has given renewed interest in the issue of transfer pricing of goods and services as they move between corporate units. Transfer pricing gives rise to a host of taxation and economic issues. In this course, we focus on economic models for transfer pricing using agency theory and game theory and discuss Hirshleifer's theories of corporate organization. We then discuss a variety of tax issues that arise under different pricing schemes and work through case studies to provide a well-rounded perspective of how theory relates to practice. Undergraduate seniors who wish to enroll in ECON 5032 must have successfully completed ECON 3118, and obtain the written permission of the professor, graduate department program director and senior class dean to register for this course.

ECON 5040. STRATEGIC FINANCIAL MANAGEMENT. (3-4 Credits)
An introduction to the basic questions facing an investor evaluating firm policy. The course covers debt/equity choice, dividend policy, and principle/ agent problems within the firm. The value of the firm under different financial and managerial structures. Current research is surveyed to determine how investors interpret various financial arrangements such as dividend policy, taxes, and stock offerings. Specific attention will be paid to information and incentives of each party in a financial contract in the context of structuring the firm, running the firm efficiently, and if all else fails, bankruptcy.

ECON 5105. TOPICS IN ECONOMIC HISTORY. (3-4 Credits)
The course aims to examine how to apply the core ideas and methods of economics to a wide range of historical issues, while at the same time broadening and deepening the exchange of ideas between economists and historians.

Attribute: HIST.

ECON 5260. EPIDEMICS & DEVEL POLICY. (3-4 Credits)
A study of epidemics in developing countries, their transmission, control and governmental policy.

ECON 5415. GENDER AND ECONOMIC DEVELOPMENT. (3 Credits)
Analyze the social nature of gender and economic development in a cross-cultural perspective. Topics include household labor, occupational segregation and earnings, inequality in market work, poverty, family structure, public policy and gender equity. The course draws on material from economics and other social sciences to analyze the social nature of gender and economic development in a cross-cultural perspective. Topics include women's household labor; occupational segregation and earnings, inequality in market work; the intersections of gender, class, race, and ethnicity; women and poverty; family structure; public policy and gender equity.

ECON 5442. Emerging Markets: South Africa. (3 Credits)
Intended for students from South Africa participating in Fordham's ADV EMRA program, this course is offered every August at the University of Pretoria. Students will collect and analyze economic and financial data on South Africa and compare it with similar data on the emerging markets as well as with more established markets. In addition, students will have the opportunity to interact with South African business, labor and government representatives as well as with US business and government representatives. At the end of the course students will attempt to determine the prospects for foreign equity investment for a particular country.

ECON 5450. CRISES, ADJUSTMENT AND POVERTY. (3-4 Credits)
This course explores how low income countries cope with large fluctuations in foreign aid, resource revenues, and private capital flows. Financial crises, IMF adjustment programs, conditionality, social budgeting, and poverty focused employment/transfer programs are explored using case studies from Africa, Asia, Latin America and Eastern Europe.

Prerequisites: ECON 5011 and ECON 5510 or ECON 6560.

ECON 5500. FINANCIAL ANALYSIS. (3 Credits)
An examination of the pricing of financial instruments and the working of the markets for stocks, bonds, options, and futures contracts.
ECON 5510. INTERNATIONAL ECONOMIC POLICY. (3-4 Credits)
Using economic methodology, this course examines the interaction between political and economic institutions in the determination of international economic policy. Topics may include protectionism, strategic trade policy, sanctions, and macroeconomic coordinations. Prerequisite: ECGA 5011. Attributes: INST, IPED.

ECON 5515. INTL MONETARY POLICY. (3 Credits)
This graduate level course in international macroeconomics and finance is part of the Core Courses of the IPED program. It is designed to help students develop an understanding of international capital markets and provide a conceptual framework for the analysis of macroeconomic policy in an open economy.

ECON 5540. EMERGING MARKETS. (3 Credits)
Intended primarily for IPED students interested in analyzing the dynamics of emerging financial markets in Africa, Asia, and Latin America. The course compliments POGA 6991- Political Risk Analysis. Students must prepare a country study regarding one country’s basic macroeconomic performance, foreign exchange market, and stock market. Use of a computer and the Internet are incorporated into the course to gather data and analyze it statistically. Intended primarily for IPED students, this course explores the dynamics of emerging financial markets in Africa, Asia, Eastern Europe, and Latin America. Complementing and expanding upon the skills learned in POGA 6991 Political Risk Analysis, students learn how to prepare a country study regarding their country’s leading macroeconomic indicators, the stability of its foreign exchange market, and the likely returns and risks associated with its stock market. Real time data is obtained from the university’s Bloomberg Terminal and the internet. Additional data is available from standard written and CD-ROM statistical sources. Students are taught how to analyze this data using standard statistical software to forecast trends as well as to estimate returns, volatility and cross correlations. An optimal portfolio of equity investments in emerging markets is estimated. Interest in analyzing the dynamics of emerging financial markets in Africa, Asia, Eastern Europe, and Latin America.

ECON 5541. EMERGING MKTS: SOUTH AFRICA. (3-4 Credits)
Students will analyze economic and financial data in order to judge the prospect for foreign equity investment in South Africa. Students will also meet with union government, business and political leaders. This course can substitute for ECON 5540 Emerging Markets in the EMRA certificate requirements.

ECON 5542. EMERGING MKTS: SOUTH AFRICA. (3 Credits)
Intended for students from South Africa participating in Fordham’s ADV EMRA Program, this course is offered every August at the University of Pretoria. Students will collect and analyze economic and financial data on South Africa and compare it with similar data on other emerging markets as well as with more established markets. In addition, students will have the opportunity to interact with South African business, labor and government representatives as well as with US business and government representatives. At the end of the courses students will attempt to determine the prospects for foreign equity investments for the particular country.

ECON 5545. MICROFINANCE IN EMERGING ECONOMIES. (3 Credits)
This class will present the basic concepts related to microfinance, its origins and evolution. The class will analyze the main Emerging Economies microfinance models. It will review how Microfinance institutions (MFIs) are organized and how they differ from the banking sector providing loans to micro-entrepreneurs. The class will present a detailed analysis of successful MFIs, its results in terms of micro-business development and its impact on development and social inclusion. It will present the products and instruments used and how MFIs make them attractive and accessible for their clients and at the same time, profitable creating a self sustainable business model.
Attribute: ASSC.

ECON 5551. DOMESTIC AND INTERNATIONAL BANKING. (3 Credits)
A survey of domestic, and international banking activities and regulations, foreign exchange futures and options, foreign exchange rates, Eurocurrency markets, interest rate swaps, American banking regulations, hedging foreign exchange and interest rate risk, and financial innovation.
Attribute: IPED.

ECON 5552. THE ROSE PROGRAM. (3 Credits)
This course is intended for students who want to learn more about regulation in the financial services industry and want to get actively involved in shaping the regulatory space. Top performing project teams will present their proposals to a panel of Wall Street executives and will be invited to Washington, DC to present to regulators.
Prerequisites: (ECON 1100 or ECON 1150) and (ECON 1200 or ECON 1250).

ECON 5570. GLOBAL FINANCIAL MARKETS. (3-4 Credits)
The course describes the markets and regulatory structures in which firms operate and the types of financial instruments used in developed and developing countries. Examines sources of risk investors face as well as how the financial system itself plays a role in development. An examination of financial markets in developed and developing countries. This course describes the markets and regulatory structures in which firms operate to raise funds and the type of financial instruments used. Attention is paid to sources of risk investors face domestically and internationally and the pricing of that risk. The course also looks at how firms operate under the financial constraints of a developing economy as well as how the financial system itself may play a role in affecting the rate of development. Satisfies IPED students the GBA certificate prerequisite of FN6411 Financial Environment. Designed to complement topics covered in ECGA 5551 Domestic and International Banking.
Attributes: INST, IPED.

ECON 5590. HEALTH ECONOMICS. (3 Credits)
The aim is to evaluate health expenditures and health policies in both the US and in Developing Countries using a common framework that integrates equity and efficiency. The course covers cost minimization, cost-effectiveness analysis, cost-utility analysis and cost-benefit analysis. All theories are matched with an application related to an actual policy expenditure decision. Applications related to the US include valuing physician service, alcohol treatment, inpatient care, diagnostic related groups (DRGS), psychiatric hospitals, Medicare payments, and bills charged to patients. Applications of special interest to developing countries include vaccinations, Disability Adjusted Life Years (DALYS) and the global burden of disease, user fees and various interventions for HIV/AIDS.

Updated: 10-11-2017
ECON 5700. MATH CAMP. (3 Credits)
The primary objective of this course is to provide incoming graduate students with solid mathematical foundations necessary for the first year sequence of theory and econometric courses. This course is designed on the presumption that students will have already been exposed to some of this material in previous studies.

ECON 5710. MATH FOR ECONOMISTS I. (3-4 Credits)
An introduction to linear algebra and differential calculus, as used in economics. Topics include matrix algebra, determinants, solutions of systems of linear equations, differentiation, single variable optimization, and an introduction to multivariate and constrained optimization.

ECON 5740. GIS MAPPING: STATA AND R PROG. (3 Credits)
This course studies the mapping of long data sets into geographical information systems (GIS) by programming SATA and R.

ECON 5750. GAME THEORY. (3-4 Credits)
In this course we examine economic and social networks and their corresponding economic effects. We cover the measurement and common regularities of social network properties and popular models of network formation. We apply these tools to topics of interest which may include: Labor Markets, The Spread of Infectious Diseases, The Spread of Financial Information, The Spread of New Technologies/ Fads/ Fashions, Marketing, Social Norms, Game Theory and Other Strategic Interactions, Immigration and Social Capital, Industrial Organization.

ECON 5771. PROJECT ASSESSMENT. (3 Credits)
Uses the logical framework analysis frequently mandated by USAID to design a results based system to monitor and evaluate small community development projects.

ECON 5808. MICROFINANCE & MIGRATION. (3 Credits)
Migration, access to credit (microfinance) and remittances can create employment and education opportunities for poor families, particularly women. Interdisciplinary case studies from Mexico, the DR, the Bronx, Amsterdam, Nigeria, China, Bangladesh and India show how race, class and gender affect employment outcomes.

ECON 6010. MICROECONOMIC THEORY I. (3-4 Credits)

ECON 6020. MACROECONOMIC THEORY I. (3-4 Credits)
Classical, Keynesian, and contemporary analysis of income, employment, and price determination. Rational expectations in macro models. Dynamics of inflation and inflationary expectations.

ECON 6030. GLOBAL MANAGERIAL ECONOMICS. (3 Credits)
The application of economic theory and decision science tools by global firms to find optimal solutions to managerial decisions problems. The topics covered are new managerial theories of organizations in the globalized world of today; the theory and estimation of demand, production and costs, and their relationship to output and prices under various market structures.

ECON 6240. FINANCIAL ECONOMICS. (3 Credits)
A study of the fundamental methods and pricing techniques in Financial Economics. The course studies valuation of fixed income securities, stocks, and derivative contracts. Course description updated (Item 6) Fall 06. An analysis of asset pricing and financial market structure.

ECON 6310. MONETARY POLICY. (3 Credits)
The impact, transmission, and incidence of monetary policy, central bank control of the money supply, rational expectations, and the effectiveness of monetary policy.

ECON 6320. MONETARY THEORY. (3 Credits)
The influence of money on prices, interest, output, and employment. Microfoundations of monetary theory, Rational expectation, contract theory.

ECON 6340. FINANCIAL THEORY. (3 Credits)
The theory of financial decision making, risk, and risk aversion, advanced asset pricing models, empirical regularities of financial markets. Prerequisite: ECGA 6330, ECGA 5710. ECGA 6710 is strongly recommended.

Prerequisite: ECON 6710.

ECON 6440. COMMUNITY ECONOMIC DEVELOPMENT. (3 Credits)
This course is designed to introduce students to the analytical frame work of house economics. This frame work is then used to study micro finance, education and health. The course also covers ways to assess the success of development projects done in these areas.

ECON 6460. AGRICULTURE AND DEVELOPMENT. (3 Credits)
Topics in agricultural economics including food security and environmental issues.

Attributes: ABGS, IPED.

ECON 6470. GROWTH AND DEVELOPMENT. (3 Credits)
A survey of growth models and statistical evidence to determine what causes growth rate to vary among countries and over time. Topics include the source of economic growth, growth with balance of payments adjustments, capital inflows and growth, and north-south growth models. Prerequisites ECGA 5410 and ECGA 5710. Growth models and statistical evidence are surveyed to determine what causes growth rates to vary among countries and over time. Topics include the sources of economic growth, growth with balance of payments adjustment, capital inflow and growth, and North-South growth models. Prerequisites: Economic Development Policy and Applied Econometrics or the equivalent.

Attributes: INST, IPED.

Prerequisites: ECON 5710 or ECON 5700.

ECON 6480. ENVIRONMENTAL AND RESOURCE ECO. (3 Credits)
This course considers environmental/protection and natural resource management as elements of international policy development and planning.

Attribute: IPED.

ECON 6490. FOREIGN AID & DEVELOPMENT. (3 Credits)
This course examines both the economic and the political role of foreign aid in development. Economic topics may include economic growth, agricultural development, food aid, the environment, health, education, and emergencies. Political topics may include alliance building, conflict resolution, and governance.

Attributes: INST, IPED.

ECON 6510. INTERNATIONAL TRADE. (3,4 Credits)

ECON 6530. INTERNATIONAL ECONOMICS OF DEVELOPMENT. (3 Credits)
International Economics of Development studies those aspects of development that are related to International economics. Subjects covered can include the connection between economic growth and international trade, the terms of trade and economic development, export instability and economic development, import substitution versus export promotion, international labor migration, and international capital flows.
ECON 6560. INTERNATIONAL FINANCE. (3 Credits)
Attributes: INST, IPED.

ECON 6710. MATH FOR ECONOMISTS II. (3-4 Credits)
Advanced mathematical techniques used in economics, including exponential and logarithmic functions, integration, multivariate and equality-constrained optimization, dynamic equations and systems of dynamic equations, as well as more advanced optimization techniques.

ECON 6770. MICROFINANCE IN EMERGING ECONOMIES. (3 Credits)
This class will present the basic concepts related to microfinance, its origins and evolutions. The class will analyze the main Emerging Economies microfinance models. It will review how Microfinance Institutions (MFIs) are organized and how they differ from the banking sector providing loans to micro-entrepreneurs. The class will present a detailed analysis of successful MFI’s, its results in terms of micro-business development and its impact on development and social inclinations. It will present the products and instruments used and how MFI’s make them attractive and accessible for their clients and at the same time, profitable creating a self sustainable business model.

ECON 6910. APPLIED ECONOMETRICS. (3,4 Credits)
Basic techniques of econometric theory, including applications in consumer theory, theory of the firm, and in macroeconomics, as well as a review of statistical methods. Some computer work is assigned.

ECON 6950. FINANCIAL ECONOMETRICS. (3-4 Credits)
Hypothesis testing, and modeling, with respect to financial data.

ECON 7010. MICROECONOMIC THEORY 2. (3 Credits)
Advanced topics in demand and production theory, human capital, theories of interest, technological change, general equilibrium, and welfare economics.

ECON 7020. MACROECONOMIC THEORY II. (3 Credits)
Optimal wage/employment contracts, with implications for unemployment compensation schemes: a taxonomy of macroeconomics disequilibrium; old and new theories of business cycles; problems of productivity and growth.

ECON 7910. ECONOMETRICS I. (3 Credits)
An examination of the standard linear model and generalized least squares. Hypothesis formulation, model specification, estimation and testing techniques, using matrix algebra.

ECON 7920. ECONOMETRICS II. (3 Credits)
An advanced treatment of select topics in econometrics, including sophisticated simultaneous equation estimation, asymptotic distribution theory, time series analysis, forecasting and Bayesian inference.

ECON 7995. TEACHING INTRODUCTORY ECONOMICS. (0 Credits)
This course is intended for graduate-student Teaching Fellows. It provides training in all aspects of teaching introductory courses in Macro and Microeconomics. The faculty instructor will visit each Teaching Fellow’s classroom to observe and offer advice on the TF’s lecture style and technique. Participants in this course will meet periodically to discuss all aspects of teaching, including the preparation of a syllabus, the use of instructor software, writing and grading exams, and developing assessments.

ECON 8100. ECONOMICS INTERNSHIP. (0.5 Credits)
The Economics Internship course provides Economics graduate students the opportunity to accumulate relevant professional experience and practical training that they may need.

ECON 8570. Seminar in International Economics. (3 Credits)
The seminar requires the preparation of a research paper on an aspect of international trade or international finance, such as the gains from trade, trade policies, economic integration, foreign direct investments, international migration, growth trade, trade and development; exchange rate dynamics, international financial flows, and the international monetary system. Requirements: International Trade (ECON 6510) and International Finance (ECON 6560)

ECON 8600. RESEARCH AND WRITING IN ECONOMICS. (3 Credits)
The course will aim to develop key skills for economics research. These skills will be imparted through lectures, discussions, presentations, homework assignments, and as part of a research paper the students will be required to prepare and present. The course will also provide a forum for students to present and discuss ideas, literature reviews and methodologies.

ECON 8999. INDEPENDENT STUDY. (4 Credits)

ECON 9999. DISSERTATION DIRECTION. (1 Credit)

Economics (Law) (ECGL)

ECGL 0336. LAW & ECONOMICS. (2-3 Credits)
This course explores the insights economics offers about both how the legal system ought to be structured and the implications of its actual design. The course gives particular attention to the key areas of property law, contracts, torts, and criminal law, though it will also look at issues such as civil and criminal procedure. The course will present the traditional law and economics models developed over the past 30 years, but it will also consider the criticisms of and limitations to such models, and it will look at the implications of recent developments such as behavioral law and economics and the rise of empirical law and economics. No prior knowledge of economics is assumed.
Attributes: JD, LLM, PIF.

ECGL 0602. COST-BENEFIT ANALYSIS IN AGENCIES. (1-2 Credits)
Both the President and Congress require that in many circumstances, agencies assess the costs and benefits likely to result from important regulatory action before taking such action. Cost-benefit analysis is both an art and a science, simultaneously profoundly technocratic and deeply value-laden. This intensive course will examine cost-benefit analysis as conducted in practice by federal agencies. After an introductory overview, the course will utilize case studies from several agencies to explore economic, legal, and political factors that help to shape how agencies deploy this central institution of the administrative state.
Attributes: INLJ, LAWJ, LLM.

English (ENGL)

ENGL MTNC. MAINTENANCE-ENGLISH. (0 Credits)

ENGL 0912. REQUIREMENT PREPARATION. (0 Credits)
For Ph.D. and Master’s students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement, such as comprehensive exam, Master’s thesis, or dissertation submission.
Attribute: Z410.
ENGL 0914. REQUIREMENT PREPARATION IN SUMMER. (0 Credits)
For Ph.D. and Master’s students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

ENGL 0930. PHD COMPREHENSIVE EXAMINATION-ENGLISH. (0 Credits)

ENGL 0935. MASTER'S CAPSTONE PREPARATION. (0.5 Credits)
In any semester in which Master’s Students or Master’s w/Writing Concentration Students are not registered for any credited coursework and in which they have not completed or are completing their Capstone, this .5 credit administrative course is required.

ENGL 0936. MASTER'S COMPREHENSIVE EXAMINATION-ENGLISH. (0 Credits)

ENGL 0950. PROPOSAL DEVELOPMENT. (1 Credit)

ENGL 0960. PROPOSAL ACCEPTANCE. (3 Credits)

ENGL 0970. DISSERTATION MENTORING. (0 Credits)
The Classics PhD. student is required to register for Dissertation Mentoring, which has a 3 credit fee, the semester after the student’s proposal is accepted.
Attribute: Z407.

ENGL 1004. TEXTS AND CONTEXTS: UPWARD MOBILITY AND THE COMMON GOOD. (3 Credits)
This course will explore Anglo-American literary representations of socio-economic self-transformation by focusing on its inherent tension between mobility and community. Has the fabled path from rags to riches threatened or sustained neighborhoods and nations? What happens to virtue, charity, and social cohesion when the desire for wealth acquisition becomes normative? We will address these and other questions through discussions of a wide range of literary texts, from Benjamin Franklin’s Autobiography to Patricia Highsmith’s The Talented Mr., Ripley. But we will also consider how the pervasive contemporary rhetoric of the “American Dream” in newspapers, magazines, film, and new media negotiates the ideal of upward mobility in relation to such collective ideals, such as mentoring, cooperation, and self-sacrifice.
Attributes: EP1, EP2, MANR.

ENGL 1101. COMPOSITION I. (3 Credits)
Instruction in sentence and paragraph construction, reading comprehension skills and analysis, the basic principles of grammar with an emphasis on diagnosing and solving persistent problems, and principles of argumentation and evidence. Weekly assignments and regular grammar exercises to build confidences and competence in college writing.

ENGL 1102. COMPOSITION II. (3 Credits)
Intensive training in the principles of effective expository writing, with an emphasis on sound logic, correct grammar, and persuasive rhetoric. Introduces research techniques, including use of the library, conventions and principles of documentation, analysis of sources, and ethics of scholarly research. Weekly papers will be written and discussed.
Attribute: FRTE.

ENGL 1200. CHAUCER, SHAKESPEARE, MILTON. (3 Credits)
The goal of this course is to extend the students’ reading experience by demonstrating the interconnection between literature and culture in its widest sense. Students will learn that literature is a way of knowing society and a way of exploring the social, political, economic and religious pressures and aspirations that shape social practice. Students will choose from: Chaucer, Shakespeare, Milton; Literature and Society; Poetry and Poetics; History and the Novel; Tragedy and Comedy; Traditions of Storytelling.
Attributes: MVST, SLIT.

ENGL 1220. POETRY AND POETICS. (3 Credits)
The goal of this course is to extend the students’ reading experience by demonstrating the interconnection between literature and culture in its widest sense. Students will learn that literature is a way of knowing society and a way of exploring the social, political, economic and religious pressures and aspirations that shape social practice.
Attribute: SLIT.

ENGL 1501. IMAGINING NEW YORK CITY IN LITERATURE. (3 Credits)
New York City has been the home of some of the most significant U.S. writers and artists. The literature of the city explores and tests the very notion of an American identity, and what it means to be an American. This introductory EP1 course examines literary representations of New York City, exploring topics that include the environment, economic inequality, capitalism, and the changing roles of women, blacks, and workers.
Attributes: AMST, EP1.

ENGL 1800. INTERNSHIP. (1 Credit)

ENGL 1999. TUTORIAL. (1 Credit)
Independent research and readings with supervision from a faculty member.

ENGL 2000. TEXTS AND CONTEXTS. (3 Credits)
An introduction to the literary analysis of texts and the cultural and historical contexts within which they are produced and read. Significant class time will be devoted to critical writing and to speaking about literature. Each section of Texts and Contexts will have a focus developed by the individual instructor and expressed in its subtitle. This course fulfills the Core requirements for the second Eloquentia Perfecta seminar.
Attributes: EP2, TC.
Prerequisite: ENGL 1102.

ENGL 2800. INTERNSHIP. (2 Credits)
Supervised placement for students interested in work experience.

ENGL 2999. INDEPENDENT STUDY. (2 Credits)

ENGL 3000. THEORIES OF COMPARATIVE LITERATURE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student. This course fulfills the Core requirements for the second Eloquentia Perfecta seminar.

ENGL 3001. QUEER THEORIES. (4 Credits)
An introduction to the academic discipline of queer theory, focusing on foundational thinkers (e.g., Butler, Foucault, Sedgwick, and others) as well as their philosophical and psychoanalytic precursors and interlocutors. The course will also address selected issues currently under discussion in the discipline. These may include the role of activism, the relationship between queer theory and feminism theory, attention to race, and intersections with postcolonial theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, COLI, PLUR.
ENGL 3004. CRITICAL EDGE: WRITING-ARTS. (4 Credits)
CRITICAL EDGE: WRITING ABOUT THE ARTS is for people with passion for and strong opinions about movies, books, music and the theater. We will explore low and high culture, writing features, news, stories, interviews, reviews, and opinion pieces. Students will attend performances, gather facts and materials, conduct interviews, and write about everything from live performances to independent film to visual art and contemporary writing. Students will develop interview and research techniques, and we will discuss subjects germane to the creation and viewing of art, including impartiality, originality, intuition, and the difference between being a fan and a critic. Sharing writing in a workshop format, we will focus on structure, coherence, style and voice. Guest speakers will include professional writers, visual artists, performing artists, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3008. THE 19TH CENTURY NOVEL OF MANNERS. (4 Credits)
Courtship, marriage, extramarital affairs, and conflict between social groups are staple ingredients of the “novel of manners”—the term that, for some, designates a distinct sub-genre and, for others, serves as a synonym for the realist novel. As we examine the generic traits and thematic concerns of the novel of manners in the long nineteenth century, we will focus most particularly on “manners,” the elusive concept that lends the sub/genre its name. Possible writers include: Frances Burney, Maria Edgeworth, Jane Austen, Anthony Trollope, Edith Wharton, and E. M. Forster. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3010. ENGLISH LITERATURE: BEOWULF TO 1660. (4 Credits)
This course will stress how selected works from a range of literary traditions (including epic, romance, narrative poetry, drama, allegory and lyric poetry) shape social values as well as conceptions of authorship, textuality, reading and gender. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribution: MVST.

ENGL 3011. CHILDREN'S LITERATURE WORKSHOP. (4 Credits)
A creative writing workshop where students will engage in writing for younger readers. Special attention will be given to theme, structure, character, location and voice. Starting with a story idea grounded in the writer's own experience or observations or in a theme that is socially relevant, each participant will develop a portfolio of text consisting of first draft, revised and polished pages of fiction. Illustrative readings that identify with the issues of contemporary children will support this process. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3012. NOVEL, SHE WROTE. (4 Credits)
"If there's a book that you want to read, but it hasn't been written yet, then, "Toni Morrison declares, "you must write it." The impulse for black female authors to write novels and the diverse manifestations of that impulse will be of primary concern in this course. What compelled black female authors in the second half of the twentieth century to write their first novels? How are themes of sexuality, motherhood, beauty, respectability, and intra-and interracial conflict represented in their texts? In what ways do their novels complement, build upon, and refer back to each other and other works? These are few of the questions we will tackle as we read through the literature. Some of the selected texts will include Paule Marshall's Brown Girl, Brownstones (1959); Alice Walker's The Third Life of Grange Copeland (1970); Toni Morrison's The Bluest Eye (1970); Gloria Naylor's The Women of Brewster Place (1982); and Ayana Mathis's The Twelve Tribes of Hattie. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3013. FICTION WRITING. (4 Credits)
The workshop in the craft of writing fiction, with relevant readings in the genre. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribution: CVW.

ENGL 3014. CREATIVE NONFICTION WRITING. (4 Credits)
A workshop in the craft of creative non-fiction, with relevant readings in the genre. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribution: CVW.

Enrollment Requirements: ENGL 1102 and ENGL 2000 or ENGL 1004 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 3015. POETRY WRITING. (4 Credits)
A workshop in the craft of writing poetry, with relevant readings in the genre. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribution: CVW.

Enrollment Requirements: ENGL 1102 and ENGL 2000 or ENGL 1002 or ENGL 1004 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 3016. SCREENWRITING WORKSHOP. (4 Credits)
A workshop in the craft of screenwriting, with relevant readings in the genre. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribution: CVW.
ENGL 3017. DIGITAL CREATIVE WRITING. (4 Credits)
Directed as a workshop, this course will focus on students’ writing from the perspective of a producer. We will pay special attention to a variety of media – digital, social, print – and the ways they translate to an individual’s writing practice. Guest lectures, off-site/online events, and weekly reading will be determined by the instructor and student interests. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMCS, CVW.
Prerequisites: ENGL 1102 and ENGL 2000 or ENGL 1002 or ENGL 1004 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 3019. WRITER’S WORKSHOP. (4 Credits)
In this course we will engage in the process of writing and determining what makes for studious creative process. As we embark on a series of exercises involving journals, objects, language, dream, memory, body, and the world, we will explore the means by which language is generated and shaped. Although you will never be required to write in any particular genre, you will be exposed to poetry, fiction, and drama and you will begin to see how these distinctions are often less helpful than they seem. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CVW.

ENGL 3020. CREATIVE WRITING CAPSTONE. (0 Credits)
This Capstone course is the exit requirement for English Majors concentrating in Creative Writing. Students will work collaboratively to put together a public exhibition of a creative writing project. The principal aim of the Capstone is to introduce our graduating students to the realities of the writer’s life, which necessarily involves not just individual work but also affiliation, cooperation, and community.
Attribute: CVW.

ENGL 3023. STORYTELLING ACROSS MEDIA. (4 Credits)
What possibilities exist for storytelling in a world of expanded and hybrid technologies? In this course, students will have the opportunity to become creative writers in new media, as well as in more traditional formats. Experimenting with a range of platforms, digital and otherwise (including websites, blogs and social media), students will generate work in exciting new forms, while also developing traditional techniques essential to any writer. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3028. THE POET’S CRAFT. (4 Credits)
An introduction to the craft of writing poetry. Student manuscripts are the subject of assignments and class discussions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3031. MEDIEVAL MONSTERS AND MARVELS. (4 Credits)
Like the vampires and aliens of today’s popular culture, the giants, monsters and fantastic beings that populate the pages of medieval texts stretched the boundaries of the known world and challenged categories of identity. Reading a variety of sources, from travel narratives to devotional texts, this course will examine the place of the marvelous in the medieval imagination. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC.

ENGL 3032. PUBLISHING: THEORY AND PRACTICE. (4 Credits)
The aim of the course is to develop a clear understanding of the publishing industry. Genres addressed will include young adult, literary fiction, science fiction, romance, mystery, and graphic novels. Speakers will include authors, publishers, agents, magazine and book editors. Final projects may range from a formal analysis of a novel or group of novels, an investigation of a segment of the publishing industry, or thirty pages of a novel (of any type). Weekly reading of novels ranging throughout the genres is required; there will also be quizzes, a midterm, and a final. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3033. WRITING FOR THE BIG SCREEN. (4 Credits)
This course offers an introduction to the fundamentals of screenwriting: scenes, acts, narrative structure, character development, genres, and dialogue, through intensive study of major, award-winning Hollywood films, classics in their genre. Students will read and analyze five outstanding screenplays, and watch films made from them. The final requirement for this course is a completed first act (20-30 pages) of a feature film, as well as weekly assignments. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3034. MODERN SELVES. (4 Credits)
The beginning of the twentieth century was marked by developments in science, technology, philosophy and political theory that violently destabilized the ways many understood themselves. We will examine how experiments in narrative and poetic voice along with biography and memoir reflected these ongoing tensions and offered compelling ways to imagine subjectivity. Authors include Christopher Isherwood, T.S. Eliot, Gertrude Stein, Virginia Woolf, John Dos Passos, James Joyce and Americo Paredes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ENGL 3036. LATIN AMERICAN SHORT STORY. (4 Credits)
Writings by Gabriel Garcia Marquez, Julio Cortazar, Carlos Fuentes and Mario Vargas Llosa (to name just a few) are some of the treasures of world literature. This course will focus on the short story and novella forms in order to explore as fully as possible the full range of Latin American and Latino literature. Literary geographies will include Mexico, the Caribbean, Central and South America, with special sections on Cuba, Argentina, Chile and Brazil. All readings will be in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, AMST, COLI, LALS.
Prerequisites: ENGL 1102 and ENGL 2000 or ENGL 1002 or ENGL 1004 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.
ENGL 3043. ARC OF THE NOVEL. (4 Credits)
Robert Olen Butler says that what is essential to any work of narrative art is a “character who yearns.” If this is the impulse that sets most novels in motion—for instance, we could describe Fitzgerald’s Gatsby as a poor young man who tries to win the love of a rich girl—it is the threat to this desire and the protagonist’s attempts to overcome it that generates a sense of urgency and drama. In this class we will pay particular attention to the composition of the novel from a writer’s point of view. We will consider development of protagonists and minor characters; voice, perspective and form; beginnings, endings and formal wholeness; sustaining narrative arcs; compelling a reader’s interest for the duration of the text, and various aspects necessary to create a compelling work. Students will have the opportunity to make significant progress on a novel already begun in workshops and in conferences with the instructor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3045. THEORY FOR ENGLISH MAJORS. (4 Credits)
This course introduces the English major to debates in literary and critical theory. The goal of the course is to reflect on reading strategies, textual practices, and language itself. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3066. NEW YORK IS MY CAMPUS. (4 Credits)
New York is one of the most vibrant, culturally diverse, and historically significant cities in the world. From SoHo to Harlem, from Chinatown to the Upper East Side, New York is a treasure trove for the curious. In this creative-writing workshop, New York will be your muse and your material. In this non-fiction master class in creative writing, you will write about the people you meet and the places you go, from the museums and galleries to music and theater to parks and playgrounds. You’ll explore street fairs and markets, restaurants and historical sites. You will read personal essays, cultural criticism, journalism, and reviews in New York-based periodicals including The New Yorker, The New York Times, The Wall Street Journal, Time Out New York, and the New York Post, among others. We will go on field trips and walking tours to some of the most interesting places in the city. By the end of the month you will have created a blog about your experiences, filled with personal essays, literary journalism, and reviews. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3067. CONTEMPORARY WOMEN POETS. (4 Credits)
In this course, students will read poetry written by women poets in the 20th and 21st centuries with a focus on the imaginative representation of women’s lived experience. We will read the work of poets who address the themes of feminine embodiment and sexuality, women’s roles as mothers and daughters, women’s work (both professional and domestic), and the role poetry plays in enabling women to discover a language to contain their experience. Among the (possible) poets we will read are Sylvia Plath, Ann Sexton, Elizabeth Bishop, Lucille Clifton, Anna Swir, Adrienne Rich, Marie Ponsot, Eavan Boland, Louise Erdrich, Kate Daniels, Mary Karr and A.E. Stallings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3068. WRITING LONDON: OUTSIDERS. (4 Credits)
From the London of Charles Dickens, teeming with “Countrymen, butchers, drovers, hawkers, boys, thieves, idlers and vagabonds of every low grade,” to Monica Ali’s Bangladeshis’s living desperate lives behind the “net curtains” of Brick Lane, London has always inspired fiction about outsiders finding their feet in this vast metropolis. This course invites you to discover writers who have used London as a setting or as a controlling metaphor to create stories about immigrants and other outsiders; and to use field trips as an inspiration to write your own stories. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3070. SPORT WRITING. (4 Credits)
Students will develop their own voice as sportswriters in genres including gamestories, profiles, columns and service pieces, placing current work in the context of sportswriting as practiced by writers such as Mailer, Hemingway and Joyce Carol Oates. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3071. FAMILY MATTERS: MEMOIR. (4 Credits)
We all have stories about family, but how do you shape this charged material into good narrative? Mary Karr, the celebrated author of three memoirs, writes that “The emotional stakes a memoirist bets with could not be higher.” In this course, students will have the chance to try their hands at some of the most potent history anyone can tackle — their own. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
ENGL 3079. HUMOR: PUNCH UP YOUR PROSE. (4 Credits)
Did you hear the one about the creative writing student who blended strong prose with a sense of humor? Probably not, since so many don’t. Or maybe they just don’t think they’re allowed. In this workshop setting, you’ll learn to inject humor into your prose by connecting with your comic voice. We’ll begin by reading and discussing the work of legendary wits including James Thurber and Dorothy Parker, as well as contemporary humorists such as David Sedaris, Nora Ephron, Dave Barry, and Sloane Crosley. Writing assignments will help strengthen your voice across four basic forms: the comic essay, the comic novel or short story, the topical news column, and the parody piece. We’ll also do some in-class exercises designed to shake off preconceived notions of “serious” prose, and help you find the funny in the characters, dialogue, and situations you create. Whether your goal is to write a Shouts and Murmurs piece for The New Yorker, a post for Funnyordie.com, or begin a book-length humor collection, the first step is the same: take your sense of humor seriously.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: MVST.

ENGL 3010. MEDIEVAL DRAMA. (4 Credits)
Today we often think of the end of the world in scientific contexts: climate change, nuclear and other types of environmental catastrophes, alien or machine annihilation. But for most of human history, the end times were thought of in exclusively theological terms. When and how and why did these sometimes competitive, sometime overlapping frameworks for imagining our end develop? This course will look for answers in early modern and 18th-century apocalyptic representations. Among the authors we will consider are, Francis Bacon, John Milton, Margaret Cavendish, Jonathan Swift, Isaac Newton, and Mary Shelley.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

Prerequisites: ENGL 1002 or ENGL 1004 or ENGL 2000 or CLAS 2000 or MVST.1201 or MVST.1001 or MVST.1051 or MVST.2051 or MLAL 2000.

ENGL 3102. MEDIEVAL DRAMA. (4 Credits)
Medieval Drama offers a study into one of the most vibrant forms of the pre-modern period, offering us a vantage point from which to view medieval ideas about war, sex, religion, life and death. As expected, some sources were closely controlled and curated, such as the Christian liturgy itself and the short dramatic tropes, like the Quem quaeritis, which would expand on the scriptural narrative. Yet other, less formal and popularly organized pieces such as the amazing cycle plays of the late medieval period show a remarkable involvement of everyday people, as the trade guilds work to translate the story of creation to the Apocalypse into a relatable experience. Studying this span of history allows us to consider drama’s origins and changing cultural meanings. Using selected highlights, this course will include the medieval morality plays, such as “Mankind” and “Every-man,” along with biblical plays represented in selections from the York, Towneley, and Chester cycles. Having looked at these snapshots of early and late medieval drama, we will complete the course with a glimpse of the Early Modern, where plays such as “The Tragical History of Dr. Faustus” will show us how the plays produced in the age of Shakespeare both reflected and rejected the medievalisms which formed their very origins.

Attributes: ALC, MVST.

Prerequisites: ENGL 1102 and ENGL 2000 or CLAS 2000 or COLI 2000 or MLAL 2000 or ENGL 1002 or ENGL 1004 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051.

ENGL 3103. EARLY ENGLISH DRAMA. (4 Credits)
English drama from its origin in the Middle Ages to the beginning of Renaissance drama in the early Tudor period. Mystery plays. Moralties (including Everyman) and interludes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: MVST.

ENGL 3107. CHAUCER. (4 Credits)
Reading and analysis of The Canterbury Tales and other major poems. This course will examine Chaucer’s major work, The Canterbury Tales, as well as his earlier love poems. We will be spending most of the semester on the Canterbury Tales so that we can explore the range of Chaucer’s writings—his romances, bawdy stories, moral tales, and saints’ lives. There will be two main goals: to pay close attention to Chaucer’s poetry (and, therefore, to become familiar with Middle English) and to discuss the larger concerns to which Chaucer returned again and again—the position of women, social disruption, religious belief, the politics of the court, and the challenge of writing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, MVST.

Prerequisites: ENGL 1102 and ENGL 1002 or ENGL 1004 or ENGL 2000 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 3109. ARTHURIAN LITERATURE. (4 Credits)
Readings will include excerpts from Geoffrey of Monmouth, Wace and Layamon on the origins of the idea of Arthur. Later we will read Chretien De Troyes*Lancelot*(The Knight of the Cart*), part of the *Alliterative Morte Arthure*, and the conclusion to Thomas Malory’s *Le Morte Arthur*.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, MVST.
ENGL 3111. MEDIEVAL ROMANCE. (4 Credits)
A study of romance’s durable popular appeal, this course examines texts from the 12th to 15th centuries and compares them with later romance traditions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, EP3, MVST.

ENGL 3113. INTRODUCTION TO OLD ENGLISH. (4 Credits)
An introduction to the language of Old English and some of the early literary works composed in that language. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: MVST.

ENGL 3115. MEDIEVAL WOMEN WRITERS. (4 Credits)
We will begin with the autobiographical account of Perpetua, Roman martyr, then we will look at the plays of Hroswitha, a Saxon nun, the biography of Christina of Markyate, an Englishwoman who rejected marriage for life as a solitary, and the romantic lyrics of the female troubadours, short excerpts from the English mystics Julian of Norwich and Margery Kempe, Christine de Pizan’s Treasure of the City of Ladies, and finally the daily letters of the women of the Paston family (xvth century). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, MVST, WGSS.

ENGL 3120. DREAMERS AND VISIONARIES IN MEDIEVAL LITERATURE. (4 Credits)
In this course we will read a wide selection of Middle English dream visions and visionary texts. In addition to familiarizing ourselves with medieval language and conventions, we will consider how the imaginative and supernatural encounters depicted in these texts may have helped question and/or challenge contemporary sociopolitical realities. Authors studied will include Geoffrey Chaucer, the Pearl-poet, Margery Kempe, and Thomas Malory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, MVST.

ENGL 3121. THE PEARL POET AND HIS BOOK. (4 Credits)
In this course we will study intensively some of the greatest poems written in Middle English, all by the anonymous 14th century poet known as the Pearl or Gawain Poet, all contained in a single manuscript, Cotton Neo A.x. We will learn about the art of medieval bookmarking and illustration through hands-on work with the manuscript’s digital facsimile, weigh in on intense scholarly debates surrounding the book’s four poems (Pearl, Sir Gawain and the Green Knight, Patience, and Cleanness, the crown jewels of the Alliterative Revival), and read other works possibly attributed to this author (St. Erkenwald) to ask critical questions about the formation, and expansion, of literary canons. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: MVST.

ENGL 3125. BEOWULF IN OLD ENGLISH. (4 Credits)
This course will involve close reading of Beowulf and related texts in the original, as well as discussion of critical approaches to the poem from romanticism to the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, MVST.

ENGL 3127. DREAMS IN MIDDLE AGES. (4 Credits)
"Dreams in the Middle Ages": Much medieval literature presents itself as dream-vision, and this course examines the imaginative possibilities the vision-form presents, and which medieval authors exploit for profit and delight. In making sense of medieval dream worlds. We shall look at both medieval and modern theories of dreams and dreaming. We shall begin by reading, in translation, the Romance of Rose, one of the most influential dream visions of the Middle Ages, and as we read it, and works by Chaucer, Langland, the Pearl-poet, and Julian of Norwich, texts that investigate secular and spiritual love and loss, allegory, psychology, and the human struggle for existence, we shall come to appreciate the diversity, literary and philosophical complexity, and beauty of the medieval dream vision. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: MVST.

ENGL 3131. MEDIEVAL TOLERANCE AND INTOLERANCE. (4 Credits)
Studies medieval literary texts for their representations of various peoples, ethnicities, beliefs, relationships, models of justice etc. Taught in the original (for some medieval English texts) and in translation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: MVST.

ENGL 3132. MEDIEVAL CHIVALRY. (4 Credits)
Studies selected literary and other texts in England from the 12th century to the 15th century to look at chivalry and militarism, war and crusade, gender, social class, ethics, performance, romance, etc. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: MVST.

ENGL 3134. LOVE IN THE MIDDLE AGES. (4 Credits)
This course will treat the rules for love written by the 12th century author Andreas Capellanus, together with the work of his Roman predecessor Ovid. Then we will examine the way love was experienced in Marie de France’s short stories (lais), will read the real life letters of Abelard and his beloved Heloise, and will discuss same-sex friendship/love. The course will conclude with Arthurian narratives by Chretien de Troyes, Sir Thomas Malory and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, EP3, MVST, WGSS.
ENGL 3135. MEDIEVAL LITERATURE: 1000-1330. (4 Credits)
This course covers the literature of the period 1000-1330 in England, Wales, Ireland and Northern France in the context of spiritual reform, artistic innovation, politica consolidation, and cultural exchange. Readings will include selections from all the major genres of high medieval literature: Arthurian romance and other courtly fictions, history and saga, the outrageous lives and afterlives of the saints, and lyric poetry in English and translated from Latin, Welsh, Irish, and French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: MVST.

ENGL 3136. MEDIEVAL MYSTICS. (4 Credits)
During a Middle Ages where Catholic Christianity informed virtually all aspects of public and private life, the claim to genuine mystical experience—that is, the claim to direct, unmediated experience of God—could not have carried higher stakes. Starting with foundational texts, we will read the synaesthetic ecstasies of maverick hermit Richard Rolle, the regimented monastic instruction of Walter Hilton, and the complex language games of The Cloud of Unknowing; we will unravel one of the great, gem-like masterpieces of the Alliterative Revival, the anonymous Pearl, probe the intersections of gender, text, and faith in the writings of Julian of Norwich (the first female writer in English) and Margery Kempe (the first autobiographer in English), and examine mysticism’s secular dimension in Malory’s telling of the Quest for the Holy Grail. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: MVST.

ENGL 3137. WORLD CINEMA MASTERPIECES. (4 Credits)
World Cinema Masterpieces provides a close analysis of style, narrative structure and visual texture in selected masterworks of major European, Asian and American directors. Directors under consideration include: Renoir, Carne, Lang, Welles, Ophuls, Hitchcock, Bresson, Kurosawa, Ray, Bergman, Rossellini, Fellini, Truffaut, Tarkovsky, Kieslowski, Fassbinder and Altman. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, INST.
Prerequisites: ENGL 1102 and ENGL 1002 or ENGL 1004 or ENGL 2000 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or COLI 2000 or CLAS 2000 or ENGL 1002 or MLAL 2000 or ENGL 2000 or ENGL 1004.

ENGL 3138. LATE MODERNISM. (4 Credits)
Sandwiched between high modernism of the 1910’s and 20’s and the postmodern turn, texts produced between the 1930’s and 60’s often fall out of accounts of twentieth century literature. In this class, we will interrogate critical assumptions surrounding ideas about “late modernism,” and how re-invention and disenchantment can complicate and enrich our understanding of literary modernism. Our readings will include late works by writers who contributed to the first wave of modernist writing, as well as those by individuals whose careers began in its aftermath. Possible authors include: Jean Rhys, H.D., Samuel Beckett, Carson McCullers, Djuna Barnes, Paul Celan, W.H. Auden, Gertrude Stein, James Joyce David Jones, T.S. Eliot, Gabriel Garcia Marquez and George Oppen. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: ENGL 1102 and HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or COLI 2000 or CLAS 2000 or ENGL 1002 or MLAL 2000 or ENGL 2000 or ENGL 1004.

ENGL 3140. MYTH OF THE HERO: MEDIEVAL MEMORY. (4 Credits)
Scholar Umberto Eco once compared the Greek gods to the superheroes of our present day. Yet our own cultural understanding of what a hero varies, ranging from Zeus to Catwoman and everything in between. This course will explore the development of the concept of the hero, beginning in the pre-modern era with Beowulf. We focus on the works of the eleventh through sixteenth centuries as time periods wherein the concept of the hero changed most dramatically, and the resulting ideas continue to drive what many twenty-first-century societies still consider “heroic” today. In the spirit of the Eloquentia Perfecta seminar, of which this course is a part, our studies will involve many speaking and writing opportunities. To help you create this content and generate ideas, we will study the cultural contexts of the hero, as well as those shared characteristics that seem to set the hero apart: otherworldly backgrounds, bodies & minds. This will be an interactive class, arrive prepared to discuss/debate issues of interest. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, EP3, MVST.
Prerequisites: ENGL 2000 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or ENGL 1002 or ENGL 1004 or COLI 2000 or CLAS 2000 or MLAL 2000 and ENGL 1102.

ENGL 3141. LOVE, FATE, AND DEATH IN THE ANCIENT NOVEL. (4 Credits)
This course will provide an intensive introduction to the Ancient Novel. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3142. VISIONS AND MEDIEVAL LITERATURE. (4 Credits)
This course examines literary expressions of the Middle Ages, especially the visions and dreams which offered humans potential for re-envisioning the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
ENGL 3143. WORLD CINEMA MASTERPIECES 1960-1980. (4 Credits)
World Cinema Masterpieces, 1960-1980 explores major works of the French New Wave, expressionism, surrealism, epic, and New German cinema–all produced during a twenty year period of extraordinary diversity and experiment. Among the European, North American and Asian directors we will consider: Truffaut, Rohmer, Trakovsky, Bunuel, Antonioni, Teshigahara, Bergman, Kurbirck, Fassbinder and Malik.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.
Prerequisites: ENGL 1002 or ENGL 1004 or ENGL 2000 or CLAS 2000 or COLI 2000 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 3144. OTHER WORLDS: FANTASY MEDIEVALISM IN THE 20TH AND 21ST CENTURIES (POST-1800). (4 Credits)
Inspired by the popularity of works like George R. R. Martin’s A Song of Fire and Ice, this course will explore how the medieval is re-imagined in the present through fantasy literature of the 20th and 21st centuries. As much as these works of literature draw on historical knowledge about the Middle Ages, they are also products of their own time. We will therefore examine what these narratives are telling us about our contemporary moment, as well as our ideas and assumptions about the past. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.
Prerequisites: ENGL 1102 and ENGL 2000.

ENGL 3151. METAPHYSICAL POETS: RADICALS AND THE POETIC TRADITION. (4 Credits)
This course deals with Donne and his followers and their radical divergence from the standard use of metaphor in the Renaissance and early 17th Century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.
Prerequisites: ENGL 2000 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or ENGL 1002 or ENGL 1004 or MLAL 2000.

ENGL 3206. SHAKESPEARE. (4 Credits)
Poetry and plays studied in relation to Renaissance and 21st-century concerns and ideologies. Emphasis on Shakespeare and his works read and constructed in regard to power, class, gender, and literary aesthetics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI.

ENGL 3207. MILTON. (4 Credits)
A survey of the major poetry and prose of John Milton with strong emphasis on Paradise Lost. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, REST.

ENGL 3219. SHAKESPEARE AND THE ANCIENTS. (4 Credits)
In order to explore ideological links among Elizabethan and Jacobean England, ancient Greek politics, and the Roman Empire, this course will examine Shakespeare’s representations of Greek and Roman history, cultures, and historical figures in plays such as the Comedy of Errors, Titus Andronicus, Julius Caesar, Coriolanus, and Cymbeline. We will read these plays in conjunction with Shakespeare’s Graeco-Roman “sources” including Plutarch’s Lives and histories by Suetonius, Tacitus, Dio, and Appian, as well as Renaissance treatises on the questions of ‘nationhood’ and empire. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, CLAS, FCLC.

ENGL 3221. SHAKESPEARE’S HISTORY PLAYS. (4 Credits)
Shakespeare’s first great hit was a series of history plays about the kings who ruled, and the wars they waged, a century and more before his birth. The eight plays produced (Harry Potter-style) over the course of eight years, gave London audiences then–and will give us now–a chance to watch Shakespeare becoming Shakespeare: to see him learn how to pack plays with a pleasure, impact, and amazement, a scene by scene and line by line, with a density and intensity no playwright before or since has ever managed to match. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3222. SHAKESPEARE AND POPULAR CULTURE. (4 Credits)
This course focuses on theories of popular culture in tandem with items of popular culture related in some way to Shakespeare’s work. We will be reading cultural theory every week. Please keep this double focus in mind: we want to figure out why and how Shakespeare’s work is employed, not merely in what manifold ways he appears. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI.

ENGL 3224. STAGING THE MEDITERRANEAN. (4 Credits)
What did the English read and write about Papists, Turks, Jews, Moors, and “Others” who embodied the exoticism of the Mediterranean in the late sixteenth and seventeenth century? How did they represent the cultures of the Ottoman Empire, Malta, Illyria, and Venice in their fiction and non-fiction? This course is centered on six English plays set in the Southeast Europe and/or Northern Africa that raise questions about nation building, ethnicity, religion, and cultural hybridity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI.

ENGL 3226. STAGE VENGEANCE. (4 Credits)
For reasons intriguing to think about, playwrights and playgoers have been obsessed with acts of vengeance from Ancient Greece through New York yesterday. We’ll mull the reasons as we track the acts through three epochs: Ancient Greece, Elizabethan London, and present-day New York. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, FCLC.
ENGL 3230. EARLY RENAISSANCE POETRY. (4 Credits)
Renaissance poetry is marked by an extraordinary generic versatility, topical daring, and rhetorical dexterity; it raises many fascinating questions regarding language, aesthetics, nationalism, gender relations, sexual and romantic desire, status and rank, and religious and political turmoil. This course will trace such questions by focusing on genres such as the sonnet, the epilyion, the eclogue, and others. Although we will engage the historical and cultural context of Renaissance England where appropriate, this is not a history course; our primary energies will be devoted to close, careful readings of the language, form, and style of the poems themselves. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3233. FOPS AND COQUETTES IN 18TH CENTURY LITERATURE. (4 Credits)
This class will look at two highly charged figures of eighteenth-century culture, the fop and coquette, who emerge quite well dressed from the decadence of the period. We will inquire into why these types appear at this historical moment: the histories of those labeled (or libeled) as fops andOups and the anxieties about gender roles and sexual identities that surround them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, WGSS.
Prerequisites: ENGL 1002 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2051 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or ENGL 1002 or MLAL 2000.

ENGL 3234. A MIDSUMMER NIGHT’S DREAM. (4 Credits)
This course gives students the opportunity to spend an entire semester focusing intensively on one of Shakespeare’s most enduring, and endearing plays: A Midsummer Night’s Dream. We will begin with a slow reading of the play itself, then move both backward (to sources in Ovid and Chaucer) and forward (to important critical studies as well as various musical, theatrical, cinematic, and novelistic adaptations, including Shakespeare’s own revisiting of the material, late in his career, in The Two Noble Kinsmen). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.
Prerequisites: ENGL 2000 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2051 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or ENGL 1002 or MLAL 2000 and ENGL 1102.

ENGL 3239. THE RISE OF THE NOVEL. (4 Credits)
Following a century of civil wars, something very curious happens in England: Novels appear. People write them, publish them, read them and, most of all debate furiously about what novels are. In this course we will look at the rise of the novel in England, asking: Where did novels come from? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.
Prerequisites: ENGL 2000 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2051 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or ENGL 1002 or MLAL 2000.

ENGL 3250. FACING RACE IN THE BRONX. (4 Credits)
This course is an exploration into the Bronx landscape through its communities, its history and its topography. Students will examine the forces that shaped the economics and systems of racial prejudice in the Bronx today. In addition to traditional classroom learning the course will involve students in various regions of the Bronx to become familiar with the dynamic and diverse cultures of the borough. The course will also offer students the opportunity to work with community development programs and local agencies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.
Prerequisites: MLAL 2000 or ENGL 1004 or ENGL 2000 or COLI 2000 or CLAS 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or ENGL 1002.

ENGL 3261. DEVILS, FOOLS, MADMEN. (4 Credits)
In this course, we will study the nature of madness, the concept of folly and the reality of devils in Elizabethan Drama. We will discuss major plays of Marlowe, Beaumont, Shakespeare, and Jonson to show how these bizarre deviants came to dominate the Shakespearean era and why society had such a fascination with them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3306. JONATHAN SWIFT AND THE ART OF SATIRE. (4 Credits)
This course is an introduction to the art and nature of satire using the works of Jonathan Swift as the prime material for study. In addition to Swift’s A Tale of a Tub, Gulliver’s Travels, and A Modest Proposal, we will consider select works from the long satiric tradition as well as works by his contemporaries, including Alexander Pope, Mary Wortley Montagu, John Gay, and Jane Collier. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC, IRST.

ENGL 3311. OPENING HEADS: WRITING ABOUT MINDS AND BRAINS BEFORE 1800. (4 Credits)
This course reads literary representations of minds and brains within the context of early-modern neurology and some major concepts in current cognitive theory. The literary authors considered may include Milton, Marvell, Swift, Finch, Addison, Pope, Sterne, Austen, and the Scriblerians. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.
Prerequisites: ENGL 2000 or COLI 2000 or CLAS 2000 or MLAL 2000 or MVST 2000.

ENGL 3315. LAUGH. CRV. HUM. QUAKE. (4 Credits)
Over the course of two centuries. British playwrights and players hit upon a huge new panoply of ways to trigger in their audiences the responses tagged above; many of their methods are still at work in the entertainments we seek and savor now. By close readings of the plays and their contexts (cultural, theatrical, social, political) we’ll track the development of those techniques, seeking to make sense of how they worked and why they matter. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
ENGL 3318. EARLY WOMEN NOVELISTS. (4 Credits)
A study of the rise of female authors in the early modern period. We will address problems of gender and rigorously analyze the basic literary and historical dimensions of each text. Authors will include Behn, Burney, Wollstonecraft, Radcliffe, Austen, Emily and Charlotte Bronte. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3319. PLAYS AND PLAYERS: 1600-1700. (4 Credits)
Beginning in the 1660's, the stage mirrored the world in ways unprecedented: new performers (actresses trod the boards for the first time ever); new protagonists (middle-class as well as aristocratic); new shapes of comedy and lighting; new styles of acting; and new audiences keen to absorb, assess, and gossip about whatever transpired on stage, in the stalls, and behind the scenes. We'll investigate all this innovation, through play texts, performances (live and recorded), and all the modes of writing (diaries, letters, autobiographies, reviews) by which spectators sought to preserve the evanescent but often spellbinding experience of going to a play. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

ENGL 3325. SLAVERY AND 18TH CENTURY LITERATURE. (4 Credits)
This course will examine the anti-slavery movement through literature and philosophy of the late 18th century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ENGL 3329. PLAYS AND PLAYERS, 1700-1800. (4 Credits)
During the 1700s, the London world of entertainment changed in directions that now look, from our vantage, both long familiar and rather strange. The century ushered in the first feel-good comedies, calculated to make their audience cry and laugh by turn; the first exaltation of Shakespeare as more divinity than mere playwright; the first docudramas; the first attempts to record performances for posterity; the first theatrical superstites; and all the elaborate apparatus that sustained the stars' centrality in the public eye: gossip columns, celebrity magazines, souveniers, and tell-all memoirs. We'll track all the change and strangness by reading some of the century's greatest theatrical hits alongside all the many modes of documentation in which they came swathed for their first audiences. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: ENGL 2000 or COLI 2000 or CLAS 2000 or MLAL 2000 or MVST 2000 or HPLC 1201 or HPRH 1001.

ENGL 3333. CAPTIVES, CANNIBALS AND REBELS: (ADVANCED LITERATURE CORE). (4 Credits)
Captives, cannibals, and rebels are everywhere in early English writing about the Americas and the British Empire. In this course, we will think about why these figures fascinated authors and readers so much and what they can tell us about anxieties regarding colonization. We will read travel and captivity narratives, novels, plays, and poetry from the 17th and 18th centuries; authors may include Mary Rowaldson, Aphra Behn, Daniel Defoe, Unca Eliza Winkfield, George Colman, John Stedman, Samuel Taylor Coleridge, and William Earle. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, AMST, COLI, EP3.

ENGL 3334. EARLY MODERN POETRY AND DRAMA 1579-1625. (4 Credits)
A survey of major writers during the reigns of Elizabeth and James I. Poetry and drama by Shakespeare, Donne, Spenser, Sidney, John and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3336. EARLY AMERICAN NOVEL. (4 Credits)
The American novel was a late arrival. No novels were published in American during the colonial period, and the first native entries in the genre appeared in the late eighteenth century, shortly after the formation of the United States and generations after the first English novels were published. This course will sketch the tradition of the American novel from its beginnings through the Civil War. To that end, we read a selection of representative early American novels—representative, that is, of the way that we view the history of the American novel today. We will consider the way that the American novel comes into being: what literary categories it draws upon, and how. We will also trace the ways that American novels came to be valued (some more than others), in their own time and ours. And we will consider different ways of reading early American novels, employing approaches old and new. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3338. KEATS AND THE ROMANTIC CITY. (4 Credits)
This course takes Keats as our guide to London in the Romantic period. We will focus on a range of poets and prose writers who take the city as their subject and define their art by it. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
ENGL 3339. ROMANTICISM AND CONFESSION. (4 Credits)

"I have freely told both the good and the bad, have hid nothing wicked, added nothing good." So writes Jean-Jacques Rousseau in his famous confessions, a ground breaking autobiography that presented the author to the world in all of his glories and frailties. The Romantic period witnessed a breathtaking range of autobiographical writing, and at the heart of this literature we find the language of confession. Not only a willful decision to make the private public, confession also includes legal testimony and other modes of coerced or enforced revelation, prophesies, and even the wild raving of flashing-eyed poets. What becomes of one’s self-identify through the process of confession? Can a confession come without remorse or contrition? How do we understand the delicate balance between what is revealed and what is concealed, what is confessed and what is harbored from view? Our readings will include Romantic-era autobiographical works such as Thomas DeQuincey’s Confessions of an English Opium Eater, James Hogg’s The Private Memoirs and Confessions of a Justified Sinner, Mary Wollstonecraft’s Letters Written in Sweden, Norway and Denmark, poetic and fictional works, such as William Wordsworth’s Prelude and Mary Shelley’s Frankenstein, and key texts in the long history of confession, from St. Augustine to Michel Foucault. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, EP3.
Prerequisites: ENGL 1102 or ENGL 2000 or ENGL 1002 or ENGL 1004 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 3340. MODERN GEOGRAPHIES. (4 Credits)

This course will explore the ways shifting conceptions of space impacted modernist writing. Developments in technologies of communication and transportation enabled both people and ideas to move across space in new ways, challenging national identities and the relationship between self and other. Much of the innovation we associated with literary modernism emerges in response to this increasingly globalized landscape. Our analysis of modernism’s globalized spaces will include: discussions of urbanism, public space, colonialism and post-colonialism, expatriate and travel writing, and representations of inner states of being. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.
Prerequisites: ENGL 2000 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or ENGL 1002 or MLAL 2000.

ENGL 3349. MODERNISM AND CINEMA. (4 Credits)

Virginia Woolf, T.S. Eliot, James Joyce, Gertrude Stein, F. Scott Fitzgerald and many more: nearly all modernist writers had in common a fascination with film. In the first half of this course we focus on the cinema as an art form that challenged and inspired modernist writers to think in new ways about the purposes and techniques of their craft. We will read works such as Virginia Woolf’s 1926 essay "The Cinema," which she composed while writing To the Lighthouse, and T.S. Eliot’s The Waste Land, which borrowed many cinematic techniques. We will also look at modernist writers who were directly involved in film making or writing for the screen, such as H.D. and Graham Greene. In the second half of the course, we look at how classic works of high modernism have been adapted for the screen. We will analyze paired readings of novels with their film adaptations including Ken Russell’s version of D.H. Lawrence’s Women in Love (1969), John Huston’s film of James Joyce’s The Dead (1987) Marleen Gorris’s Mrs. Dalloway (1997) and Stephen Daldry’s The Hours (2002). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.
Prerequisites: ENGL 2000 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or ENGL 1002 or MLAL 2000.

ENGL 3357. ASIAN-AMERICAN LITERATURE 1. (4 Credits)

This course constitutes part one of a two-part survey examining Asian American literature. Part one covers works from the late 1800s, when the earliest known Asian American literary texts were created, to the 1970s, when Asian America attained literary self-consciousness with a series of landmark publications. Reading works by Chinese Americans, Japanese Americans, Korean Americans, and Filipinos, we may consider some of the following topics: the global context of Asian immigration to the United States, the politics and poetics of detention, the formation of minority subjectivities, the internment of Japanese Americans during World War II, and the complex intersections of race and gender. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, PLUR.

ENGL 3359. ASIAN DIASPORIC LITERATURE. (4 Credits)

This course will introduce students to some key works of Asian diasporic literature, as well as to some crucial debates in Asian American studies. Some matters we may consider include the origins of the Asian American movement; the transnationalism debates; the intersections of race, gender, sexuality; and the emergence of an Asian American avant garde. Authors may include Maxine Hong Kingston, Chang-rae Lee, Li-Young Lee, Ha Jin, Young-Jean Lee, Jon Hau, Tan Lin, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, AMST, COLI.
Prerequisites: ENGL 1102 and ENGL 1002 or ENGL 1004 or ENGL 2000 or COLI 2000 or CLAS 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.
ENGL 3363. CRIME AND PUNISHMENT (Advanced Literature Core). (4 Credits)
What makes crime a crime, and what constitutes just punishment? This course will explore ideas about criminality and correction as reflected in literary texts. We will also read crime narratives as taking up other concerns—such as social conformity, religious redemption and political unrest. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3364. NOVELS OF IDEAS: 19TH CENTURY. (4 Credits)
An intensive study of four major novels from the second half of the 19th-century: Melville's Moby Dick, Tolstoy's Ann Karenina, Dostoyevsky's The Brothers Karamazov, and Hardy's Jude the Obscure. In exploring the ideological texture of these works, the course will consider the influences of such seminal thinkers as Schopenhauer, Marx, Darwin, Nietzsche, Zola and Frazer. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.
Prerequisites: ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201.
Mutually Exclusive: COLI 3364.

ENGL 3365. NOVELS OF IDEAS: HIGH MODERNISM. (4 Credits)
Drawing on works of philosophy, psychology, aesthetics and literary theory, the course will develop close, contextualized readings of five Modernist masterpieces, all published with a twenty year span: Proust’s Swann’s Way (1913), Lawrence's Women in Love (1920), Svevo’s Confessions of Zeno (1923), Mann’s The Magic Mountain (1924), and Faulkner’s Light In August (1932). The class will require approximately 2,700 pages of reading—about 200 pages per week. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI.
Prerequisites: ENGL 1102 and ENGL 2000 or ENGL 1002 or ENGL 1004 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 3379. CUTTING EDGE: ART OF LITERARY MAGAZINE. (4 Credits)
The aim of this class is to give students the experience and skills necessary to create a literary magazine in alignment with the most recent and rapid changes in literary consumption. Students will curate, edit and write for CURA, the print and online literary magazine of the Creative Writing program. Instruction will also focus on the marketing, publicity and event production protocols and practices crucial for successful literary publishing. Working collaboratively, students will endeavor to expand the boundaries of the literary magazine by examining the best powers of print and online venues in order to achieve the maximum impact of both. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3400. AGE OF ROMANTICISM. (4 Credits)
This course covers the broad sweep of British Romanticism, from the 1780s through the 1830s. In any given semester, specific themes may organize the readings, but they are designed to encompass a wide range of poetry, prose, and drama. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI.

ENGL 3401. FEELING VICTORIAN. (4 Credits)
This course explores the rich array of feelings—ranging from happiness and sympathy to anger and shame—that shape Victorian novels. As we trace the shifting cultural status of both feelings and the novel form over the Victorian period, we will analyze the techniques used by novelists such as Eliot, Dickens, and the Brontës to incite and to contain various emotions. We will also ask how literary representations of different feelings can help us to better understand our own complex emotional attachments to others, to the historical past, and to literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3402. VICTORIAN LITERATURE. (4 Credits)
English literature from 1832 to the latter part of the 19th century. Poets and prose writers. The reflection of contemporary ideas in the literature of the period. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI.

ENGL 3405. CHARLES DICKENS. (4 Credits)
A study of major novels from different periods in the writer’s career in light of contemporary theory of narrative structure and point of view. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3410. JANE AUSTEN IN CONTEXT. (4 Credits)
An intensive study of Jane Austen's novels and times. An intensive study of Jane Austen's novels and time. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ENGL 1102 and ENGL 1002 or ENGL 1004 or ENGL 2000 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 3417. EARLY VICTORIAN NOVELS. (4 Credits)
A study of the novels of the early Victorian period. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3420. POEMS OF SHAKESPEARE AND OTHERS. (4 Credits)
Although Shakespeare is best known as a playwright, he also composed many extraordinary poems, especially love sonnets. We will read them together with poetry by about five of his contemporaries. According to an old joke, sex, religion, and politics are the three subjects one should not discuss at dinner parties— and these are precisely the subjects that recur most intriguingly and intensively in the poetry we'll be exploring together. A sampling of the issues we'll discuss: how does the poetry of the period reflect-- or conceal-- the political tensions that culminated in the English Revolution? why do so many poets of this era write sonnets? how do these texts treat desire and gender? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.
ENGL 3424. ROMANTICS AND THEIR WORLD. (4 Credits)
British Romantic literary culture flourished in a period of dramatic global change that included the American and French revolutions; war and peace with France; campaigns for abolishing slavery and reforming parliament; and urbanization, industrialization, and an early environmentalism. We will read a wide range of writers who participate in these dynamic events in poems, plays, essays and novels. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3425. NATHANIEL HAWTHORNE. (4 Credits)
This course will explore the writing, life, and social world of Nathaniel Hawthorne. Paying particular attention to questions of literary form, history, national, trans-national, racial, and gender politics, we will read The Scarlet Letter, The House of the Seven Gables, The Blithedale Romance, The Marble Faun, and a selection of his tales. We will also consider Hawthorne's shifting role in the history of American literary criticism.

Attributes: ALC, AMST.
Prerequisites: ENGL 1102 and ENGL 2000 or ENGL 1002 or ENGL 1004 or COLI 2000 or CLAS 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 3430. REGENCY ROMANTICISM. (4 Credits)
This course takes the Regency (1811-20) as an historical frame to focus our attention on the latter part of the Romantic period. Officially, this era begins with George III's declared lapse into madness and ends with his son's ascent to the throne upon the king's death. But the Regency has come to be defined more generally as an era characterized by two extremes: the decadence exemplified by the Prince Regent's court and the popular protest movements that would lead to the first Reform Act. We will read a wide swath of the period's poetry and prose within this context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3434. 19TH CENTURY BRITISH WOMEN'S TALES (ADVANCED LITERATURE CORE). (4 Credits)
This course will explore the development of the national tale, a feminist genre of the first two decades of the 19thC whose symbolic cross-regional marriages celebrate the British union. We will examine how women writers used the national tale's defining tropes for their own political, national, and feminist purposes throughout the century. Writers we will read include Sydney Owenson, Maria Edgeworth, Jane Austen, Charlotte Bronte, Elizabeth Gaskell, and George Eliot. Reading will include some literary criticism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3436. AMERICAN DREAM IN LITERATURE. (4 Credits)
In this course we will explore the changing conceptions of success and business in American literature in genres including sermon, autobiography, short story novel, drama and through literary periods including Puritanism, Transcendentalism, Realism, and Naturalism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3437. VICTORIAN NOVEL. (4 Credits)
This course introduces students to major authors of the Victorian novel, including such figures as Charles Dickens, Thomas Hardy, George Eliot, Henry James, Emily Bronte and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3438. AMERICAN MODERNISM. (4 Credits)
This course introduces forms of literary experimentation associated with the modernist movement, including authors such as F. Scott Fitzgerald, Ernest Hemingway, William Faulkner, Gertrude Stein, Nella Larsen, Jean Toomer and others. We’ll examine such contexts as Harlem Renaissance, American writers in Paris, southern agrarianism, and others, as a way of grasping modernism’s fascination with difficulty. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, AMST.

ENGL 3439. ODDITY AND CREATIVITY. (4 Credits)
This course focuses on rule-breaking and rule-making literary genres, from the 19th century’s innovative dramatic monologue and limerick to the 21st century’s abecedarian, erasure poem, prose poem and flash fiction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ENGL 2000 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or ENGL 1002 or MLAL 2000.

ENGL 3440. VICTORIAN COSMOPOLITANISMS. (4 Credits)
We will examine how literature of the Victorian period conceptualized the figure of the cosmopolitan. How did citizens of the world’s largest empire imagine “a citizen of the world”? How national or cosmopolitan— or both— was that empire itself? To answer these questions we will look at the works of Alfred Tennyson, Charlotte Bronte, Charles Dickens, Elizabeth Barrett Browning, George Eliot, and Bram Stoker. We will also read some critical theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, URST.

ENGL 3441. AMERICAN MODERNISM. (4 Credits)
A study of the responses by American poets and novelists to the radical social, cultural, and technological changes of the first half of the twentieth century. Authors include William Carlos Williams, Wallace Stevens, Elizabeth Bishop, Hart Crane, Willa Cather, William Faulkner, and Jean Toomer. Some attention will also go to film, music, and literary criticism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
ENGL 3453. OSCAR WILDE. (4 Credits)
In this course we will concentrate on the writings of Oscar Wilde. We will discuss, then attempt to get past, the notoriety of his life, the scandal of his trial, and the opinion of many of his contemporaries that he was essentially a flaneur, who might have been a brilliant conversationalist, but was a merely talented writer. The very diversity of his work encouraged this opinion (as did Wilde himself), and we will explore his mastery of many genres, both comedic and tragic: his fiction, including The Picture of Dorian Gray, the fairy tales he wrote for his children, his literary criticism, his poetry, and his plays. And please remember: “A really well-made buttonhole is the only link between Art and Nature.” Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3462. ROMANTICISM AND PRIVATE LIFE. (4 Credits)
In an expanding celebrity age, Romantic writers developed a new appreciation for solitude, family, and friendship. Our texts explore the pleasures, benefits, and risks of private life in a growing media culture. Writers include Lord Byron, Mary Robinson, Felicia Hemans, Samuel Taylor Coleridge, John Keats, John Clare. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3467. DISOBEDIENCE IN LITERATURE. (4 Credits)
"Of man's first disobedience" -- so begins John Milton's epic poem, PARADISE LOST. Milton was not alone in his having interest sparked: the concept of disobedience, in its various permutations (literary, social, political, psychological, religious) has energized a wide variety of literary works. One might say that without some form of disobedience there could be no storytelling. Some of the questions that will shape our explorations in this course include: when is disobedience heroic, and when is it destructive or regrettable? What is the difference between disobeying your family and disobeying the law? Can an obedient character be interesting? How are the different modes of authority (religious, juridical, familial) played off against one another in order to license behavior? Using disobedience as our master rubric, we will follow important continuities and innovative changes in literary history across the past three centuries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3468. TRANSATLANTIC MODERN WOMEN. (4 Credits)
A literature course focused on gender and modernism from both sides of the Atlantic. As many women writers from 1900-1960 were immigrants and travelers, we have a cosmopolitan focus. Writers include: Zora Neale Hurston, Virginia Woolf, Gertrude Stein and Jean Rhys. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3471. PIRANDELLO IN CONTEXT. (4 Credits)
A study of the narrative, theatre and theoretical essays of Luigi Pirandello (1867-1936; Nobel Prize 1934) in the context of the literary, cultural, and social developments in early 20th-century Italy and Europe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3500. ADVANCED LITERARY THEORY. (4 Credits)
This course is designed to give students an in-depth study of multiple topics in literary theory not generally covered in the introductory-level course. Emphasis will be placed on reading theoretical texts in relation to the historical and political coditions under which they were produced. Topics will vary by semester but may include: Franz Fanon and the Algerian war; Herbert Marcuse and the Black Panther Party; Giles Deleuze and May '68; Eve Sedgwick and the AIDS epidemic. ENGL 3045 or COLI 3000 should be taken as a pre-requisite. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3502. MODERN BRITISH WRITING. (4 Credits)
This course will deal with the major British novelists of the beginning of the Twentieth century to the early 50's-from Conrad, Forster, Lawrence, Joyce, Beerbohm and Woolf to Graham Greene, Evelyn Waugh, Aldous Huxley, George Orwell, Iris Murdoch, Malcolm Lowry, Joyce Cary and Kingsley Amis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3504. VIRGINIA WOOLF. (4 Credits)
Virginia Woolf (1882-1941) was one of the great writers of the 20th century. In this course, we will read three of her novels and "A Room of One's Own", her influential feminist essay. Newer formally educated, she was also one of the great readers and critics of her time. Brilliant, funny, and hugely curious about her world, she wrote about virtually everything that might interest a person in her time: war, sex, friendship, reading, food, money, art, inspiration, jealousy, fashion, walking, and marriage to name some. As we read her work, we will look at how she transformed the tradition she read into revolutionary art. Then, after spring break, we will read four novels by writers who claim Woolf as an influence, major or minor, direct or indirect. Each of these writers, from England, Colombia, the United States, and Egypt, finds a different Virginia Woolf. With your final project, you will have the opportunity to write about the Woolf you discover through reading her words and discussing them in class. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3508. LITERATURE OF WORLD WAR I. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3045 or COLI 3000.
ENGL 3529. THEATER AND THE AVANT-GARDE. (4 Credits)
"Avant-garde" was originally a French military term for the first line of battle, but in the late nineteenth century, it came to signify the radical new art movements cropping up with abundance throughout Europe and, later, the United States. Rejecting social and aesthetic norms, these movements called for artistic (and often political) revolution, and many seized on theater as the perfect place to make a scandal of their ideas. After the Second World War, the center of gravity for the avant-garde shifted from Europe to New York, where a new generation built on earlier innovations and sought to reflect new realities. But throughout the long twentieth century, avant-garde artists put forth wildly different views of theater and its role in society, and some rejected live performance altogether. In this course, we will consider the twentieth-century avant-garde's complicated relationship to theater and its potential configurations of politics, text and spectacle, and analyze theatrical experiments in the context of other art forms. We will read manifestos, plays and performance and anti-performance texts of all stripes, and attend several live art events. Assignments will include one practical theatrical project. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3532. JAMES JOYCE. (4 Credits)
This course will cover the characterization of major women figures in British fiction: Moll Flanders, Clarissa Harlow, Miss Havisham, Dorothea Brooke and Tess of the D'Urbervilles (list will vary) from a psychological and feminist perspective. A survey of Joyce's fiction, beginning with Dubliners and Portrait, culminating in a careful reading of Ulysses and a handful of episodes from Finnegans Wake. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3535. MODERN POETRY. (4 Credits)
Modernist Poetry offers an intensive survey of major thematic currents and formal experiments in British, Irish and American verse from the late 19th century through World War II. Beginning with Gerard Manley Hopkins and Thomas Hardy, the course will devote central attention to the poetic development of W.B. Yeats, T.S. Eliot, and Wallace Stevens, while also exploring works by such major figures as Ezra Pound, H.D., Robert Frost, Wilfred Owen, William Carlos Williams, Marianne Moore, W.H. Auden and Langston Hughes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3537. SATIRE, SEX, STYLE: THE AGE OF THOMAS NASHE. (4 Credits)
Considered for a long time to be a "minor" Elizabethan writer with "nothing to say," Thomas Nashe managed to produce a varied and astonishing, if ultimately costly and futile, body of work during the last decade of the sixteenth century, spanning erotica, picaresque fiction, and fierce invective, satire, and polemic. This course will offer a close look at Nashe’s unique rhetorical style in relation to the vivid literary culture of his times, focusing on how Nashe’s work pushes to the extreme various impulses in Elizabethan literature that tend to get overlooked in conventional accounts of the period. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.
Prerequisites: ENGL 2000 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or ENGL 1002 or MLAL 2000.

ENGL 3542. MODERN IRISH LITERATURE. (4 Credits)
This course examines major modern Irish authors such as Yeats, Joyce, Synge, O’Casey and Beckett in terms of contemporary development in Irish culture. The Irish revival and the move to modernism and post modernism will be shown through the poets, playwrights and prose writers of the era. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: IRST.

ENGL 3584. EARLY CARIBBEAN LITERATURE. (4 Credits)
Since 1492 Europeans have alternated between imagining the Caribbean as a tropical paradise or as a land of dangerous savagery. This course will examine British writing about the Caribbean from the sixteenth through early nineteenth century in order to understand the ways in which authors thought about and represented cultural and ethnic difference, colonialism, slavery, and other issues related to imperial expansion. It will also look at some of the earliest works produced by authors who lived in the Caribbean and participated in the emergence of new Caribbean literary forms. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, AMST.

ENGL 3599. LITERATURE AND POLITICS IN THE EARLY US. (4 Credits)
This course surveys both popular and elite documents of the late eighteenth century, in order to consider the continuities between fictional and more properly political texts during this period. These continuities allow us to contemplate the relationship between fiction and political theory, both of which are imaginative genres, despite being generally understood as having distinct formal properties and appealing to different readerships. Looking at both fiction and political theory, we will contemplate the meaning of liberty, the best forms of government, natural and unnatural affiliations, political and social identities (national, colonial, creole, and indigenous), as well as other matters for debate in the period, including custom, slavery, landscape, gender, and genre. Authors include Charles Brockden Brown, William Wells Brown, Hannah Webster Foster, Benjamin Franklin, Alexander Hamilton, Thomas Paine, Susanna Rowson, and Phillis Wheatley. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
ENGL 3601. AMERICAN NOVEL I. (4 Credits)
A consideration of major American fiction of the 20th century with special attention to thematic and formal innovation as they bear on evolving American culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3602. AMERICAN DREAMS. (4 Credits)
What lies behind the relentless drive for the new and improved self? We'll approach this question historically, working from early American voices like Ben Franklin, Horation Alger, and Frederick Douglass to modern ones like Edith Wharton, Nella Larsen, and David Mamet. Along the way, we'll see that the vaunted American dream is hardly a one-size-fits-all category; one's race, class, and gender play a role in shaping one's experience of success or failure. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3603. AMERICAN RENAISSANCE. (4 Credits)
Examination of US literature 1830-1860, with emphasis on individualism and social relations, national expansion, popular print culture, slavery, and the emergence of women's writing in relation to changing ideas of public and private. Authors may include: Emerson, Thoreau, Melville, Hawthorne, Whitman, Poe, Fuller, Stowe, Child, Douglass, Longfellow, Fern, Jacobs, Wells Brown. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3604. AMERICAN LITERATURE TO 1870. (4 Credits)
We will look at the lively and surprisingly varied body of texts from the 17th century to 1870 as art, as social record and as representations of a mode of aspiration and experience that may well be uniquely American. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 3605. CIVIL WAR AND AMERICAN MEMORY. (4 Credits)
A study of narrative theory and narrative forms across three different media: music, both with and without words, to which narrative theory has brought a revolution in understanding; literature, the original home of written narrative and the primary focus of narrative theory; and film, where narrative works in cooperation and antagonism with both music and images. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, FCLC.

ENGL 3607. BLACK AND WHITE IN AMERICAN FICTION. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC, AMST.

ENGL 3609. FEMINISM AND AMERICAN POETRY. (4 Credits)
This course addresses contemporary American women's poetry and its relationship to recent feminist thought, specifically during and since "second-wave" feminism (roughly 1968 to the present). What role has poetry played in the arena of feminist politics? How do women writers construct varying identities through poetic language, exploring differences of race, ethnicity, physical disability, and sexual orientation? How might we apply recent feminist theories of language and identity to recent women poets? In response to such questions, we will read feminist theory in relation to poetry, and poetry in dialogue with feminist theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI.

ENGL 3611. MODERN AMERICAN AUTOBIOGRAPHY. (4 Credits)
After an acknowledgment of earlier memoirists such as Twain, Fitzgerald, Orwell and Baldwin, this course focuses on contemporary practitioners such as Joan Didion, Annie Dillard, Gerald Early, Kathryn Harrison, Mary Karr, Kate Simon, Alice Walker, Geoffrey Wolff, Tobias Wolff. Considerations include shifting notions of public and private, the construction of persona, and the impact of TV and radio on print, especially in regard to "voice", self-disclosure, and pathology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3612. ACTING AMERICAN. (4 Credits)
What does it mean to act American? This course proposes that theatrical acting is a privileged site for the formulation and expression of cultural values. We will examine the construction of American identity from the revolution to the present in and through performance in several different ways: by studying the history of American drama and theater, by analyzing representations of actors and acting in American novels and films, and by reading and thinking about acting techniques and performance styles throughout American history. Issues of racial and sexual difference in the construction of national identity will take center stage in our discussions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: IRST.

ENGL 3613. MODERN AMERICAN NOVELS. (4 Credits)
Modern American Novels will deal with the works of some of the major writers who rose to prominence in the period between 1920 and 1970. Novelist to be considered may include Hemingway, Faulkner, Fitzgerald, Nathanael West, Henry Miller, Steinbeck, Hurston, Bellow, Nabokov, Ishmael Reed, Kerouac, Joan Didion, Philip Roth, and Thomas Pynchon. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, AMST.
ENGL 3614. AMERICAN NOIR. (4 Credits)
In this intensive summer elective, we read American noir fiction from the 1920's through the 1960's to examine the genre's representation of gender, deviance, justice, sexuality, aesthetic taste, race, class, and other contended cultural concepts. Meanwhile, examining a variety of kinds of revelant documents (critical, legal, cultural, and journalistic; historical and theoretical; print, film, and radio) we situate the attitudes, language, and ideas in these fictions within various forms of context. This upper division elective means to refine our practical and theoretical expertise as scholarly researchers and writers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ENGL 3615. GENRE FICTION: THEORY AND PRACTICE. (4 Credits)
This course will take a close look at the phenomenon of "genre" fiction - novels labeled young adult, science fiction, romance, or mystery. The aim of the course is to develop a clear understanding of genre fiction's history, as well as its role in the publishing industry. Speakers will include publishers, agents, and editors. Final projects may range from a formal analysis of a novel or group of novels, an investigation of a segment of the publishing industry, or four to five chapters of a genre novel. Weekly readings of novels ranging throughout the genres is required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3616. AMERICAN SHORT STORY. (4 Credits)
Covers the development of the short story in America as it evolved through classicism, romanticism, realism, naturalism, and existentialism; with emphasis on recurring cultural issues: images of women, the Puritan heritage, the American Dream, American materialism, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3620. ORDINARINESS. (4 Credits)
The "ordinary": what is usual, customary, habitual, indistinct. In life, the ordinary blends into the background, unseen or unnoticed until something brings it to crisis. In fiction, however, where there is no background other than what description conjures, the ordinary is a carefully manufactured aspect or narration. The purpose of this course is to pay attention to some of the ways that realism, as a particular narrative subgenre conjures ordinariness. We'll consider the ways that realist fictions construct ordinary details (commodities, objects, settings, weather), ordinary actions (laboring, walking, falling in love), ordinary time (work days, boring dinners, long afternoons), and ordinary feelings (frustration, ennui, affection, resentment). Novelist will include Henry James, Theodore Dreiser, Frank Norris, and Stephen Crane; and we'll also read some theoretical work by Rolan Barthes, Frederic Jameson, Lauren Berlant, and Kathleen Stewart. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3624. MELVILLE. (4 Credits)
A seminar devoted to Herman Melville's writings, from the early travel narratives to the late poetry, including a careful reading of Moby-Dick. We will discuss Melville's views on race, sexuality, war, politics and art. This course is an excellent opportunity for students to refine their close reading skills. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ENGL 3625. EARLY AMERICAN LITERATURE. (4 Credits)
This course will examine Anglophone texts written in and about early America-from the speculative narrative of exploration in the early 17th century to the racy Gothic novel of the late 18th century. Special attention will be given to the diversity and conflict inherent in colonial culture, the transatlantic circulation of ideas and literary forms, relations between Europeans and Indians, tensions between religion and commerce, the influence of Enlightenment theory and science, controversies over class, gender, sexuality, race, and slavery, and the implications of the American Revolution. As we read such authors as John Smith, William Bradford, Anne Bradstreet, Jonathan Edwards, Benjamin Franklin, Olaudah Equiano, Phillis Wheatley, Thomas Jefferson, and Charles Brockden Brown, we will investigate how the discovery, settling, and development of America shaped and was shaped by literary language. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3628. BLACK AUTOBIOGRAPHIES. (4 Credits)
This course explores how Black writers use their lived experiences to shape political discourses and to interrogate the intersections of race, gender, class, sexuality, and disability. Considering slave narratives, memoirs, personal essays, and lyrics alongside autobiographies, this class examines how and why Black writers have chosen to write their own stories as well as what is at stake in their autobiographical writings. Some writers may include William and Ellen Craft, W. E. B. Du Bois, James Baldwin, Maya Angelou, Claudia Rankine, Janet Mock, and Ta-Nehisi Coates.
Attributes: AFAM, ALC, AMST.

ENGL 3629. 20TH CENTURY AFRO-AMERICAN LITERATURE. (4 Credits)
A study of central African American writers in their cultural and historical contexts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, COLI, PLUR, URST.

ENGL 3630. BLACK AMERICAN Icons. (4 Credits)
This course provides a focused exploration on the formation of Black American icons from the nineteenth century to the contemporary period, and it examines how race, gender, sexuality, and religion inform their work. Authors may include Frederick Douglass, W. E. B. Du Bois, Malcolm X, Angela Davis, Toni Morrison, and Barack Obama, among others.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, FCLC.

ENGL 3631. CONTEMPORARY AMERICAN FICTION. (4 Credits)
Novelists of our own time: Roth, Pynchon, Vonnegut, DeLillo, Morrison, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
ENGL 3632. POSTMODERN FICTION AND ENVIRONMENTAL JUSTICE. (4 Credits)
Postmodernism marks the time and space after World War II; the world has become the global market, producing wide ranging cultural and political effects. These effects are explored in various experimental and dangerous works by US writers, artists, and filmmakers including Philip K. Dick, Pynchon, David Lynch, Any Warhol, William S. Burroughs, and David Foster Wallace. The course will attempt to make sense of a world dominated by commodities, false images, and endless war. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, ENST, PJST.

ENGL 3636. INTRODUCTION TO AFRICAN AMERICAN LITERATURE. (4 Credits)
This course will survey African American Literature from the 18th century to the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AFAM, ALC.
Prerequisites: ENGL 2000 or COLI 2000 or CLAS 2000 or MLAL 2000 or MVST 2000.

ENGL 3640. JAMES BALDWIN. (4 Credits)
An overview of Baldwin’s three-and-a-half-decade literary career (1953-1987), considering novels, essays, short, stories, and television appearances. Themes will include race, politics, activism, sexuality, national identity, violence, love, and truth. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AFAM, ALC.
Prerequisites: ENGL 2000 or COLI 2000 or CLAS 2000 or MLAL 2000 or HPLC 1201 or HPRH 1001.

ENGL 3649. WOMEN’S LITERATURE, AMERICAN TRAGEDY. (4 Credits)
This course explores the diversity of female experience in American literature through readings of poetry and prose by women writers. Interdisciplinary and feminist approaches will be used to engage constructions of race, ethnicity, class and sexuality as they intersect with the category of gender. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, COLI.

ENGL 3650. STAYIN’ ALIVE: PRESENTATIONS OF RACE AND ETHNICITY IN 1970S US LITERATURE AND FILM. (4 Credits)
Using film—Hollywood and independent—as the primary texts, this course will introduce students to many of the debates surrounding the political and social climate of the US in the 1970s marked by the increasing influence of identity politics, the Ethnic Revival, and black power. Using texts ranging from Sounder (1972) to Saturday Night Fever (1977), this interdisciplinary class will use film, media and performance studies to consider the ways in which intersecting modes of identity develop and change across US historical eras, particularly through the dissemination of media images. Ancillary reading will draw from autobiographies, journalism, history and the popular criticism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: ENGL 2000 or COLI 2000 or MLAL 2000 or HPLC 1201 or HPRH 1001.

ENGL 3652. NEW WAVE IMMIGRANT LITERATURE. (4 Credits)
If the immigrant of the late 1800s and early 1900s valued assimilation, the post-1965 newcomer to America has forged a new cultural identity. This course will look at the attempts to situate oneself in America while maintaining a tie to one’s family’s country of origin in works by authors such as Amy Tan, Bharati Mukherjee, Gish Jen, Jamaica Kincaid, Edwidge Danticat, Cristina Garcia and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, PLUR, URST.

ENGL 3653. MAJOR AMERICAN AUTHORS: (Advanced Literature Core). (4 Credits)
This course provides an introduction to major American authors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, AMST.

ENGL 3655. THE ART OF CAPTIVITY. (4 Credits)
This new interdisciplinary course focuses on the literature and art of captivity as the term is broadly conceived. We will read about literal forms of captivity such as slavery, and figurative, social versions of captivity that arise from relationships, economics, sexuality, disability, and other situations. (Authors will include Frederick Douglas, Art Spiegelman, Sylvia Plath, and others.) This course combines literature with visual art, spotlighting the fall 2010 exhibit in the Lincoln Center art gallery–curated by Professor Cassuto–also called "The Art of Captivity." The exhibit will feature the work of Kara Walker, Alyssa Phoebus, Paul Karasik, and others. We will sometimes meet in the gallery in order to create interdisciplinary dialogue between paintings and readings. The course will also feature a number of guest appearance by artists whose work will be represented in the exhibit. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, COLI.

ENGL 3657. AMERICAN WRITERS IN ITALY. (4 Credits)
"American Writers in Italy" is a course that’s also an adventure. As American’s in Italy, our goal will be to read and understand the work of other Americans who visited (and in some cases resided) where we temporarily do. That is, we will be reading some interesting books not only in order to understand what they have to say to us and how, but we will also be making a varied and special effort to understand the role that their Italian settings play in creating their meaning and interest—and we will be visiting some of those settings. This is a course in the literature of place, and we will be making a collaborate effort to understand both literature and place. Writers include Hawthorne, Hemingway, James, Highsmith and Whanon Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ENGL 2000 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or COLI 2000 or CLAS 2000 or ENGL 1002 or MLAL 2000.

ENGL 3665. COMING OF AGE: ASIAN AMERICANS. (4 Credits)
In this course we will examine a variety of ways in which contemporary Asian-American authors have responded to the difficulty of growing up as outsiders. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, PLUR.
ENGL 3673. POSTMODERN LITERATURE AND CULTURE. (4 Credits)
Postmodernism marks the time and space after WW II; the globe has become the global market, producing wide ranging cultural and political effects. These effects are explored in various experimental novels by American writers including Philip K Dick, Pynchon, De Lillo, William S. Burroughs, and David Foster Wallace. The course will concentrate on a selection of novels that attempt to make sense of a world dominated by commodities and images in a time of endless war. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, AMST, COLI.
Prerequisites: ENGL 1102 and ENGL 2000.

ENGL 3680. ONE BIG BOOK. (4 Credits)
When Samuel Richardson's novel "Clarissa" was first published in 1747-8 it revolutionized the world of English fiction. At the time, the novel genre was still in its infancy-so much so that few books we now call novels were identified as such. "Clarissa" gave the nascent genre unprecedented respectability and weight. Indeed, it is literally and figuratively a weighty book--a 1,500 paged document of the titled character's sexual victimization and redemption. Written in epistolary form (there are 537 letters), the novel was sensationaly popular in its time and has left a lasting imprint on both novel genre and English literary criticism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ENGL 3691. BLACK ATLANTIC LITERATURE: IMAGINING FREEDOM. (4 Credits)
The focus of this course is contemporary black literature across the African Diaspora. We will read literature written in the 21st century, and we will investigate the manner in which authors in various locales around the world creatively explore the meaning of black identity and freedom. Authors include: M. NourbeSe Philip, Zadie Smith, ChimamandaAdichie, Mat Johnson, and Helen Oyeyemi. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AFAM, ALC.
Prerequisites: ENGL 2000 or COLI 2000 or CLAS 2000 or MLAL 2000 or MVST 2000.

ENGL 3701. AMERICAN WRITERS IN PARIS (Advanced Literature Core). (4 Credits)
As a capital of modern Western culture, Paris has long been attractive to experimental artists from other countries, a home in exile to find supportive audiences, publishers, and collaborators. For American writers in the 20th century, this activity took place in roughly two movements: after WWI, the "Lost Generation" of Hemingway, Fitzgerald, Stein, and others, and after WWII a circle of African American authors including Wright, Baldwin, and Himes. Through a selection of their works, as well as the art and music of the period, this course will explore the creative aims and cultural contexts of these two innovative groups. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, AMST, COLI.

ENGL 3702. AMERICAN NATURALISM. (4 Credits)
American Naturalism surveys some of the most uncompromising literature that U.S. writers have ever produced. Naturalism, an offshoot from the post 1865 turn toward realism in U.S. literature and art, has a generally harsher outlook characterized by deterministic surroundings and influenced by new developments in science, especially Darwinian evolution. Many naturalist writers were denounced in their own time as sordid and immoral, charges that we will explore and assess. Though mainly associated with the 1890-1910 period during which it flourished, American naturalism is not restricted to work produced between those dates. Naturalism continued to thrive after that era-this course ends with Wright's Native Son, a book that was published in 1940. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: ENGL 2000 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or ENGL 1002 or MLAL 2000.

ENGL 3750. PLAYS AND SCREENPLAYS. (3 Credits)
The purpose of this five-week project is to write a one-act play and a short screenplay, and to explore the relationship between the two forms. Elements of craft will be introduced to provide a vocabulary and a scaffolding. Contemporary plays and screenplays will be used as models.
Prerequisites: ENGL 2000 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or ENGL 1002 or ENGL 1004 or MLAL 2000.

ENGL 3802. LITERATURE AND IMPERIALISM. (4 Credits)
This course explores key debates in the study of literature and in the history of imperialism. Attention will be paid to the importance of literary form and historical representation as well as the relation between the two. A major concern of the course will be to examine the problems posed for any study of culture by legacies of imperialism. Readings will likely include Joseph Conrad, Mahasweta Devi, Naruddin Farah, Rudyard Kipling, Salmon Rushdie, Tayeb Salih, Olive Schreiner, and Pramoedya Ananta Toer. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, EP3, GLBL, INST, PJST.

ENGL 3820. SATIRE BEFORE 1800. (4 Credits)
The course explores satire as a form, focusing on its literary prominence in the English 18th Century. Among the writers considered will be, Horace and Juvenal. Aphra Behn and the Earl of Rochester, Jonathan Swift and Alexander Pope, Lady Montagu, John Gay, and Jane Collier. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
ENGL 3834. HISTORY OF THE ENGLISH LANGUAGE. (4 Credits)
The subject of this course will be the history of English from the Old
English period to the present day, and the range of varieties that are
found throughout the world. We will study the visual forms English has
taken from early runic engravings through medieval manuscripts to
recent texts; the radical changes that have taken place in the structure
of English over the centuries; the position of English as an "international"
language; variation in English grammar and pronunciation; how individual
speakers vary their use of the language; and how far it is possible to
speak of "good" and "bad" English. Four-credit courses that meet for 150
minutes per week require three additional hours of class preparation per
week on the part of the student in lieu of an additional hour of formal
instruction.
Attribute: MVST.

ENGL 3836. FICTION INTO FILM. (4 Credits)
Cinematic adaptation of novels and short stories. Problems of narrative,
genre, film language, imitation, etc., will be studied in the works of film
makers such as Bresson, Merchant/Ivory, Antonioni, Wyler, Renoir, Lean,
Bunuel, etc. Lab fee. Four-credit courses that meet for 150 minutes per
week require three additional hours of class preparation per week on the
part of the student in lieu of an additional hour of formal instruction.
Attribute: COLI.

ENGL 3840. THE CLASSIC MYSTERY. (4 Credits)
Literary and social evolution of the mystery genre from its 19th century
origin in Poe, Collins and Doyle, to the 20th century development of
"locked room" and "hard-boiled" forms, and more recently, the rise of the
woman detective. Four-credit courses that meet for 150 minutes per
week require three additional hours of class preparation per week on the
part of the student in lieu of an additional hour of formal instruction.

ENGL 3841. CONTEMPORARY FICTION. (4 Credits)
What makes contemporary fiction "contemporary"? How does it differ
from pre-World War II fiction or so-called "modernist" writing? This course
explores the fundamental transformation of the way contemporaries see
the world, dealing with writers as diverse as Kundera, Nabokov, Philip
Roth, Pynchon, Ishmael Reed, Joan Didion, Marquez, Mishma, Robbe-
Grillet, Patrick Suskind, Calvino and Vonnegut. Four-credit courses that
meet for 150 minutes per week require three additional hours of class preparation per week on the
part of the student in lieu of an additional hour of formal instruction.

ENGL 3842. THE SHORT STORY. (4 Credits)
A fun and rigorous romp through great short stories, such as those by
Poe, Hemingway, Atwood, and O'Connor. We will read and discuss a range
of fabulous short fiction to find out how such narratives work and how
they challenge our expectations about ourselves and the world around
us. Four-credit courses that meet for 150 minutes per week require three
additional hours of class preparation per week on the part of the student
in lieu of an additional hour of formal instruction.
Attribute: ALC.

ENGL 3851. Horror and Madness in Fiction and Film. (4 Credits)
How and why do we respond to horror, madness and rage in film and
literature? What are our reactions and responsibilities? Starting with
the Alien series, the course moves to works by Stanley Kubrick, Steven
Spielberg, Toni Morrison, Virginia Woolf, Sigmund Freud and Emmanuel
Levinas, among others. Four-credit courses that meet for 150 minutes per
week require three additional hours of class preparation per week on the
part of the student in lieu of an additional hour of formal instruction.
Attribute: COLI.

ENGL 3857. 17TH CENTURY TEXTS: SKEPTICISM AND AFFIRMATION. (4
Credits)
What can I know? What do I believe? To whom do I own allegiance? These
questions, fundamental in any age, emerge with special urgency in the
seventeenth century, as traditional structures of learning, religion, and
governance undergo radical change. In the context of the scientific,
political and religious revolutions of the seventeenth century, this course
will consider writers of the period who wrestle more or less explicitly with
these difficult questions. Readings will include works by Bacon, Browne,
Donne, Herbert, Milton and Cavendish. Four-credit courses that meet for
150 minutes per week require three additional hours of class preparation
per week on the part of the student in lieu of an additional hour of formal
instruction.
Attributes: ALC, EP3.

ENGL 3858. 17TH CENTURY TEXTS: SKEPTICISM AND AFFIRMATION. (4
Credits)
What can I know? What do I believe? To whom do I own allegiance? These
questions, fundamental in any age, emerge with special urgency in the
seventeenth century, as traditional structures of learning, religion, and
governance undergo radical change. In the context of the scientific,
political and religious revolutions of the seventeenth century, this course
will consider writers of the period who wrestle more or less explicitly with
these difficult questions. Readings will include works by Bacon, Browne,
Donne, Herbert, Milton and Cavendish. Four-credit courses that meet for
150 minutes per week require three additional hours of class preparation
per week on the part of the student in lieu of an additional hour of formal
instruction.
Attributes: ALC, EP3.

ENGL 3895. LONDON MODERNISM: 1915-1925; PARALLELS AND
PROSPECTS. (4 Credits)
British literary modernism is associated with London and the post-war
period of 1915-1925, and particularly with the "annus mirabilis" of 1922,
when many new literary works appeared in what was perceived as a new,
"modern" literary style. This course will focus on the nature of literary
modernism in London the early 20th century and connect it to modernism
in the early 21st century. Four-credit courses that meet for 150 minutes
per week require three additional hours of class preparation per week on
the part of the student in lieu of an additional hour of formal instruction.
Prerequisites:
ENGL 1102 and ENGL 1004 or ENGL 2000 or CLAS 2000 or CO LI 2000 or
HP LC 1201 or HP RH 1001 or HP RH 1051 or HP RH 2051 or ML AL 2000.

ENGL 3916. ANIMALS IN LITERATURE. (4 Credits)
An investigation of 19th-century writings on the "animal mind" as a
context for understanding such literary endeavors as Melville's "Moby
Dick" and Jack London's "Call of the Wild". Topics to be addressed
include animal rights, animal/human relations, domestication, and animal
language. Four-credit courses that meet for 150 minutes per week require
three additional hours of class preparation per week on the part of the
student in lieu of an additional hour of formal instruction.

ENGL 3919. WRITING WHITENESS. (4 Credits)
"As long as you think you are white, there's no hope for you" (James
Baldwin). What could Baldwin have meant by such a provocative
statement? This course will address the question by tracing the process
by which some Americans have come to think of themselves as "white,"
a category defined both against their own ethnic and national origins and
against racial "others." Four-credit courses that meet for 150 minutes per
week require three additional hours of class preparation per week on the
part of the student in lieu of an additional hour of formal instruction.

ENGL 3921. MAJOR VICTORIAN POETS. (4 Credits)
Major Victorian Poets examines the works of Alfred Tennyson, Robert
Browning, and Christina Rossetti. The focus will be on their dramatic
monologues, wild narratives, and bi-lingual love poems with some
attention to the mutations of these genres in the 20th and 21st century.
Four-credit courses that meet for 150 minutes per week require three
additional hours of class preparation per week on the part of the student
in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
ENGL 3922. INTERNSHIP SEMINAR: CAREERS IN ENGLISH. (4 Credits)
Fordham’s English majors in New York City enjoy numerous opportunities for Internships in fields like publishing, magazines, and TV and on-line media. Internships provide students with the chance to explore different avenues of potential professional development through hands-on experience. Previous English majors have pursued internships ranging from daily newspapers and television networks, to theater and arts organizations and public service and non-profits. The internship seminar allows students to gain a full elective’s worth of credit for their internship work. The internship seminar meets once a week to discuss readings relating to on-site work in the field. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3930. INTRODUCTION TO GAY AND LESBIAN LITERATURE. (4 Credits)
This course will read texts by a diverse range of Anglophone authors, emphasizing the cultural history of same-sex identity and desire, heteronormativity and oppression, and queer civil protest. It will also consider the problems of defining a queer literary canon, introduce the principles of queer theory, and interrogate the discursive boundaries between the political and personal. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3943. SOCIOLINGUISTICS. (4 Credits)
The course will introduce students to sociolinguistics, the study of languages as they are used by ordinary human beings to communicate with one another and to develop and maintain social relationships. Topics will include language variation and change, codes, speech communities, ethnography and gender. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3963. COLONIZATION AND COSMOPOlITANISM. (4 Credits)
In this course, we will read, think, discuss and write about the ways in which colonization has shaped the different articulations of cosmopolitanism in both the history of European thought and twentieth-century Asian representational arts. The first section of the course focuses mainly on the philosophical and literary articulations of this notion in European thought (Cicero, Seneca, Las Casas, Equiano, E.M. Forster). In the second section of the course, students will examine literary and filmic representations of the development of cosmopolitan values in Asia, where global cities have been emerging in the post-colonial era (Macaulay’s Minute on Education 1835, Amitav Ghosh, Shusaku Endo, Wong Kai Wai’s films). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3964. HOMELESSNESS. (4 Credits)
This service learning course explores the literary representation—and lived experience—of homelessness. For the academic portion of the course, we will read a variety of books, including some (but not necessarily all) of the following: King Lear, The Interesting Narrative of the Life of Olaudah Equiano, The Wrongs of Woman, The Adventures of Huckleberry Finn, The Grapes of Wrath, When the Emperor Was Divine, and Voyage of the Sable Venus, as well as various essays and memoirs by and about homeless people. The service portion of the course will include meetings and discussions with homeless and formerly homeless people and at least 30 hours of volunteer work with a relevant service organization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3965. WRITER’S WORKSHOP 2. (4 Credits)
An intermediate workshop class for creative writing. Pre-req: ENGL 3013 or ENGL 3014 or ENGL 3015 or ENGL 3016 or ENGL 3017 or ENGL 3018 or ENGL 3019 Or by writing sample submission. For more information, go to the Fordham Intermediate/Advanced Creative Writing Workshops webpage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3966. FICTION WRITING 2. (4 Credits)
An intermediate workshop class for fiction writing. Pre-req: ENGL 3013. For more information, go to the Fordham Intermediate/Advanced Creative Writing Workshops webpage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3967. CREATIVE NONFICTION WRITING 2. (4 Credits)
An intermediate workshop class for creative nonfiction writing. Pre-req: ENGL 3014 Or by writing sample submission. For more information, go to the Fordham Intermediate/Advanced Creative Writing Workshops webpage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3968. POETRY WRITING 2. (4 Credits)
An intermediate workshop class for poetry writing. Pre-req: ENGL 3015 Or by writing sample submission. For more information, go to the Fordham Intermediate/Advanced Creative Writing Workshops webpage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 3999. TUTORIAL. (3 Credits)
Independent research and readings with supervision from a faculty member.
ENGL 4005. THE MEDIEVAL TRAVELER. (4 Credits)
This course follows the routes of pilgrims, crusaders, merchants, nobles and peasants as they charted a course for lands of promise and hoped-for prosperity. In Medieval Traveler, we will read selections from the diaries, chronicles, and historical literature written by and about travelers in the Middle Ages. We will begin and end with travelers who sought miracles, marvels, and new trading routes on the cusp of the known world. We will focus in particular on the practicalities of medieval travel, and as well as the reasons for traveling: the sacred, the profane, and everything in between. This will be an interactive class, be prepared to discuss and debate issues of interest. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, HIST, ICC, MVST, OCST, REST.

ENGL 4010. AMERICAN CRIME STORIES. (4 Credits)
Crime narrative has long been a staple of American literature and culture, traversing both high, so-called literary, fiction and lowbrow popular efforts which were sometimes named for how much they cost (dime novels) or for the cheap, course paper they were printed on (pulp fiction). We'll be reading a selection of crime stories ranging from the antebellum era to contemporary times, but the main focus will fall on the 1930s, 1940s and 1950s, the period when the distinctively American hard-boiled style evolved in print and the film noir became an identifiable American movie idiom. Authors include Dashiell Hammett, James Cain, Raymond Chandler and Patricia Highsmith. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

ENGL 4018. THE POET’S CHOICE. (4 Credits)
"The Poet's Choice" offers a broad and occasionally irreverent survey of English poetry from canonical greats such as Shakespeare and Whitman to well-known contemporaries such as Seamus Heaney, Robert Hayden, Adrienne Rich and emerging young talents, such as Monica Youn, Terrance Hayes, and Brenda Shaughnessy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.


Prerequisites: ENGL 1102 and ENGL 1002 or ENGL 1004 or ENGL 2000 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 4032. SEMINAR: JOYCE’S ULYSSES. (4 Credits)
This seminar undertakes an intensive, chapter by chapter reading of Joyce’s serio-comic epic, Ulysses, in the context of literary modernism and in relation to several theoretical frameworks: psychoanalytic, reader-response, gender studies, deconstructive, and post-colonial. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 4033. SOUND IN U.S. CULTURE, HISTORY, AND LITERATURE. (4 Credits)
While people have long been interested in studying the sensory experiences of everyday life, music popular and otherwise, and the technologies that produce and reproduce sound, only recently has "sound studies" become a self-defined interdisciplinary field that has drawn in scholars from art history, film studies, history, literary studies, music history, and other fields. Over the course of the semester we will explore different ways in which such scholars have approached the study of sound, assess the value of various keywords they have used to interpret sound in the United States, and assemble an archive of primary sources—texts, sites, events, figures, and objects—that help us ask new questions about U.S. culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ENGL 2000 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or ENGL 1002 or MLAL 2000.

ENGL 4036. PSYCHOLOGICAL HORROR LITERATURE AND FILM. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

ENGL 4096. HOBBITS/HEROES/HUBRIS. (4 Credits)
Culminating with Tolkien’s The Hobbit, this course will examine the male hero, with all his cultural, philosophical, and individual limitations. We will take a close look at the epic journeys of Gilgamesh, Jeremiah, Ahab, Beowulf, and the Hobbit. Pride and Prejudice will provide a domestic counterpart and alternative view of male heroism. The course emphasizes writing and oral presentation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, SRVL, VAL.

ENGL 4110. SEMINAR: LANGLAND’S PIERS PLOWMAN & THE POETRY OF SOCIAL JUSTICE IN LATE MEDIEVAL ENGLAND (Pre-1800). (4 Credits)
Chaucer's great contemporary, Langland, writes a different, equally brilliant and fascinating kind of verse, but is not harder to read than Chaucer. His dream vision poem, Piers Plowman, composed, like Chaucer’s works, in late fourteenth-century London, offers ample treatment of many of the things Chaucer is often supposed to skirt or omit (social unrest, some forms of religious argument and conflict, overt politics of social justice, contemporary policy and practices regarding poverty). This course aims to put reading the poem at its center while paying due attention to its context in other texts and the poem’s surrounding world. We will regularly practice reading in the original from the beginning: only with one’s ears and eyes right in Langland’s wonderfully supple verse and amazing metaphors can one begin really to experience one of the most fascinating and challenging of all English poems. Whether or not you have already read some Chaucer, our persistent practice of Langland’s English should get you quite quickly into the poem. This will not be an easy course, but it should offer some challenging early visions of social justice that can often interrogate our own society’s priorities and practices.
ENGL 4113. SEMINAR: WRITING WHITENESS. (4 Credits)
"As long as you think you are white, there’s no hope for you" (James Baldwin). What could Baldwin have meant by such a provocative statement? This course will address the question by tracing the process by which some Americans have come to think of themselves as “white,” a category defined both against their own ethnic and national origins and against racial “others.” Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST.
Prerequisites: ENGL 1102 and ENGL 1002 or ENGL 1004 or ENGL 2000 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 4118. DICKINSON, WHITMAN, AND COMPANY. (4 Credits)
This course examines the poetry of Walt Whitman, Emily Dickinson, and their contemporaries. As we study the writings of Dickinson and Whitman across a variety of areas—love poems, poems about loss, poems about nature and art, historical and comic poems and religious poems—we will also link them to less familiar non-canonical poems from a variety of traditions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST.

ENGL 4119. SEMINAR: GOD AND MONEY IN EARLY AMERICA. (4 Credits)
In Matthew, Jesus said “Ye cannot serve God and mammon,” that is, religion and wealth, at the same time. So how did American colonist reconcile their desires for salvation and prosperity? Did piety and profits always “jump together”? Reading both British and American literary text and recent scholarship in early American studies, this seminar will explore the language of spiritual and material wealth in colonial New England, the South, the West Indies, and the Mid-Atlantic. We will examine writing concerned with theology, morality, ethics, social class, economics, and economic self-making over the course of nearly two centuries—both on their own terms and in terms of how religion and economics shaped one another. Authors will include William Bradford, Anne Bradstreet, Mary Rowlandson, Jonathan Edwards, Benjamin Franklin, Phillis Wheatley, and Olaudah Equiano. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST.
Prerequisites: ENGL 1002 or ENGL 1004 or ENGL 2000 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 4120. SEMINAR: MILTON. (4 Credits)
“Knowledge of good and evil, as two twins cleaving together, leaped forth into the world,” John Milton claims in Areopagitica, an essay advocating against censorship. How do we tell one from the other? This course follows Milton’s attempt to do the sorting through his major poetry and his political, social, and theological advocacy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: ENGL 2000 or CLAS 2000 or COLI 2000 or MLAL 2000 or HPLC 1201 or HPRH 1001.

ENGL 4121. NEW YORK CITY IN FICTION. (4 Credits)
This course will explore both short stories and novels written in and about New York City during the 20th century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, URST.

ENGL 4124. SEMINAR: KIESLOWSKI’S DECALOGUE. (4 Credits)
The seminar is an intensive study of Krzysztof Kieslowski’s extraordinary cinematographic meditations on the ten commandments. The course will explore the visual texture and complex ethical perspectives of the ten Decalogue films made in Communist Poland in the late 1980’s, along with two related works. There will be ancillary readings in philosophy, literature, and film theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, WGSS.
Prerequisites: ENGL 2000 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or ENGL 1002 or MLAL 2000.

ENGL 4126. TEN SHORT FILMS ABOUT MORALITY. (4 Credits)
This seminar will focus on a close analysis of acclaimed Polish director Krzysztof Kieslowski’s cinematic masterpiece, The Decalogue (1988-89). The ten one-hour films of the series each examine the ambiguities of the Ten Commandments in the modern setting of late twentieth-century Poland. The films will be paired with substantial essays examining the “ten words” of the commandments from various religious, philosophical, and theoretical perspectives, as well as some key texts in critical and film theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COLI, EP4, VAL.

ENGL 4127. SEMINAR: NOVELS BY WOMEN: JANE AUSTEN TO TONI MORRISON. (4 Credits)
An intensive study of novels by Jane Austen, George Elliot, Virginia Woolf, Zora Neale Hurston, and Toni Morrison. Our reading will be supplemented by literary criticism and historical contextual material. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, WGSS.
Prerequisites: ENGL 1102 and ENGL 2000.

ENGL 4128. LOVE AND SEX IN EARLY MODERN LITERATURE. (4 Credits)
An exploration of ideas about love, the erotic and human sexuality from 1500 to 1700. Writers to be studied include Petrarch, Aretino, Shakespeare, Sidney, Wroth and Wilmot. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, WGSS.
ENGL 4129. 4 MODERN CATHOLIC WRITERS. (4 Credits)
This seminar will consider the writings of Dorothy Day (1897-1980), Thomas Merton (1915-1968), Flannery O’Connor (1925-1964), and Walker Percy (1916-1990). These four authors, who arguably can be termed reformers as well as artists in their own right, are the principal critics of the modern Catholic predicament before and after World War II. Each in her or his way saw a church in drastic need of rebuilding and sought to restore what had collapsed and had been left unheeded by what was essentially an immigrant institution. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMCS, EP4, FCRH, REST, SRVL, VAL.

ENGL 4135. BIBLE IN ENGLISH POETRY. (4 Credits)
This course studies some of the books of the Bible which have been most influential on English literature, together with English poetry and critical texts, from the Middle Ages to the present, which have been influenced by these biblical books. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMCS, EP4, SRVL, VAL.

ENGL 4137. HYSTERIA/SEXUALITY/UNCONSCIOUS. (4 Credits)
This interdisciplinary seminar is sponsored by the Department of English and the Department of History. The seminar explores issues raised by hysteria, sexuality and the unconscious in turn of the twentieth-century western culture-topics that cross disciplinary boundaries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: BIOE, COLI, EP3, ICC.

ENGL 4139. SEMINAR: MODERN AMERICAN FICTION. (4 Credits)
This course considers modern american fiction of the twentieth century from a variety of critical perspectives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 4140. THE JESUIT RELATIONS. (4 Credits)
In the seventeenth century, Jesuit missionaries traveled to North America to convert the Native American populations to Christianity. This course will examine the Jesuit Relations, the collected letters and narratives that these missionaries authored. It will also consider scholarship on cross-cultural encounter, colonization and religion, and Native American resistance to understand the experience of evangelization from multiple perspectives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, PJST, VAL.
Prerequisites: ENGL 2000 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or ENGL 1002 or ENGL 1004 or MLAL 2000.

ENGL 4141. DEATH IN THE MIDDLE AGES. (4 Credits)
This course will examine death culture, including rituals of death, the instructions for a good death, visual depictions of death, and the great theme of the afterlife. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, MVST, VAL.

ENGL 4143. SHAKESPEARE: TEXT AND PERFORMANCE. (4 Credits)
This course will study Shakespeare’s plays first as texts and then as performance, focusing on the literary/historical aspect of a play, and then the same play as a theatrical script for realization in a performance setting. Through close readings from these widely disparate points of view, we will try to grasp how the theater acts to engage audiences and create meanings, and how time and culture are expressed in both text and performance. We’ll investigate questions about adaptation, authorship, the status of “classic” texts and their variant forms, the transition from manuscript, book and stage to film and digitally inflected forms of media. Assignments will include readings, memorization, essays, and presentations. The final project can be an essay, the student’s short video of a Shakespeare excerpt, or a brief performance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 4144. DRAMATURGY. (4 Credits)
The word dramaturgy, “the art or technique of dramatic composition or theatrical representation,” according to the Encyclopedia Britannica definition describes a series of practice that include aspects of playwriting, directing, and theatrical scholarship. This interdisciplinary seminar takes a capacious view of the practice of dramaturgy, approaching it as both a creative and a scholarly practice. As dramaturge, we will be literary and performance scholars, researching theater history, dramatic theory, and the broader cultural and historical contexts of our theatrical projects; we will also work as practitioners, collaborating with our peers to translate diverse texts into theatrical events. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC.

ENGL 4145. THE BODY IN COMP WOMEN LITERATURE AND ART. (4 Credits)
How do we understand relationships among identity, gender, race, and the human body? How do recent women writers and artists explore this question? This course will examine visual art and writing since the 1980s that depicts—and seeks to understand—human embodiment, challenging the idea of a physical norm in order to expand how bodies (especially women’s) are represented and known. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, ICC, INST.

ENGL 4147. FOOD AND GLOBALIZATION. (4 Credits)
This course will examine scholarship on food and globalization from a range of disciplinary perspectives, including anthropological, sociological, historical, and literary. It will also examine the interdisciplinary fields of food studies and globalization studies to discuss the development of global exchange networks and their impact on consumer cultures and notions of identity in the United States and beyond. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, ICC, INST.
ENGL 4148. MEDEIVAL DRAMA IN PERFORMANCE. (4 Credits)
Divine mysteries and scurrilous scatology, Everyman's workaday struggles and a King's political quandaries, lavish one-night courtly entertainments and massive Biblical plays performed by an entire community: the drama of the English late Middle Ages (roughly 1350-1500) was resourceful, local, non-professional, and endlessly inventive. In this course, we study medieval English drama along three axes: as literary texts full of pathos, pathos, and meaning; as evidence for historical performance practice and theater history; and as scripts brimming with possibility for performance. Combining intensive reading of medieval play texts with key works by important theater practitioners, we examine medieval drama on its own terms and ask what it means to read and perform these works in the 21st century. To help answer this question, students collaboratively design, direct, and stage a medieval dramatic work of their choosing as a final project. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, MVST.
Prerequisites: ENGL 1102 and ENGL 1002 or ENGL 1004 or ENGL 2000 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 4149. MODERN DRAMA AS MORAL CRUCIBLE. (4 Credits)
The creators of modern drama made theater an arena for moral struggle and personal commitment. Plays by Buchner, Ibsen, Chekov and Shaw; relevant reading in history and philosophy. Senior values seminar. Literary Studies elective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, EK, IRC, SRL, VAL.

ENGL 4150. RACE AND HOLLYWOOD FILM. (4 Credits)
This interdisciplinary capstone course examines how contemporary US culture represents its racial others. Drawing on theories and methods from sociology, political science, philosophy, and literary theory, we will develop a provisional model of interdisciplinary cultural analysis that will enable us to examine how racial representations work, why they matter, and how they can be most fruitfully interpreted. We will then conduct a series of case studies in racial representation. Each case will be organized around a recent Hollywood film, and each film will be examined from a variety of disciplinary perspectives, with particular emphasis on how the various disciplines both illuminate and obscure various aspects of the racial representation at hand. The course will culminate in a series of group presentations, each group presenting an interdisciplinary analysis of a recent racial representation of its own choosing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, ICC, PJST, PLUR.
Prerequisites: ENGL 2000 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPLC 1201 or HPRH 2051 or CLAS 2000 or COLI 2000 or ENGL 1002 or ENGL 1004 or MLAL 2000.

ENGL 4184. POSTWAR AMERICAN LITERATURE AND CULTURE. (4 Credits)
This interdisciplinary seminar analyzes cultural trends and counter-cultural movements of the post-WWII era as represented in American literature and history. Topics include the Cold War and containment culture, the racial politics of suburbanization, the Beats and the counterculture, student radicalism, the civil rights struggle and Black Power, the anti-war movement, environmentalism, the sexual revolution, cultural conservatism, and questions of history, identity, and responsibility. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC.

ENGL 4185. CARIBBEAN ISLANDS AND OCEANS. (4 Credits)
Islands and oceans: these geographic features have defined both the history of the Caribbean and imaginative writing about it. Drawing on work by cultural geographers, historians, anthropologists, literary scholars, and others, this course will examine novels, poetry, travel narratives, essays and films about the Caribbean from 1492 to the present. As we read, we will think about how authors have used the metaphors of island and ocean not only to portray the Caribbean as a paradise but also to critique the devastation of its peoples and ecologies by the forces of empire and colonialism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.
Prerequisites: ENGL 2000 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or MLAL 2000.

ENGL 4204. JOSEPH CONRAD AND THE FUTURE OF ENGLISH. (4 Credits)
A study of works by Joseph Conrad and their relevance for the changing landscape of English literature within the comparative linguistic, literary, and cultural context of the twentieth and twenty-first centuries. Besides select works of Conrad (including Almayer’s Folly, Heart of Darkness,” Lord Jim, Nostromo, The Secret Agent, and Under Western Eyes), other works to be studies may include: Ngugi wa Thiong’o, A Grain of Wheat, V.S. Naipaul, A Bend in the River, Tayeb Salih, Season of Migration to the North, Nuruddin Farah, Maps, Jessica Hagedorn, Dream Jungle, Pramoedya Ananta Toer, This Earth of Mankind. CAPSTONE SEMINARE FOR COMPARATIVE LITERATURE MAJORS. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 4205. SHAKESPEARE'S CONTEMPORARIES. (4 Credits)
In this survey of early modern English drama exclusive of Shakespeare, we will read a range of plays within their generic and social contexts. We will study dramas that both define, and defy, common conception about tragedy and comedy and the differences between these genres. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
ENGL 4206. COMPARATIVE STUDIES IN REVOLUTION. (4 Credits)
This interdisciplinary capstone seminar engages students in a series of literary and historical studies of revolutionary (and counter-revolutionary) movements (e.g. the Haitian revolution of 1791, the Indian Rebellion of 1857, and the events of 1965 in Indonesia). Examining historical documents, works of fiction, literary theory and historiography, the seminar will investigate how the disciplines of history, literary criticism, and cultural studies more generally, seek to explain revolutionary historical change. Particular attention will be paid to the authority of textual evidence placed within interdisciplinary, cross-cultural, and multi-media contexts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, GLBL, ICC.

ENGL 4207. COMPARATIVE STUDIES IN EMPIRE. (4 Credits)
This interdisciplinary capstone seminar will study the interrelation between different imperial formations (e.g. Roman, Ottoman, Mongol, British, Chinese, and American) and the various linguistic, literary, and cultural traditions that give them imaginaive and historical shape. Attention will be paid to the importance of literary form and historical representation. Juxtaposing historical and fictional texts from different cultural and historical moments, the seminar will explore how these texts foreground problems of historical documentation and textual authority. The seminar will also study how these foundational problems, shared by the disciplines of history and literary criticism, are embodied in other media, notably music and film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, ICC.
Prerequisites: ENGL 1102 and ENGL 1004 or ENGL 2000 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 4208. INTERDISCIPLINARY NARRATIVE. (4 Credits)
A study of narrative theory and narrative forms across three different media: music, both with and without words, to which narrative theory has brought a revolution in understanding; literature, the original home of written narrative and the primary focus of narrative theory; and film, where narrative works in cooperation and antagonism with both music and images. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

ENGL 4209. LITERATURE OF PEACE AND WAR. (4 Credits)
The decision to wage war is one of the most consequential moral choices we make. The struggle to achieve and maintain peace is one of the most challenging and abstract human goals. For all the ways that war and peace are tied up with politics, we can come to a better understanding of human experience of peace and war through art. This senior seminar explores literary and cinematic representations of peace and war from Classical times to the present day. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, EP4, SRVL, VAL.
Prerequisites: ENGL 2000 or ENGL 1002 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or MLAL 2000.

ENGL 4227. BLACK LITERATURE AND FILM. (4 Credits)
From Malcolm X and Alex Haley's The Autobiography of Malcolm X (1965) to Sapphire's Push (1996), African American literature has certainly inspired several film adaptations throughout the twentieth and twenty-first centuries (like Spike Lee's Malcolm X [1992] and Lee Daniels's Precious [2009]). Indeed, the number of cinematic adaptations of African American literature suggests that there is not only a particular fascination with transforming literary works into films but also an abiding interest in seeing how a text will translate onto the big screen. This class will analyze selected texts (such as Lorraine Hansberry's A Raisin in the Sun [1959], Alice Walker's The Color Purple [1982], and Terry McMillan's Waiting to Exhale [1992]) alongside their cinematic counterparts (such as Daniel Petrie's A Raisin in the Sun [1961], Steven Spielberg's The Color Purple [1985], and Forest Whitaker's Waiting to Exhale [1995]) to discuss how literary and filmic texts measure up on their own worth as well as to examine how these texts mutually inform one another, particularly in the ways that they become remembered in the American cultural imagination. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, ICC.
Prerequisites: ENGL 2000 or COLI 2000 or MLAL 2000 or HPLC 1201 or HPRH 1001.

ENGL 4370. DISGUST IN LITERATURE AND PSYCHOLOGY. (4 Credits)
This course will analyze disgust in literature (and related disciplines) and in psychology as primary emotion that exists in every culture. We will study fiction, poetry, and film—and also psychological research, as we explore what it means to be disgusted, and why we are motivated to read and view things that provoke disgust. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

ENGL 4401. THE BRONTES IN CONTEXT. (4 Credits)
The study of the novels by the three Bronte sisters—Charlotte, Emily, and Anne—in the context of the social and cultural developments in 19th century England. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ENGL 4403. EXTRAORDINARY BODIES. (4 Credits)
From freak shows to the Americans with Disabilities Act, people with non-normative bodies have received special, and not always welcome, attention from their peers. This course will study the experience of people with anomalous bones from a variety of personal and social perspectives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, EP4, SRVL, VAL.
Prerequisites: ENGL 2000 or ENGL 1002 or ENGL 1004 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or HPLC 1201 or CLAS 2000 or COLI 2000 or MLAL 2000.

Updated: 10-11-2017
ENGL 4407. ROMANTICISM AND REVOLUTION. (4 Credits)
This course will examine the literature of the Romantic period (1789-1832) in light of the explosive social and political upheavals of the time. The central figures of British Romanticism wrote amidst and about this exciting and turbulent climate. William Blake, Mary Wollstonecraft, Samuel Taylor Coleridge, William Wordsworth: these authors witnessed and often participated in the raucous political movements of the day, from regicide to social reintegration. We will study their works, ranging from Blake's Songs of Innocence and of Experience to Mary Shelley's Frankenstein, paying attention to a variety of lesser-known authors (such as Mary Hays, John Thelwall, Charlotte Smith, and Olaudah Equiano) who helped shape the literature of the revolutionary period. Students will also be introduced to some of the era's lively political pamphlets, visual culture, propaganda, and street ballads. Two intertwined questions will guide our work across the semester: What does it mean to imagine entirely new social orders? What does it mean to imagine entirely new modes of writing? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, PJWT.

ENGL 4420. ETHICS AND INTELLIGENCE. (4 Credits)
This seminar will engage students in an intensive examination of the history, literature, and ethics of secret intelligence. Tracing the historical emergence of contemporary intelligence agencies from the early modern period up to the present, and with special attention to literary works from contrasting cultural traditions, the seminar will focus on three areas of expertise that have historically shaped he articulation and administration of both clandestine and public intelligence and information: the work of translators, the work of missionaries, and the work of government agencies.
Attributes: EP4, VAL.
Prerequisites: ENGL 1102 and ENGL 2000 or ENGL 1002 or ENGL 1004 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 4421. DISABILITY, LITERATURE, CULTURE: NEUROLOGICAL, MENTAL, AND COGNITIVE DIFFERENCE IN CULTURE & CONTEXT. (4 Credits)
Disability studies, the central focus of this course, is an inherently interdisciplinary field. Drawing particularly on two of its constituent disciplines, literature and sociology, this course will explore the questions and problems raised by neurological, mental and cognitive disabilities, as they relate to identity, community, and belonging. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, COLI, ICC.
Prerequisites: ENGL 1102 and ENGL 1002 or ENGL 1004 or ENGL 2000 or CLAS 2000 or COLI 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 4490. BRITISH LITERATURE, HISTORY, AND CULTURE OF THE GREAT WAR. (4 Credits)
Focusing upon poetry, fiction, drama and memoir written between 1910 and 1925, this interdisciplinary course explores the historical, cultural and aesthetic impact of World War I. Literary works are paired with historical readings, early silent film, popular music and medical discourses. Using London and Great Britain as texts, the course features field trips to several important archives, including the The Imperial War Museum in London and Craiglockhart War Hospital near Edinburgh. Major modernist writers treated in the course include Thomas Hardy, G.B. Shaw, W.B Yeats, Rudyard Kipling, Wilfred Owen, T.S. Eliot, D.H. Lawrence, Virginia Woolf, Robert Graves, Ford Madox Ford and Rebecca West. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, IRST.
Prerequisites: ENGL 2000 or ENGL 1002 or ENGL 1004 or HPRH 1001 or HPRH 1051 or COLI 2000 or CLAS 2000 or HPLC 1201 or HPRH 2001 or HPRH 2051 or MLAL 2000.

ENGL 4602. RURAL AMERICA IN LITERATURE. (4 Credits)
This course examines the representation of rurality and agrarian life in American literature from the Revolutionary period to the present. Authors studied include Hector de Crevecoeur, Thomas Jefferson, George Washington, Walt Whitman, Emily Dickenson, Willa Cather, Robert Frost, William Carlos Williams, Breece D’Japa Pancake, Carolyn Shute, Jane Smiley, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 4603. ASIANS IN THE AMERICAS. (4 Credits)
This capstone course examines the histories, cultures, and politics of Asians in the Americas. Drawing on theories and methods from history, sociology, psychology, literary studies, and other scholarly disciplines, we will examine some major touchstones in the interdisciplinary field of Asian American Studies. Topics may include the global context of Asian migration to the west, Asians as coolie laborers in the US and the Caribbean, anti-Asian legislation, Japanese American internment during World War II, the geopolitical context of model minority discourse, gender and sexuality in Asian America, media representations of Asians and Asian Americans, and methodological debates in the field of Asian American Studies.
Attributes: AMST, COLI, ICC, PLUR.

ENGL 4604. JAZZ AGE, LITERATURE, AND CULTURE. (4 Credits)
The glamour and glitz of the 1920s era known as "The Jazz Age" are the subject of this course, which examines changes in the literature and culture of the period between World War I and the end of Prohibition in 1933. The class examines popular culture, politics, and economic change in these years, through the lens of writers like Hemingway, Fitzgerald, and Faulkner, as well as the writers of the Harlem Renaissance and the first wave of women's liberation. Sample topics include the Great Migration, World War I, the New Negro, the rise of the Ku Klux Klan, urban transformations, consumerism, homosexuality, and the influence of jazz and blues music. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.
ENGL 4701. WRITER’S WORKSHOP 3. (4 Credits)
An advanced workshop class for creative writing. Admission by writing sample submission only. For more information, go to the Fordham Intermediate/Advanced Creative Writing Workshops webpage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CVW.

ENGL 4702. FICTION WRITING 3. (4 Credits)
An advanced workshop class for fiction writing. Admission by writing sample submission only. For more information, go to the Fordham Intermediate/Advanced Creative Writing Workshops webpage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CVW.

ENGL 4703. CREATIVE NONFICTION WRITING 3. (4 Credits)
An advanced workshop class for creative nonfiction writing. Admission by writing sample submission only. For more information, go to the Fordham Intermediate/Advanced Creative Writing Workshops webpage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CVW.

ENGL 4704. POETRY WRITING 3. (4 Credits)
An advanced workshop class for poetry writing. Admission by writing sample submission only. For more information, go to the Fordham Intermediate/Advanced Creative Writing Workshops webpage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CVW.

ENGL 4705. CREATIVE WRITING CAPSTONE. (4 Credits)
This Capstone course is the exit requirement for English Majors concentrating in Creative Writing. Students will work on comprehensive creative and scholarly portfolios and a collaborative creative writing public exhibition project. The principal aim of the Capstone is to introduce our graduating students to the realities of the writer’s life, which necessarily involves not just individual work but also affiliation, cooperation, and community. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CVW.

Prerequisites: ENGL 1102 and ENGL 1002 or ENGL 1004 or ENGL 2000 or CLAS 2000 or COLL 2000 or HPLC 1201 or HPRH 1001 or HPRH 1051 or HPRH 1031 or HPRH 1051 or HPRH 2051 or MLAL 2000.

ENGL 4708. ENGLISH HONORS THESIS TUTORIAL. (4 Credits)
Seniors with a 3.6 GPA or higher in English who wish to complete an ambitious project under the individual direction of a faculty member should register for this course. Discuss this option with the Associate Chair in the term prior to the semester in which the thesis will be completed, and then choose a member of the faculty as an advisor for the thesis. The professor advising the project will set up parameters and deadlines at his/her discretion. At the end of the semester, there will be an honors defense with the advisor and one departmental reader.

ENGL 5001. PRO.SEM:RES.METHODS ENGL. (3 Credits)
An introduction to English studies at the graduate level, emphasizing bibliography, scholarly writing, and critical intervention. Although the emphasis of the course will vary according to the aims of the instructor, areas covered may also include book history, textual editing, historical research, and other issues of professional concern to graduate students. All incoming doctoral students must take this course during the fall semester of their first year.

ENGL 5002. CRITICAL THEORY. (3-4 Credits)
A representative but not inclusive sampling of key theoretical studies from roughly the past seventy-five years. After reading a series of now classic essays to lay a foundation, the course will consider closely the writings of a small number of influential thinkers, possibly including Walter Benjamin, Jacques Derrida, Judith Butler, and Slavoj Žižek, among others.

ENGL 5077. EDITING MEDIEVAL TEXTS. (3 Credits)
This is a course in the theory and practice of editing, especially as it relates to medieval texts, with most of the examples coming from Middle English. We'll give attention to documentary, historical, and aesthetic approaches, and we will spend some time exploring digital methods and concerns. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENGL 5100. SWIFT AND IRISH STUDIES. (3-4 Credits)
Is Swift an Irish writer? At the level of basic biographical fact, the answer to this question is obvious, but given Swift's many hostile statements about the land of his birth, and his literary self-fashioning in London, we are left with a variety of complex critical questions about the nature of authorial identity. Literary critical studies of Swift's satires often pay little attention to Swift's Irish origin and political involvement, while approaches in Irish Studies to Swift tend to draw on the same few paragraphs from the works that made Swift a literary giant. This course will attempt to consider what links the author of A Tale of Tub and Gulliver's Travels with the author of Ulysses.
ENGL 5101. HISTORY-ENGLISH LANGUAGE. (3-4 Credits)
An introduction to the study of language and linguistics, ranging from Old and Middle English to contemporary varieties of global English. Our language has changed dramatically in the twelve hundred years of its recorded history. We would not recognize speech (Old English) of the first Germanic peoples who migrated to post-Roman Britain in the fifth century; Chaucer’s Canterbury Tales (Middle English) might seem to be written in a foreign language; even Shakespeare’s (early Modern English) requires efforts. In different parts of the world (our country, even the city) today we encounter surprisingly different varieties of English. We will look at the English of these earlier periods as well as the English of our own time with a twofold goal: to gain an understanding of the sounds, words, and structure of English, and to consider the phenomenon of how and why a language changes (or doesn't). This course will introduce students into the study of language and linguistics; no previous knowledge presumed. There will be frequent short assignments, a midterm and a final.

ENGL 5102. GLOBAL POSTMODERNISMS. (3 Credits)
A survey of literary development in postmodernity and global literary studies.

ENGL 5103. FEMINISM & AMERICAN POETRY. (3 Credits)
This course will address mid- through late-twentieth century poetry by women in relation to second-wave feminism, feminist theories, and queer theories. The writing and publishing of women's poetry played an important role in second-wave feminism, often serving as the artistic arm of the movement, assuming identity politics as its governing principle. We will first examine women poets of the feminist and black arts movements who developed a series of radical new poetries to "embody" gender and racial identities. We will then discuss the ways that poets and theorists since that time have challenged the tenets of identity politics and, accordingly, pushed poetries into new terrains in search of diverse groundings for politics and aesthetics alike. Figures discussed may include Adrienne Rich, Sonia Sanchez, Audre Lorde, Gloria Anzaldua, Sandra María Esteves, Theresa Hak Kyung Cha, Kathleen Fraser, Harryette Mullen, and others.

ENGL 5104. NATURAL HISTORY AND ECOLOGY. (3 Credits)
This course will examine the genre of natural history, which flourished in the seventeenth and eighteenth centuries, especially as Europeans engaged in ambitious projects of empire-building that brought them into contact with thousands of new plants and animals. Prior to the development of anthropology as a distinct discipline, natural histories also included within their purview the description of non-European peoples. We will think about how natural histories portrayed environments and the relationship between human and non-human actors. We will also read recent works from the fields of ecocriticism and ecology to think about the meaning and value of studying natural history today.

Attribute: ENST.

ENGL 5105. CRITICAL EMBODIMENT. (3 Credits)
This seminar will examine cutting edge work in critical race, crip, and queer theory and their intersections in order to prepare you to both intervene in these discourses and effectively engage with them in your analysis of literary texts. We will consider the representation of characters’ bodies and identities in works drawn from a range of historical periods and genres. Likely writers to be considered include José Esteban Muñoz, Eli Clare, Mel Chen, Ellen and William Craft, Robert McRuer, Roderick Ferguson, Jasbir Puar, and Alison Kafer.

ENGL 5109. AFRICAN AMERICAN LITERATURE. (3 Credits)
A survey of African American literature from the Jazz-age to the present.

ENGL 5110. QUEER RENAISSANCE. (3 Credits)
This seminar will explore the intersections between early modern studies and queer theory, focusing on three key issues: the charged relations between queer theory and other critical frameworks such as psychoanalysis, feminism, and poststructuralism; the ongoing role of historicism in shaping major debates and conversations in the field; and the place of aesthetics, genre, and form in early modern and contemporary treatments of eroticism. Writers to be discussed will likely include Spenser, Shakespeare, Sidney, Marlowe, Nashe, Crashaw, and Philip, alongside Foucault, Sedgwick, Butler, Lacan, Bataille, Edelman, and others.

ENGL 5115. GRADUATE INTERNSHIP SEMINAR. (3 Credits)
Seminar designed for graduate students engaged in a professionally relevant internship during the semester that the seminar is offered.

ENGL 5116. AFRICAN AMERICAN FICTION. (3 Credits)
A study of twentieth and twenty-first century African American novels.

ENGL 5141. AFRICAN AMERICAN AUTOBIOGRAPHY. (3 Credits)
This course explores how Black writers use their lived experiences to shape political discourses and to interrogate the intersections of race, gender, class, sexuality, and disability. Considering slave narratives, memoirs, personal essays, and lyrics alongside conventional autobiographies, this class examines how and why Black writers have chosen to write their own stories as well as what is at stake in their autobiographical writings. Some writers may include William and Ellen Craft, W. E. B. Du Bois, James Weldon Johnson, James Baldwin, Maya Angelou, Claudia Rankine, Janet Mock, and Ta-Nehisi Coates.

ENGL 5144. EARLY MOD SONNT & NW FORMLSM. (3-4 Credits)
ENGL 5151. MASTER CLASS: WRITING. (3-4 Credits)
ENGL 5166. Master Class: Young Adults/Children's Literature. (3,4 Credits)
A Master Class level creative writing workshop where students will engage in writing for younger readers, children through YA, with attention to process and the art of storytelling. Beginning with the birth of a story idea, the class will explore the areas of plot, character, setting, voice and theme. During the semester students will develop a writing portfolio consisting of prewriting, first draft, revised and polished pages. The genre and form of a student’s writing will be self-selective with the instructor’s guidance. Workshop writings may include fiction, non-fiction, fantasy and poetry.
ENGL 5171. MASTER CLASS: CREATIVE WRIT. (3-4 Credits)

ENGL 5175. Master Class: YA/Children's Literature. (3-4 Credits)

ENGL 5176. MASTER CLASS: WRITING ABOUT PLACE. (3 Credits)
Of course writing about "place" can be exotic (as it must have been for the 18th Century British noblewoman, Mary Wortley Montagu, when she visited a harem or two in Turkey) but then again, some of the most evocative writing about place we have is by writers who didn't even have to leave their neighborhoods to do it: Virginia Woolf writing about London, Dave Eggers writing about the apartment in San Francisco he shared with his brother, Philip Roth writing about Newark, New Jersey, Joan Didion writing about a house she and her husband rented in her native California, or even David Mamet writing about the barren new housing development in suburban Illionois he moved to with his mother and stepfather. In this Master Class, you will get a variety of opportunities to write about New York City, bringing your New York City to life—your bedroom or dorm room or Broadway: The Cyclone or the Staten Island Ferry or the tram to Roosevelt Island: MOMA or the bar where you watched the Superbowl or the place on 9th Avenue that makes the best cupcakes you've ever eaten. The options are infinite.

Attribute: URST.

ENGL 5177. MASTER CLASS: WRITERS AS SHAPERS: THE SHORT STORY. (3-4 Credits)
A short story can be constructed in an unlimited number of ways and each week we will explore the formal possibilities that are available to us. We will study the choices we have as writers—of narrative point of view, character development, beginnings, dialogue, description, structure, pacing, plot and resolution. We will isolate and inspect strategies that published authors have used. Students will produce and workshop their own fiction from exercises. In the conversation between student writing and the studied literature we will hopefully arrive at a greater sense of writers as shapers, sculptors of the raw material of the story.

ENGL 5178. Master Class: Writing Genre Fiction. (3,4 Credits)
This course will address three branches of genre fiction: mystery, romance and science fiction. Each student should have a developed idea for a novel before the start of class (undergraduates, please forward a one paragraph plot summary as your application to the class). We will begin by analyzing novels from each field. Initially we'll divide class time equally between student work and assigned texts, though that balance will turn to student work as the semester progresses. We will engage in ongoing discussion of the practical issues of getting published, such as revising and preparing manuscripts for publication, approaching an agent, genre-driven conferences, and publishing houses and their settings, and dialogue. Along the way, we will stop to examine various aspects of craft such as theme, style, plot, and placing them in students' own writings as well as in selected readings.

ENGL 5179. PERSONAL CANON: PROPULSION AND EXCAVATION. (3-4 Credits)
Personal Canon: Propulsion and Excavation. How does one curate a body of source work that will sustain and propel a personal poetics? We will explore a variety of ways poets have come by literary inspiration and rigor. What possibilities lie in a found text, dialogue and scenery? Students will be expected to write a series of poems, respond to assigned texts, locate a collection of works that will comprise a personal canon and write reflectively on how and why these works were chosen.

ENGL 5180. MSTR CL: WRTNG AUTOBIO/MEM. (3-4 Credits)
ENGL 5202. ANGLO-SAXON IDENTITIES. (3-4 Credits)
This single-semester course enables you to study literary and cultural issues while actively learning enough Old English to read in the original with pleasure. We will look at selected texts from among the magnificent poetry and prose composed in England before the Norman conquest and consider such issues as: who are the Anglo-Saxons, what models of human conduct and achievement are valued in Old English texts, what ethical and religious dilemmas engaged, what modes of literary composition, delivery and reception prevail. Longer texts will be partly in translation, partly in Old English. The course is open to final year undergraduates and graduate students wishing to begin study of Old English.
ENGL 5208. THE ENGLISH LANGUAGE 1154-1776. (3 Credits)
This course will deal with the linguistics and sociolinguistics of Middle English and Early Modern English. The beginning date, 1154, is the year of the last entry in the Anglo-Saxon Chronicle and the year Henry II, the first Angevin king, acceded to the throne. It is as good a date as any to mark the demise of Old English and the beginning of the Middle English period. 1776, the year of the American Declaration of Independence, marks another turning point, when Early Modern English began to become the English(es) of the present day. This course, which will examine the ways in which the language developed from the twelfth through the eighteenth centuries. Topics will include dialects and standardizations, lexicon, grammar, and syntax, phonological change (The Great Vowel Shift), stress and prosody, paleography and codicology of Middle English manuscripts, and early printing, with all an aim to better understand and appreciating the literature of these periods.

ENGL 5210. INTRO OLD NORSE LANG & LIT. (3,4 Credits)
The course will begin with an introduction to Old Norse language, using E.V. Gordon's Introduction to Old Norse, and as students become comfortable with the language, we will read a selection of representative works from a variety of genres: historical prose, saga prose, and hagiography, as well as eddic poetry (wisdom, myth, legend) and the encomiastic poetry of the skalds. Readings will be partly in Old Norse, partly in translation. We will attempt to situate the texts in their medieval cultural context (analogues in English, French, German, and Latin literature), and we will spend some time on Old Norse palaeography and codicology so that students can better appreciate their material context. There is no prerequisite for the course and no prior knowledge is assumed, but students should be aware that the course will involve language study.

Attribute: MVST.

ENGL 5211. INTRODUCTION TO OLD ENGLISH. (3-4 Credits)
The course will introduce students of Old English (Anglo-Saxon) language and literature.

ENGL 5216. THREE MEDIEVAL EMBODIMENTS. (3 Credits)
In this course, we will explore three models of human embodiment (theological, medical, and musical) available to the high and late English Middle Ages; we will examine how writers, doctors, artists, and musicians gave expression to those models; we will locate and interrogate the places they overlap, interweave, and fall apart; and we will challenge ourselves to imagine how they constituted alternative modes of embodied experience in the world. To reach these goals, we will cast a wide net and study diverse primary sources drawn from philosophy, medicine, theology, drama, poetry, music, and visual art alongside secondary sources in historical phenomenology, cultural studies, and performance theory. Major authors/texts include: Bernardus Silvestris (Cosmographia), Chaucer, Second Shephard's Play, Aristotle (De animd), The Trotula, Boethius (Consolatiophilosophiae and De institutione medicinae). All readings in English or Middle English.

ENGL 5217. MEDIEVAL RHETORIC. (3 Credits)

ENGL 5220. MEDIEVAL DRAMA. (3-4 Credits)
A survey of medieval drama from the 10th to the 15th century, with an emphasis on the Middle English mystery (Corpus Christi) play cycles.

ENGL 5222. MEDIEVAL SCOTTISH POETRY. (3-4 Credits)

ENGL 5225. JANE AUSTEN IN CONTEXT. (3 Credits)
In this course we will read all of Jane Austen's major novels. There are three central goals. The first one is simply to enjoy Austen's writing (as unsophisticated as that may sound). The second is to consider the historical contexts (political, social and economic) that helped shape her prose. And the third is to survey and analyze some of the recent trends in Austen scholarship, which will, ideally, aid you in developing your own critical skills.

ENGL 5251. THE OTHER IN TEXT & IMAGE. (3,4 Credits)
Over twenty years ago, historian R. I. Moore challenged traditional accounts of twelfth-century Europe with his portrait of a "persecuting society" The administrative cohesion and religious homogeneity that marked the period, he argued, were only made possible by identifying heretics, Jews, lepers and prostitutes as "outsiders," threats to a Christian-centered world. This course revisits Moore's path-breaking book, The Formation of a Persecuting Society, examining his propositions in light of recent scholarship on heresy, Jews and disease in the Middle Ages, and testing his theses in relation to texts and images. Literary works examined will include Chaucer's "Priores's Tale," medieval drama, and Lollard treatises. Art historical material considered will include sculpted personifications of Virtu and Vice, works caricaturing Jews and texts from the Wycliffite debate over devotional images.

ENGL 5255. CHAUCER, SHKESPR & UNCERTAIN TEXT. (3 Credits)
Chaucer and Shakespeare have long provided remarkable test cases for the thorniest of questions of textual criticism and editorial theory. Do we aim for a text that we can vouch for the author having written, even if seems flawed? Or do we aim for the most aesthetically pleasing text, even if there is evidence that not all of it was written by the author? Do we try to reconstruct a version that would have known at a particular moment in history? Or do we try present the best surviving witness without much editorial intervention, even if that witness survives only because almost no one ever read it? Is King Lear one play or two? Does the fourth fragment of the Canterbury Tales even exist? We'll read some Chaucer, some Shakespeare, some textual criticism, some textual theory. And we'll learn a little paleography and bibliography, so that we can try to do a little bit of all of this—editing, criticizing, and theorizing—for ourselves.

ENGL 5261. MALORY: CULTURES OF THE C15. (3 Credits)
Malory's vast Morte Darthur and the wide multilingual reading that went into it is both object of study and the gateway into the troubled fifteenth century in this course.

Attribute: MVST.

ENGL 5262. RELIGION AND LITERATURE IN THE LATE MIDDLE AGES. (3 Credits)
This course examines how medieval texts engage with Christianity—as content, context, interpretive model. [We will also explore the ways in which scholars have responded to and ignored religious belief and practices]. Piers Plowman will be the focus, but we will also read some Chaucer, Wycliffite writings, medieval plays, and the Book of Margery Kempe.
ENGL 5264. CHAUCER. (3-4 Credits)
This course is an introduction to Chaucer's poetry as well as to trends in medieval literary criticism. Our goal is not coverage by any means, but to touch on some of the concerns that have animated Chaucer studies: Chaucer's representation of the social world, religion, gender, and the self. Any analysis of Chaucer's writing implicitly or explicitly raises a question about the most responsible approach to texts that are now over 600 years old. Indeed, this question has remained constant since the beginning of Chaucer studies. We will, therefore, be very interested in what it has meant and what it means now to read Chaucer historically. We will begin with a discussion of what constitutes historical criticism, both for Chaucer studies and for literary criticism more broadly, then we will turn to the subtleties of the texts themselves, which stand, of course, at the center of our investigation. No prior knowledge of Middle English or medieval history is assumed, but I recommend that those of you who are unfamiliar with this time period take a look at Maurice Keen's English Society in the Later Middle Ages or May McKisack's The Fourteenth Century before the class begins.

ENGL 5300. OCCITANIA: LANGUAGE AND POWER. (3 Credits)
This course introduces students to the cultural world of a medieval "south": Occitania. Texts in Old Occitan include documentary writing, historical narrative, and the poetry of the troubadours. Topics include urban/rural communities, gender and power, the Albigensian crusade and its aftermath and the beginning of vernacular book production.

ENGL 5305. WRITING EAST: OUTREMER & IDENT. (3 Credits)
As the stage for the central events of the Gospel narrative, the lands of the eastern shore of the Mediterranean long occupied a central place in the collective imagination of Latin western Europe. Over the course of the Middle Ages, however, increasingly frequent encounters resulting from trade, pilgrimage, and crusade not only enriched the European image of the East, but vastly enhanced the significance to how medieval Christians approached the eastern Other. This course will trace the rise of a discourse of differences centered in what was called in England and France, "Outremer," the land beyond the sea. Together with medieval literary productions, histories, letters and travel narratives, we will read works from the growing body of scholarship on this important topic.

ENGL 5311. MODERN IRISH LITERATURE. (3 Credits)
This course aims to strike a balance between two goals. On the one hand, we will attempt to deepen our understanding and catch up with recent critical developments relating to the most canonical figures in the Irish literary tradition, such as Wilde, Joyce, Beckett, and Yeats. On the other hand, we will seek to expand our understanding of the Irish canon and its range by looking beyond the texts that have been most studied in English departments to include works by women (Elizabeth Bowen, Maud Gonne, Edna O'Brien, Eavan Boland), those who compose in the Irish language (Eibhlin Dhuhb Ni Chonaill, Máirtín Ó Cadhain), writers from the North (Seamus Heaney, Medbh McCuckian), and contemporary writers (Eimear McBride, Ursula Rani Sarma). Fulfills a British 3 Requirement.

ENGL 5312. SPENSER:FAERIE QUEENE. (3-4 Credits)
A study of Spenser's poem in historical context.

ENGL 5323. THE ROMN PLAYS OF SHAKES. (3-4 Credits)

ENGL 5324. SHAKESPEARE: 5 PLAYS 6 CENTURIES. (3 Credits)
A study of the changing performance and interpretation of Shakespeare's plays over six centuries, combining close reading with stage and film history.

ENGL 5325. THEORIZING EARLY DRAMA. (3-4 Credits)
This course will provide, in tandem, an introduction to early modern drama, and an introduction to current theoretical trends in the field. Students will be responsible for writing several short papers explicitly addressing theoretical aspects of an article of chapter, as well as a longer essay at the end of the course. Playwrights will include Shakespeare, Marlowe, Jonson and others.

ENGL 5333. British Comedy 1660-1800. (3-4 Credits)
Major comic dramatists from Wycherley to O'Keeffe. Topics include: dynamic differences between plays and allied genres; comic theory; adaptation of stories developed for cynical court patrons for a new middle-class audience; women in the theater; critical approaches to Restoration comedy in more puritanical ages.

ENGL 5334. PROBLEMS IN SHAKESPEARE. (3,4 Credits)
A careful reading of selected Shakespeare plays as theatrical texts, leading to a discussion of key problems in the interpretation of Shakespeare as an Early Modern Writer. Topics to be chosen by instructor and students in collaboration.

ENGL 5343. INTRO TO SHAKESPEARE. (3 Credits)
The course will trace the development of Shakespeare as a dramatist, focusing primarily on the tragedies. Among the plays covered will be Richard Ill, Richard II, Hamlet, Macbeth, King Lear, Antony and Cleopatra.

ENGL 5345. Theatrical Ent in Early Modern England. (3,4 Credits)
This course will offer a survey of English theatrical enterprise form the 1590's to the 1640's. The playing companies will serve as an organizing principle for study of dramatists including Shakespeare, Jonson and Marlowe.

ENGL 5349. EXPLORING HAMLET, LEAR&MACBETH. (3-4 Credits)

ENGL 5414. LONDON SHOWS, 1700-1900. (3 Credits)
Over the course of two centuries, British playwrights and players hit upon a huge new panoply of ways to trigger in their audiences the responses tagged above; many of their methods are still at work in the entertainments we seek and savor now. By close readings of the plays and their contexts (cultural, theatrical, social, political) we'll track the development of those techniques, seeking to make sense of how they worked and why they matter. As running litmus test, we'll check in on Shakespeare every half-century or so, to see what actors and audiences were up to with him.

ENGL 5505. CLASSICS BRITISH COMEDY. (3 Credits)
This course takes the form of a survey of some of the most memorable comedies of the English stage—plays by Shakespeare (Taming of the Shrew, Much Ado About Nothing), Jonson (Volpone, The Silent Woman), Beaumont and Fletcher (Knight of the Burning Pestle), Congreve, Wycherley, Goldsmith, Sheridan, Wilde, and Bernard Shaw (Pygmalion, Man and Superman). Some attention will be paid to the conditions that formed the background for the creation of these comedies. However, more emphasis will be placed on attempting to determine those dramaturgical characteristics that lift these plays above the ordinary.
ENGL 5506. THE RADICAL 1790’S?. (3-4 Credits)
Literary critics and cultural historians have long been attracted to the ferment of radical activity in Britain in the wake of the French Revolution. Since E.P. Thompson’s foundational study The Making of the English Working Class (1963), scholars of Romanticism have carved out a field of study under the banner of the "radical 1790’s." Their terrain is the flowering of working class culture and political activism in a raucous decade that saw Britain’s first major democratic movements, a growing resistance to the slave trade, activism against the exploitation of child labor, and an energized campaign for women’s rights. Blake, Wollstonecraft, Coleridge, Wordsworth: many of the writers whose names have become synonymous with British Romanticism wrote foundational works during this decade. In this course, we will seek to supplement Thompsonian understandings of the era by paying equal attention to the repressive measures that shaped Romantic-era discourse in Britain. We will read studies that complicate the notion of an exclusively radical 1790’s, including Linda Colley on British loyalism, Kevin Gilmartin on the rise of a conservative Romantic-era culture. Alongside our historiographical investigations, we will read familiar and less-known works of literature, all the while weighing how such concepts as "radical" and "repressive" help us to engage the formal qualities of Romantic-era writing.

ENGL 5530. GOTHIC AND SENSATION. (3-4 Credits)
The Gothic: a genre, a sub-genre, or a mode—raises important questions about subjectivity and sexuality, culture and politics, fantasy and violence. Was there ever a pure form of the Gothic? Are later forms—empire gothic, detective gothic, sensation fiction—mere adulterations and independent developments? Is there and essence of the Gothic, or can it only be defined by listing its major preoccupations? This course will approach these topics through a rigorous engagement with its influential theorizations and historicizations. To be sure, we will also read many Gothic texts; authors studied may include Walpole, Radcliffe, "Monk” Lewis, De Quincey, Shelley, Bronte, Braddon, Collins, Le Fanu, Wells, Marsh, Haggard, and Stoker.

Attribute: CO/LI.

ENGL 5535. FEW BIG BOOKS: 18TH C NOVEL. (3,4 Credits)
The goal of a few big books is to read the books. There are only four of them: the unabridged Clarissa (by Samuel Richardson—a mere 1,500 pages); Tom Jones (by Henry Fielding—down to 1,000 pages); The Wanderer (by Frances Burney—also a cool 1,000 pages) and something by Austen (which will be short in comparison). There may also be weekly readings of critical essays.

ENGL 5536. 18TH-CENTURY NOVEL I. (3-4 Credits)

ENGL 5538. KILLING HUMOR: 18C SATIRE. (3-4 Credits)
Is the notion of a theory oxymoronic? This course considers some theories of satire, new and old, against the rich material of 18th century satire, including works by Behn, Pope, Montagu, Swift, Gay, Sterne, and others.

ENGL 5539. 18TH C LIT & EMPIRE. (3-4 Credits)
This course examines the literature and ideology of a nascent British empire through major canonical works of British drama, poetry, essays, newspaper fiction, mercantile, colonial, and imperial expansion, the implications and effects of which are manifest in the wealth of travel and adventure literature that has spawned such legendary figures as Robinson Crusoe and Gulliver. These fictional texts draw on, perpetuate, and develop images of the non-European cultures of Africa, Asia, and the Americas generated by religious missions, settlers’ reports, trade accounts, and scientific inquiry. Many of these texts represent or obliquely participate in the project of English dominance, while others blatantly criticize or satirize the corrupt, avaricious state of imperial expansion and the exploitation of colonized subjects.

ENGL 5603. ROMANTIC WORKS/AUDIENCES. (3-4 Credits)
ENGL 5604. REGENCY ROMANTICISM. (3-4 Credits)
This course places the period’s literary culture within the broader socio-cultural context of the Regency (1811-2000). A likely list of writers includes Byron, Jeremans, Keats, Clare, Hazlitt and Lamb.

ENGL 5612. ROMANTICISM: PUB&PRIVATE. (3-4 Credits)
This course revisits a familiar critical equation of Romanticism with private experience in the wake of Habermas’s influential account of the “Bourgeois public sphere.” We will read a wide range of works through the lens of this period’s fascination with the relationship between “public” and “private” experience. Although we will glance at Habermas’s account of the “bourgeois public sphere,” our attention will be trained on more recent work on various Romantic “publics” and sociability, and on the “history of private,” as outlined by the French social historians. A likely list of writers includes: Charlotte Smith, Mary Wollstonecraft, Anne Letitia Barbauld, Mary Robinson, Coleridge, William Wordsworth, Dorothy Wordsworth, Byron Keats.

ENGL 5616. ROMANTICISM AND PRIVATE LIFE. (3 Credits)
This course considers the literary responses of a range of Romantic-era writers to two significant pressures on privacy in early nineteenth-century Britain. First, renewed agitation for parliamentary reform in the post-war era prompted intensified governmental repression of political dissent, including what John Barrell has described as the “politicization of private space.” Second, the early nineteenth century witnessed the definitive emergence of “modern celebrity culture,” as Tom Mole and others have recently defined it. Our writers include Mary Wollstonecraft, William Godwin, John Thelwall, Mary Robinson, William Wordsworth, Dorothy Wordsworth, Samuel Taylor Coleridge, Lord Byron, Felicia Hemans, John Keats and John Clare.

ENGL 5622. EIGHTEENTH CENTURY TRAVEL. (3 Credits)
This course is concerned with European travel and the use of travel tropes in seventeenth and eighteenth-century literature and other discourses, and in particular the ways the experience of travel from a period sometimes referred to as an “Age of Discovery,” informs the travel metaphors—the “discoveries”– of the period sometimes referred to as the “Age of Reason.” A central question of the course will be, How is the cultural relativism born of the recounting of the experience of travel reflected in the language and the literary works of the Eighteenth Century?

ENGL 5633. VICTORIAN GOTHIC. (3,4 Credits)
The course traces the fortunes of Gothic literary themes in various Victorian subgenres, includes the psychological novel (E. Bronte), the sensational novel (Baddon, LeFanu), the vampire novel (Stoker), the fantasy novel (MacDonald), and the imperial romance (Marsh).
ENGL 5634. MODERNISTS/VIKTORIANS. (3-4 Credits)
This course examines landmarks of Victorian literature and transatlantic English modernism, exploring breaks and continuities between Victorian and Modernist writers. Covering major texts from the 1840s to the 1940s, the course will also consider theoretical arguments about the status of the “classic” in literary history, and specifically as these define the fields of Victorian studies, modernism, modernity, and the classifications of “English” and “American” literature.
Attribute: COLI.

ENGL 5635. THE BRONTES IN CONTEXT. (3,4 Credits)
A study of the novels by the three Bonte sisters-Charlotte, Emily and Anne-in the context of literary, cultural, and social developments in 19th Century England.

ENGL 5636. MODERNIST POETRY. (3 Credits)
Modernist Poetry examines the development of modern verse in England, Ireland and the United States from the late nineteenth century to the mid-twentieth. Although the course covers a span of approximately eighty ears, our primary focus will be the High Modernist work produced between 1910 and 1935, particularly the groundbreaking poetry of William Butler Yeats and T.S. Eliot. The Atlantic and to the writers’ diverse approaches to poetic tradition. Other poets under consideration include Thomas Hardy, Gerard Manley Hopkins, Wilfred Owen, Ezra Pound, D.H. Lawrence, H.D. Robert Frost, Wallace Stevens, William Carlos Williams, W.H. Auden and Hart Crane.

ENGL 5692. PERSONS & THINGS IN 19C.. (3-4 Credits)
The course will consider how persons are represented in culture newly captivated by the strange resonance of things. Thackeray, Bronte, Gaskell, Elliot and others will be paired with texts on the Great Exhibition of 1851, the culture of commodity and the rise of the psychological interior.

ENGL 5700. PLAYWRITING WORKSHOP. (3 Credits)
An exploration of five major works published in modernism’s anus mirabilis and the literary climate that fostered these seminal texts. The defining novel and poem of the twentieth century—Joyce’s Ulysses and Eliot’s The Waste Land, respectively—both appeared in 1922, along with Woolf’s first important novel, Jacob’s Room, Lawrence’s story collection, England, My England, and Yeat’s anthology volume Later Poems, including such works as “A Prayer for My Daughter” and “The Second Coming.”

ENGL 5713. WM POETS DICKINSON-PRSNT. (3-4 Credits)
We will begin with Dickinson and move on to examining her legacy. After tracing kinships to Dickinson’s innovations among modern American women poets, we will focus on contemporary poets who explicitly refer to, or borrow from, Dickison in their explorations of poetic form and epistemological inquiry.

ENGL 5716. THEATRE OF THE ABSURD. (3-4 Credits)
These plays do not argue for or against the absurdity of the human condition. Based on the whole of western tradition these plays offer a response to the absurd. Plays by Smauel Beckert, Eugene Ionesco, Jean Genet, harold pinter and Edwar Albee.

ENGL 5717. TRANSATLANTIC WOMEN MODERNISTS. (3-4 Credits)
This class looks at gender and modernism on both sides of the Atlantic. We will read a generous selection of women modernists, canonical and noncanonical, representing high modernism and “bad modernism” (to use Mao and Walkowitz’s term), fiction, film, and poetry from the first half of the 20th century. Our transatlantic focus offers a special opportunity to examine multicultural and cosmopolitan modernisms: many women writers in this period were travelers and immigrants. We will also analyze the complex and often fraught relationships among feminist criticism, feminist theory, and theories of modernism both in the early 20th century and today. Authors include: Gertrude Stein, Zora Neale Hurston, Elizabeth Bishop, Katherine Mansfield, Jean Rhys, and Virginia Woolf.

ENGL 5718. MODERN LANGUAGE POLITICS. (3 Credits)
Early twentieth century literature and theory was preoccupied with the relationship between language and politics, from the acknowledgment of minority and non-standard linguistic forms, to questions over the relationship between violence and language (whether or not, to paraphrase Adorno, one can write poetry after Auschwitz), to the idea of literary form itself enacting a kind of political resistance. In this course, we will analyze some of the competing philosophies about language circulating during this period and interrogate how modernist writers responded and contributed to these discussions.

ENGL 5720. MODERN EUROPEAN DRAMA. (3 Credits)
A survey of European and British drama from Ibsen and Strindberg through Beckett and Genet, with stops at Shaw, Synge, Pirandello, Chekhov, Brecht, and Lorca.

ENGL 5726. ANGLOPHONE AFRICAN LITS.. (3-4 Credits)
A survey of literature written in English throughout Africa during the past two centuries: Schreiner, Gordimer, Brink, Achebe, Soyinka and others.

ENGL 5727. WOOLF: MOD WOMAN & THE CITY. (3 Credits)
A graduate course attached to the 19th Annual Conference of Virginia Woolf, Fordham University, Lincoln Center, June 4-7, 2009. Together, we will spend three days applying readings in urban theory to familiar and less well-known works by Woolf.

ENGL 5728. SURVEY OF POSTCOLONIAL LITS. (3,4 Credits)
This seminar will survey the polyglot production of Caribbean, African, and South Asian literatures, each of which will allow us to engage with their respective Francophone, Lusophone, indigenous-language (all in translation) and Anglophone "traditions."

ENGL 5737. CONTEMP BRITISH FICTION. (3-4 Credits)
Developments in British fiction since World War II, from late Graham Greene to Salman Rushdie, Angela Carter, and Pat Barker.

ENGL 5738. VIRGINIA WOOLF. (3-4 Credits)
In this course on Virginia Woolf (1182-1941), we will read Woolf’s major novels, her feminist pamphlets (A Room of One’s Own and Three Guineas) as well as samples of her short fiction and literary social criticism. We will pay special attention to literary history (the precursors who shaped Woolf and the discourses— aesthetic, feminist, political— that she continues to shape) and cultural history (reading Woolf as an artist whose art has much to tell us about life in 20th-century England). Our secondary reading will range across other modernist texts, theory, criticism, and short texts by literary precursors and succcessors.
ENGL 5742. MILTON'S MAJOR WORKS. (3-4 Credits)

ENGL 5745. LATE MODERNIST FICTION. (3-4 Credits)

ENGL 5747. LATE MODERNISM. (3 Credits)

Focusing on works produced between the 1930s-60s, this seminar will explore how writing in various genres during the latter part of the modernist period responded to ideas and formal techniques that emerged in the first decades of the twentieth century. Interrogating works that often do not neatly fit into received notions of high modernism will enable us to interrogate critical questions of reinvention, disillusionment, lateness and periodicity.

ENGL 5749. TWENTIETH-CENTURY STUDIES: DECOLONIZATION AND WORLD LITERATURE. (3 Credits)

Introductory graduate course in the study of selected twentieth-century figures from comparative cultural, literary, and theoretical perspectives. The course will examine the changing contours of literary theory, literary studies, and the status of literature itself in the twentieth century, in light of contending imperatives of decolonization and globalization. The course will focus on three pairings of writers: Joseph Conrad and W. E. B. Du Bois; Jean Rhys and C. L. R. James; Pramoedya Ananta Toer and Amitav Ghosh. Select works from these writers will be studied in conjunction with critical selections from Fanon, Glissant, Pheng Cheah, and others.

ENGL 5758. 20TH CENTURY AMERICAN AUTOBIOGRAPHY. (3 Credits)

This course will focus on self-representations in print (essays, memoirs, autobiography), multimedia (graphic memoir, documentary, photography) and everyday life (Facebook, selfies, etc.)

ENGL 5760. WAR AND LITERATURE. (3 Credits)

A study of representations of armed conflict in Literature.

ENGL 5762. AMERICAN NOVEL 1900-1940. (3 Credits)

Richard Wright claimed Theodore Dreiser an influence, but Wright's 1940 masterpiece, Native Son, also bears the traces of the eventful, many-branched journey taken by the American novel in the early twentieth century. Between the bookends of Dreiser's Sister Carrie (1900) and Wright, we'll read authors like Wharton, Hemingway, Faulkner, and Dos Passos as we trace the literary historical journey from one to the other against the backdrop of a rapidly changing nation.

ENGL 5763. JOYCE. (3-4 Credits)

ENGL 5764. THE AGE OF WILDE. (3,4 Credits)

Oscar Wilde was a key figure in the transition from Victorian to Modernist literature. He became synonymous with English Decadence and perfected the figure of the dandy; he distilled the Irish comic tradition into a particularly potent form for English audiences; and he became an icon of modern sexuality in the wake of his highly public trial and imprisonment. To comprehend Wilde's career requires an understanding of the late-nineteenth century cultural scene from which he emerged. This course is divided into three parts. In Part One, students will be introduced to literary modes and movements such as Aestheticism, Decadence, Symbolism, the Gothic, and the fairy tale that are necessary for understanding Wilde's works. Here, our readings (in addition to works by Wilde), will include selections by writers such as Walter Pater, Augusta Gregory, Michael Field, Joris-Karl Huysmans, Vernon Lee, G.B. Shaw and Bram Stroker. In the second part of the course, students will read Wilde's works for the stage, with a focus on his plays in their original theatrical contexts. Finally, to conclude, we will explore biographical and critical works on Wilde alongside Wilde's own writings about his life, seeking to understand his singular place in the history of sexuality.

ENGL 5770. CONTEXTS AND INTERTEXTS. (3-4 Credits)

ENGL 5775. MASTER CLASS LUMINOUS DETAILS. (3,4 Credits)

We take for granted that poetry relies on imagery. But how exactly do we engage with, and reflect on, the information and the 'facts' of the material world? Using exercises, experiments, and readings from contemporary poetry, we will write new work, and revise it, with a focus on transformation and the 'luminous detail'.

ENGL 5777. MASTER CLASS: LITERARY MAGAZINE WORKSHOP. (3,4 Credits)

The aim of this class is to give students the experience and skills necessary to create a literary magazine in alignment with the most recent and rapid changes in literary consumption. Students will curate, edit and write for CURA, the print and online literary magazine of the Creative Writing program. Instruction will also focus on marketing, publicity and event production protocols and practices crucial for successful literary publishing. Working collaboratively, students will endeavor to expand the boundaries of the literary magazine by examining the best powers of print and online venues in order to achieve the maximum impact of both.

ENGL 5782. MODERN FANTASY LITERATURE. (3-4 Credits)

ENGL 5788. MEMORY, TRAUMA, NARRATIVE. (3 Credits)

Drawing on memory studies, psychoanalysis, and narratology, this interdisciplinary course explores issues of narrative representation in literature and film. Recognizing that memory is the result of the interplay between past and present in the lives of individuals and of groups, the course examines the impact of trauma on narrative expression.

ENGL 5790. MASTER CLASS: WRITING NY. (3-4 Credits)

Modes of writing about urban life in general, New York in particular, with an emphasis on nonfiction. We will read noteworthy examples of city writing, and explore the ways in which urban studies in fields other than literature can serve as resources for the writer. We will work on 500- to 1,200-word magazine and newspaper pieces, with a 3,000 word essay as the culminating project. Advanced undergraduate writers will be admitted with permission of the director of graduate studies.

ENGL 5799. MASTER CLASS. (3 Credits)

ENGL 5801. ANATOMY OF A BESTSELLER. (3 Credits)

This class will deconstruct bestsellers in different genres, looking at the process from proposal, editing, finished manuscript and on to covers, marketing and promotion. Students will also develop their bestseller project over the semester.

ENGL 5838. AFRICAN AMERICAN PRINT CULTURE. (3 Credits)

How does the study of African American literature change when seen from the perspective of print culture? And how does the study of print culture change when focused on African American archives? In the eighteenth and nineteenth centuries, African Americans participated in a rapidly emergent print culture as authors, editors, printers, readers, teachers, and librarians, among other roles. At the same time, African Americans frequently furnished the subject matter for this print culture; in ways they did not always control. This seminar will explore African Americans' diverse contributions to early American print culture, both on the page and off. It will draw on a range of primary materials related to African Americans, and seminar participants will combine these investigations with readings of recent work bridging critical race studies and material culture. Together we will ask how the methodologies of print culture might help us reconsider familiar notions of authorship and identity, and how African American materials might transfigure conceptual standbys of print culture studies such as circulation and publics.

Updated: 10-11-2017
ENGL 5839. LITERARY DARWINSM. (3 Credits)
This course will explore the diverse impact of Darwin’s big idea on American literature and culture of the late nineteenth and early twentieth centuries. Darwin’s theory of evolution by natural selection had a seismic impact on the natural science of his day, a practice then closely intertwined with religion. The vibrations spread through the social sciences – resulting in what we now call social Darwinism – and literature registered the tremors. Through the readings of Theodore Dreiser, Frank Norris, Jack London, Edith Wharton, Charlotte Perkins Gilman, and their contemporaries, we will consider the myriad effects of Darwinism on the American worldview.

ENGL 5841. EARLY AMERICAN MEDIA. (3 Credits)
An introduction to early American literature by way of the transatlantic dynamics of printing, reading, and circulating media before the rise of industrial publishing in the late nineteenth century.

ENGL 5843. EARLY WOMEN NOVELISTS. (3,4 Credits)
This course will survey Early Modern novels by British women. Our goal is not to identify some kind of essentially femal style. Rather, we will think about the novels in terms of their particular contexts and focus on their individual concerns. The course will include at least some of the following authors: Aphra Behn, Eliza Haywood, Charlotte Lennox, France Burney, Elizabeth Inchbald, Anne Radcliffe, Mary Wollstonecraft, Maria Edgeworth, Amelia Opie, and Jane Austen.

ENGL 5844. AMERICAN BESTSELLER 1870-1940. (3-4 Credits)
Since novels both register and shape public attitudes towards the world, a study of best selling novels suggests insight into how changes in literary tastes relate to broader social changes (e.g., political events, technological developments, changing demographics, and education policies). What affected changes in public taste after the Civil War, and how may we see those changes represented in books people most avidly read? Bestsellers presumably share important characteristics that can explain their broad appeal to reading public and the goal of this course is to try to understand those characteristics and that appeal. Authors may include Edward Bellamy, Pearl Buck, Thomas Dixon, Edna Ferber, Ellen Glasgow, Zane Grey, Edith Wharton, Owen Wister, and Richard Wright.

ENGL 5845. EARLY AMERICAN NOVEL. (3-4 Credits)
This course will sketch the tradition of the American novel from its beginnings through the Civil War. Authors will range from traditional canonical standards such as Hawthorne and Melville to more recent additions to the tradition like Lydia Maria Child and William Wells Brown.

ENGL 5846. COUNTRY & CITY IN AMERICAN LIT. (3 Credits)
This graduate seminar examines the representation of country life in American literature from the Revolutionary period to the present. Authors studied include Hector de Crevecoeur, George Washington, Walt Whitman, Emily Dickinson, Willa Cather, Robert Frost, Willima Carlos Williams, Jane Smiley, and others. We examine a range of issues surrounding the literary representation of rural and urban America, including changes in agriculture, industrialization, globalization, and the mechanization of farming. We will be interested in the ways in which the image of America as “nation’s nation” served to privileged literary representations of idyllic, pastoral landscapes. But at the same time, the tradition of American literature abounds in images of the country “tube.” The course also examines the representation of small town America, with an emphasis on changing definition of agriculture, food, and country life. There is special attention to the tension between rural land urban life, examining our recent preference for cities over country. 
Attribute: URST.

ENGL 5848. VIOLENCE & AMER LITERATURE. (3-4 Credits)
At least since Richard Slotkin’s 1973 American Studies classic Regeneration Through Violence, “violence” has been a keyword in the study of American literature and culture. This course will trace a literary history of violence in 19th and early 20th-century writing, viewing violence primarily as a problem of representation. Is state-sanctioned violence (e.g., war, Indian removal, suppression of slave revolts) represented differently than is non-state or anti-state violence (riots, strikes, lynching)? Do collective forms of violence raise issues of literary form different from the depiction of individual violence? Is “violence” a sufficiently coherent and capacious category to cover all of these diverse practices? Readings may include some of the following: Ned Buntline (Mysteries of Miseries of New York, and/or a western dime novel); Charles Chesnutt (The Marrow of Traditions); Stephen Crane (“The Monster”); Anna E. Dickinson (What Answer?); Thomas Dixon (The Leopard’s Spots or The Clansman); Theodore Dreiser (Sister Carrie); Pauline Hopkins (Contending Forces); James Weldon Johnson (Autobiography of an Ex-Colored Man); George Lippard (New York: Its Upper Ten and Lower Million); Herman Melville (Battle-Pieces and Aspects of the War, “Benito Cereno”); Frank Norris (McTeague and/or The Octopus); Walter Hines Page (The Southerner); Maria Amparo Ruiz de Burton (The Squatter and the Don); Harriet Beecher Stowe (Dred); Frank Webb (The Garies and Their Friends). Grading will be based on in-class and on-line participation, in-class presentations, and final research essay.

ENGL 5849. PRE-1900 AMERICAN LITERATURE. (3 Credits)
An introduction to recent Americanist literary scholarship, comparing and contrasting methodologies that have been brought to bear on three or four important works of U.S. literature published before 1900.

ENGL 5860. 19TH-C. AMERICAN POETRY. (3-4 Credits)

ENGL 5877. POST-1945 AMERICAN LITERATURE. (3 Credits)
This course will explore American writing, mainly prose, during the Cold War and after, while also considering trends in critical approaches to this period.

ENGL 5881. THE AMERICAN SELF. (3-4 Credits)
From Franklin and Emerson to Norma Mailer and Madonna, American intellectuals have long been obsessed with the idea of the American Self. The period from 1850-1910, this seminar will explore the standard narratives of American selfhood and various challenges to those narratives.

ENGL 5883. BODY & SELF IN AM LIT. (3-4 Credits)
This course will explore the body and self in American literature from its beginnings through the Civil War. Authors will range from traditional canonical standards such as Hawthorne and Melville to more recent additions to the tradition like Lydia Maria Child and William Wells Brown.

ENGL 5884. AMERICAN BESTSELLER 1870-1940. (3-4 Credits)
Since novels both register and shape public attitudes towards the world, a study of best selling novels suggests insight into how changes in literary tastes relate to broader social changes (e.g., political events, technological developments, changing demographics, and education policies). What affected changes in public taste after the Civil War, and how may we see those changes represented in books people most avidly read? Bestsellers presumably share important characteristics that can explain their broad appeal to reading public and the goal of this course is to try to understand those characteristics and that appeal. Authors may include Edward Bellamy, Pearl Buck, Thomas Dixon, Edna Ferber, Ellen Glasgow, Zane Grey, Edith Wharton, Owen Wister, and Richard Wright.

ENGL 5885. TRANSMER POSTMODERNISM. (3 Credits)
What happened to “reality”? Is it now just another entertainment genre? Is “culture” synonymous with advertising? Is art another commodity, just like soup cans? Is politics just another entertainment program? These are some of the questions we will explore in this seminar. This is the world of the postmodern: where certainties are made uncertain, where narratives are incoherent yet meaningful, and where capital has invaded every imaginable and unimaginable space. In this course, Post-modernism marks the time and space after World War II where the globe has become the global market. We will read essential texts of cultural theory by Marx, Adorno, Jameson, and Debord, along with novels by Thomas Pynchon, Kathy Acker, Manuel Puig, and David Foster Wallace. Included will be discussions on film, contemporary art, and resistance movements across the Americas.
ENGL 5886. Latin America in the United States Literary Imagination: Before and After the Beats. (3 Credits)

This class will showcase the artistic inspiration that Latin America provided for many of the Beats but it will also historicize this region as an important site for political and cultural work for many American writers previous to them. Writers include: Jack London, Ambrose Bierce, Stephen Crane, John Reed, Mark Twain, Katharine Anne Porter, Jose Marti, Ferico Garcia Lorca, Rebecca West, Ruben Dario, Ernest Hemingway, D.H. Lawrence, Malcolm Lowry, Graham Greene, Paul Bowles, Jack Kerouac, William S. Burroughs, Elizabeth Bishop, Carlos Fuentes, Thomas Pynchon, Jorge Luis Borges, Roberto Bolano, Sandra Cisneros, Junot Diaz. Cultural and Ideological Themes Addresses in Class: Georgia O’Keefe and the New Mexico School of Painters, the 1920s; Cuba as a Whorehouse: Havana in the 1950s, Latin Jazz and C. Cabrera Infante; "West Side Story," "Guys and Dolls," and Puerto Ricans and Cubans in NYC; Che, Castro, and Global Revolution: the 1960s; Chile, Argentina, and teh Disappeared; Oliver Stone’s Salvador: Central America vs. Reagan; Bring Me the Head of Alfredo Garcia: Films by Sam Peckinpah, Quentin Tarantino, and Robert Rodriguez, The Border and the Endless War Against Mexicans; Narcos and Terror.

ENGL 5889. AMERICAN LITERARY NATURALISM. (3-4 Credits)

ENGL 5900. EVIL IN AMERICAN FICTION. (3 Credits)
This course explores the role of evil as an elemental force in the American literary imagination from the 1830s to the brink of World War II. Primary readings include novels and stories by ten major writers of American fiction: Poe, Hawthorne, Melville, James, Twain, Norris, Wharton, Hemingway, Faulkner and West.

ENGL 5903. 20TH C AMER AUTOBIOG & MEMOIR. (3-4 Credits)
This seminar will showcase the artistic inspiration that Latin America provided for many of the Beats but it will also historicize this region as an important site for political and cultural work for many American writers previous to them. Writers include: Jack London, Ambrose Bierce, Stephen Crane, John Reed, Mark Twain, Katharine Anne Porter, Jose Marti, Ferico Garcia Lorca, Rebecca West, Ruben Dario, Ernest Hemingway, D.H. Lawrence, Malcolm Lowry, Graham Greene, Paul Bowles, Jack Kerouac, William S. Burroughs, Elizabeth Bishop, Carlos Fuentes, Thomas Pynchon, Jorge Luis Borges, Roberto Bolano, Sandra Cisneros, Junot Diaz. Cultural and Ideological Themes Addresses in Class: Georgia O’Keefe and the New Mexico School of Painters, the 1920s; Cuba as a Whorehouse: Havana in the 1950s, Latin Jazz and C. Cabrera Infante; "West Side Story," "Guys and Dolls," and Puerto Ricans and Cubans in NYC; Che, Castro, and Global Revolution: the 1960s; Chile, Argentina, and teh Disappeared; Oliver Stone’s Salvador: Central America vs. Reagan; Bring Me the Head of Alfredo Garcia: Films by Sam Peckinpah, Quentin Tarantino, and Robert Rodriguez, The Border and the Endless War Against Mexicans; Narcos and Terror.

ENGL 5907. AMERICAN MODERNISM. (3-4 Credits)
This seminar will explore the varieties of American modernism from the late nineteenth century through the Second World War. Because of its expansive range, the seminar will not trace the history of American modernism but will rather focus on four significant moments in that history: its origin in the late nineteenth century (William James, Henry Adams, Henry James), an explosive experimental phase in the 1910s and 1920s (Stein, Williams, Stevens, Moore), the “Jazz Age” (Fitzgerald, Hemingway, Hughes, and Millay), and the emergence after World War II of a “New American Poetry” (drawing on the influential anthology of the name). We will explore what distinguishes these as “American” Modernisms, how these writers negotiate their relationship to others, especially European forms of modernism, and how these literary modernists responded to new developments in intellectual culture and other modern arts, most notably painting and music. 1. Origins: William James, Henry Adams, Henry James (with Louis Menand, The Metaphysical Club) 2. American Modernism: Stein, Williams, Stevens, Moore (with readings on American modernist art) 3. The Jazz Age: Fitzgerald, Hemingway, Hughes, Millay (with Ann Douglas, Terrible Honesty) 4. The New American Poetry: 1945-1960 (with David Lehmann, The last Avantgarde)

ENGL 5910. INNOVATIVE WOMEN POETS. (3-4 Credits)

ENGL 5914. AMERICAN CRIME STORIES. (3-4 Credits)

ENGL 5916. AFRO-AM/AFRO-BRIT 1900-1960. (3 Credits)
Anglophone literature of the African diaspora including canonical and less-well known of the Harlem Renaissance, the pre-civil rights era, and Britain’s Windrush generation. Authors include:Toomer, Hurston, Ellison, Selvon, Marson, and Baldwin.

ENGL 5919. 20th Century American Novel: A Violent Survey. (3 Credits)
Combining the sweep of a literature survey class and the thematic core of a seminar, this course will move through the twentieth century novel in the United States examining different modes of violence. We will include war novels in the United States examining different modes of violence. We will include war novels along with novels of manners. Beginning with James and Wharton and their dissection of social violence, we will move through the realists (London; Dreiser), the Depression and labor struggles (Steinbeck), WW2 (Mailer; Vidal) and the postwar period (Salinger; Bowles) as it leads into the postmodern novel. Possible authors also include: Ellison, Vonnegut, Pynchon.

ENGL 5930. Neuro-Literature in Historical Perspective. (3 Credits)
Our current literary interest in neurology has a history. This course will look at the relatively recent history of the move from philosophical approaches associated with Cognitive Theory to biological brain research (fMRI scans of brains reading Jane Austen). And it will look at a longer history in which early-modern brain research influenced literary representations of the self. In each of these historical moments, 17th and 18th-century writers have played curious and important roles, and so authors including Milton, Marvell, Swift, Finch, Addison, Pope, Sterne, Austen, and the Scriblerians, will be considered.

ENGL 5940. NOVEL, SHE WROTE. (3 Credits)
Novel, She Wrote: Black Female Writers and Their First Novels - "If there's a book that you want to read, but it hasn't been written yet, then," Toni Morrison declares, "you must write it." The impulse for black female authors to write novels and the diverse manifestations of that impulse will be of primary concern in this course. What compelled black female authors in the second half of the twentieth century and early twenty-first century to write their first novels? How are themes of sexuality, motherhood, beauty, respectability, and intra- and interracial conflict represented in their texts? In what ways do their novels complement, build upon, and refer back to each other and other works? These are a few of the questions we will tackle as we read through the literature. Texts will include Gwendolyn Brooks's Maud Martha (1953); Paule Marshall’s Brown Girl, Brownstones (1959); Alice Walker’s The Third Life of Grange Copeland (1970); Toni Morrison's The Bluest Eye (1970); Gloria Naylor’s The Women of Brewster Place (1982); Edwidge Danticat’s Breath, Eyes, Memory (1994); A. J. Verdelle’s The Good Negress (1995); Danzy Senna's On Beauty (2005); and Ayana Mathis’s The Twelve Tribes of Hattie (2015).

ENGL 5953. FICTION WRITING WORKSHOP. (3-4 Credits)

ENGL 5954. WRITING FICTION NOW. (3 Credits)

ENGL 5956. SHORT STORY WRITING. (3-4 Credits)
In this workshop our aim will be to get to the heart of fiction by looking at its scaffolding. We will study concepts important to effective story-telling such as character and plot; meaningful scenes; interiority v/s external action and gesture; exposition, time and pace; narrative stance; dialogue and its uses; conflict and resolution and so on. Structured exercises, published texts and your own writing will be points of departure for our enquiries into the internal workings of fiction. Expect to workshop two stories this semester.
ENGL 5957. LITERARY NON-FICTION. (3-4 Credits)
This course will be tied to the production of a new literary magazine and reading series, title to be announced. All assignments for the course will be geared to the production of short non-fiction pieces that will be published in the magazine or performed/read at the new reading series. It will be a hands-on, pragmatic course with built-in performance deadlines. The students will develop a theme that addresses some aspect or phenomenon of contemporary culture and then explore that phenomenon, composing short pieces of non-fiction to establish, among other things, historical context. This will be a great opportunity for graduate students to hone their developing skills as researchers and to practice writing for a wider public audience. The course will attract students from the MA with writing concentration and any other graduate students—from any discipline—who are interested in the practical application of research skills. We will set out to define the genre of literary non-fiction and we will read widely in that realm. I will also bring to campus a number of established non-fiction writers who will meet with my students to discuss the trade.

ENGL 5958. THE CRAFT OF POETRY. (3-4 Credits)
Directed as a workshop, this course will focus on student work-in-progress. We will pay special attention to a variety of forms, modes, and generative techniques, from the traditional to the very experimental. Readings will be determined by instructor and student interests.

ENGL 5959. WRITING/LIFE: A WORKSHOP. (3-4 Credits)

ENGL 5960. MEMOIR & PERSONAL ESSAY. (3-4 Credits)
This class will function as a writing workshop where we will spend at least half of class time critiquing your works in progress. Since the techniques of memoir are indistinguishable from the techniques of fiction, we will concentrate on dialogue, exposition, scene, character, managing narrative time (past, present, future) and, most of all, the development of a persona. The course will include trends in autobiographical theory as well as analysis of major texts by writers such as Didion, Hampl, Orwell and Sedaris.

ENGL 5961. TOTEM AND TABOO: THE IDEA OF THE PRIMITIVE. (3 Credits)
A study of the idea and image of the primitive from the late nineteenth through the twentieth centuries. Authors to be read include Frazer, Freud, Conrad, Lawrence, Hart Crane, Bishop, Levi-Strauss, Kristeva, and Morrison. Some attention will be given to music and film.

ENGL 5965. Master Class: Writing for the Big Screen. (3,4 Credits)
This course offers an introduction to the fundamentals of screenwriting: scenes, acts, narrative structure, character development, genres, and dialogue, through intensive study of major, award-winning Hollywood films, classics in their genre. Students will read and analyze five outstanding screenplays, and watch films made from them. The final requirement for this course is a completed first act (20-30) of a feature film, as well as weekly assignments.

ENGL 5966. CREATIVE ONLINE-EXPL NEW MEDIA. (3,4 Credits)
This multi-genre writing workshop will take on the website as a performance space for creative avatars. What possibilities for creative projects lie in the malleability of the Internet — its multi-directional readability and possibilities for instant gratification editing? Students will design websites, workshop website content, generate multi-media through collaborative teams and make presentations.

ENGL 5979. THE LYRIC: SILENCE & SOUND. (3-4 Credits)

ENGL 5980. REEVALUATING GENRE. (3 Credits)
Focusing mainly on early modern (Renaissance) texts but including others as well, we will analyze the working of genre. Approaches will range from close readings to new formalisms and materialism.

ENGL 5985. Introduction to Early Modern Studies. (3 Credits)
An introduction to the major debates, conversations, and approaches in early modern studies, with a focus on what it means to define and contribute to a field, how canons are formed, and what constitutes evidence for a literary-critical argument. Students will be exposed to, and gain practice in, a variety of methodological strategies and techniques: close reading and rhetorical analysis, archival research, theoretical and interdisciplinary work, and textual editing, among others.

ENGL 5989. Major Early Modern Texts and the Dynamics of Space and Place. (3 Credits)
Major Early Modern Texts and the Dynamic of Space and Place. Who "owns" the forest in As You Like It or the island in The Tempest—and how and why does ownership take different forms in such terrains? In what ways do space and place within a poem differ if it is read in print, or circulated in manuscript or sung? How do stanzas and similar poetic practices inflect concepts of space and place? How is that process accomplished by culturally specific paradigms and practices—the gendering of certain spaces, the development of nationalism, the reading of Neo-Platonic texts, and so on.

ENGL 5992. ART OF LITERARY NONFICTION. (3,4 Credits)
You will be introduced to the techniques of non-fiction writing by closely reading a wide variety of authors and by putting the lessons gained therein to practice in your own non-fiction pieces. The course will focus upon the basic techniques of non-fiction writing— which, in a phrase, amounts to telling a story about the verifiable world. This course will introduce you to a number of different non-fiction genres, including the profile, the personal essay, the informative or "reported" piece, the social commentary, and the review. There will be lectures on the genre, short exercises, and in-class writing, but the main emphasis will be on workshop-student writing. We will broaden the notion of "research" to include interviews and non-traditional fact-gathering methods as well as the standard approaches. We will discuss and practice the notion of shaping and restructuring linear "reality" in order to sustain reader interest while maintaining allegiance to fact. There will be three medium-length writing assignments of approximately 5-7 thousand words each plus short assignments.

ENGL 5995. WRITING AND POETRY. (3-4 Credits)
An intensive poetry writing course that entails philosophical and political engagement with poetic theory by poets (Rich, Cesaire, Walcott) and others (Benjamin, Spivak).

ENGL 5999. COLLOQUIUM: PEDAGOGY THEORY/PRACTICE 1. (0 Credits)
ENGL 5999 is the first part of the Teaching Practicum, which is to be taken in the spring of English PhD Student’s 2nd Year. This part of the course is taken in the Spring (before teaching), and includes individual interviews, assignment of written work and practice teaching. Each Student will have a mentor, complete a portfolio of materials, and create multiple assignments. This part of the course is graded as pass or fail. Once students pass the first part of the course in the Spring semester, they will be approved to take the second part of the course in the Fall semester--when English PhD students begin to teach. This part the "Colloquium" introduces students to different pedagogical approaches and methods.
ENGL 6004. COLLOQUIUM: PEDAGOGY THEO/PRA. (3 Credits)

ENGL 6056. THE LYRIC POEM: A MOD HIS. (3 Credits)
The Lyric Poem: A Modern History. The lyric poem, both in England and elsewhere, rose to a cultural position of unprecedented value and authority around the turn of the nineteenth century. For well over a century thereafter, it sustained and enhanced this position reaching a peak with high modernism, only to suffer a steep decline thereafter to the point where it is proverbial today that there are more people who write poetry than read it. This course will trace the history of this rise and fall in both poems and writings about poetry from 1798 to the present. We will be particularly interested in poems that are at least in part self-reflective, and we will also pay some attention to the role of music in sustaining (and transforming) the cultural status of the lyric. The range of poets will run from Wordsworth to Ashbery; that of writers on poets from Wordsworth (again) and Arnold to Charles Altieri and Susan Stewart (with a bit of Heidegger and Derrida along the way).

ENGL 6101. REREADING CLOSE READING: HIST PERSPECTIVES, CONTEMPORARY CHALLENGES/SHAKESPEARE’S POETRY, SPENSER, DONNE. (3-4 Credits)
We will evaluate both the history of close reading and the renewed interest—and renewed antagonism—revisionist versions of it are sparking today. What was, is, and will be “close reading” in literary studies? In engaging with the early history of this methodology (I.A. Richards, the New Critics, British analogues etc), we will consider how the climate in the academy and the country at large encouraged these approaches and how they interacted with and reacted against alternative methodologies. We will then explore and evaluate the many attempts to develop a type of close reading appropriate to our own critical moment—and the reactions against them by critics like Moretti; we will, for example, discuss the relationship of those attempts to the digital humanities and the implications of close reading for debates about the workings of lyric. The authors on whom we will focus are Shakespeare (mainly the nondramatic poems, though we will also discuss at least one play), Donne, and Spenser. Students will, however, have the option of writing their final paper on another poet from the early modern period—or from a different period.

ENGL 6102. SLAVERY IN AMERICAN FICTION. (3-4 Credits)
The course focuses upon depictions of slavery in American fiction during the years before the Civil War. We will read a selection of novels by blacks and whites, men and women, all concerned with the intensifying debates over “the peculiar institution.” We will focus on the turbulent and troubled decade of the 1850s; our exploration this time of increasing sectional tension through fiction will spotlight the birth of the African American novel and its dialogic engagement with the burgeoning literature of race in the United States. Authors include Melville, Stowe, Douglass, William Wells Brown, and Martin Delany, among others.

ENGL 6103. NEWS AND PLAYS: 1660-1779. (3 Credits)
An examination of the relation between theatre and news media in the long eighteenth century.

ENGL 6106. MEDIEVAL COMMUNITIES AND MODERN THOUGHT. (3 Credits)
This interdisciplinary course will consider the roles played by modern images and ideas of the medieval past in the formulation of modern ideas of community, nation, subjectivity, and habitus. Course readings will include modern theoretical texts, modern popular texts, and medieval source material (mostly in translation).

ENGL 6199. SHAPING ID MED DEVNL LIT. (3 Credits)
This course considers a range of devotional literature, from instructional manuals and hagiography (including Ancrene Wisse, Anglo-Norman and Early Middle English Saints’ Lives) to later medieval narratives of spiritual revelation and selfhood such as Julian of Norwich, Henry, duke of Lancaster and Margery Kempe offer. We shall pay close attention to the formative roles of gender, the body, and conceptualizations of space in these narratives, and throughout we shall be concerned with assessing how medieval preoccupations with these issues offer challenges to, and continuities with, modern theories about the body, spirituality, writing, and identity, and their intersection. The Early Middle English texts and the Anglo-Norman texts will be read principally in translation, but there will be the opportunity for language work and close analysis of portions of these texts in the original.

ENGL 6201. RACE AND AFFECT THEORY. (3 Credits)
This seminar will stage a dialog between the field of race and ethnic studies on the one hand and that of affect theory on the other.

ENGL 6209. THEMES IN PRECONQUEST LIT. (3,4 Credits)
This course is a graduate-level introduction to the language and literature of Anglo-Saxon England. We will read (in Old English) a variety of texts from the period, including poetry, homilies, saints’ lives, and chronicles.

ENGL 6210. GENDER & MEDVL MYSTICISM. (3 Credits)
ENGL 6212. MEDIEVAL TO EARLY MODERN DRAMA. (3 Credits)
Connections among the cycle plays (in Middle English), late medieval and Tudor drama preceding Shakespeare.

ENGL 6215. Medieval British Historical Writing. (3 Credits)
History-writing was fundamental to medieval and early-modern literary sensibilities, but in its relation to truth, genre, and identity, medieval history differs dramatically from contemporary understandings of the discipline of history. This course will introduce you to the major historiographical thinkers and practitioners of the English Middle Ages and include selections from Gildas, Bede, the Anglo-Saxon Chronicle, Dudo of Saint-Quentin, Geoffrey of Monmouth, Matthew Paris, and the Middle English Brut.

ENGL 6216. Late Medieval Autobiography: T. Hoccleve, O. Bokenham, M. Kempe. (3 Credits)
Margery Kempe’s Book is often called the first female autobiography in English, but the writing of her fifteenth-century contemporaries Thomas Hoccleve, and London scribe and bureaucrat, and Osbern Bokenham, and East Anglian friar, also offers a personal voice. We will explore the social and theological context of each author as we read their work in Middle English.
ENGL 6222. MEDIEVAL TO EARLY MODERN. (3 Credits)
The recent re-naming of the Renaissance (as "early modern") highlights the status of the medieval period as the time before modernity: before the modern subject/individualism, capitalism, nationhood, historical consciousness, secularism, etc. This break is even more noticeable when it comes to religion. Even if we might question Renaissance claims to newness, the novelty of the Reformation seems unassailable, a radical disruption of "tradition." This course will explore theories about the divide between medieval and Reformation/early modern (Burkhardt, Marx, Foucault, Tawney, Weber, the new historicists as well as some of the recent questioning of this divide (Aers, Simpson, Duffy). We will read texts considered representatives of their period, and those that seem to disrupt conventional ideas about medieval and Renaissance/early modern: William Langland's Piers Plowman, Chaucer's Troilus and Criseyde, selections from medieval drama, Spencer's Shepheardes Calendar, Shakespeare's Hamlet, and various writings of the Reformation. Throughout the course we will return to the question of the extent to which periodization is a useful tool in literary studies.

ENGL 6223. MEDIEVAL ENGLISH MONASTERIES. (3 Credits)
An introduction to the literary culture of English religious communities between 1000 and 1300, working with texts (in translation) in the principle languages of English monasticism.
Attribute: MVST.

ENGL 6224. FRENCH OF ENGLAND: TEXTS AND LITERACIES IN A MULTILINGUAL CULTURE. (3 Credits)
French of England helps prepare graduates in medieval disciplines deploy the newly important multilingual paradigms for the study of medieval English and related cultures. It looks at the rich and still under-researched francophone corpus (c. 1000 literary texts and large bodies of documentary records) composed and/or circulating in medieval England and related regions from the twelfth to the fifteenth centuries. French was a major regional and transitional language in England, used in literature, governance, administration, culture, trade, and the professions. Taking francophone literary and documentary culture into account changes are paradigms for English medieval literary history and prompts new thought about the relations between literature, literacy, and language. Aiming to move as rapidly as possible from the pains of language-learning to the pleasure of reading text, the course combines a weekly linguistic practicum with a literary seminar and runs from 4pm to 7pm on Tuesdays. Previous experience of Old French is not required; basic reading or speaking of modern French is useful, experience with other languages is also sometimes enough of a help. This course will also explore early French uses of late old English. If in doubt about whether your language experiences will be helpful, please email woganbrowne@fordham.edu.
Attribute: MVST.

ENGL 6226. ARTHURIAN LITERATURE. (3 Credits)
A study of the French influence on the literature of medieval Britain, particularly the romance tradition.

ENGL 6230. POEMS OF PEARL MANUSCRIPT. (3 Credits)
Reads (in Middle English with translation) the four important poems of this Alliterative revival manuscript, in their social and regional context. We will read in Middle English (with facing page translation) the four important poems which this unique manuscript contains: Pearl; Cleanness; Patience; Sir Gawain and the Green Knight. Products of a movement called the Alliterative Revival, they share a strong interest in complex poetic forms and in visual elaboration and decoration. Certain themes recur as well: these poems are filled with dramatic life-altering changes, and all of them meditate on the range of possible responses to change. We will try to set the manuscript and the poems in a social context by examining the manuscript in facsimile (undistinguished, clumsy pictures) and identifying its regional home (the North-West) in order to ask about the audience for these four poems.

ENGL 6231. LATE MEDIEVAL WOMEN. (3 Credits)
The course will study women as producers and consumers of literature, that is as writers and readers. Instead of examining women as subjects of literary representation, we will use non-literary disciplines--social history, bibliography, iconography--to recover elements of women’s lives in order to understand their involvement with reading. Like much current medieval scholarship, the class will employ cultural perspectives in which literature, history, and visual materials illuminate each other.
Attribute: MVST.

ENGL 6232. FR OF ENG:DOC & LIT CULT. (3 Credits)
This course focuses on law, mercantile, medical and other forms of documentary and civic texts in the French of England, as well as literary texts, both the well-known and the under-researched: texts with Middle English versions will be included wherever possible. For newcomers to the subject, a linguistic practicum, which should be regarded as obligatory, is offered in the hour preceding the class meeting: some knowledge of modern French is a must. Some linguistic work together with seminar student presentations and discussion takes place in each class.

ENGL 6233. ROMANCE AND REFORM. (3 Credits)
This course will bring together two medieval literary traditions and two historical periods that are typically studied quite separately—romance and reformist writings and the medieval and early modern periods—in order to ask how these traditions are brought together and rearranged in the disruption of the Reformation. Texts to include the French romances of Chretien de Troyes and Marie de France, Sir Gawain and the Green Knight, Piers Plowman, the Second Shepherds’ Play, Spenser’s Faerie Queene, and Shakespeare’s Winter’s Take as well as theories of romance.

ENGL 6234. MEDIEVAL AND THE MONSTROUS. (3 Credits)
The medieval taste for the exotic has introduced many audiences to a range of monstrous beings, from ferocious giants and dog-headed men to the peace-loving sciapod. Medieval studies of monstrosity have often been linked solely to the theorize the different human “races” found there. Yet the medieval language of monstrosity was not always limited to travel narrative, nor to the pejorative, for it was used to describe heros, saints, even the Christian deity in far more familiar contexts than many would imagine. In this course we will examine the discourse of monstrosity as a complex critical lens through which premodern writers asked important questions of race, religion, civic virtue, human morality. We will read from Pliny, Augustine, the Beowulf Manuscript, medieval romance, and Mandeville’s account.

ENGL 6235. MEDIEVAL TRAVEL NARRATIVE. (3 Credits)
In a project which brought together the greatest minds and resources of the western world, the crusading movements inspired subsequent generations of English and western European poets and chroniclers to create some of the most beautiful and, at times, most brutal romances and histories ever written. This course will focus on a range of traditions, including the romance, Richard, and Coeur de Lion in light of contemporary chronicler Roger of Howden’s Chronica. Even Josephus’ Jewish War is barely recognizable in the fourteenth-century Siege of Jerusalem. Pilgrim and merchant narratives, from Egeria to Margery Kempe, and Mandeville to Marco Polo, will provide a contrast to romance and chronicle genres. This course is designed to contextualize travel within the medieval world as we read and discuss those travel narratives with a specific set of concerns: salvation, conquest, and conversation.

Attribute: MVST.

ENGL 6236. ROMANTICISM AND PEACE. (3 Credits)
"Peace is not an absence of war," wrote Spinoza, "it is a virtue, a state of mind, a disposition for benevolence, confidence, justice." Proceeding from Spinoza’s notion that peace is an active principle rather than a void between times of military conflict, and drawing upon the interdisciplinary field of Peace Studies, in this course we will study literary and philosophical engagements with peace in a period often thought synonymous with continual war. To view the Romantic era solely through the lens of war runs the risk of overlooking the reaching after peace that also marks the period (reflected in the vast array of treaties produced at this time, from the Peace of Paris (1783) to the London Straits Convention (1841). Attempts to theorize, to imagine, and to bring about peace were crucial forces in Romantic-era culture. Many familiar works, such as Wordsworth’s Prelude, Joanna Baillie’s plays, Jane Austen’s novels, Samuel Taylor Coleridge’s poetic reflections on domestic tranquility, Thomas DeQuincey’s escape into opium, Olaudah Equiano’s modeling of the skills of a virtuosic negotiator, and Keat’s famous odes are illuminated afresh when read in the context of a culture preoccupied not only with conflict but with conflict resolution.

ENGL 6237. THE FRENCH OF ENGLAND II. (3 Credits)
Studies the rich, under-researched corpus (c. 1000 texts) in the Franches of medieval England; includes projects of translation/editing (for acquiring techniques of presenting and interpreting medieval texts). FoE I not necessarily required.

ENGL 6239. FRENCH OF ENGLAND III. (3 Credits)
French of England III studies the rich, under-researched corpus (c. 1000 literary texts and large bodies of documentary records) composed and/or circulation in medieval England and related regions from the twelfth to the fifteenth centuries. French was a major regional and transnational language in England, used in literary culture, governance, administration, trade, and the professions. Taking francophone literary and documentary culture into account changes our paradigms for English medieval literary history and equips graduate students for the full range of insular culture. FoE I or II is not a necessary pre-requisite.

ENGL 6250. POSTCOLONIAL MIDDLE AGES. (3 Credits)
The course, The Postcolonial Middle Ages, addresses the multiplicity of ways in which postcolonial theory can be used to illuminate premodern texts. Texts to be read in Middle English include the Croxton Play of the Sacrament, Geoffrey Chaucer’s Man of Law’s Tale and Prioress’s Tale, among others, along with medieval texts in translation, such as The Letter of Prester John, and the Beauvais Play of Daniel. These works offer complex views of alterity, conquest, place, space, and performance which are foundational in discussing how the Middle Ages can be viewed as postcolonial.

ENGL 6265. MANUSCRIPT INTO PRINT. (3 Credits)
The course will explore the transition from manuscript to print culture in England during the half-century from William Caxton’s introduction of printing to the death of Henry VIII. It will ask about the cultural changes produced by printing, particularly in audiences, reading, and book ownership. Sample topics might include: what happens to medieval authors like Chaucer or Langland when they first appear in print? How do books of hours, the most popular book of the middle ages, negotiate the transition to print? Early reading will be done in Middle English.

ENGL 6266. LANG, LIT & NATION IN MED ENGL. (3-4 Credits)

ENGL 6233. European Writing and England in 12th Century. (3 Credits)
This course explores English writing between 1050 and 1250 as part of the history of European literature. Rather than think about one sole "English" tradition traversing the Conquest or about a relentless "Europeanization" of insular culture across the period, it looks to the complex, multilingual, and geographically disparate background of individual works, including histories, debate poems, romances, works of spiritual instruction, and lyric poetry. Ample instruction will be given for reading Middle English, and translations will be offered for readings in another language, such as French, Latin and Welsh, or Occitan.

ENGL 6326. SEX, COMM& POLITICS IN LIT. (3 Credits)
This course informally entitled Sex, Commerce and Politics in Early Modern Literature will be an exploration of the meanings and uses of the erotic in Renaissance literature and culture. The course will focus on sonnet tradition, Spenser, and Rochester, and will explore the philosophical, political, and commercial uses of sexuality in early modern culture. Translated Latin and Italian texts (specifically Ovid and Aretino) will enter into our discussion.

ENGL 6333. EARLY MOD WOMEN WRITERS. (3 Credits)
Despite popular conceptions the ideal Renaissance woman was silent, as well as chaste and obedient, many women in the early modern period (c. 1550-1800) defied such sentiments by writing, circulating and publishing their own literature. The influence of humanism created a generation of educated women who would become both the audience for and the contributors to the great flowering of literature written in sixteen and seventeenth century England. As we read through a range of early modern women’s texts, the course will address the following questions among others: What roles did women and ideas about gender play in the production of English literature? .

ENGL 6349. SHAKESPEARE AND THE BLACKFRIARI. (3 Credits)
This course will take a close look at one of London’s most famous theaters, the Blackfriars, mediating between cultural, literary, and topographic viewpoints. We’ll examine the theater over time, beginning with the productions of the resident boys’ company, the King’s Revels, and continuing to those productions staged by Shakespeare’s company, the King’s Men. The syllabus will include (among others) plays by Shakespeare, Middleton, Jonson, Beaumont and Fletcher.
ENGL 6356. SHAKESPEARE’S HISTORY PLAYS. (3 Credits)
Shakespeare’s first great hit was a series of history plays about the kings who ruled, and the wars they waged, a century and more before his birth. The eight plays produced (Harry Potter-style) over the course of eight years, gave London audiences then—and will give us now—a chance to watch Shakespeare becoming Shakespeare: to see him learn how to pack plays with a pleasure, impact, and amazement, a scene by scene and line by line, with a density and intensity no playwright before or since has ever managed to match.

ENGL 6374. ROM.PLAYS OF SHAK & JON. (3 Credits)
ENGL 6376. SHAPESPEARE & POP CULTURE. (3 Credits)
A graduate level course studying Shakespeare’s texts in relation to film scripts, fictional rewritings, 20th Century ephemeral and theories.

ENGL 6377. RESTORATION SHAKESPEARE. (3 Credits)
The plays change every time they’re performed; the changes have invariably registered new possibilities in the plays, and new pressures in the cultures and the theatrical companies that produce them. Combining close reading with stage history, we’ll seek to track the changes, and make sense of them, across the first century of their unfolding.

ENGL 6378. REASSESSING THE RENAISSANCE LYRIC. (3 Credits)
The past few years have witnessed a resurgence of critical interest in early modern/Renaissance lyric. Many methodological issues it raises are germane to the lyric poetry of other periods as well. The questions we will explore include, among others: What are the potentialities and problems of the new formalism? How if at all should close reading be recuperated? How does the new interest in the material text lead us to interpret the visual appearance of lyric poetry, other results of printing and publishing practices, and the poem as artifact or object? In what ways does lyric gender, and in what ways is it gendered? How does space/place theory, more often deployed in relation to drama and prose fiction, illuminate the workings of the lyric? Whereas the primary focus of this seminar is the period between about 1500 and 1660, it is also designed for those with other interest and areas of expertise. If any participants in the group are poets themselves, they will have opportunities to engage with issues of craft and to submit poems in lieu of one of the shorter assignments. And those primarily interested in lyric poetry written in other periods can focus on those texts in at least two classes and if they wish write their seminar papers partle or entirely on it.

ENGL 6379. RE-FORMING SHAKESPEARE: EVAL NEW FRMLSMS. (3 Credits)
An exploration both of the potentialities— and problems— of new formalism and how the movement(s) can contribute to Shakespeare studies. We will include not only the more familiar writings but also those less often studies, such as Cymbeline and "A Lover’s Complaint." Students whose primary interest is new formalism rather than Shakespeare will have several opportunities to read and write on other authors and periods.

ENGL 6380. NEUROLOGY AND EARLY MODERN LITERATURE. (3 Credits)
This course examines the early-modern neurology of Thomas Willis (1621-1675) alongside major concepts in current cognitive theory, and then reads literary representations of minds and brains within this context. The literary authors considered include Milton, Marvell, Swift, Finch, Addison, Pope, Johnson, Sterne, and the Scriblerians.

ENGL 6409. PLAYS,PLAYRS,PLAYGORS: LONDON 1660-1700. (3 Credits)
Beginning in the 1660’s, the stage mirrored the world in ways unprecedented: new performers (the first actresses): new protagonists (middle-class as well as aristocratic); new shapes of comedy and trajectories of tragedy; and new audiences keen to absorb, assess, and gossip about whatever transpired on stage, in the stalls, and behind the scenes. We’ll investigate all this innovation, through playtexts, performances, theatrical history, and all the modes of writing (diaries, letters, autobiographies, reviews) by which spectators sought to preserve the evanescent but often spellbinding experience of going to a play.

ENGL 6410. SEX IN CITY: EARLY MOD LONDON. (3 Credits)
ENGL 6413. EARLY MODERN BOYS’ COMPANIES. (3,4 Credits)
This graduate seminar is designed to explore the relationship of the early modern boys’ companies (theater groups made entirely of children) to the theatrical and literary culture in which they were produced. There will be a significant historical component to this course: understanding the role of boys’ companies necessitates a thorough grasp of system of theatrical production in early modern London, from Shakespeare’s Globe to the boys’ theater attached to Paul’s Cathedral. We will read plays written particularly for boys, and a play for two written for adult companies.

ENGL 6414. EARLY MODERN BODIES. (3 Credits)
ENGL 6416. RACE GDR NATION:RENG. (3 Credits)
The early modern period (c. 1492-1800) in England was a crucial moment for the formation and restructuring of ideas of “race,” nationality and empire. England’s attempts at colonial trade and slavery in Africa and the Americas accelerated as the country struggled toward a new domestic political agenda and negotiated its relations with more “local” strangers in Ireland, Wales and Scotland who would in time become at-times resistant partners in a new “Great Britain.” This course uses this transformative moment in English culture to study the origin and development of modern notions of race. Examining representations of racial and cultural difference in the literature of early modern England. We will study strategies used to establish cultural identity as well as anxieties raised about cultural differences. We will also question how England views of domestic difference (gender, class, religion) affected their representation of differences of race and culture.

ENGL 6418. CARIBBEAN ENLIGHTENMENT. (3 Credits)
This course will examine eighteenth-century Caribbean writing and its relationship to European Enlightenment traditions, including English empiricism, Scottish moral and aesthetic philosophy, botany and natural history, and theories of revolution. As such, it will serve as an introduction both to early Caribbean literature and to key works of Enlightenment thought. At the same time, it will ask the very specific question, was there an eighteenth-century Caribbean Enlightenment? Although the emergence of multiple Enlightenments in France, Scotland, Spain, North America, and other locations has been amply documented, intellectual developments in the West Indies still have yet to be fully explored. Clearly, however, the radically new phenomena of plantation agriculture and the slave trade prompted philosophers from Adam Smith to Voltaire to revise their theories of economy and humanity. What ideas, then, were forming in the Caribbean itself? Moreover, to what extent did the unique contours of Caribbean society lead its residents to dissent from the opinions of metropolitan thinkers, especially on the topics of race and equality? What roles did Africans and Amerindians play in these spaces, and how did dynamics of oppression fundamentally change the politics of experiment and philosophical enquiry? We will think about these and other issues by charting various intellectual and political currents and deciding if they add up to a coherent movement that can be called the ‘Caribbean Enlightenment’.
ENGL 6505. THREE DECADES: 1660-1689. (3 Credits)
The hope is that, by working slow over a small time span, we'll be able to come up with thicker descriptions than usual of some important texts: Pepys, Aubrey, Clarendon, Cavendish, Milton, Behn, Congreve, and Dryden.

ENGL 6506. THE JOSEPH JOHNSON CIRCLE. (3 Credits)

ENGL 6550. SEX AND ENLIGHTENMENT. (3 Credits)
Drawing on major accounts of sexuality and the body in the eighteenth century, this course will examine how authors ranging from Rochester to Jane Austen responded to the reconfigurations of sex, gender, and sexuality entailed by the emerging heteropatriarchal order. Possible primary texts include Rochester's Sodom, or the Quaintness of Debauchery, Eliza Haywood's Love in Excess and Anti-Pamela, Samuel Richardson's Pamela, Fielding's Shamela and Joseph Andrews, Cleland's Memoirs of a Woman of Pleasure, David Garrick's Miss in Her Teens and The Male Coquette, Sterne's A Sentimental Journey, Goldsmith's The Vicar of Wakefield, Elizabeth Inchbald's A Simple Story, and Austen's Pride and Prejudice. Also on the syllabus will be a selection of historical, critical, and theoretical texts by scholars such as Henry Abelove, Timothy Hitchcock, Thomas Laqueur, Michael McKeon, Eva Sedgwick, Lawerence Stone, Randolph Trumbach, and others.

ENGL 6552. FILM/THEORY/LITERATURE: HORROR AND MADNESS. (3 Credits)
Confronting the expansive theoretical, literary, and cinematic representations of fear, horror, terror, abjection and madness, we will delve into works of David Cronenberg, George Romero, Stanley Kubrick, Steven Spielberg, Cynthia Freeland, Julia Kristeva, Toni Morrison (among others). Warning: Several films are not for the squeamish. Please be aware that we will need a few hours each week (outside of official class time) for watching the films.

ENGL 6555. CRIP, QUEER, AND CRITICAL RACE THEORY. (3 Credits)
This seminar will examine cutting-edge work in critical race, cript and queer theories and their intersections in order to prepare you to both intervene in these discourses and effectively engage with them in your analysis of literary texts. We will consider critical embodiment in works drawn from a range of historical periods and genres. Likely writers to be considered include José Esteban Muñoz, Eli Clare, Indra Sinha, Mel Chen, Ellen and William Craft, Robert McRuer, Roderick Ferguson, Jasbir Puar, and Alison Kafer. Fulfillis - American 2.

ENGL 6556. THE CABINET. (3 Credits)
This course will take shape around The Cabinet, a literary and political journal published in Norwich in 1794-1795. The Cabinet was produced by a group of young intellectuals in the wake of the French Revolution, when the world seemed turned upside down, and the state of British culture was perilously and thrillingly in flux. Uncertain of what the future held, the contributors of The Cabinet addressed a wide range of topics, including emigration, aesthetics, women's rights, war, slavery, popular societies, science, education, and much else, generating a constellation of thought that renders The Cabinet a cultural anthology of the concerns that preoccupied writers across the greater Romantic era. Each week we will examine selections from The Cabinet alongside writing by canonical and non-canonical authors (Wollstonecraft, Wordsworth, Coleridge, Godwin, Barbauld, Priestly, Thelwall and others). In the first instance this course will function as a broad survey of issues of vital importance to the literary culture of the Romantic period. But we will also pay attention to how the field known as the History of the Book has energized and expanded Romantic-era studies. Students will have the opportunity to contribute to the first modern scholarly edition of The Cabinet.

ENGL 6575. THE EARLY ATLANTIC NOVEL. (3 Credits)
This course will explore novels about America and Americans in the Atlantic world published during the long eighteenth century, including works by Behn, Defoe, Winfield, Rowson, Imlay, Foster, Tyler, Brown, Tenney, and Sansay. By considering a range of contexts, including the British tradition of picaresque and sentimental fiction, the theory of the novel (Lukacs, Watt, McKeon), and theories of Atlantic culture (Roach, Gilroy, Dayan), it will explore the history of the early American novel in terms of race, slavery, commerce, migration, mobility, and the many contingencies of colonialism in the Americas.

ENGL 6579. BENJAMIN FRANKLIN'S AMERICA. (3,4 Credits)
Combining the focus of a seminar with the range of a survey, this course will read the writings of Benjamin Franklin within the broader contexts of eighteenth-century American literary culture. We will discover in Franklin's diverse body of work illuminating windows into upward-mobility, print culture, satire and belles lettres, science and commerce, and race, class, and gender politics, as well as paradigmatic expressions of public space rhetoric and literary self-representation. But we will also test Franklin's representativeness by reading him against some of his American contemporaries (Brown, Crevecoeur, Edwards, Equiano, Foster, Frenau, Hammon, Jefferson, Madison, Paine, and Wheatley) and major critics and biographers.

ENGL 6582. 18TH CENTURY LIFE-WRITING. (3 Credits)

ENGL 6583. 18TH CENTURY CONTEXTS. (3 Credits)
Students should know this is a course focused primarily on seventeenth-century material, much of it non-literary. Swift's A Tale of a Tub will be the literary flying-island hovering above our study of Descartes, Hobbes, Locke, Spinoza, Boyle, Newton, the Royal Society, Toland and various Freethinkers and Deists, as well as Anglican rationalists. We will turn to Milton repeatedly for political and literary perspectives. We will examine the hermeneutic crisis surrounding the lapsing of the Licensing Act, the search for the original language, the rise of science, and the flourishing of both utopianism and skeptical thinking.

ENGL 6588. 18c NOVELS IN MAKING OF MIND. (3 Credits)
This course will examine early modern English literature, focusing on the relationship between philosophical theories about the mind and the rise of the psychological novel.

ENGL 6596. KEATS AND COMPANY. (3 Credits)
This course takes John Keats as our guide into the sociable, politically volatile world of Regency London. Officially, this era begins with George III's declared lapse into madness and ends with his son's ascent to the throne (1811-20). But the Regency has come to be defined more generally as an era characterized by two extremes: the decadence exemplified by the Prince Regent's court and the popular protest movements that would lead to the first Reform Act (1832). Keat's immersion in that world, first as a medical student and then as an aspiring poet, avid theater-goer and friend to painters, musicians, and journalists, provides a "personal" introduction to it. After an initial, intense focus on Keats's poems, letters and life, we will view Regency London from the perspective of his contemporaries, including Mary Robinson, Lory Byron, Charles Lamb, and John Clare. The course focuses on poetry, and we will discuss a range of formal and historical approaches to the genre, making use of a new biography of Keats by Nicholas Roe.
ENGL 6598. THE ROMANTIC CITY. (3 Credits)
This course revisits the familiar association between British Romanticism and the natural world, while at the same redressing a lack of attention to the urban. Traditionally, the city is associated with the twinned phenomena of industrialization and urbanization. But the urban is also the literary in an era in which the modes of production and consumption have shifted decisively toward a London literary marketplace.

ENGL 6604. JANE AUSTEN IN CONTEXT. (3 Credits)
ENGL 6611. VICTORIAN POETRY. (3 Credits)
A theoretically informed and textually intensive study of 19th-century poetry including canonical dramatic monologues, Pre-Raphaelite works, and ballads and lyrics by virtual unknowns.

ENGL 6614. VICTORIAN COSMOPOLITANISMS. (3 Credits)
In the course, the students read Victorian literature in the context of nineteenth-century writings on cosmopolitanism as well as reflect on the nineteenth-century texts through the lens of twentieth-and twenty-first century theories of cosmopolitanism (and nationalism).

ENGL 6620. REGENCY ROMANTICISM. (3 Credits)
This course takes the Regency as a historical frame to focus our attention on the latter part of the Romantic period. Officially, this era begins with George III's declared lapse into madness (1811) and ends with his son's ascent to the throne, upon the kings death (1820). But the Regency has come to be defined more generally as an era characterized by two extremes: the decadence exemplified by the Prince Regent's court, and the popular protest movements that would lead to the first reform bill (1832) and the abolition of slavery in the British empire (1834). We will examine how the period's writers respond to these events even as they negotiate another fiercely contested arena, the literary marketplace. Using Pierre Bourdieus account of the "literary field" as a "site of struggle," we will also ask how the era's pitched political and cultural contest reflects one another.

ENGL 6640. BRIT ROMANTIC WOMEN WRTRS. (3 Credits)
ENGL 6666. LITERATURE OF APOCALYPSE. (3 Credits)
Studies the interrelatedness of narrative forms, through readings in film theory and the modern novel (Faulkner, Woolk, Duras) and viewings of specific films.

ENGL 6655. FORDHAM UNIVERSITY. (3 Credits)
The past decade formalism, the F-word of the professsion for over twenty years, has attracted many critics in its revisionist version often termed "the new formalism." What are the potentialities—and problems—of this approach? How should we resolve debates about the working of the new formalism, such as whether it is necessarily historical? How does it interact and/or conflict with other methodologies, such as gender studies and materialism? We will approach these questions by reading a wide range of early modern texts in the principal genres, the list being planned to avoid major overlap with other early modern courses at Fordham in the past year or two. Thus the course aims to serve the needs of a range of students: those interested in a broad overview of early modern texts, and of those wanted to engage with formalist approaches and/or connect those approaches with other types of criticism. Like all my graduate courses, it will also include attention to professionalizing, such as discussions of giving papers effectively and of teaching.

ENGL 6757. TURN OF CENTURY STUDIES. (3 Credits)
Approaches to studying literature, culture, and society around the turn of the 20th century, drawing on the work of Raymond Williams, Spivak, and Sedgwick.

ENGL 6759. RACE IN POSTWAR BRITAIN. (3 Credits)
An interdisciplinary approach to representation of race in post-World War II, Britain, treating novels and films form the 1950's to present and using culturalstudies and historicism as its primary theoretical frames.

ENGL 6760. BRIT & ANGLOPHNE MODERNISM. (3 Credits)
Spectators and Spies: In their quest to "make it new," modernists cast a critical eye on all that came before as well as on the world around them. If spies "keep under observation with hostile intent" (OED), the early modernists, full of animus toward conventionality, might well be called spies. As political concerns intensified in the thirties, spying became a more frequent theme as well as a reality. We will read canonical texts from the height of modernism (e.g. Lawrence, Forster, Woolf) as well as less-frequently studied works of later modernism (e.g. Bowen and Greene).

ENGL 6765. JAMES, FAULKNER, NABOKOV. (3 Credits)
ENGL 6767. Marriage and Nation in 19 Century British Literature. (3 Credits)
This course will explore literary and cultural conceptualizations of British marriage in the nineteenth century—the period traditionally seen as an age of nationalism and one in which Parliament passed or attempted to pass an unprecedented number of reforms of the marriage law. We will examine how marriage plots written after the Union with Ireland Act (1800) envision the mutually constitutive relationship between British identity and British marriage, as well as how they address crises of national self-definition and uphold—or question—the sense of national uniqueness and superiority that the institution of marriage was meant to reinforce.

ENGL 6769. FINNEGAN'S WAKE. (3 Credits)
As the ballad of Tim Finnegan says, there'll be "lots of fun at Finnegan's Wake." We will read Joyce's text and engage its historical reception and theoretical treatments. You'll "wipe your glosses with what you know."

ENGL 6770. CONTEXTS AND INTERTEXTS. (3 Credits)
ENGL 6771. Literature, Film and Development. (3 Credits)
Development and underdevelopment are terms we now associate with the relative industrialization/finacialization of any given part of the world and the comparative disposition of their economic structures (including globalization). We will study Development and its discourse to explore how, since its emergence in the eighteenth century within humanist frameworks of philosophy/science, (the animal-human-machine divide), it has underwritten literatures (stories/narrative as colonial inscription), and film (as technology and/or techne manifest in photography, film and video). We will examine the ways Development inflects our perceptions and ways we read our own and other worlds. In particular, we will focus on how Development/development has constructed and shaped the many significations of "the human" in both literature and film.

ENGL 6776. CONRAD & THE FUTURE OF LIT. (3 Credits)
Does the study of Conrad's work have a future? Do literary studies have a future? This seminar will seek to connect and answer both of these questions through a reading of all the major works of Conrad in light of interdisciplinary, theoretical, and methodological challenges transforming literary studies at the present time. Examining recent new approaches to Conrad, the seminar will also plot ways to situate Conrad's work in the future.
ENGL 6778. BOOKER PRIZE-LIT VALUE. (3 Credits)

ENGL 6779. BRECHT: AESTHETICS AND POLITIC. (3 Credits)
Bertolt Brecht was arguably the most important theater theorist of the twentieth century, and his theory of the function of art under capitalism transformed thinking about the relationship between culture and politics and continues to resonate today. This course will examine Brecht’s theater and theory in several contexts: first, in the context of modernist theater theory and practice, and third, via the legacy of his theories in late twentieth- and twenty-first-century art and philosophy. Philosophical readings will include Marx, Adorno, and Horkheimer, Benjamin, Lukacs, Arendt, Barthes, Jameson, and Rancière; theatrical readings will include, in addition to a substantial number of Brecht’s own plays, considerations of German Expressionism; non-European, especially Chinese, theater, modernist cabaret, and postwar avant-garde and postdramatic theater. Discussions will address, among other things, the relationship between theater and politics, the role of mass culture, methodological issues in materialist criticism, theories of spectatorship, and the fate of political art after modernism.

ENGL 6800. God and Mammon in British America. (3 Credits)
Did the English explore, conquer, and seethe North America in the name of true religion or the earthly pursuit of gain? How was the one aim shaped by the other, and how have these mutual concerns shaped colonial American writing? Taking Max Weber’s Protestant Ethic and the Spirit of Capitalism as a conceptual point of departure, this course will explore the cultural history of spiritual and material wealth in colonial New England, the South, the Mid-Atlantic, and the West Indies. We will examine both the central texts of dissenting Protestantism from the perspective of the colonial economics and social class and the central texts of colonial economics and economic self-making from the perspective of theology, morality, and the transformation of religious culture in British America over the course of nearly two centuries.

ENGL 6888. READING THE INDIAN OCEAN WORLD. (3 Credits)
A new configuration of study has emerged in the last decade or so known as Indian Ocean Studies. It employs a robust interdisciplinarity to study the cultural flows and encounters over time of the peoples and traffic of the Indian Ocean and the formations of its vast littoral. This includes exchanges in trade, commerce, and war between the East African littoral and Arabia, the Persian Gulf, India, and the South East Asian archipelago including China. The migration of populations, the slave trades and slavery, establishment of overseas or expatriate settlements, the emergence of lingua franca, (such as Kiswahili), maritime life, and the spread of technology and creation of empires and colonies are studied in their interrelation. This course will focus on the archives, the literature, writing (including histories) and expressive practices (including film, music and performance) that this confluence of peoples has created in over more than two (actually seven) millennia. Starting with the earliest extant documents from Antiquity, to the contemporary scholarly and creative work of writers such as Pramoedya Ananta Toer, Barlan Pyamootoo, Monique Agénor, Kuo Pao Kun, Isabel Hofmyer, Amitav Ghosh, Abdulrazak Gurnah, Nuruddin Farah and Yvette Christianse, we will spend the semester “reading” the Indian Ocean world.

ENGL 6896. POSTCOLONIAL REVISTED. (3 Credits)
Like all areas of study, Postcolonial Studies has undergone a series of necessary modifications since its institutional inception in the late 70’s and early 80’s. We will survey and examine these modifications in the life of the historical, social, political, and cultural transformations that have re-shaped the intellectual and material world since the mid twentieth century. In other words, what are the intersections between the postcolonial, the postcolony, and postcoloniality and “modernity,” “globalization,” “transnationalism,” “postcolonialism,” and “planetarity,” to name only some? We will read the re-readings of the “postcolonial” by third generation postcolonial writers, as well as original and supplementary re-writings of seminal postcolonial theoretical articulations. All non-anglophone works will be read in translation.

ENGL 6905. CONCEPTS OF CULTURE. (3 Credits)
What do we talk about when we talk about “culture”? This class will explore this keyword in and around literary studies along two parallel tracks. First, we will explore the historical development of different concepts of culture over the last two centuries or so. Second, we will explore a range of theoretical perspectives from the past three decades that fit loosely under the rubric of Cultural Studies. Both tracks will necessitate broadly interdisciplinary approaches to the topic. We will explore, for instance, a relatively literary manifestation of the concept in Matthew Arnold’s Culture and Anarchy, but also how the concept of culture figures in the early history of the human sciences, including anthropology, sociology, and psychology. Similarly, since work in the contemporary field of Cultural Studies only rarely limits its objects of study to the literary, we will sample theoretical developments in the study of popular music, film and television, etc.

ENGL 6906. LITERATURE AND LANGUAGE. (3 Credits)
According to Michel Foucault, language becomes autonomous, fundamentally independent of the world and in some a sense a world unto itself, only at the beginning of the nineteenth century. The same might be said of literature, beginning with the literary theories of English and German Romanticism. One consequence was the idea that the character of literature should, or must, mirror the character of language. This course will track the history of this idea, and its offshoots and contraries, by sampling both literature and writings about language and literature drawn from the past two centuries. The readings will include poetry and prose by Lessing, Wordsworth, Friedrich Schlegel, Hegel, Poe, Mallarmé, Dickinson, Woolf, Stevens, Beckett, and Ashbery, and critical/theoretical writing by Benjamin, Foucault, Heidegger, Derrida, Giorgio Agamben, and Susan Stewart.

ENGL 6907. CRITICAL RACE THEORY. (3 Credits)
Explores the development of race thinking in the West, from Fanon and DuBois through transnational and critical legal studies.

ENGL 6908. ADVANCED FEMINISM. (3,4 Credits)
This seminar will include a survey of feminist theory in the 20th Century.

ENGL 6909. MARX, FREUD, AND A NOVEL. (3 Credits)
An inquiry into the beginnings of materialist thought in 19th century literature and culture. The seminar studies key works by Karl Marx and Sigmund Freud against a sustained examination of one watershed nineteenth-century novel, Gustave Flaubert’s Madame Bovary. The second half of the course is devoted to 20th-century developments in cultural materialism, especially the work of Walter Benjamin. Counts as Advanced Theory.

ENGL 6910. ADV THEO ENVIRONMTL CRIT. (3 Credits)
This seminar will include a survey of the new field of environmental theory. Prerequisite Intro to Theory .
ENGL 6914. Home, Exile and Diaspora in Asian American Literature. (3 Credits)
This course will introduce students to major works of contemporary Asian American Literature. Possible authors include John Okada, Carlos Bulosan, Maxine Hong Kingston, Theresa Hak Kyung Cha, Chang-rae Lee, Li-Young Lee, Gish Jen, Jessica Hagedorn, Lois Ann Yamanaka, Jhumpa Lahiri, Marilyn Chin, and many others.

ENGL 6921. MODERN LANGUAGE POLITICS. (3 Credits)
Early twentieth century literature and theory was preoccupied with the relationship between language and politics, from the acknowledgement of minority and non-standard linguistic forms, to questions over the relationship between violence and language (whether or not, to paraphrase Adorno, one can write poetry after Auschwitz), to the idea of literary form itself enacting a kind of political resistance. In this course, we will analyze some of the competing philosophies about language circulating during this period and interrogate how modernist writers responded and contributed to these discussions. Likely authors include James Dawes, Theodor Adorno, Ludwig Wittgenstein, Ernest Hemingway, Paul Celan, Gertrude Stein, Americo Paredes, Zitkala-Sa, and Jean Toomer.

ENGL 6939. Race and Emotions (Race, Affect, Globalizations in Asian American Literature. (3 Credits)
An examination of the intersection of affect theory and critical race theory, with particular attention to how the resulting theoretical paradigms can be applied to the study of Asian American literature in a global context. Some figures we may examine include Silvan Tomkins, Arlie Hochschild, Siyan Ngoi, Heather Love, Lauren Berlant, Arjun Appadurai, David Eng, Anne Anlin Cheng, and Karent Shimakawa.

ENGL 6944. LITERATURES OF BLACK TRANSNATIONALISM. (3 Credits)
African American and Africana studies have never been confined to national borders, but how has this sense of transnationalism been reflected in the popular imaginary in the U.S., other Black diasporic sites and Africa? This course locates itself in renewed, energetic debates around contemporary and deeper histories of transnationalism and diaspora studies. We also engage the interdisciplinarity of knowledge production in these studies.

ENGL 6969. WRLDNS: PTRY EXPRMTL PTICS. (3 Credits)
The study of experimental poetry is the study of language beyond what we ordinarily look for from it, which is for it to mean or symbolize something. Can we make art out of words; write a poem that doesn't rely on direct meaning or symbolization to be meaningful? We will examine experimental poetry of the twentieth century, from Gertrude Stein's work, Dada, and Surrealism through LANGUAGE poetry and elliptical texts, concluding with a contemporary text experiment called S+7. Most of all, we will write our own "experimental" texts.

ENGL 6970. POETRY WRITING WORKSHOP. (3 Credits)
An intensive discussion and practice of poetry-writing; scrutiny of one another's work; emphasis on development of poetic voice, form, and revision.

ENGL 6973. MASTER CLASS: FICTION. (3 Credits)

ENGL 6976. LUMINOUS DETAILS: WRITING. (3,4 Credits)
We take for granted that poetry relies on imagery. But how exactly do we engage with, and reflect on, the information and the 'facts' of the material world? Using exercises, experiments, and readings from contemporary poetry, we will write new work and revise it with a focus on transformation and the 'luminous detail.'

ENGL 6977. ARC OF A NOVEL. (3 Credits)
In this class we will exercise specific fiction-writing muscles. Each week we will focus on a different aspect of the writer's craft, including character, plot and story structure, theme, style, point of view, dialogue, and pacing, in students' own writings as well as in selected readings. At the end of this course, every student should have a firm idea of what constitutes a great story-- and how to achieve one.

ENGL 6978. IN YOUR OWN VOICE. (3 Credits)
As a culture, we are more opinionated than ever, with more (and more varied) outlets than ever to express those opinions. Using readings as models and jumping off points, this course will explore how we may cultivate our own voices for genres ranging from editorial to review to "think piece" to love/lorn column, in venues ranging from Facebook wall to audiostream to blog to pulpit...and including the periodicals (which exist in the (thousands) and are still reliant on paper. As for subjects—anything goes. Not too long ago, a Pulitzer Prize for agile and vigorous writing went to...a car columnist. So think of all the realms you care about, get your voice in fourth gear, rev up and join us.

ENGL 6988. POSTCOLONIAL:LIT/THEORY. (3 Credits)

ENGL 6989. Literature and Theories of Colonialism. (3 Credits)
English colonialism produced not only new forms of society, economy, and human relation but also a vast body of literature describing them. This course will survey key colonial texts from the sixteenth through eighteenth centuries, as well as the major interpretive approaches that have been taken towards them. Confronted with the need to depict such transformative processes as cultural contact and sexual mixing, the emergence of plantation and other regimes in the Americas and India, the establishment of an Atlantic slave trade, and widespread acts of revolt against empire, authors resorted to varied and often contradictory representational strategies. How to decipher their problematic descriptions will be the main question we consider throughout the semester. In formulating our answers, we will examine those that have been provided by literary critics, historians, anthropologists, and others. We also will weigh the applicability of postcolonial theories to the study of colonialism and the utility of hemispheric and other comparative frameworks to the analysis of English literary developments.

ENGL 7100. MED LIT & POL OF CNVERSN. (3 Credits)

ENGL 7127. New Perspectives in Early Modern Lyric. (3 Credits)
We will explore the thought-provoking lyrics written in England between about 1550 and 1660, encompassing such poets as Wyatt, Sidney, Shakespeare, Donne, Wroth, Herbert, and Marvell, and others as well. Among the broader questions we'll debate: what is lyric poetry? How can we both evaluate and contribute to the renewed interest in genre studies? How should recent critical perspectives, ranging from materialist and gender criticism to the new formalism, inform our responses to this poetry—and vice versa. Like all my graduate courses, this will also include "professionalizing" segments, addressing such issues as delivering scholarly papers effectively and transforming a seminar paper into a publishable article. Written assignments will include a seminar paper and some shorter writing, including an exercise on teaching.
ENGL 7227. PILGRIMAGE, RELICS AND SAINTS IN MEDIEVAL LITERATURE. (3 Credits)
This class explores literature written by and for medieval pilgrims who traveled among the destinations of Canterbury, Compostella, Jerusalem, Paris, and Rome. These traditions of itinerant devotion inspired songs, poetry, and prose including the lively Milagros de Nuestra Senora, The Prologue to the Tale of Beryn, and the Itineraries of William Wey; these and a variety of other works will be studied in English translation where appropriate. Along with the literature, we will also examine historical texts which address the medieval culture of relic trade and saint making, taking into consideration the popular.

ENGL 7373. PLAYS, PLAYERS, SPECTRS 1660-1700. (3 Credits)

ENGL 7502. HYSTERIA: HISTORIES/TEXTS. (3 Credits)
This interdisciplinary seminar explores the issues raised by hysteria, sexuality and the unconscious in twentieth-century western culture. From a historical perspective, these topics engaged medical, psychological, political, and ethnographic discourses and permeated artistic expression as well. From the perspective of contemporary inquiry, they are of interest to scholars in a range of fields, working on questions of gender, ethnicity, identity and difference, discourse and pathology.

ENGL 7522. DECONSTRUCTION AND PSYCHOANALYSIS. (3 Credits)
The influence of psychoanalysis has declined in psychology but it remains strong in literary criticism and theory, in part because of poststructuralist re-reading of Freud with special preference to questions of language and of meaning. Such readings are paramount in the work of Jacques Lacan and they have a prominent place in the writings of Derrida. We will study this development principally via a reading of several seminal texts: Freud's "The Interpretation of Dreams and Beyond the Pleasure Principle", Derrida's "The Post Card: From Socrates to Freud and Beyond", and Lacan's Seminars II and VII (on the ego and ethics). These texts will be considered both theoretical statements and as literature in their own right. Our treatment of them will be supplemented by readings of literary texts that they themselves read, notably Poe's "The Purloined Letter" and Sophocles' "Antigone" (the latter with additional reference to Judith Butler's Antigone's Claim.)

ENGL 7525. BIPOWER AND IDENTITY. (3 Credits)
This course looks at the concept of identity through the lens of bi-power. We will consider the way that identity is conceptualized by theorists like Michel Foucault, Georgio Agamben, Michael Hardt, Antonio Negri, Roberto Esposito, Sigmund Freud, Peter Singer, among others. Notions of normal, perverse, diverse, abject, subaltern and so on are considered along with narratives that highlight identity, passing, and embodiment in the realm of race, gender, ethnicity, nationality, ability and sexuality.

ENGL 7607. COPYRIGHT RECONSIDERED: AUTHORSHIP IN HISTORICAL PERSPECTIVES. (3 Credits)
This course will involve reading primary and secondary materials from the 17th through 21st century reflecting on the notion of literary property. The premise is that ideas of authorship, and hence copyright, have always been contested, and that current disputes can be illuminated by studying their counterparts in the past.

ENGL 7608. TRAVEL & TRAVEL TROPES. (3 Credits)

ENGL 7616. VICTORIAN POETIC INNOVATION. (3 Credits)
"Victorian Poetic Innovation" examines poetic modernity before the advent of modernism and postmodernism. Avant-garde projects as varied as Ezra Pound's Ripostes (1912) and Christian Bok's Eunoia (2002) permit us to see what prompted earlier instances of literary daring. In the nineteenth century itself, Robert Browning's replication of found materials, Tennison's disrupted meters and free verse, and Christina Rossetti's cultural interventions show us that experimental strategies have been part of the poet's tool kit for centuries.

ENGL 7711. MODERN POETRY & POETICS. (3 Credits)

ENGL 7722. ENG POETRY: RSTN-REV 1660-1789. (3 Credits)
This class will focus on the close reading of English poetic texts from the Restoration to the French Revolution, arranged from topics from "The Poetry of Loss" to "The Poet and the Role of Poetry." Some Restoration poets appear on the syllabus, but the primary emphasis of the course is on C18 figures (Alexander Pope, Jonathan Swift, Thomas Gray, Samuel Johnson, Christopher Smart, Oliver Goldsmith, et al.). Students will be given opportunities to explore the alternative canon, to consider the relationship between the C18 publishing world and literary success, to learn about the roles of poetry in the construction of public and private identities, and to explore the practice of poetry by women authors. Do not take this course unless you are prepared to read poetry both extensively and intensively. This seminar is highly demanding, but those who stay the course will find that, with time and effort, the primary texts will yield genuine aesthetic rewards.

ENGL 7729. GNDR & EMOTION 19-C AM LIT. (3 Credits)

ENGL 7738. INTERPRETATION. (3 Credits)
A study of four major strands in the theory and practice of interpretation: the German tradition of philosophical hermeneutics, American neopragmatism, French poststructuralism, and performativity studies.

ENGL 7744. Paracolonial Studies: After Postcolonial Theory. (3 Credits)
This course will examine recent developments in (and beyond) postcolonial theory. While the primary focus will be on 20th and 21st-century theory and literature, the course will consider texts and cultural documents from earlier periods to explore how postcolonial studies belong to a wider reshaping of literary histories. The course will be organized around the study of a select few contemporary writers (Toni Morrison, Amitav Ghosh, and Pramoedya Ananta Toer are likely choices). Works by these writers will be read alongside postcolonial theorists (e.g., Homi Bhabha, Ania Loomba, Walter Mignolo, Gayatri Spivak, Gauri Viswanathan) and in conjunction with earlier works both canonical (e.g., Collins, De Quincey, Defoe, Dryden, and Shakespeare) and less canonical (e.g., Abdullah bin Abdul Kadir's Hikayat Abdullah, and documents from the Dutch and English East India Company records).

Updated: 10-11-2017
ENGL 7808. PLEASURE & THE REVOLUTION. (3 Credits)
How were the “pleasures of the imagination” significant to Revolutionary American writers? How did the philosophical ideas of perception, association, fancy, genius, taste, beauty, and sublimity inform republican conceptions of liberty, community, revolution, and nation formation? This course will address these questions by examining the formal and thematic concerns of Revolutionary-era literary texts in the context of eighteenth-century British aesthetic theory. Working across a range of genres, it will explore work by Ames, Bartram, Brown, Madison, Crevecoeur, Dennie, Dwight, Fergusson, Franklin, Freneau, Jefferson, Hamilton, Warren, and Wheatley. But it will also consider aesthetic arguments by key British writers like Addison, Blair, Burke, Hogarth, Gilpin, Hutcheson, Hume, Kames, and Shaftesbury, as well as such contemporary theorists as Adorno, Ankersmit, Eagleton, Ferry, Marcuse, Ranciere, and Scarry.

ENGL 7809. MARRGE SLVRY EMP:ISSUES IN 19 C US LIT. (3 Credits)
This course, the full title of which is “Marriage, Slavery, Empire: Issues in the 19th Century U.S. Literary and Cultural Studies,” is an exploration of keywords and questions that concerned American writers in the nineteenth century as much as they animate American literary and cultural studies today. Would new forms of family and sexual life develop in the new nations, or would marriage and normative forms of sexuality stabilize an otherwise chaotic nation? Was slavery compatible with— even essential to—liberal and republican principles? After abolition, would democracy be reconstructed along racialized white supremacist lines? Was it America’s “manifest destiny” to expand across the continent and beyond, or was the notion of empire anathema in a democracy? We will examine how literature answered these questions, and discover how intimately related these three issues were in American writers’ minds. Authors discussed may include: Martin Delany, Sutton Griggs, Nathaniel Hawthorne, Pauline Hopkins, Helen Hunt Jackson, Jose’ Marti’, Herman Melville, John Rollin Ridge, Maria Amparo Ruiz de Burton, E.D.E.N. Southworth, and Mark Twain. Critics and theorists may include Jesse Aleman, Lauren Berlant, Bruce Burgett, Hazel Carby, Elizabeth Freeman, Kevin Gaines, Amy Kaplan, Ann Laura Stoler, Shelley Streeby, Eric Sundquist, and Walter Johnson.

ENGL 7822. ERLY AMER UPW MBLTY NARR. (3 Credits)
The great American success story is among our fondest and least examined cultural cliches; but its origins reveal a complex dialog of affirmation and anxiety that demands critical attention. Reading a range of seventeenth-, eighteenth-, and nineteenth-century texts— from early propaganda literature and narratives of colonial life to autobiography, slave narratives, middle-class fiction, and tales of striving and wealth—this course will analyze and historically situate the formal, thematic, and ideological priorities of upward-mobility narratives. Primary texts will include works by Hakluyt, Hariot, Smith, Behn, Ward, Franklin, Equiano, Filson, Crevecoeur, Brown, Paulding, Irving, Hawthorne, Douglass, Melville, Alcott, Alger, and others.

ENGL 7829. FICT PUB SPH: AM LIT 1776-1900. (3 Credits)
Using concepts of the public sphere drawn from critical theory, feminism, and political philosophy, this course will examine the development in late eighteenth- and nineteenth-century American literature and culture of the gendered distinctions between public and private, domesticity and the market, reason and sentimentality. Several historical problems will structure our theoretical, critical, and literary readings, including: the development of the doctrine of separate spheres, or domestic ideology; the effect of counter-publics, or alternative models of the public sphere, based in social movements such as temperance, feminism, and abolitionism; the political meanings of emotions, especially the key sentimental concept of sympathy; and shifting notions of how the practices of reading and writing literature were supposed to prepare citizens— especially boys and men— for participation in politics and civil society.

ENGL 7932. RECENT AMERICAN FICTION. (3 Credits)
A seminar considering selected post-War II fictions by Baldwin, O’Connor, McCarthy, DeLillo and others.

ENGL 7933. MODERN AMERICAN FICTION. (3 Credits)
ENGL 7936. MATRL WRDS POETICS VISUAL. (3 Credits)
In the post-WWII years, U.S. poets increasingly began to approach the poetic text as a visual artifact. The legacy of free verse, Imagism, the historical avant-gardes, Objectivism, and “field” composition all led to a highly visual sense of the poetic line, page, and text— as well as extensive borrowing from (and collaboration with) the visual arts. At the same time, conceptual art and post-structuralist theory were changing our understanding of language itself. Today, what does it mean— in theory and in practice— to develop a poetry of “material words”? We will examine works by poets and artists who have engaged this open question (from Charles to Theresa Cha and others).

ENGL 7940. POSTWAR AM LIT 1945-1975. (3 Credits)
This course considers US authors from the post war period—John Hershey, Lorraine Hansberry, Allen Ginsburg, Sylvia Plath, Tom Wolfe, and others— in terms of contemporary cultural trends (suburbanization, the Cold War) and countercultural movements (beatniks, hippies, feminists). The main focus is an original research project.

ENGL 7979. FROM SCIENTIA TO SCIENCE. (3 Credits)
FROM SCIENTIA TO SCIENCE: 17TH AND 18TH CENTURY SCIENCE, MEDICINE, AND LITERATURE... This course will introduce students to the relationships among early modern descriptions of the natural world and the human body and will familiarize students with the ways in which the academic discipline of “literature and science” has been constructed over the past half century. Among the writers we will read are Paracelsus, Donne, Crooke, Bacon, Hobbes, Harvey, Boyle, Browne, Hooke, Cavendish, Locke, Newton, Defoe, and Swift.
ENGL 7980. BOOK HIST FOR LIT HISTORIANS. (3 Credits)
ENGL 8204. MEDIEVAL TRAVEL NARRATIVE. (3 Credits)
In a project which brought together the greatest minds and resources of the western world, the crushing movements inspired subsequent generations of English and western European poets and chroniclers to create some of the most beautiful and, at times, most brutal romances and histories ever written. This course will focus on a range of traditions, including the romance, Richard, and Coeur de Lion in light of contemporary chronicler Roger of Howden’s, Chronica. Even Josephus’ Jewish War is barely recognizable in the fourteenth-century Siege of Jerusalem. Pilgrim and merchant narratives, from Egeria to Margery Kempe, and Mandeville to Marco Polo, will provide a contrast to romance and chronicle modes. We will be especially concerned with the ways in which chivalric quest came to influence the romance and chronicle genres. This course is designed to contextualize travel within the medieval world as we read and discuss those travel narratives with a specific set of concerns: salvation, conquest, and conversion.

ENGL 8325. MA THESIS RESEARCH. (3 Credits)

ENGL 8326. WRITING MA THESIS. (3 Credits)

ENGL 8935. DISS. WRITING SEMINAR. (0 Credits)
Designed as a resource for all doctoral students who have passed the comprehensive exam. Students working on the dissertation proposal are encouraged to take this class. During each meeting students will present and respond to work in progress. Across the semester, the seminar will treat challenges of bibliographic research and strategies of effective writing specific to large projects. Attention will also be given to the preparation of material for academic publication.

ENGL 8936. ISSUES IN SCHOLARSHIP AND ACADEMIA. (0 Credits)
This 0-credit seminar, open to all doctoral students, will provide a forum in which to discuss the issues that shape the pursuit of a career professing literature as well as the pursuit of a career outside of the academy. Each semester’s combination of guest-presentations and brief, selected readings will vary according to participants’ desires, but typical topics might include the following: General Education and the English Department; Journal Editing and the Intellectual Life; Humanities Education and Globalism; and The Ph.D. in English and the World Outside. Selected readings might include excerpts from Louis Menand, “The Marketplace of Ideas” (2010); Stanley Fish, “Save the World on Your Own Time” (2008); Frank Donoghue, “The Last Professors: The Corporate University and the Fate of the Humanities”; and Katherine N. Hayles’ “Electronic Literature: New Horizons for the Literacy.”

ENGL 8996. MASTER’S CAPSTONE. (3 Credits)
Master’s Students who have completed 2 courses of their 10 required courses towards their degree requirements will convert an existing 12-20 page class paper into a 20-25 page essay, revised for (theoretical) submission to a specific academic journal. In transforming a course paper into a prospective article, MA students will be required to review journals in the field, choose one, develop a critical methodology appropriate to that scholarly publication, and adapt their work to its specific editorial norms. Students will work under the supervision of the Director of Placement and Professional Development in English.

ENGL 8997. Master’s with Writing Concentration Capstone. (0 Credits)
The MA with Writing Concentration (MA w/WC) degree students who have completed 6 of their 10 courses toward their degree requirements will complete a substantial writing project of approximately 30 pages of poetry or 40 pages of fiction or nonfiction under the direction of a creative writing faculty member as their exit requirement.

ENGL 8998. ENGLISH GRADUATE INTERNSHIP. (1-3 Credits)
Will be processed through graduate internship.

ENGL 8999. INDEPENDENT STUDY. (4 Credits)

ENGL 9999. DISSERTATION DIRECTION. (1 Credit)
Doctoral students who have had their dissertation proposals accepted must register for this each semester up to and including the one in which they defend. The one exception is for students defending in the summer semester before their summer graduation deadline, the registration may be for ENGL 0910 Maintenance.

Entertainment Law (ETGL)

ETGL 0299. LAW & FILM. (2 Credits)
Artists and filmmakers have always shown a particular fascination with the legal system at work, along with its sometimes righteous but often neglectful practitioners. Whether these films explore the limits of justice, the pervasiveness of prejudice, the impulse toward vengeance, the heated political environments that often dictate legal results, the heroism of the crusading lawyer who undertakes a moral cause against impossible odds, or the morally obtuse lawyer who can’t see beyond the parameters of an often unlevel playing field, filmmakers have had much to say about the nature of justice and injustice, and the transformative dimensions of the law. Students will watch six films in class and fulfill assigned readings, along with being expected to participate in this uniquely interesting and culturally rich classroom experience. Exam or Paper option.

ETGL 0336. ENTERTAINMENT LAW. (2 Credits)
This course examines the legal issues and business practices relating to the entertainment industry, with areas of focus including the following business segments: talent representation (talent agencies, personal managers, attorneys); recorded music, music publishing, motion pictures; and television and other video programming services (terrestrial, cable, satellite, and IP-based distribution). The class studies relevant case law and statutes to identify and discuss the significant legal principles. In addition, the class reviews and analyzes certain representative agreements to present a practical perspective of entertainment law. Attributes: IPIE, LAWT.

ETGL 0338. LAW OF MUSIC INDUSTRY. (2 Credits)
This seminar explores the recording and music publishing industries from a combined business and legal perspective. The course includes discussions of industry custom and practice, consideration of typical management, recording and publishing agreements and an analysis of music business economics. Assigned cases and text are used to illustrate the more commonly encountered legal issues. A fuller appreciation of typical contract concerns is fostered through mock negotiations. The course also examines the roles which personal managers, attorneys and other representatives play in the guidance and development of musicians’ careers. Attributes: JD, LAWB, LAWT, LLM.
Environmental Law (EVGL)

EVGL 0206. ENERGY & THE ENVIRONMENT. (2 Credits)
Energy production and use are linked to economic growth and are necessary for a State’s economic growth and development. Fossil fuel extraction and use, however, pose serious threats to both the local and global environment. This course introduces students to the legal, economic, and structural issues that have and continue to shape our energy practices yet also provide opportunities to overcome critical environmental problems. The course focuses primarily on the regulation and design of American electric systems and markets. Many of our energy choices— including oil for transportation and heating, natural gas, nuclear power, energy conservation and, increasingly, solar and wind—are related to how we deliver electricity. In addition, the electric sector is a large contributor to both air pollution and greenhouse gas emissions, effecting the health and welfare of current and future generations. <p>
The course examines the evolution of American electric regulation and exposes students to how the U.S. system plans for the use of energy resources, the regulation of wholesale and retail electricity markets and the integration of clean and renewable energy. Further, this course will address current developments in grid modernization and economic development, including lessons learned from other countries, and concepts of environmental and climate justice. The course provides an introduction to administrative law and to practice issues in the field.
Attributes: INLJ, JD, LLM.

EVGL 0233. CONSERVATION LAW & POLICY. (2-3 Credits)
Climate change, loss of biodiversity, natural habitat destruction, and the contamination of air, land, and water affect every person on earth today as well as future generations. For lawyers to be effective in the conservation arena, they need more than an understanding of traditional legal tools and approaches to conservation of biodiversity. Lawyers also need to understand the historical and existing legal, political, and regulatory framework in which conservation issues exist. After closely examining the historical context of conservation law and policy in the U.S., this course will examine a wide range of laws, policies, regulations, treaties, and institutions designed to address local, national, and global conservation problems. Topics to be covered include protection of biodiversity, regulatory approaches to pollution, natural resource management, and international conservation law. Grades will be based on class participation and two papers: a legal analysis and a policy analysis.
Attributes: INLJ, JD, LLM.

EVGL 0290. LAW & POLICY OF CLIMATE CHANGE. (2 Credits)
The overwhelming consensus among climate change scientists is that unchecked climate change will cause sea level rise and major disruptions in agriculture and other essential global systems, that it is primarily the result of human activities and that we must substantially reduce global emissions of greenhouse gases as quickly as possible. They also agree that regardless of reductions, we face considerable climate change adaptation challenges due to the greenhouse gases already in the atmosphere. <p>
In this course, we will review the underlying science of climate change and the policy issues it raises. We will explore ways to address these issues, ranging from increased use of renewable energy and energy conservation, various forms of carbon-use fees and emissions trading to highly controversial “geo-engineering” approaches, along with their implications for both existing law and the need for additional legislation. The course will examine the evolution and current state of U.S. common law and legislation at the federal, regional, state and local level, including the federal Clean Power Plan; the Regional Greenhouse Gas Initiative; New York State’s plan to reduce greenhouse gas emissions and increase resiliency; and New York City’s plan entitled, “One New York: The Plan for a Strong and Just City.” <p>
Climate change is a global problem and requires a global solution. Accordingly, we will devote considerable attention to international efforts to address climate change, from the first World Climate Change Conference in 1979 to the 2015 Paris Agreement and beyond. In particular, we will focus on issues of equity and the balance which must be struck between the needs of developed and developing nations in this new and challenging world of limits. This course has a scheduled final (open book) exam.
Attributes: ABGS, JD, LAW, LAWJ, LLM.

EVGL 0299. ANIMAL LAW. (2 Credits)
This course explores the animal law movement from its inception to its current status. This course examines the development, scope and current application of anti-cruelty laws governing laboratory test animals, trapping, animal fighting, animals used in entertainment, animals used for religious purposes or for educational purposes, and humane slaughter. The relationship of humane animal laws to conservation oriented fish and game law is studied. Federal and selected state laws on transportation of animals and on zoological gardens are reviewed. The course studies law reform, resources, expanding the scope of animal law, and the connection between environmental issues and animal issues at both the local and global levels. Notes/Miscellaneous: Paper required.
Attributes: JD, LAWJ, LLM.
**EVGL 0301. DISASTER LAW. (2 Credits)**

Disaster Law offers a timely approach to examining the intersection of law and policy, the tension between public and private risk allocation, the role of government and issues of federalism, and provides a survey of law affecting households and communities in the recovery process. The class will examine emerging domestic and international law while also exploring the multiple roles that attorneys might play along the timeline of an emergency: as counselors, negotiators, evidence-gatherers, advocates, legislators, litigators, critics, and policymakers. More specifically, the course will include the definition of a disaster and their causes; individual, business, and government issues that predictably arise in disaster; the role of government, non profits, and the private sector during a disaster and recovery, especially when dealing with vulnerable populations; state, national, and international laws that govern recovery from disaster; and mechanisms for assessing accountability. The focus will be bilateral: on practical skills that lawyers can use to advise clients before and after a disaster and in affecting public policy. Students who are interested in participating in relevant fieldwork and who have identified an appropriate placement by the first week of the semester may be eligible for an additional one credit, upon the approval of the professor.

**EVGL 0302. ENVIRON DEAL MAKING & STRATEGY. (2 Credits)**

The private transactional marketplace, in which environmental outcomes – economic and behavioral – are negotiated and implemented, has matured rapidly in the past 30 years. This course will explore the increasingly sophisticated strategies and techniques used to create results in a variety of corporate transactions. Similarly, the disclosure marketplace, in which environmental information is transmitted to stakeholders, has grown well beyond the bounds of SEC reporting. The course will explore the contours and consequences of this disclosure revolution and its effect on global capital markets. Finally, dynamic new companies designed to address foundational environmental questions such as energy efficiency, greenhouse gas emissions, and waste disposal, have begun to disrupt and transform long-established industries to create more sustainable outcomes across the U.S. and the world. Through the insights of guest speakers - the founders of some of these companies - the course will explore the limits and possibilities of creating a new environmental future.

**EVGL 0321. URBAN LAB. (4 Credits)**

Enrollment by application to professor only. The Urban Lab Concept Four-credit graduate course with field study component co-taught by faculty across the university and open to all graduate students. The course is oriented toward groundbreaking issues in urban research with specific topics explored through interdisciplinary readings and wide-ranging discussion. The Lab draws on expertise across the university and cultivates cross-disciplinary collaborative research among faculty and graduate students. It also focuses on applied research and scholarship, deep engagement with urban community, and thinking forward with innovative solutions. The Lab works with public partners to identify, evaluate, and implement effective policies and programs in specific topic areas. Collaborators are drawn from civic and community organizations, public agencies, as well as a range of urban experts. The goal is to inspire new ways of thinking and make Fordham a leader in shaping the city’s future. Lab participants will study and evaluate the startup incubator concept and its applicability to the Bronx as a seedbed for innovative companies, employment training, economic and urban development. Lab participants will investigate current debates on the value of startup incubators and accelerators, and assess the strengths and weaknesses of the model. The focus will be on case study examples to understand successes and failures of incubators as well as the limits of their influence. The investigation will include historical antecedents, land & real estate issues, regulatory and municipal policy, infrastructure challenges, and business models. Lab participants will also investigate the social and economic impact of incubators on their communities, on urban space and the built environment, as well as applicability to the concept of sustainable urban development. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Course project: help establish a startup incubator in the Bronx. Study of current projects for startup incubators in the Bronx and the challenges in applying the concept to low-income urban districts. Research will include social and economic impact, gentrification effects, as well as property, real estate, and infrastructure issues and opportunities. Course participants will work with Bronx community leaders, the private sector, public agencies, and with Fordham Foundry, to create framework for a Bronx startup incubator.
EVGL 0322. INTERDISCIP. URBAN LAB FLDWK. (1 Credit)

EVGL 0337. ENVIRONMENTAL LAW. (2-3 Credits)
This course surveys the statutes, regulations, common law principles, and policies that address a wide range of environmental problems. The course begins by providing an introduction to environmental problems, basic theoretical concepts, common law cases, and the administrative law background necessary to understand this field of law. The course then proceeds to examine the goals of pollution control statutes and the criteria guiding decisions about the stringency of regulation. We will study relevant portions of the major environmental law statutes as they relate to understanding the different regulatory criteria employed—e.g., effects-based standards, technology-based standards, and cost-benefit considerations. The statutes that we will study include the Clean Air Act (CAA), the Clean Water Act (CWA), the National Environmental Policy Act (NEPA), the Resources Conservation and Recovery Act (RCRA), and the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA). The course will also compare the different means of meeting environmental goals, including traditional regulation, economic incentives, information-based approaches, pollution prevention, and ecological restoration. <p>Students will be assessed through a combination of classroom participation, written assignments, and a final take-home examination.

Attributes: INLJ, PIE.

EVGL 0521. ENVIRONMENTAL JUSTICE PRACTICUM. (2-3 Credits)
This course is a 3-credit class that will be a combination of a 2-hour weekly seminar and a fieldwork/practicum that will be done largely outside of the classroom. We will cover the history and evolution of the environmental justice movement specifically analyzing the legal and policy tools used by advocates to advance environmental justice. The course will also look to international environmental justice movements to compare and contrast the types of tools advocates use and to see what lessons can be learned. The second half of the course will focus on the legal tools used in environmental justice cases. Students will apply their legal skills and tools learned in the class to the practicum, which is based on a real-world case study. Key topics to be covered are: the intersection between race and the environment, the use of civil rights law for environmental justice concerns, the relationship between traditional environmental movements and the environmental justice movements, the challenges facing international environmental justice movements and how they differ from domestic movements, the role of international law in environmental justice movement, and the legal precedent and tools used in environmental justice cases.

Attribute: PIS.

EVGL 0522. ENVIRONMENTAL JUSTICE FLDWK. (1 Credit)
Must coregiste for Environmental Justice Seminar, #17100.
Prerequisite: EVGL 0521 (may be taken concurrently).

EVGL 0751. ENERGY LAW. (2-3 Credits)
Cutting-edge technologies, coupled with policy, legal, and business considerations, are currently transforming the energy world as we know it. Dynamic changes are impacting conventional and renewable energy operations alike, in ways that will make a meaningful difference in tomorrow’s energy future. This course will examine real-world approaches to issues that companies face with respect to energy projects and their related devices, ranging from the rationale behind certain strategic business decisions, to securing debt or equity financing for novel technologies, to determining appropriate litigation strategy based on existing laws, case precedent, and state-of-the-art scientific know-how. We will explore statutes, federal laws, case law, policy, and other factors influencing both traditional and renewable energy projects and resources, with a heavy focus on renewable energy technologies, from wind and solar projects, to more unconventional projects, such as those involving piezoelectric flooring and roads. Examples of issues we will explore include (i) how curtailment risk, interconnection access, and electric grid integration are shaping the future of the wind, solar, and battery storage sectors, (ii) whether a property right to unobstructed wind flow across one’s property exists, and in which countries or states such right may be recognized, (iii) how certain animal species, weather conditions, and military interests may impact project siting, (iv) how weather-related risks impact energy projects and how to hedge such risks through certain financial products, (v) how the confluence of scientific data and public perception influences whether a project will be built, and (vi) how consumer choice, social media, and direct interactions with certain innovations can be a driver of change, catalyzing the more rapid deployment of futuristic technologies and the evolution of smart cities. To foster an understanding of how developments in Europe and elsewhere are impacting the current domestic landscape, we will compare European case law to U.S. case law, examining how the interplay of science and public policy factors into legal decisions, as well as the formulation of business decisions, laws, and policy guidelines. During each class, we examine whether creative solutions can be devised that can serve as either a temporary bridge or more permanent solution to the issues raised. This class will feature a number of in-class interactive simulations, during which students will role-play to gain experience presenting, confronting, and addressing issues. All simulations are based on products and companies that are currently in the marketplace, or that could come to market in the near future. In the past, such simulations have included pitching an investment bank to debt finance a company that installs LED lighting in commercial real estate buildings, competing in a “beauty contest” among start-ups and relatively new-to-market renewable energy companies for equity financing from funds, and arguing before a panel of judges the merits of whether a community wind project should be built.

Attribute: LLM.

EVGL 1301. DISASTER LAW FIELDWORK. (1 Credit)

Environmental Science (ENVS)

ENVS 3000. ENVIRONMENTAL SCIENCE. (3 Credits)
(Formerly ENVS 1000.) This course covers the biological, chemical, and geological components of world ecosystems. The causes of both air and water pollution will also be covered. The interactions between the atmosphere, lithosphere, hydrosphere and biosphere will be described. The relationship between global change and the effects of human activities will be addressed as well.

Prerequisites: BISC 1404 or NSCI 1404 and CHEM 1322 or NSCI 1322.
Environmental Studies (ENST)

ENVS 4401. ENVIRONMENTAL SCIENCE INTERNSHIP I. (4 Credits)
Individually tailored research internship in an environmental institution. Placement will be in an environmental organization, government agency or business, under the supervision of a consenting faculty member, and with permission of the Environmental Science Program Faculty Committee. Grade and credits are given only upon the completion and successful defense of a final report integrating the internship experience with previous course work in environmental science required. A weekly seminar that synthesizes previous environmental science coursework with practical experiences is also required. All students choosing this option must complete two semesters (4 credits each). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENVS 4402. ENVIRONMENTAL SCIENCE INTERNSHIP II. (4 Credits)
Individually tailored research internship in an environmental institution. Placement will be in an environmental organization, government agency or business, under the supervision of a consenting faculty member, and with the approval of the Environmental Science Program Faculty Committee. Grade and credits are given only upon the completion and successful defense of a final report integrating the internship experience with previous course work in environmental science required. A weekly seminar that synthesizes previous environmental science coursework with practical experiences is also required. All students choosing this option must complete two semesters (4 credits each). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENVS 4501. ENVIRONMENTAL SCIENCE RESEARCH I. (4 Credits)
Individually tailored laboratory or field research conducted throughout the senior year. The project will be on a specific environmental topic under the supervision of a consenting faculty member and with permission of the Environmental Science Program Faculty Committee. Grade and credits are given only upon the completion and successful defense of a final research paper that integrates the project findings with previous published studies in environmental science. A weekly seminar that synthesizes previous environmental science coursework with research experiences is also required. All students choosing this option must complete two semesters (4 credits each). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENVS 4502. ENVIRONMENTAL SCIENCE RESEARCH II. (4 Credits)
Individually tailored laboratory or field research conducted throughout the senior year. The project will be on a specific environmental topic under the supervision of a consenting faculty member and with permission of the Environmental Science Program Faculty Committee. Grade and credits are given only upon the completion and successful defense of a final research paper that integrates the project findings with previously published studies in environmental science. A weekly seminar that synthesizes previous environmental science coursework with research experiences is also required. All students choosing this option must complete two semesters (4 credits each). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENVS 4999. TUTORIAL. (1-4 Credits)
"Environmental Studies and Policy majors only. This capstone course is required for all Environmental Studies and Policy majors in the senior year, i.e., in one of the student's last two semesters. Using methods in the natural sciences, social sciences, humanities, and applied arts and sciences, students write an interdisciplinary research thesis on an environmental problem. An internship can be used as a case study in the thesis. Environmental Studies & Policy Majors Only.

ENST 1000. INTRODUCTION TO ENVIRONMENTAL STUDIES. (3 Credits)
This course is designed primarily to meet the requirements of environmental studies in environmental science. It provides an interdisciplinary overview of environmental problems from the perspective of their societal causes and effects, introducing students to environmental policy methods in the natural sciences, social sciences, humanities, and applied arts and sciences. Requirements include a 40 page essay blog, three class presentations, and a hands-on learning practicum outside of class (minimum 1 hr per week). Fulfills Environmental Studies and Policy Major Requirements.

Attribute: INST.

ENST 1500. GEOGRAPHICAL INFORMATION SYSTEMS. (1 Credit)
An introduction to Geographical Information Systems used in environmental, social science, business and other disciplines to generate multi-layered digital mapping of environmental and social data. Students use online GIS and GPS (Global Positioning Satellite) resources to complete a mapping project.

ENST 2999. TUTORIAL. (2 Credits)

ENST 3000. ENVIRONMENTAL RESEARCH METHODS. (4 Credits)
Study of interdisciplinary and statistical research methods in environmental studies. Students complete a research project. Students have the option of coordinating their research project with an internship, GIS training, funding and publication submissions, and/or preparation for the senior research thesis course (ENST 4000) required for the environmental studies major. This course fulfills the environmental major requirement in Research and Statistical Methods and the environmental studies minor requirement in Electives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENST 3070. GREEN ARCHITECTURE. (4 Credits)
A studio course in sustainable design practices for public spaces, landscapes, furnishings, or buildings. A major design project is prefaced with environmental research, technical strategies and standards, and in-depth case studies. Portfolio layouts. Field trips, workshops, lab fee, and office hours visits are required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: URST.

ENST 3900. THESIS RESEARCH TOPICS AND METHODS. (2 Credits)
Study of environmental research topics and methods. Students can pursue their research project in preparation for the environmental studies senior thesis, as well as pursue a related internship to be used as a case study in the thesis.

ENST 3999. TUTORIAL. (3 Credits)

ENST 4000. SENIOR THESIS. (4 Credits)
"Environmental Studies and Policy majors only. This capstone course is required for all Environmental Studies and Policy majors in the senior year, i.e., in one of the student's last two semesters. Using methods in the natural sciences, social sciences, humanities, and applied arts and sciences, students write an interdisciplinary research thesis on an environmental problem. An internship can be used as a case study in the thesis. Environmental Studies & Policy Majors Only.

Updated: 10-11-2017
ENST 4800. ENVIRONMENTAL PROJECT. (4 Credits)
A research or design project on a specific environmental topic under the supervision of a consenting faculty member and with the director’s permission. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENST 4900. ENVIRONMENTAL INTERNSHIP. (4 Credits)
Placement in an environmental community service project, organization, government agency, business, or other work project under the supervision of a consenting faculty member and with the director’s permission. A 15-20 page paper consisting of a short bibliography, a report on the internship work, and reflections integrating the internship with previous course work is required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ENST 4999. ENVIRONMENTAL TUTORIAL. (1-4 Credits)
Individualized reading and research under the supervision of a consenting faculty member and with the director’s permission.

Estate Law (ESGL)

ESGL 0206. ADR IN TRUST & ESTATE DISPUTES. (2 Credits)
This course will analyze the growing intersection, use, and practical application of appropriate dispute resolution for resolving trust and estate disputes. This objective will be accomplished primarily through interactive lectures, guest speaker presentations, and an extended analysis and in-class simulation of a recent high-profile will dispute. During the semester, we will explore generally the basic principles of negotiation, mediation, and arbitration as principal forms of appropriate dispute resolution. We will also gain a basic understanding of the most common trust & estate disputes, including: will contests, fiduciary litigation, and guardianship proceedings. Lastly, we will participate in an extended simulation of the recent will dispute concerning millionaire heiress and known-recluse Huguette Clark, including: in-class negotiations; in-class mediations; and a panel discussion with the attorneys who worked on the real-life dispute.

ESGL 0338. ESTATE ADMINISTRATION. (2 Credits)

ESGL 0410. ESTATE PLANNING. (2 Credits)

ESGL 0521. TRUSTS & WILLS. (3,4 Credits)
Trusts and Wills is an introduction to mechanisms for dispositions of personal wealth upon death. The class considers issues of testamentary capacity, policy limitations on personal wealth transfer, testamentary document execution and interpretation along with duties owed by an attorney in the testamentary plan preparation context. Alternatives to traditional wills are considered in the form of will substitutes and the creation of testamentary and intervivos trusts along with discretionary and spendthrift trusts. Fiduciary duties of trustees are introduced. The class surveys disposition of personal wealth when the decedent fails to express his or her wishes and highlights select issues encountered in alternative family testamentary document execution.

Attributes: JD, LLM, LMCO.

Ethics (Law) (EHGL)

EHGL 0203. PROFESSIONAL RESPONSIBILITY. (3 Credits)
Professional Responsibility explores the rules and law governing lawyers, the way lawyers find meaning in their work, and the role of lawyers in society. This course covers the major doctrinal topics in the field, including the unauthorized practice of law, the lawyer-client relationship, finding and billing clients, confidentiality, conflicts of interest, and duties to the legal system, the profession, and non-clients. The course also introduces students to professionalism, the debate regarding the proper role of the lawyer, and the question of why lawyers have special privileges and responsibilities. The course uses old MPRE questions and other multiple choice questions to focus the readings and the class discussions.

Attributes: JD, LLM, LWPR.

EHGL 0208. PROF RESP:CORP COUNSEL. (3 Credits)
Professional responsibility for corporate counsel is a course designed for students who will likely represent public companies, either as outside counsel or as inside counsel. The ethics issues facing such lawyers are very daunting and are growing ever more complex. And the risks to such lawyers include not just violating the ethics rules governing lawyers, but also exposure to sanctions by a myriad of regulators, as well as exposure to money damage law suits. In many circumstances there are no easy answers, as different jurisdictions approach a number of situations differently. As such, law students about to join the profession need to be aware of these problems and how best to address them.

Attributes: LAWB, LLM, LWPR.

EHGL 0209. PROF RESP: CRIMINAL ADVOCACY. (3 Credits)
This seminar focuses on the ethical responsibilities of prosecutors and criminal defense lawyers. Topics include the allocation of decision-making authority, the duty of confidentiality and its limits, conflicts of interests, and ethical responsibilities in the investigation and trial of criminal cases. While focusing on the codified standards of professional conduct and other aspects of the law of lawyering, the seminar will also explore the relationship between the Constitution and professional conduct rules as well as how problems left unresolved by those rules ought to be addressed. A paper will be required. Enrollment is limited. Notes/Miscellaneous: This course satisfies the Professional Responsibility Requirement but may NOT be used to satisfy the Writing Requirement.

Attributes: INLJ, LIDR, LWPR.
EHGL 0213. PROF RSP: CIV LIT. (3 Credits)
This is a seminar on professional responsibility with a particular emphasis on ethical problems of interest to civil litigators. The text is Morgan, Rotunda & Dzienkowski, Professional Responsibility: Problems and Materials, Twelfth Edition (Foundation Press). We will use the ABA Model Rules of Professional Conduct, and supplemented by reference to the New York Rules of Professional Conduct. Our class discussions will examine the fundamentals of the attorney-client relationship; basic duties to the client of competence, confidentiality, and loyalty; and conflicts of interest. We will also discuss the legal profession and what it means to be a professional. Specific litigation issues will include the ethical dimensions of settlement negotiations, discovery and evidence gathering and especially e-discovery (e.g., inadvertent disclosure of confidential information), ethical standards in commencing litigation, litigation tactics, and client and witness perjury, interviewing and coaching. We will review the evolving ethical issues arising out of attorney's use of social media. We expect to have guest speakers from time-to-time. This is a collaborative seminar, not a lecture course, and active course participation is expected. This is a three credit course.
Attributes: LIDR, LWPR.

EHGL 0226. INTRODUCTION TO THE U.S.LEGAL PROFESSION. (2,3 Credits)
This course is about the professional responsibility of U.S. lawyers and is specifically tailored for International LL.M. students. As such, the course is meant to provide a holistic introduction to some of the key professional responsibility aspects that a foreign law-trained lawyer should expect to consider when working in the U.S. or dealing with U.S. lawyers from abroad. Using a textbook, the ABA Model Rules of Professional Conduct, and the NY Rules of Professional Conduct, supplemented by pertinent cases and other materials, this course will examine the fundamental notions that govern the conduct of lawyers in relation to their clients, third parties and the courts. There will be an in-class, open-book exam.
Attributes: LLM, LWPR.

EHGL 0226. PRACTICE OF LAW IN PUBLIC SECT. (3 Credits)
This seminar will seek to replicate practice conditions in a General Counsel’s Office of a governmental agency. Students will serve principally as colleagues in addressing a broad range of issues that a government lawyer might be expected to encounter in the everyday practice of law, including transactional, general advice, and litigation-oriented assignments. With some guidance, students will be expected to conduct independent legal research on the topics being covered, and a portion of every weekly seminar will be devoted to practice skills exercises: presentations to colleagues and clients, preparation of advice memos to clients, fact-finding investigations and litigation skills development. Case studies and issues will be presented and analyzed with a view towards the legal and public policy implications of proceeding down any given path. Students will also participate as “adversaries” in a variety of settings, including mock settlement discussions, mediations, and oral arguments. The semester will be divided roughly into three modules, with one significant written assignment to be completed for each module. The first module, loosely characterized as organization and governance, will look to the powers, duties, mission and responsibilities of public agencies, including how they are held accountable to the public in the conduct of their affairs. Typical constitutional issues will be addressed in this module as well, such as First Amendment rights of employees and development of rules governing expressive conduct in public places. The second module will focus on litigation topics, and will follow a multi-million dollar commercial dispute through initial presentation of a problem, pre-litigation settlement attempts, a federal court complaint, a settlement agreement and a post-settlement arbitration proceeding on an open legal issue. Emphasis will also be placed on the factual development skills needed to present or defend a summary proceeding in New York State courts (“Article 75” or “Article 78” proceedings), typical tasks needed by those who litigate for or against governmental bodies. Students will be asked to review, analyze and critique affidavits and briefs submitted in actual court cases. The final module will focus on non-litigation activities typically encountered in a law department of a public agency, such as project development and implementation, including procurement methodology and competitive bidding, environmental and public participation considerations, development and drafting of key contractual provisions in commercial or construction contracts, and consideration of employment-related issues, such as civil service and public sector labor law provisions.
Attributes: JD, LAW.

EHGL 0272. PUBLIC INT ADV SEM CSWK. (2 Credits)

EHGL 0291. PROFESSIONAL RESPONSIBILITY: ETHICS & CORPORATE PRACTICE. (3 Credits)
This is an interactive three credit course which explores the practical application of the law governing lawyers. This course will expose the student to a wide range of ethical issues facing the practitioner, by analyzing the New York Rules of Professional Conduct. The course will focus on the ethical obligations of the business or corporate attorney with special emphasis on confidentiality, conflicts and the attorney-client privilege. With the large number of high profile corporate scandals, the recent changes to the New York Rules of Professional Conduct, the enactment Sarbanes-Oxley and the much criticized Dodd Frank Act, it is important that new practitioners understand the unique issues, challenges and conflicts facing the business attorney. There are no prerequisites.
Attributes: JD, LAWB, LLM, LWPR.
EHGL 0293. PROFESSIONAL RESPONSIBILITY: LARGE FIRM PRACTICE. (3 Credits)
Professional Responsibility: Large Firm Practice Using a text and the ABA Model Rules and NY Rules, supplemented by pertinent cases, bar opinions and other materials, this course will examine the basic rules that govern the conduct of lawyers with respect to their clients, third parties and the courts but will emphasize issues of professional conduct that are common to large firm practice. Such issues include those concerning corporate internal investigations, the representation of underwriters corporate family conflicts, engagement letters and outside counsel guidelines advance waivers corporate privilege and special committees multiple representation in transactional and litigation matters in-firm privilege revolving door conflicts and multijurisdictional practice. This course satisfies the Professional Responsibility requirement. There will be an in-class exam with the use of the ABA and NY rules (and comments).
Attributes: JD, LLM, LWPR.

EHGL 0299. PROFESSIONAL RESPONSIBILITY: LAWYERS & JUSTICE. (3 Credits)
This course uses the specific ethical dilemmas confronting public interest and civil government lawyers as the primary resource for investigating the legal ethics rules, the role of the lawyer in society, the connections between legal ethics and political philosophy, and the influence of race, gender, and identity on the legal system. The students and the teacher work collaboratively on developing the specific curriculum for the semester. <p>Students are required to submit a 10 page paper and, as part of a group, to develop a lesson plan and lead one class. The topic of the class and the paper can be the same. The course also requires regular class participation, although disability accommodation is available. For some class sessions, students may be asked to provide brief – one or two page – response papers. <p>Satisfies the Professional Responsibility requirement. Attendance at the first class is mandatory.
Attributes: INLJ, LWPR.

EHGL 0320. PROF.RESPON MULTINAT.PRACTICE. (3 Credits)

EHGL 0349. PROF RES: ALTER DISP RES ETHIC. (3 Credits)
This course involves the study of the Model Rules of Professional Responsibility and the New York Rules of Professional Conduct with an emphasis on alternative dispute resolution (ADR). During the past 35 plus years, an ADR ethical infrastructure has both developed and undergone rapid and irregular growth. Critical and complex ethical and professional responsibility issues relating to various aspects of ADR processes are challenging the legal profession and policymakers because such issues do not fit neatly into pre-existing structures. Such issues include counseling and decision making, duty of candor, confidentiality, conflicts of interests, unauthorized practice of law, fees, advertising and others. This course will also discuss the ethical issues impacting ADR providers and non-legal neutrals.
Attributes: LIDR, LWPR.

EHGL 0371. PUBLIC INTEREST LAWYER ADV SEM. (2,4 Credits)
This seminar examines issues of law, practice and theory relating to the work of lawyers in public interest settings. The principal work of the seminar is fieldwork: Students in the seminar work in small groups with other seminar students on projects in conjunction with public interest organizations, with supervision from the seminar faculty and from attorneys at those organizations. Projects have included the development of: know-your-rights guides and training for members of the public and projects for legislative or institutional reform pro bono manuals for attorneys and litigation strategy for briefs or campaigns. Seminar requirements include development of and collaboration on a project with classmates, ongoing presentations regarding the project, a final product for the organization, and an analytic paper based on the project. The seminar requires a substantial time commitment and a willingness to work in conjunction with other students and lawyers.
Attributes: JD, PIE.

EHGL 0372. PUBLIC INTEREST LAWYER ADVANCED CASEWORK. (2 Credits)

EHGL 0929. CORPORATE SOCIAL RESPONSIBILITY LAW & POLICY. (3 Credits)

EHGL 1372. PUBLIC INTEREST LAW CSWK. (2 Credits)

**Evidence (EDGL)**

EDGL 0202. EVIDENCE. (4 Credits)
A study of the rules governing the admissibility of evidence including problems of relevancy, remoteness, and undue prejudice; the hearsay rule and its exceptions; the offer of evidence and objection; examination of witnesses; competency and privilege of witnesses; expert opinion evidence; judicial notice; burden of proof; and presumptions.
Attributes: LDF, LIDR, LMCO.

EDGL 0232. NY EVIDENCE IN THEORY & PRACTI. (2 Credits)

EDGL 0209. DEPOSITIONS:TAKING/DEFENDING. (2 Credits)
Using discussion, lecture, and simulation, students will learn how, when, and why to conduct depositions in contrast to other discovery tools. The different types of questions will be discussed including question asking when seeking information, when seeking admissions, and when seeking to preserve testimony. <br> Preparing client and nonclient to testify.<br> Ethics: Witness Perjury, Harassment of witness, Harassment of attorney, Inappropriate subjects, Conferring with the witness.<br> Dealing with the Adversary<br> Role of objections, Instruction not to answer.
Attribute: LLM.
Fed Con Law (FCGL)

FCGL 0102. CONSTITUTIONAL LAW. (4 Credits)
A study of the United States Constitution; judicial reviews and limitations, thereon; separation of powers; relation of states to the federal government powers, e.g., tax, treaty, war and commercial powers; limitations of the exercise of governmental powers, e.g., the Due Process and Equal Protection clauses and the Bill of Rights. <p> Spring 2018, Professor Powell: <br>This foundational course introduces students not only to the cases and doctrines concerning the U.S. Constitution, but also to the historical arc of how constitutional law has evolved and competing theories of constitutional interpretation. The course covers the scope of judicial review in our constitutional democracy, addressing separation of powers, and examines basic fundamental rights. As an entry point to constitutional law, this course provides an overview that should help orient students to upper level offerings that more specifically focus on constitutional provisions such as equality, the rights to privacy, and free speech <p> Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: JD, LMCO.

FCGL 0129. LEGISLATION & REGULATION. (4 Credits)
Statutes and administrative regulations are fundamental to modern legal systems and their interpretation is central to much of contemporary legal practice. This course introduces students to the processes by which legislation and regulations are enacted, to the rules, conventions, and dilemmas that characterize their interpretation by courts and agencies, and to the basic structure of administrative law. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FCGL 0202. LAW OF THE CITY OF NEW YORK. (2-3 Credits)
The seminar examines the intersection of law and urban policy that makes New York City so fascinating and distinctive. Questions of authority, structure, and individual rights play a central but unheralded role in nearly every aspect of the life and governance of New York City. The course begins with an introduction to the division of power between the state and local governments. We then move to the distribution of power within local government by examining intra-local conflicts, such as those between the Mayor and the City Council. We then turn to a study of significant City institutions. Finally, the course turns to current events. I have selected several issues for us to explore but I may change the syllabus based on current events. We will select additional issues together during the first weeks of class based on your interests. <p> In my view, it is important for you to hear from and engage with scholars and practitioners in the field. Thus, many of our classes will include guest speakers. The course will be highly interactive and student participation will be an important component.
Attribute: PIE.

FCGL 0230. STATE CONSTITUTIONAL LAW. (2 Credits)
The course on State Constitutional Law will examine state constitutions in general and the New York State Constitution in particular. The course will compare some of the major provisions common to state constitutions as well as some of the major differences. The portion of the course dealing with the New York State Constitution will include the following: The original New York State Constitution and its development into the present Constitution; The Bill of Rights, including freedom of speech, freedom of religion and the treatment of criminal defendants; The Education Article, including public school financing; Property, including eminent domain and zoning; Native American rights, including gambling and tobacco sales; Voting rights. Some of the themes and issues that will be explored are the allocation of power within the branches of government in New York, possible differences in methods of interpreting the New York State and Federal Constitutions, the effect of incorporating the federal Bill of Rights into State law, and the effect of federalism on the New York State Constitution.
Attributes: INLJ, JD, LAWJ, LLM.

FCGL 0260. CONSTITUTIONAL RIGHTS & HUMAN RIGHTS IN COMPARATIVE PERSPECTIVES. (2-3 Credits)
This seminar will compare the international law of human rights with the constitutional law of rights in the United States and other national systems. The seminar will examine the history, theory, and sources of rights in these systems, the institutions for implementing them, and the remedies for violations. The course is largely organized around comparing the treatment of particular rights in various systems: for example, equality (with a focus on race, gender, sexuality, and marriage equality), speech rights and privacy (on and off line), and economic and social rights. Students will develop papers on policy projects concerning cutting edge human rights matters, working in teams, under the supervision of the professor.
Attributes: ICE, INLJ, PIE.

FCGL 0262. RELIGION, LAW & THE STATE. (2-3 Credits)
This seminar will examine the relationship among religious institutions, secular society, and the state. Readings and discussion will focus on the free exercise and establishment clauses of the U.S. Constitution but will also include comparative and international counterparts to these constitutional provisions as well as relevant readings in political theory. The course will consider such questions as the role of religious institutions in secular society, their relationship to the state, the degree to which religious minorities may demand exemption from the laws and norms of secular society, the accountability of such institutions under civil and criminal law, among others. Each student will be expected to participate in class discussion and submit a term paper. No final examination will be given. This course may be used to satisfy the writing requirement.
Attribute: INLJ.
For their writing requirement. Grade. I am willing to work with a student who wants this class to qualify paper on the subject of the Constitution will constitute 85% of the Final Seminar.<p>Class participation comprises 15% of the Final Grade. A example: Security and Freedom, Succession, Continuity in Government, Federalist Papers, and the debates in early congresses. The step by step developments, colonial charters, early state constitutions, the Records of the Constitutional Convention of 1787 and the Ratifying Debates, the Federalist Papers, and the debates in early congresses. The step by step development of the Constitution (including the Bill of Rights) forms a major part of the classes. Several modern issues will also be treated, for example: Security and Freedom, Succession, Continuity in Government, and Electoral Reform. There will also be several guest speakers during the Seminar.<p>Class participation comprises 15% of the Final Grade. A paper on the subject of the Constitution will constitute 85% of the Final Grade. I am willing to work with a student who wants this class to qualify for their writing requirement. Attributes: INLJ, JD, LLM, PIF.

**FCGL 0317. FIRST AMENDMENT. (4 Credits)**
This course covers many of the core issues of free speech, free press, freedom of religion, and the establishment clause. We will discuss Supreme Court cases, and surrounding commentary, on: political advocacy of unlawful action; fighting words; hate speech; libel; revelation of private facts; obscenity; pornography; commercial speech; prior restraints; content-based vs. content-neutral restrictions; the public forum doctrine; government speech, including government as educator; reporter’s privilege; government as employer; the right not to speak and freedom of association; access to the mass media; broadcasting and content regulation; religious arguments in the lawmaker process; religious symbols in governmental space; prayer in public school; public funding of religious schools; and exemptions and accommodations for the practice of religion. Pre-requisites: Constitutional Law Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attributes: INLJ, JPF, LMCO, PIF. Prerequisite: FCGL 0102.

**FCGL 0320. STATE & LOCAL GOVERNMENT. (3 Credits)**
This course addresses the major issues facing state and local governments in a time of rapid change, including (1) the distribution of power between federal, state and local governments; (2) the forms, structure, powers, financing and liability of local governments; (3) how state legislatures, the judiciary, and the state executive branch share power; and (4) the relationship of state and local governments to public employees and residents. The course will concentrate on legal developments across the country, but it also will highlight key aspects of New York State and New York City law in order to ground students in the developing jurisprudence of a single jurisdiction. A key course goal is to highlight the immediate relevance of state and local governance, given that law school courses often focus on federal regulation and federal decision making. We will supplement the textbook with case studies after becoming familiar with the basic structure of state and local relationships. This course has an in-class exam. Attribute: PIE.

**FCGL 0361. CONSTITUTION & FOREIGN AFFAIRS. (2 Credits)**
**FCGL 0415. FIREARMS LAW. (2 Credits)**
**FCGL 0419. PUBLIC FINANCE LAW & PRACTICE. (2,3 Credits)**
This course examines legal issues that arise, and finance techniques used, by governments, underwriters and borrowers in public finance transactions. We will cover the Puerto Rico financial crisis, the infamous WPPSS default, the NYC fiscal crisis, the financing of the Brooklyn Bridge, the privatization of Coney Island hospital and SEC proceedings on Miami, New Jersey, Harrisburg and Boston’s Big Dig. Areas explored include legal authority, public purpose, debt, securities regulation and disclosure obligations under the Federal antifraud statutes, and the contract clause. We look at finance structures involving affordable housing and stadiums and we will have guest speakers to address these topics. Attribute: LAWB.

**FCGL 0609. Sharia and Secularism in MENA Constitutional Law. (2 Credits)**

**FCGL 0828. SLAVERY & THE CONSTITUTION. (2 Credits)**
This course will explore the institution of slavery as it developed in North America and the impact it has had on the United States Constitution, both its drafting and its interpretation over time. We will read and discuss both legal materials and non-legal historical materials. Students will be evaluated based on three short papers (each 2000 words max), submitted during the course of the semester. Outside research for the papers will be allowed but not required. In addition to the papers, 1/4 of the final grade will be based on class participation.

Attributes: JD, LLM, LWR.

**Field Study (Gabelli Graduate) (FSGB)**

**FSGB 7682. TRANSNATIONAL APPLICATION. (3 Credits)**
The Transnational Application Project provides an opportunity to integrate and apply the tools, techniques, and perspectives gained in the Executive MBA program in a real world transnational organization setting. The setting for the course may be a consulting project with a specific transnational organization, study of an organization to move it to the transnational form, and/or study of and visit to a business region where transnational companies have been spawned.

**FSGB 7810. FIELD STUDY PROGRAM. (3-9 Credits)**
Film and Television (FITV)

FITV 1501. UNDERSTANDING FILM. (4 Credits)
(Formerly COMM 2471): Examination of the aesthetics of film, its formal language and structure. Screening and analysis of representative films. Study of film theory and criticism. Strongly recommended as a prerequisite to other film courses. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, ZLB2.
Prerequisites: COMM 1000 or COMM 1010.

FITV 1601. UNDERSTANDING TELEVISION. (4 Credits)
(Formerly COMM 3332): Critical Analysis of television as a storytelling medium. Study of current approaches to television narrative and style. Screenings and discussion of TV series and news programming. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, JOUR.
Prerequisites: COMM 1000 or COMM 1010.

FITV 2425. DIGITAL VIDEO PRODUCTION I. (4 Credits)
(Formerly COMM 2222): This introductory workshop class will teach the fundamentals of digital video production and cinematic storytelling. Students will learn concepts, techniques, and technologies pertaining to digital video and sound through hands-on production and post-production assignments. We will explore the aesthetics and the communicative potential of the medium through screenings, critiques, and exercises. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: DTEM, NMDD.

FITV 2501. HISTORY OF FILM, 1895-1950. (4 Credits)
(Formerly COMM 3422): A survey of film history from 1890 to 1950, looking at industrial practices and stylistic developments. The contribution of major national cinemas is also explored. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Pre-req: FITV 1501 or COMM 2471 OR BY PERMISSION OF THE INSTRUCTOR.
Prerequisites: FITV 1501 or COMM 2471.

FITV 2511. SCREENWRITING I. (4 Credits)
(Formerly COMM 3405): Analyzing and writing screenplays for theatrical motion pictures. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENGL, ZLB2.

FITV 2531. SERIALS, SERIES, AND FRANCHISE FILMS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 2533. FASHION COSTUMING IN FILM. (4 Credits)
Clothing design and its ancillary functions play a central role in film meaning, audience response, and the economics of film industries. With this primary assertion at its center, the course explores the myriad ways fashion operates in film. Students will engage issues of film aesthetics, marketing, fan culture, and stardom within historical and contemporary contexts. In addition to formal analysis and theorization of films, analytic approaches include how the effects of film are felt in larger patterns of consumer behaviors and how film reinforces the branding of fashion houses, designers, and designs. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: FASH.

FITV 2547. FILM AND GENDER. (4 Credits)
This course explores the interrelated nature of gender and film in aesthetics, production, marketing, and reception. To do so, the course focuses on film theory and criticism about representations of femininity and masculinity, which include attendant issues of sexuality, embodiment, race, class and nationality. This approach will be augmented by considerations of historical and cultural contexts, developments within film industries, key figures in film production, and audiences. Films will include mainstream commercial films and filmmakers as well as feminist, avant-garde, and counter-cinemas. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: COLI.

FITV 2601. HISTORY OF TELEVISION. (4 Credits)
(Formerly COMM 3320): This course surveys the aesthetic, technological, and industrial developments of American television. Starting with the foundations of television in radio and in the global developments of television technologies, the course moves through the development of the network era up to the transitional stages between network and post-network eras. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Pre-req: COMM 3222 OR FITV 1601 OR BY PERMISSION OF THE INSTRUCTOR.
Attribute: AMST.
Prerequisites: FITV 1601 or COMM 3332 or COMM 2330.

FITV 2611. TELEVISION PRODUCTION I. (4 Credits)
Practical studio management and creative employment of technical facilities for videotaping and studio production of a variety television programming formats. Software and hardware are covered. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ZLB2.
FITV 2612. WRITING PRODUCING WEB SERIES. (4 Credits)
A unique narrative form exploding in popularity, the web series provides young artists a chance to produce their own stories and see their work go viral. In this production workshop class, students will study what goes into creating a successful web series—including techniques for building emotionally engaging stories, three-dimensional characters and a series arc—and then write, shoot, edit and produce the first episode of their own original series. An essential experience for writers, directors, actors or anyone in the creative arts. Prerequisite: FITV 2511 Screenwriting I or DTEM 2425 Digital Video Production. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: FITV 2511 or COMM 3405 or DTEM 2425 or COMM 2222.

FITV 2659. THE BROADCAST INDUSTRY. (4 Credits)
The examination of the American broadcasting industry from a variety of perspectives, such as regulation, advertising, programming, technology, institutional structure and audience research. Lessons from broadcast history are used to shed light on contemporary concerns. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

FITV 2670. TELEVISION AND SOCIAL CHANGE. (4 Credits)
This course explores television's complex relationship to social change. While television's commercialism and focus on entertainment may seem antithetical to activist politics, activists used the medium to gain visibility for their causes, demand equitable representation and employment practices, and create programming that spoke back to mainstream TV's reductive and controlling representations. The course engages with scholarly and activist literature on theories of television, representation, and social change as well as case studies of public and commercial television in various national and historical contexts. It also considers the possibilities and limitations for activism via television brought about by transformations in media technology and culture, particularly those related to online distribution, digital media, and globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 2674. TEEN TELEVISION. (4 Credits)
In this course, we consider global television that represents teens and programs that hailed teen audiences. The concept of the teenager is a relatively recent development in U.S. culture, emerging in the 1920s. From that moment, media has played an important role in the creation, maintenance, and revision of discourses of the teenager. Thus, one goal is to understand what the media are doing for and to young people. Additional focus will be on how the media and society have constructed the teen over the last hundred years. The course will consider whether this genre is accurate in its construction of identity, and what is the role of the media in creating this identity. The course will examine a variety of different types of media, including novels, TV shows, websites, online communities, etc. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 3425. DIGITAL VIDEO PRODUCTION II. (4 Credits)
Students will devote the semester to developing a narrative or documentary project of their choosing from concept to post-production. This workshop will allow students to evolve technically and conceptually through screenings, critiques, tutorials, readings, and practice. This is an intermediate class, and students must have taken some sort of introductory film/video production class prior to enrolling, and have some basic familiarity with DV cameras and editing software. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: DTEM, JOUR.
Prerequisites: DTEM 2425 or FITV 2425 or FITV 3512 or VART 1265 or VART 3261 or VART 3262 or COMM 3525.

FITV 3501. FILM THEORY AND CRITICISM. (4 Credits)
(Formerly COMM 3470) This course is a survey of classical and contemporary film theory. Readings focus on psychological, semiotic, psychoanalytic, feminist, post-colonial and transmedia approaches to the study of film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Pre-req: FITV 1501 or COMM 2471 OR BY PERMISSION OF THE INSTRUCTOR.
Attribute: COLI.
Prerequisites: FITV 1501 or COMM 2471.

FITV 3505. TOPICS IN FILM STUDIES. (4 Credits)
Students will learn about dramatic structure, scene construction, characterization, dialogue, and cinematic storytelling techniques through the analysis of classic and contemporary feature-film screenplays. The focus will be on traditional dramatic narrative, but alternative approaches will also be considered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: COLI.

FITV 3511. SCREENWRITING II. (4 Credits)
Analyzing feature screenplays and working towards production of a feature length screenplay. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: FITV 2511 or COMM 3405.

FITV 3512. FILM/TELEVISION: NARRATIVE BASICS. (4 Credits)
This class will focus on teaching students the basics of cinematic storytelling: how to conceptualize, direct, shoot and edit a dramatic narrative. Students will receive training on camera and sound equipment and editing software, and will then direct a series of exercises, scenes, and short narratives, while also crewing on their classmates’ projects. Student work will be critiqued in group sessions as well as one-on-one meetings with the professor. In addition, scenes from classic and contemporary film will be analyzed and discussed in class. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 3532. LANDMARKS, LOCATIONS, AND ADAPTION. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
FITV 3534. FASHION IN BRITISH FILM AND TELEVISION. (4 Credits)
This course considers the historical and contemporary co-constitution of British fashion, cinema, and television. As a city that generates and is defined by formative industries, cultural institutions, and socio-political movements associated with fashion and media, London plays a crucial role in our explorations. We will analyze historically specific and culturally significant moments when fashion coincided with television and/or film to express the anxieties, pleasures, and investments of British culture(s) on a regional, national, and international scale. To do this, we will study film and television texts that utilize fashion; consider issues of identity politics that include class, sexuality, race, and gender; and explore the industrial and cultural contexts that gave rise to fashion-driven films and television programs. Significant course themes include: war, the monarchy, countercultural movements, empire and imperialism, and the city. Film and television texts are both historical and contemporary and include a wide range of genres and styles. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COMM, ZLB2.

FITV 3535. FILM ADAPTATION. (4 Credits)
This course seeks to examine the complex relationship between a cinematic adaptation and the source material from which it is derived. Select essays, novels, plays, comic books and short stories will be studied with regard to the works they inspire, and how narrative changes when works are presented in a new medium. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COMM, ZLB2.

FITV 3537. PLAYS AND SCREENPLAYS. (4 Credits)
The purpose of the five week project is to write a one-act play and a short screen play, and to explore the relation between the two forms. Elements of craft will be introduced to provide a vocabulary and a scaffolding. Contempory plays and screenplays will be used as models. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 3543. FICTION INTO FILM. (4 Credits)
Cinematic adaptation of novels and short stories. Problems of narrative, genre, film language, imitation, etc., will be studied in theworks of Film makers such as Bresson, Renoir, Lean, Bunuel, Antonioni, Merchant/Ivory, Wyler, etc. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 3544. THE FILM DIRECTOR. (4 Credits)
An examination of the tools and techniques of film directing. How do the great directors make full use of the medium's creative potential? How are stories told and meaning communicated to viewers? What does it mean when we speak of a director's style or voice? This course will combine close study of classic and contemporary films, lectures and discussions, in-class demonstrations, and individual and group research projects. Topics covered will include the transition from script to screen, camerawork (framing, blocking, movement), lighting, working with actors, editing, sound and music, and more. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ZLB2.
Prerequisites: COMM 2471 or FITV 1501.

FITV 3545. FILM AND TELEVISION OF HITCHCOCK. (4 Credits)
(Formerly COMM 3451): A critical examination of Hitchcock's cinema. Students explore Hitchcock's major films, including Rear Window, Vertigo and Psycho from a variety of perspectives, including psychoanalytic, narrative and feminist theory. Emphasis on Hitchcock's role in the British and American studio system and his mastery of cinematic technique and language. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, COLI, ZLB2.

FITV 3551. FILM HISTORY 1950-PRESENT. (4 Credits)
A survey of film history from 1950 to the present, looking at industrial practices, stylistic developments and the impact of new technologies of the film image. The contribution of the major national cinemas will also be explored. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, INST.

FITV 3553. HOLLYWOOD GENRES. (4 Credits)
(Formerly COMM 3401): Cultural, psychological, socioeconomic analyses of theme, plot, characterization, and iconography of popular film genres. Lab fee. Credit will not be given for both this course and FITV 3491. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, INST.

FITV 3555. THE CITY IN FILM AND TELEVISION. (4 Credits)
(Formerly COMM 3438): In what way is the "mythical city" of the movies a reflection of the real city in which we live? Indeed, how are issues such as ethnicity and class depicted throughout the mass media? The course will offer an investigation of key films from various genres and eras, including silent films, science fiction films, musicals and documentaries, in order to investigate how environment shapes character in a narrative film. Course offering for Communication & Media Studies, History and American Civilization students Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ZLB2.

FITV 3558. ITALIAN FILM. (4 Credits)
This course traces the development of Italian film from the silent era through the telefono bianco (white telephone) films of the Mussolini era and the post-World War II Neo-realist films of Rossellini, De Sica and Fellini. It also examines the films of Antonioni, Olmi, Pasolini, Wertmuller and the Taviani brothers. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 3565. THE DOCUMENTARY IDEA. (4 Credits)
(Formerly COMM 3408): The history of documentary and the analysis of contemporary works. An examination of the variety of documentary language formats and visual styles and their meaning and impact. Lab fee. Credit will not be given for both this course and CMLU 3523- Documentary Film and CMLU 3290-Video Documentary. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
FITV 3566. DOCUMENTARY FILM. (4 Credits)
An introduction to the art of documentary film with a focus on the genre by such important figures as Flaherty, Vertov, Grierson, Lorentz, Leacock and Wiseman. The impact of technology, cultural and social forces, and the vision of individual Film makers in shaping the documentary form. Lectures by guest Film makers. Lab fee. Note: Credit will not be given for both this course and CMEU 3408. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: JOUR, ZLB2.

FITV 3571. SCIENCE FICTION IN FILM AND TELEVISION. (4 Credits)
Sociological, cultural, and psychoanalytic analysis and criticism of the science fiction genre in cinema, television, radio, print and other media. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, DTEM, ZLB2.

FITV 3578. AMERICAN FILM COMEDY. (4 Credits)
The course takes both a theoretical and historical approach to Hollywood film comedy from the silent classics of Sennett, Chaplin, and Keaton to the best of contemporary work in the genre. Lab Fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, ZLB2.

FITV 3579. MOVIES AND AMERICAN EXPERIENCE. (4 Credits)
(Formerly COMM 3108): A study of the American character as portrayed in American feature films from the early 20th century to the present. Lab fee Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, PLUR, ZLB2.

FITV 3585. TRANSNATIONAL ASIAN CINEMA. (4 Credits)
(Formerly COMM 3414): This course explores classic and contemporary films from a variety of Asian countries. We will survey a broad range of directors, styles, and genres, considering films as individual works of art but also examining them within their historical, national, and cultural contexts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, INST.

FITV 3587. UNITED KINGDOM AND IRISH FILM. (4 Credits)
This course examines classic English film from the early Hitchcock period through the post-war literary adaptations of David Lean and Laurence Olivier, the Ealing comedies and the social realist films of Tony Richardson and Jack Clayton. Contemporary British film is represented in the work of Mike Leigh and Terrence Davies. Irish film is explored through the work of directors such as Neil Jordan, Jim Sheridan, Pat O'Conner, and others. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: INST.

FITV 3588. GLOBAL CINEMA. (4 Credits)
(Formerly COMM 3410): A comparative study of films produced by various nationalities and cultures. Analysis of differing cultural, political and economic factors affecting filmmakers as they deal with basic human concerns such as individual self worth, relationships, freedom and conformity and values and moral choice. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMC, GLBL, INST, ZLB2.

FITV 3601. TELEVISION THEORY AND CRITICISM. (4 Credits)
This course is a survey of classical and contemporary television theory. It explores multiple theories of television production, consumption, and exhibition as well as the development of television studies as a field. The course considers television as a historical technology situated in social and economic structures and as a multiplicity of technologies in an age of media convergence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Prerequisite: COMM 3222 OR FITV 1601 OR BY PERMISSION OF THE INSTRUCTOR.
Prerequisites: FITV 1601 or COMM 3332.

FITV 3605. TOPICS IN TELEVISION AND RADIO. (4 Credits)
This course takes advantage of the presence in New York of visiting scholars and practitioners. Courses may have a television or radio combined emphasis, with production and/or academic focus, and each will concentrate on a particular field that is under-represented in regular course offerings. (Course may be repeated.) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: JOUR.

FITV 3624. WRITING TELEVISION DRAMAS. (4 Credits)
(Formerly COMM 3305): This course applies traditional principles of dramatic writing to the television genre, including soap operas, pilots, mini-series and docudramas. Students will analyze outstanding examples of the genre and are required to produce professional-level scripts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 3626. WRITING THE ORIGINAL TELEVISION PILOT. (4 Credits)
An immersive writing workshop that covers core concepts on the craft and business of writing for television. Students will create their own original TV series (half-hour comedy or one-hour drama) and write both a complete pilot script and a show bible. This course is a good follow-up or prelude to FITV 3624 Writing the TV Drama, in which students write a spec episode of an existing series. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
FITV 3629. AMERICAN TELEVISION HISTORY: FIRST 60 YEARS. (4 Credits)
This course will examine the history of American television, from its early experimental years until the current era. Topics will include the “Golden Age of Television”, the rise of TV broadcast journalism, the influence of television on American politics, the development of the socially conscious sitcom such as the comedies of Norman Lear, Mary Tyler Moore and M*A*S*H. The beginnings and current state of PBS (with emphasis on its children's programming and quality dramas) and the current fragmentation of the audience as a result of the growth of cable television and how the new technologies such as streaming and DVRs have influenced programming, the audience and advertising. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JOUR.

FITV 3637. QUEER STUDIES IN FILM AND TELEVISION. (4 Credits)
This course examines “queer” independent and mainstream film and television. We will delve into classic Hollywood cinema, “New Queer Cinema,” European cinema, global and “transnational” cinema, as well as U.S. and Canadian TV series. We will apply queer, feminist, film, and television theories to the media in order to more profoundly understand our objects of study—the films and TV series themselves—while simultaneously using our objects to better understand the theories and histories. As we unpack assumptions about sexed bodies, sexual desires, gender identities, and sexual identities, we will examine the ways in which films and TV series uphold and subvert the status quo in regards to gender and sexual norms. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: JOUR, WGSS.

FITV 3638. BRITISH CINEMA AND TELEVISION. (4 Credits)
British Heritage Cinema, arguably the most identifiable and lucrative form of British national cinema, emerged in the 1980s and continues to define “Britishness” through its nostalgic and individualized view of the past. In looking at costume dramas, literary adaptations, and biographical films, this course explores Heritage Cinema through its key themes and aesthetics, the cultural context in which it gained and retains popularity, and its material and ideological consequences. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 3639. QUALITY TELEVISION/CULT TV. (4 Credits)
This class examines two key categories for grouping television shows—“quality television” and “cult TV”—and considers the history behind these terms, the technological changes in the industry that brought them about, and the ways in which the two terms have increasingly intersected. These two approaches to TV shows also map out an industry-based approach (the long-standing marketing strategy of “quality television”) and an audience-based approach (the intense fandom that generates a cult TV show), allowing the class to study texts by considering and combining both industrial histories of television and reception theories of television. Bringing the material into the present day, the class also ultimately brings the two terms together, “quality” and “cult,” as new technologies and their attendant media strategies and audience practices have increasingly blurred their distinction—and cult audiences become the arbiters, and marketers, of quality TV. FITV 1601 Understanding Television is recommended as a pre-req Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AMST.

FITV 3647. GENDER, RACE, CLASS, AND TELEVISION. (4 Credits)
This course explores gender, race, and class as intersectional identities that inform and are informed by the aesthetics, production, marketing, and reception of television. To do so, the course focuses on theory and criticism about representations of femininity and masculinity, race and ethnicity, and economics and involves attendant issues of sexuality, embodiment, desire, and identification. This approach will be augmented by considerations of historical and cultural contexts for television texts, developments within television industries, key figures in television production, and audiences. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, COMC, JOUR, LALS, PJST.

FITV 3648. TELEVISION, RACE, AND CIVIL RIGHTS. (4 Credits)
"The Revolution Will Not Be Televised." This was the rallying cry of Black radicals during times of national unrest, especially associated with the Black Power Movement. This course introduces students to the intersection of television, race, and civil rights broadly. How does U.S. TV engage with racial injustice and the fight for civil rights? How does the mass medium articulate pressing issues concerning the historical struggle for equality for African Americans? Students will engage with concepts in television studies as they connect to representations of Blackness on the small screen, paying special attention to TV texts, audiences, and industries. Topics discussed include mediatisations of protest, violence, and criminality in news media as well as social and political commentary in fictional programming. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AFAM, AMST.

Prerequisites: COMM 1000 or COMM 1010.
FITV 3658. ITALIAN AMERICANS ON SCREEN. (4 Credits)
What can explain the shocking popularity of Jersey Shore? Where did the controversial images of Italian Americans that the show displays originate? This course proposes an examination of Italian Americans as represented in mainstream and independent American cinema (and later television) from the silent era to the present. Particular attention will be paid to the traditional stereotypes associated with these representations (how they arose and why they continue to exist), two specific genres—the gangster film and the boxing film—and how Italian-American filmmakers respond to and re-vision them. The class will also include field trips to Arthur Avenue and Little Italy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PLUR.

FITV 3672. RADIO NEWS TECHNIQUES. (4 Credits)
This course deals with the fundamentals of radio news reporting. Emphasis is placed on sound gathering, writing and interview techniques. The course will cover spot news reporting, but will also give close attention to NPR style stories; longer form narrative, in-depth audio-rich stories. Emphasis will also be placed on journalism ethics. Students will get practical experience through in-class exercises and field assignments. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: COMM 2083 or JOUR 1702 or COMM 3010 or JOUR 3715.

FITV 3678. TELEVISION COMEDY AND AMERICAN VALUES. (4 Credits)
(Formerly COMM 3310): An examination of the major genres of American television comedy and their relationship to American culture. The influence of social, artistic and commercial factors on comic patterns and techniques are considered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, COMC.

FITV 3688. GLOBAL TELEVISION. (4 Credits)
This course introduces students to theories of global television studies, including the reception of US TV abroad as well as the circulation of television in a post-network and multi-platform global context. Do you watch Korean TV on Drama Fever? Have you ever wondered what it would be like to watch The Fresh Prince of Bel Air in South Africa? Or are you also enchanted by The Great British Bake Off on PBS? We will explore questions and case studies like these in detail to consider how they impact our understanding of the television industry across cultures and language as well as television’s potential to unite and/or divide communities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 4570. FILMS OF MORAL STRUGGLE. (4 Credits)
(Formerly COMM 4001): The course studies the portrayal of human values and moral choices both in the narrative content and the cinematic technique of outstanding films. Class discussion tends to explore ethical aspects of each film’s issues, while numerous critical analyses of the films are offered to develop the student’s appreciation of the film’s artistic achievements. Lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, COLI, EP4, PJST, REST, VAL.

FITV 4625. WRITING TELEVISION SITCOMS. (4 Credits)
(Formerly COMM 4708): Sitcoms are shot by multiple cameras which limit the action to one or two sets. This practically eliminates all action lines in a sitcom screenplay, leaving behind mostly dialogue. This class teaches that behind that wall of sitcom dialogue, sophisticated writers have meticulously developed an invisible scaffolding of comedic tension which requires as much or even more effort than coming up with clever one-liners. This course teaches students to integrate “comedic tension” into all levels of work—episode premise, to sequence, to scene. TV sitcom writing is performed in teams. Therefore students will write episodes together, and learn skills required to be a comedy staff writer—including originality, creativity, humor and supporting classmates with their scripts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FITV 4676. TELEVISION AND SOCIETY. (4 Credits)
A problem-based and issue-oriented analysis of the medium as it affects basic social institutions and values. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PJST, SOCI.

FITV 4999. TUTORIAL. (1-4 Credits)
Independent research and readings with supervision from a faculty member.

Finance (Graduate) (FNGB)

FNGB 74AB. REAL ESTATE INVESTING. (3 Credits)
This course will use the Argus valuation software and will cover the following topics: An examination of different property valuation methods, The use and risks of leverage, Due diligence and common legal contract terms, Negotiating strategies, Creating Value, Capital Structure of a property, and Selling structures e.g., installment sales, sale/leaseback, and Condo/coop conversion. Prerequisite: FNGB 7421.

Prerequisite: FNGB 7421.

FNGB 74AC. GLOBAL CAPITAL MARKETS. (3 Credits)
This seminar on Global Capital Markets will introduce students to cross-border capital formation and investment, emphasizing the interdependence of legal and economic issues in the area of international finance. The course will examine different methods of investing internationally, including hedge funds and private equity funds, as well as securitization and project finance, taking into account the business risks and legal and regulatory issues underlying each method. Region-specific considerations relating to, for example, Asia and the Middle East will be examined, and guest speakers working in international finance will be frequent visitors to ground the class in practical applications and strategy. Grading will be based on a term project research. Prerequisite: FNGB 7421 Co-instructors: John Finnerty, GBA and Sean Griffith, Law School Please note that this course will run on the Law School schedule starting on January 15th and running until the week of May 19th. The course is scheduled for Thursday afternoon from 2:00-4:00 at the Law School. Enrollment is by permission only. Students must provide a statement of interest and CV to the instructors for admission (finnerty@fordham.edu and sgriffith@law.fordham.edu).

Attribute: ABIB.

Prerequisite: FNGB 7421.
FNGB 74AD. STUDENT MGT INVESTMENT FUND II. (3 Credits)
In the second class, in the spring semester, students will learn the practice of asset allocation with focus on advantages and pitfalls of asset allocation theory. Coverage includes practiced methodologies in assessing and measuring risk, including applications of the BARRA risk models, strategies for entry and exit, and portfolio revision. A lot of care will be taken to expose the students to real-life aspects of portfolio management. This includes arranging lectures from portfolio managers, with different philosophies on portfolio selection and risk management. Prerequisite: FNGB 749R or Corequisite: FNGB 7460.
Prerequisite: FNGB 6411.

FNGB 74AG. FINANCE IN THE HEALTHCARE IND. (3 Credits)
This course will present a historical development of the American healthcare system and will address the current challenges faced by both health insurers and providers, specific to managed care, reimbursement methods, and contracting. Students will learn to apply the standard tools of financial analysis and financial management in the complex and evolving setting in which the global healthcare system is currently situated. Students will also learn how to analyze the key financial indicators specific to hospitals and their direct application towards managed care contracting initiatives, debt restructure and bond rating status. Finally, the course will address the future of health insurance and managed care. Prerequisite 6411.
Attribute: ABHM.
Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 74AH. GLOBAL CORP GOVERNANCE. (3 Credits)
Examines how modern publicly traded corporations are governed in the global markets. It discusses the roles of the board of directors, corporate management, institutional investors, and other shareholders, and also discusses the effects of the recent legislation and financial market developments on corporate governance. Provides international comparisons of corporate governance structures and issues arising in contests for corporate control. Prerequisite: FNGB 7421.
Attribute: ABIB.
Prerequisite: FNGB 7421.

FNGB 74AI. GLOBAL EQUITY PORTFOLIO MANAGEMENT. (3 Credits)
Provides a comprehensive overview of equity portfolio management in theory and practice. Examines portfolio objectives and links them to appropriate investment strategies. It covers pricing of equities, the asset-allocation decision, return enhancement/risk control techniques, performance evaluation and recent changes in international fund management. Analyzes international investment strategy and the relative merits of various approaches. Prerequisite: FNGB 7421.
Attribute: ABIB.
Prerequisite: FNGB 7421.

FNGB 74AJ. GLOBAL RISK MANAGEMENT. (3 Credits)
Covers market risk and volatility, calculation of vaR (value at Risk), Monte Carlo Simulation, credit risk and use of credit derivatives, operational risk, counterparty risk and other topics. Discusses risk regulations, including Basel II, recent developments in Basel III, and recent regulations on the banking industry in the U.S. Prerequisite: FNGB 7421.
Attribute: ABIB.
Prerequisite: FNGB 7421.

FNGB 74AK. RAISING CAPITAL AND INVESTING IN GLOBAL FINANCIAL MARKETS. (3 Credits)
Provides a comprehensive overview of the going-public decision. Examines the strategies and process of corporate restructuring and investing activities, such as mergers and acquisitions, corporate diversification, spin-offs, carve outs, asset sell-offs, tracking stock, exchange offers, and debt restructuring. Prerequisite: FNGB 7421.
Attribute: ABIB.
Prerequisite: FNGB 7421.

FNGB 74AL. ADV CORPORATE FINANCE. (3 Credits)
This course teaches the art of applying corporate finance theory and essential tools and techniques to strategic decision-making in critical real-life situations faced by organizations. The course enhances the students’ understanding of corporate finance by providing a comprehensive examination of selected advanced topics, such as alternative valuation methods, real options in corporate finance, decision trees, international operations, mergers and acquisitions, risk arbitrage, debt capacity and leveraged buyouts, private equity, warrants and convertibles, and ethical issues. The learning experience is based on lectures and a series of business cases involving individual and group work, classroom discussions, and written assignments, as well as readings and problem-solving. The case studies are drawn from a variety of industries and countries, including emerging markets, and involve complex real challenges. The course is designed for students who are already familiar with valuation, cost of capital, capital structure theory and option pricing theory and who want to learn more advanced skills and techniques required for making important executive-level decisions. PREREQUISITE:FNGB-7422. Students should also be proficient with computer spreadsheets and financial calculators.
Prerequisite: FNGB 7422.

FNGB 74AM. EMERGING MARKETS. (1.5,3 Credits)
This course explores how the major “emerging market” (EM) states have evolved from “traditional” societies with “underdeveloped” economies into modern societies with more developed economies ever since the Berlin Wall came down. Because these EM states reformed and opened up their economies, they benefited from their vast human and commodities resources and rapidly increased their per capital income. The first section of the course takes on a macro-economic perspective, covering trade, monetary and fiscal policies and how these countries deal with intellectual property rights. While the case studies will focus on a few select countries. The goal of this section is to create an overall framework for students to assess how economic growth is managed and the likelihood of individual government policies at the “emerging growth” phase when political goals and legal structures are still in transition, financial and government institutions are not yet fully formed and consumer spending behavior and market availability are evolving rapidly. We will also discuss various instruments and vehicles that facilitate investment, risk parameters, and exit strategies. In the second section, the class will study EM at the business unit level. We will explore how investors perform fundamental analysis, deals with government, make decision on relocating manufacturing facilities and manage intellectual property rights. Companies operating in EM also have to manage the environmental and social issues. PREREQUISITE: FNGB-6411.
Attribute: ABIB.
Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

Updated: 10-11-2017
FNGB 744A. INVESTMENT BANKING. (3 Credits)
This course is intended to give students a practical introduction to investment banking and its role in helping corporations raise capital from the global capital markets. Topics include: venture capital, public offerings, private placements, going public, stock and bond financing, convertibles and other hybrid instruments, design of innovative securities, swaps and other derivative instruments, mergers and acquisitions and leveraged buyouts. Prerequisite: FNGB 7421.
Prerequisite: FNGB 7421.

FNGB 744O. ALTERNATIVE INVESTMENT. (3 Credits)
The course is an introduction to the rapidly evolving universe of alternative investments. Delivered in modules, the course covers a broad array of alternative strategy classes (Quantitative/Systematic, Fundamental Long/Short, Global Macro, Private Equity) ranging across all major asset classes (Equities, Fixed Income, Currencies, Commodities, Derivatives). The first half of the course constructs a broad framework for the evaluation of alternative strategies, focusing on the quantitative strategy class as a diverse and relatively easier-to-evaluate source of investment ideas for discourse and case study. The second half progresses through the remainder of the alternative strategy classes under the evaluation framework, ties together the role of alternatives within an asset allocation framework, studies subjective decision making in the context of alternatives and concludes with student presentations of their favorite investment thesis from the course. Throughout, there will also be discussion of career development both within and without the alternative investment space. The course will be co-taught by Profs. Eric Yeh and Vikram Kuriyan. Prof. Yeh is a portfolio manager and senior vice president at Alliance Bernstein, where he manages new quant hedge fund product (multi-asset class, multi-strat). He is responsible for not only technical strategies (stat arb & high-freq), but also more fundamental systematic strategies in FX and commodities. Previously, he was a managing director at Tower Research Capital, a Manhattan-based hedge fund focused on high-frequency trading. He also worked in a variety of trading, strategy, risk, and technology roles at various banks and hedge funds, including Deutsche Bank, Morgan Stanley, and Tudor Investment Corporation. Prof. Yeh received his Master degree in Computer Science and Bachelor degree in Mathematics at Harvard University. Prof. Kuriyan is the Director of the Centre for Investments and a member of the faculty at the Indian School of Business. Previously, he was the chairman of the global asset allocation committee and the global head of quantitative strategies at Bank of America’s asset management division. His unit managed over $30 billion of assets for clients ranging from retail to the most sophisticated institutional investors, across a multiplicity of strategies including equity, asset allocation, and absolute return products. Earlier, Dr. Kuriyan served as a managing director of an arbitrage and principal investing fund in Tokyo and as the global head of complex derivatives in the commodities group at Merrill Lynch. Prof. Kuriyan earned his Ph.D. at Harvard University. He also spent a year in the M.B.A program at the Harvard Business School and received a Master degree in Engineering Science from Harvard University. He has a B.S. in Electrical Engineering from the Massachusetts Institute of Technology. PREREQUISITE: FNGB-7421 .
Prerequisite: FNGB 7421.

FNGB 74AP. REAL ESTATE CAPITAL MARKETS. (3 Credits)
This Real Estate Capital Markets course will cover both the primary and secondary debt and equity markets linked to real estate assets. While the underlying real estate assets in the primary markets will be covered, a greater portion of the class will be devoted to the secondary debt and equity markets, mainly dealing with mortgages, mortgage backed securities, and Real Estate Investment Trusts (REITs). A distinguishing aspect of this course is the focus on the intersection of the primary and secondary real estate capital markets, investor perspectives, and the impact of macroeconomic factors. Additionally, this course will include a robust mix of quantitative and qualitative factors in order to provide a holistic, less technical perspective on the real estate capital markets, and the real estate industry at large. Prerequisite: FNGB 6411 .
Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 74AQ. ADV GLOBAL PORTFOLIO MGT. (3 Credits)
The course will review (1) basics of modeling of securities’ returns and volatility in the context of portfolio management / "buy-side"; (2) theoretical basis and empirical evidence of risk-return trade off and investor preferences; (3) main approaches to portfolio construction and challenges with their practical application; (4) performance evaluation, and other relevant portfolio management topics.

FNGB 74AR. ST: CORPORATE RESTRUCTURING. (3 Credits)
The course discusses the strategies, valuation, and processes of corporate restructuring decisions such as mergers and acquisitions, corporate diversification, spin-offs, carve-outs, asset sell-offs, tracking stock, exchange offers, and/or debt restructuring. It also discusses various securities issuances, including initial public offerings. Prerequisite: FNGB 6411.

FNGB 74AS. FINANCIAL MODELING. (3 Credits)
Develops (using Excel) the type of financial models that businesses use every day to analyze a wide range of financial problems and make decisions. Covers modeling of financial statements and models in many other important practical areas, such as time value of money, project evaluation, bonds, investment management and derivatives. Emphasizes on using most powerful and useful tools in Excel, such as logical functions, PivotTables, Data Table, Scenario Manager, Goal Seek to solve problems that closely resemble real-life situations. Prerequisite: FNGB 6411.
Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 74AT. GLOBAL COMPLIANCE. (3 Credits)
An overview of the components of an effective global Corporate Compliance Program. Examination of the Part C Risk Assessment and the Seven Steps of a corporate compliance and ethics program. Review of compliance program design and best practices, including the roles of the corporate compliance office and in-house counsel, risk assessments, Foreign Corrupt Practices Act, global codes of conduct, corporate governance, monitoring and re-evaluation. Prerequisite: FNGB 6411.
Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

Updated: 10-11-2017
FNGB 74AU. ALGORITHM TRADING. (3 Credits)
Electronic algorithms are being used by major institutions, investment banks, and hedge funds to trade stocks, bonds, currencies, and a plethora of financial derivatives. Algorithms are being used for all aspects of trading - from asset allocation and stock selection, to execution and implementation, and for risk management and regulatory and compliance reporting. In this course, students will learn the necessary skill sets, and underlying math, statistics, and programming skills to build, develop, manage, and implement profitable algorithms across all asset classes. Prerequisite: FNGB 7421.
Prerequisite: FNGB 7421.

FNGB 74AV. SEMINAR IN VALUE INVESTING. (3 Credits)
This survey course is designed to introduce the fundamentals of the Graham and Dodd value approach to investment analysis. The course will be segmented into two parts: the basic structure of the analytical approach to value investing and its relationship to many of the elements of the MBA curriculum will be described through lectures, exercises, readings, in-class discussions and homework assignments; the last sessions of the course will be devoted to student presentations of their investment recommendations. Parts of the course will entail empirical data analysis. Prerequisite: FNGB 7421.
Prerequisite: FNGB 7421.

FNGB 74AW. Financial Industry and New Regulations. (3 Credits)
This course will explore how the market structure has fundamentally changed after the 2008 liquidity and credit crisis, and how this crisis has impacted on liquidity, balance sheets, risk taking and returns across the entire financial services industry. The new reality is that regulation has changed the landscape of Wall Street and the dynamic of how the sell-side and buy-side will interact in the foreseeable future. Prerequisite: FNGB 6411.
Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 74AX. INTERNATIONAL FIN MGT. (3 Credits)
The goal of this course is to explain the concepts of corporate finance and their applications in an international setting. We will examine opportunities and problems that are faced specifically by multinational and foreign corporations and will compare corporate finance practices around the world. Topics covered in the course include foreign exchange rate mechanics, international parity theories, forecasting and hedging, international cost of capital, capital budgeting, capital structure, and valuation of foreign investments. Co-Requisite: FNGB 7421.
Prerequisite: FNGB 7421 (may be taken concurrently).

FNGB 74AY. GLOBAL FINANCIAL MARKETS. (3 Credits)
This course is intended as an introduction to Global Financial Markets. We will discuss the instruments traded in the markets, the institutions that support and frame the markets, the trading mechanisms and the regulatory structure. The course is intended to be descriptive and conceptual. The aim is to familiarize you with the breadth and scope of equity, debt, and derivative markets. We shall discuss the recent developments in the US and the development of financial markets globally. Co-Requisite: FNGB 7421.
Prerequisite: FNGB 7421 (may be taken concurrently).

FNGB 74AZ. INNOV IN BUSINESS & ENERGY. (3 Credits)
This course aims to frame and critique opportunities for business to create innovations in energy systems. It discusses how contemporary energy systems have evolved and how energy infrastructures vary across regions of the world. It also examines how business decision makers can think about choices of energy and energy systems by encouraging students to think broadly in terms of innovation possibilities.
Attribute: ABGS.

FNGB 74BA. COMMUNICATING FINANCE THEORY. (0 Credits)
This lecture series will provide a summary of many financial topics. The class will also train students to communicate knowledge of this material to professionals at financial institutions.

FNGB 74BB. APPLIED INVESTMENT PRINCIPLES. (3 Credits)
This course provides applications that follow Principles of Finance or Global Investment Principles. EXCEL models will be applied to CAPM modeling of Risk and Return, to Factor Models, and to Portfolio Attribution. Data may be drawing from Boomerang, Yahoo Finance, and other sources. Prerequisite: FNGB 7421.

FNGB 74BC. RESEARCH IN VALUE INVEST. (3 Credits)
Prof. Johnson, a leading expert in the field of Value Investing, will lead a small, project based seminar that focuses on best practices in the field. Selective enrollment by approval of the instructor. Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 74BD. IMPACT INVESTING. (3 Credits)
This course will discuss investment strategies that have a societal orientation from both financial and socially responsible perspectives. The key questions are: how can we allocate money in a manner that is beneficial to all stakeholders and viable in a business sense, and, what are the appropriate metrics to evaluate such investments. Impact investments to be analyzed include government and ESG (environmental, social, governance) policies, micro finance, philanthropy, and green energy. Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 74BE. LECTURES IN APPLIED PORT MGT. (3 Credits)
This advanced Portfolio Management course quickly reviews Modern Portfolio Theory (MPT) conceptual underpinnings and builds on MPT 1.0. It delves into contemporary liability driven asset allocation, MPT 2.0 and portfolio management industry practices, issues and concerns. Lectures, problem solving, and self-study along with extensive hands-on tools using Microsoft Excel based models will be used to provide a practitioner’s perspective. We will review and demo contemporary asset allocation optimization and forecasting techniques, new asset class pricing and valuation, performance and risk attribution, tail risk measurement and management tools etc. using real time vendor based (third party) solutions. As prerequisites - the student should have class exposure to investment and portfolio analysis, Excel, stats, and basic regressions.

FNGB 74BF. FINANCIAL INNOVA & INSTITU. (3 Credits)
This course will introduce major financial institutions, such as commercial and investment banks, insurance companies, mutual funds, hedge funds, and credit rating agencies with a focus on their risk contributions to the modern financial system. We will examine their credit risk in depth, and how to model and analyze credit risk and products. We will also understand new financial sector regulations and systemic risk by focusing on Dodd-Frank, market based stress-testing, Comprehensive Capital Analysis and Reviews (CCAR), and other methods. This course will help prepare students for the job market at financial institutions and regulators.
FNGB 748G. AUTO TRADING SYSTEMS - INTRO. (3 Credits)
This course discusses key issues involved in the design of an Auto (Algorithmic) Trading Systems, and provides hands-on experience. The end product is a prototype Auto Trading System designed by students that successfully trades in the real market (stock, futures, option) using live data feeds from exchanges. Issues covered include: typical structures of trading systems; efficient processing of live information; minimizing trade slippages; handling large number of securities; asynchronous information processing; GUI interfaces; etc. Industry experts are invited to discuss new developments. Key programming techniques will be reviewed at the beginning, very briefly. The course is suitable for students in MSGF, MSQF, and other master level students with some knowledge of programming (e.g, R, Matlab, VBA/Excel, etc) who are interested in building auto trading systems.

FNGB 749A. FINANCIAL MODELING. (3 Credits)
This course helps students develop the type of excel –based financial models that businesses use every day to analyze a wide range of financial problems and make decisions. Students deliver written and oral presentations of their models and practice critical skills for a successful career in finance. Prerequisite: FNGB 7421.
Prerequisite: FNGB 7421.

FNGB 749B. INVESTMENTS FOR INDIVIDUALS. (3 Credits)
In this course we will develop a comprehensive investment management program for individuals based on the results of the last four decades of research in securities markets, portfolio theory, and behavioral finance. The course will be practice oriented, and after finishing the course you will be able to use what you learn to manage your own investment portfolio and advise clients and others on the same with confidence. But the course will also be theoretically rigorous, and some of the theoretical and empirical topics we will cover are: basics of portfolio theory, comparison of the historical returns on different classes of assets, evidence of stock market efficiency and inefficiency, measurement and management of risk, measurement of risk-adjusted performance for investment portfolios and mutual funds, and active and passive investment management. We will address the issue of asset allocation in detail because it is one of the key determinants of the risk an investor takes and the return he can expect to earn in the long run. The class will also cover how individuals should plan, save, and invest for retirement taking advantage of various tax deduction and deferral opportunities, and then withdraw money from their nest egg during retirement. Prerequisite: FNGB 7421.
Attribute: ABEP.
Prerequisite: FNGB 7421.

FNGB 749C. VENTURE CAPITAL FINANCING. (3 Credits)
We will examine the changes in the asset class over time – from the formation of American Research & Development in 1946 to the formation of some of the angel-type funds of the present. We also will examine the geographical differences between venture funds – West Coast and East Coast. We also will look at specialization – the beginnings of IT-focused investing and the move into healthcare and finally into energy. Finally we will examine the phenomenon of global venture capital. How does that vary from the way venture capital is practiced in the US. The class will be taught in modules and we also will rely on practitioners and experts to visit with the class. Where possible, the students will be asked to visit venture capital fund presentations, expert briefings as well as personal briefings. Prerequisite: FNGB 7421 Principles of Modern Finance.
Attribute: ABEP.
Prerequisite: FNGB 7421.

FNGB 749E. TECHNICAL ANALYSIS. (1,5,3 Credits)
This course is designed to inform students about how the markets and individual stocks behave (i.e., technical analysis), and how they differ from the economy and individual companies (i.e., fundamental analysis). Prerequisite: FNGB 6411.
Attribute: ABEP.
Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 749I. EQUITY ANALYSIS. (3 Credits)
This course will feature a series of guest lecturers who are highly regarded experts in their respective areas. The course will cover wealth management, private equity, equity analysis in general and analysis within specific industry sectors such as retail, media, insurance, etc. We are looking for highly motivated students who will ask lots of questions and who will engage the guest lecturers in meaningful dialog during the discussion periods. Dr. Douglas Blackburn, Professor of Finance, will be the moderator of the course. The guest lecturers include senior executives and expert equity analysts from top research firms such as Alliance Bernstein. Prerequisite: FNGB 7421.
Prerequisite: FNGB 7421.

FNGB 749J. SUSTAINABILITY & FINANCE. (3 Credits)
In this course we explore how the evolving needs of society are changing the way financial theories, tools, and techniques are conceived and applied. GLOBAL SUSTAINABILITY COURSE .
Attribute: ABGS.
Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 749M. HEDGE FUND. (3 Credits)
This course will provide an overview of hedge funds and the hedge fund industry including structure, regulation, major strategies, operations and risk management, due diligence, performance and the role of hedge funds in asset allocation and the global financial system. Prerequisite: FNGB 6411.
Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 749R. STUDENT MANAGED INVEST FUND. (3 Credits)
The Fordham Graduate School of Business Student Managed Fund consists of 2 consecutive semester-long courses. The courses are designed to simulate the experience a student can obtain as an intern in the asset management industry. We focus in this first course on the examination and evaluation of individual securities investment on a stand-alone and comparable basis. Students will be trained on construction of a disciplined investment process using "Value Investing" strategy as the core foundation based on research work accentuated by Benjamin Graham and David Dodd. Students are expected to develop relationships with the Wall Street "sell-side analyst(s) covering his or her stocks as well as the Investor Relationship (IR) person(s) of the targeted stocks. A team of industry experts, fundamental analysts, portfolio managers, risk managers and other investment professionals will work closely with students to ensure that the students are exposed to various tools and methods that are currently being employed in the industry.
Prerequisite: FNGB 7421.
Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 749S. MERGERS & ACQUISITIONS. (3 Credits)
A study of mergers and acquisitions. Prerequisite: FNGB 6411.
Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.
FNGB 749U. GLOBAL FINANCIAL MARKETS. (3 Credits)
This course provides a comprehensive overview to the workings of the global financial markets, the functions and goals of the key financial institutions, and the role played by central banks and regulatory agencies. It will cover international money markets, international equity markets, the foreign exchange market, forward markets for commodities and financial instruments, bond markets and derivative markets.
Prerequisites: BEGB 6220 and FNGB 7421.
Attribute: ABIB.
Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.
FNGB 749X. SELL-SIDE RESEARCH COMPETITION. (3 Credits)
While this course is for 0-credit, it has a heavy work load and provides valuable practical experience. Students will be arranged into teams. Each team will write a full sell-side coverage report, build out a presentation, and pitch it to Fordham Wall Street Alumni.
Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.
FNGB 849B. EMERGING MARKETS. (1.5 Credits)
FNGB 849C. FINLMKTS:CNCPTS/METHODS/TRD. (1.5 Credits)
This course provides a real-life, hands-on experience of financial market activity and its impact on the broader economy. Throughout the course, students will participate in a trading game to assess and manage real world factors such as counter party risk, liquidity, leverage, etc.
FNGB 849D. MGT OF FIN'AL INSTITUTIONS. (1.5 Credits)
This course will review the structure and managerial challenges affecting financial institutions in the US (primarily), including commercial banks, savings banks, credit unions and finance companies. Management of asset and liability structures, control of financial operations, and regulatory impacts will be examined. Prerequisite: FNGB 6411.
Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.
FNGB 849G. M&A AND LEVERAGE ACQUISITION. (1.5 Credits)
The course covers corporate debt solutions and provides an overview of credit risk principles. It will focus on corporate acquisitions and LBOs, and analyze different sources of funding, from senior to subordinate. Students will hear from many guest speakers, learn main capital structure issues, and be exposed to the current market environment.
FNGB 849H. ADVANCED FINAN MODELING. (1.5 Credits)
FNGB 849I. DGTL CURRENCI-BLCKCHAIN&FUTUR. (1.5 Credits)
COREQUISITE: 849J.
FNGB 849J. DIGITAL CURRENCIES-NEW REVOLU. (1.5 Credits)
FNGB 849K. ACCT &CORP FIN-VALUA&MODELING. (1.5 Credits)
The class focuses on the construction and use of financial valuation models that are based on accounting data. COREQUISITE: FNGB 8414.
FNGB 849L (may be taken concurrently).
FNGB 849M. EMPIRICAL VALUE INVESTING - A. (1.5 Credits)
This course examines historical data to consider empirical aspects of Value Investing. Excel or other programming will be important to the course. Theoretical and institutional issues will also be discussed. The "A-section" will examine several topics / methods. It is a pre-req for the "B-section," which will investigate the same issues more fully. PREREQUISITE: FNGB 7421.
Prerequisite: FNGB 7421.
FNGB 849N. EMPIRICAL VALUE INVESTING - B. (1.5 Credits)
This course examines historical data to consider empirical aspects of Value Investing. Excel or other programming will be important to the course. Theoretical and institutional issues will also be discussed. The "A-section" will examine several topics / methods. It is a pre-req for the "B-section," which will investigate the same issues more fully. PREREQUISITE: FNGB 7421.
Prerequisite: FNGB 7421.
FNGB 849P. EMPIRICAL VALUE INVESTING - C. (1.5 Credits)
This course examines historical data to consider empirical aspects of Value Investing. Excel or other programming will be important to the course. Theoretical and institutional issues will also be discussed. The "A-section" will examine several topics / methods. It is a pre-req for the "B-section," which will investigate the same issues more fully. PREREQUISITE: FNGB 7421.
Prerequisite: FNGB 7421.
FNGB 849Q. EMPIRICAL VALUE INVESTING - D. (1.5 Credits)
This course examines historical data to consider empirical aspects of Value Investing. Excel or other programming will be important to the course. Theoretical and institutional issues will also be discussed. The "A-section" will examine several topics / methods. It is a pre-req for the "B-section," which will investigate the same issues more fully. PREREQUISITE: FNGB 7421.
Prerequisite: FNGB 7421.
FNGB 849R. EMPIRICAL VALUE INVESTING - E. (1.5 Credits)
This course examines historical data to consider empirical aspects of Value Investing. Excel or other programming will be important to the course. Theoretical and institutional issues will also be discussed. The "A-section" will examine several topics / methods. It is a pre-req for the "B-section," which will investigate the same issues more fully. PREREQUISITE: FNGB 7421.
Prerequisite: FNGB 7421.
FNGB 849S. EMPIRICAL VALUE INVESTING - F. (1.5 Credits)
This course examines historical data to consider empirical aspects of Value Investing. Excel or other programming will be important to the course. Theoretical and institutional issues will also be discussed. The "A-section" will examine several topics / methods. It is a pre-req for the "B-section," which will investigate the same issues more fully. PREREQUISITE: FNGB 7421.
Prerequisite: FNGB 7421.
FNGB 849T. EMPIRICAL VALUE INVESTING - G. (1.5 Credits)
This course examines historical data to consider empirical aspects of Value Investing. Excel or other programming will be important to the course. Theoretical and institutional issues will also be discussed. The "A-section" will examine several topics / methods. It is a pre-req for the "B-section," which will investigate the same issues more fully. PREREQUISITE: FNGB 7421.
Prerequisite: FNGB 7421.
FNGB 849U. GLOBAL FINANCIAL MARKETS. (3 Credits)
This course provides a comprehensive overview to the workings of the global financial markets, the functions and goals of the key financial institutions, and the role played by central banks and regulatory agencies. It will cover international money markets, international equity markets, the foreign exchange market, forward markets for commodities and financial instruments, bond markets and derivative markets.
Prerequisites: BEGB 6220 and FNGB 7421.
Attribute: ABIB.
Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.
FNGB 7415. CREDIT MANAGEMENT. (3 Credits)
This course focuses on the analytic approach (stemming from Basel II capital accords) and will help students make wise credit decisions and manage lending portfolios. Topics include the latest lending techniques based on cashflow, advanced forecasting methods (including simulation and stochastic optimization), pricing, portfolio management, default probability, valuation analysis risk rating and credit derivatives. Prerequisite: FNGB 6411.
Attribute: ABEP.
Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.
FNGB 7421. PRINS OF MODERN FINANCE. (3 Credits)
Provides a conceptual framework that allows both corporate finance and portfolio investment decisions to be viewed and understood in a unified context of risk and return. Examines concepts of valuation, risk and return, diversification, asset pricing and efficient markets. Prerequisite: FNGB 6411.
Prerequisites: (FNGB 6411 or GBA Waiver Fin Environment with a score of 070).
FNGB 7422. CORPORATE FINANCE. (3 Credits)
Studies corporate finance and its specific decisions. Topics include evaluating capital expenditure proposals, forecasting financing requirements and selecting sources of financing. The course also discusses working capital management, dividend policy and contingency planning, and addresses the additional challenges of multinational firms. Prerequisite: FNGB 7421. (Students taking FNGB 7422 Corporate Finance will not receive credit for FNGB 7400 Business Finance.)
Prerequisite: FNGB 7421.
FNGB 7423. MERGERS, ACQUIS & LBOS. (3 Credits)
Focuses on identifying and evaluating target companies and structuring deals. Also considers the economic and social impact of such changes in corporate ownership. Students analyze recent cases, evaluate strategic rationale, examine deal structuring and assess financial impact. Prerequisite: FNGB 7421.
Attribute: ABEP.
Prerequisite: FNGB 7421.

Updated: 10-11-2017
FNGB 7430. INVESTMENT ANALYSIS. (3 Credits)
Provides the foundation for choosing sound investment vehicles that meet investors’ objectives. Identifies the wide variety of available investment instruments and examines their risks and benefits. Studies philosophies and techniques of investing, such as fundamental analysis, technical analysis and uncovering market inefficiencies. Prerequisite: FN 7421.
Attribute: ABEP.
Prerequisite: FNGB 7421.

FNGB 7431. OPTIONS & FUTURES MKTS. (3 Credits)
Examines the institutional aspects of options and futures markets and discusses the strategies of hedgers, arbitrageurs and speculators. Provides an introductory analytical foundation for pricing futures and option contracts. Prerequisite: FNGB 6411.
Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 7433. FIXED INCOME ANALYSIS. (3 Credits)
Introduces techniques for valuing fixed income securities and their derivatives. Emphasizes pricing and risk-measurement for government, corporate and mortgage-backed instruments. Analyzes embedded options using the binomial model. Develops fixed-income trading and portfolio management techniques, including the use of repo, futures, options, swaps and credit derivatives. Examines theory and empirical evidence on the term structure of interest rates, including the derivation of spot and implied forward yield curves. Prerequisite: FNGB 7421.
Prerequisite: FNGB 7421.

FNGB 7441. MONEY, CRED, & INT RATES. (3 Credits)
Studies the role of money, credit and interest rates in the efficient and ethical functioning of domestic and global financial markets. This building-block course assumes a background in macroeconomics and finance, and it establishes a foundation for further study in all areas of finance. Topics include: flow of funds and interdependency within the financial system; the Federal Reserve System and its role in money creation; interest rates; the links between interest rates and the growth of money; and the effects of inflation and term structure. Prerequisites: BE 6220 and FNGB 6411. Also offered as BE 7240.
Attribute: ABEP.
Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 7455. GLOBAL FINANCE. (3 Credits)
The first half of the course focuses on the theories and practices of world trade, including comparative advantage, the changing trade competitiveness of nations, and protectionism. The second half focuses on developing countries: including foreign investment and technology, and investment and trade opportunities, policies and regulations. For SATURDAY / HYBRID sections of this course, there will normally be 4 class meetings, and the balance on-line / contact the professor for further detail. Prerequisite: BEGB 6220.
Attribute: ABIB.
Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 7458. CONTEMP ISSUES GLOBL FIN. (3 Credits)
Explores current issues relevant to the global financial system, including international commercial and investment banking and international investments. Emphasizes the underlying conditions and fundamental trends in various sectors of international finance. Prerequisite: FNGB 6411. Also offered as BE 7243.
Attribute: ABIB.
Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 7460. PORTFOLIO MANAGEMENT. (3 Credits)
Examines portfolio objectives and links them to appropriate investment strategies. Considers the asset-allocation decision, equity and fixed-income portfolio management, return enhancement/risk control techniques and performance evaluation. Commercial-level portfolio optimization software is applied to a range of institutional portfolio problems. Prerequisite: FNGB 7421.
Prerequisite: FNGB 7421.

FNGB 7470. REAL ESTATE FINANCE. (3 Credits)
Discusses the major factors affecting the valuation and financial structuring of real estate, including general tax and depreciation policies. Presents the roles of principal lending institutions, mortgage banks and investment banks in real estate lending, syndications and partnerships. Also surveys real estate-related securities and their markets. Prerequisite: FNGB 6411.
Attribute: ABEP.
Prerequisites: FNGB 6411 or GBA Waiver Fin Environment with a score of 070.

FNGB 7475. MARKETING OF FINANCIAL SERVICE. (3 Credits)
Provides a scientific understanding of tactics and strategies associated with the marketing of financial services. Emphasizes the role of industry deregulation, intensified competition, and the emergence of new technologies and products on the emerging marketing practices used by financial services institutions. Explore consumers’ unique decision-making styles in financial matters, the effects of technology deployment, and the fiduciary constraints that guide marketing activities in the markets for commercial banking services, mutual funds, investment banking services, insurance and other forms of financial services. PREREQUISITE: MKGB-6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

FNGB 7811. FINANCE - INTERNSHIP. (1-3 Credits)
FNGB 8009. M&A AND LEVERAGE ACQUISITION. (1.5 Credits)
The course covers corporate debt solutions and provides an overview of credit risk principles. It will focus on corporate acquisitions and LBOs, and analyze different sources of funding, from senior to subordinated. Students will hear from many guest speakers, learn main capital structure issues, and be exposed to the current market environment.

FNGB 8405. ISS. FIN: DELEVGD FIN. (1.5 Credits)
This course discusses the use of debt in Leveraged Buyouts, recapitalization, restructuring and refinancing, including Debtor-in-Possession (DIP) financing. Students develop practical insights by utilizing case studies from several public highly leveraged firms; practical insights are critically reviewed. Prerequisite: FNGB 7421.
Attribute: ABEP.
Prerequisite: FNGB 7421.

FNGB 8406. ISS FIN:FINANC'L STRATEG. (1.5 Credits)
This course will address a variety of corporate finance issues encountered by firms in a challenging market. Financing alternatives and corporate financial strategies will be evaluated including: divestures, spin-offs, equity carve-outs, and the valuation techniques employed to develop and structure those transactions. Special emphasis is placed on accretion/dilution analysis with students participating in a “Let’s make a Deal” exercise where they analyze financial data and recommend a merger between two companies. Case studies are used to reinforce the concepts, and current market deals are analyzed to enhance the learning experience. PREREQUISITE: FN 7421.
Attribute: ABEP.
Prerequisite: FNGB 7421.
FNGB 8408. ACQUISITION & LEVERAGED FIN. (1.5 Credits)
The course covers corporate debt solutions and provides an overview of credit risk principles. It will focus on corporate acquisitions and LBOs, and analyze different sources of funding, from senior to subordinated. Students will hear from many guest speakers, learn main capital structure issues, and be exposed to the current market environment.
Prerequisite: FNGB 7422.

FNGB 8414. ISS IN FIN: MODERNFINAL ANA. (1.5 Credits)
Learn how the financial services industry applies valuation techniques in a deal context! In this mini-course, you will demystify the theory behind the analytics and ultimately appreciate the "art" and "science" of valuation analytics. What is a company worth? What is someone willing to pay? The answers depend on: who the seller is; who the potential buyer(s) is; the context of the transaction and the current market conditions... The seminar is ideal for individuals are currently working in or are considering a career in the following disciplines: • Financial services industry (investment banking, consulting, research, asset management, private equity, brokerage, sales & trading, insurance, etc.) • Finance or strategic development group of a corporation – mid-sized thru multinational • Marketing, brand management or a non-finance field... namely anyone interested in gaining a solid foundation in valuation analytics in a condensed, real-world context COREQUISITE: FN 7421.
Attribute: ABEP.
Prerequisite: FNGB 7421 (may be taken concurrently).

FNGB 8415. FINLMKTS:CNCPNTS/METHDNS/TRD. (1.5 Credits)
This course provides a real-life, hands-on experience of financial market activity and its impact on the broader economy. Throughout the course, students will participate in a trading game (which is explained in more details below) to assess and manage real world factors such as counterparty risk, liquidity, leverage, etc. They will also learn the impact of various policy issues on the markets and thus the economy (ex: impact of limiting foreclosures), some of the mathematics behind the markets, and the broad spillover effects of various investor / issuer decisions. Class sessions will be divided into two parts, lectures and trading. No prior market experience is required, but students are expected to have a passion to learn about financial market activity and stay aware of current market and political conditions. Trading Game: Students participate in 5 sessions of the trading game. Essentially, this game operates in a closed economy with various market participants (sell side, buy side, central bank, etc.) that trade a wide variety of assets, including stocks, bonds, loans, indices, commodities, CDs, currencies, and options, and do so in the context of the current, real world market environment (ex: record Treasury issuance). Each class will have an active trading session, and all market participants are expected to keep and update their trade books to track their P and L. Prerequisite: FNGB 7421.
Attribute: ABEP.
Prerequisite: FNGB 7421.

FNGB 8999. INDEPENDENT STUDY. (3 Credits)

Finance (Undergraduate) (FNBU)

FNBU 3221. FINANCIAL MANAGEMENT. (3 Credits)
Attribute: BUMI.
Prerequisite: ACBU 2222.

FNBU 3222. ST:FINANCIAL MANAGEMENT LAB. (1 Credit)
This optional lab is aimed at finance students. It will provide additional training in skills that are likely to be useful when seeking finance internships. It will relate to FNBU 3221 - Financial Management, but will also involve additional concepts. Attendance, homework, and grading are expected.

FNBU 3440. CORPORATE FINANCIAL POLICY. (3 Credits)
From the standpoint of financial theory, the value created by a corporation depends on the profitability of investments and the mode of financing these profitable investments. This course enables students to analyze and understand the interaction between the investment and financing decisions. The course is case-oriented and covers advanced capital budgeting issues, debt-equity choice, dividend decision, investment banking, convertibles and warrants and issues of international corporate finance.
Prerequisites: HPCB 3221 or FNBU 3221.

FNBU 3441. INVESTMENTS & SECURITY ANLYS. (3 Credits)
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 3442. PORTFOLIO MANAGEMENT. (3 Credits)
Focuses on management of large institutional portfolios, such as pension endowment and mutual funds. Diversification concepts and analytical techniques, including Markowitz and simplified capital asset pricing models are considered. Covers strategies for asset allocation decisions, equity management, fixed income security management and options.
Prerequisite: FNBU 3441.

FNBU 3443. GLOBAL BUSINESS ECON & TRADE. (3 Credits)
This course familiarizes students with international trade and finance concepts, and their application to managerial decision making. Opportunities and risks in the global economy will be analyzed across a range of countries and industries. We prepare students to identify global trends by highlighting how comparative advantages evolve and change. Case analyses and a class project play major roles in achieving the objectives of the course.

FNBU 3444. GLOBAL FINANCIAL MANAGEMENT . (3 Credits)
This course addresses the problems faced by an international banker or a financial officer of a multinational firm. It emphasizes financial decisions not usually considered by managers of purely domestic firms including exchange rate fluctuations, tax structures across countries, and political risk. The course focuses on: identification, measurement and management of exchange rate exposure and hedging strategies; taxation of international income and transfer pricing policies; international capital budgeting, determination of the cost of capital; global financing; and designing financial structure. Students will also be introduced to essential aspects of financial derivatives - futures / forwards / swaps / options - especially as they apply to currency and interest rate markets. Prerequisites: FNBU 3441 and FNBU 3443.

Updated: 10-11-2017
FNBU 3445. INVESTING IN THE EU. (3 Credits)
The EU is the largest market for US exports and foreign direct investment. The objective of the course is to familiarize students with the process of regional integration and monetary unification in Europe, along with the opportunities and challenges for foreign investors. Regulatory differences between the US and EU that impact the financial sector and competition will be analyzed. Despite deep economic and financial integration in the EU, significant country and regional differences exist. Such country-specific differences together with the implications of Brexit will be analyzed. Prerequisite: FNBU 3221.

FNBU 3446. FUTURES AND OPTIONS MARKET. (3 Credits)
An introduction to futures, options and commodities trading. The course covers all the basic principles of futures, options, and swaps markets and contracts. Key theoretical models and trading methods are examined. Prerequisites: (FNBU 3221 or HPCB 3221) and FNBU 3441 (may be taken concurrently).

FNBU 3447. REAL ESTATE FINANCE. (3 Credits)
A course in the valuation and financial structuring of real estate. Discusses the major factors affecting the real estate market, including general tax and depreciation policies. The roles of principal lending institutions, mortgage banks and investment banks in real estate lending, syndications and partnerships are presented. The course also surveys the real estate-related securities and their markets. Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 3448. ST: ADV REAL ESTATE FINANCE. (3 Credits)
This course will cover advanced topics in applied real estate. Prerequisite: FNBU 3447.

FNBU 3450. ST: FINTECH - AN INTRODUCTION. (3 Credits)
FinTech is a new and emerging field of technology that is disrupting the way that many companies are conducting business. FinTech has already “forever” changed many sectors including mobile payments, social media, money transfers, loans, fundraising, travel, trading and asset management. It has completely revolutionized the way companies are developing products, conducting research, establishing directed sales and marketing plans, and utilizing start-up technology. Businesses are using FinTech to expand their products and services at a fraction of its previous cost. Entrepreneurs are utilizing FinTech as a central foundation for research, funding, and product development. Customers are already utilizing FinTech as part of their daily lives - mobile apps, social media, banking, online shopping, entertainment and gaming. This course will introduce students to the breadth of FinTech, and touch upon the technical underpinnings. Prerequisite: FNBU 3221.

FNBU 4100. MERGERS AND ACQUISITIONS. (3 Credits)
Mergers and corporate restructurings occupy an important place in corporate finance and corporate strategy. Valuation models and innovative financing techniques find widespread applications in this field. This course will familiarize students with the major concepts and applications in corporate restructuring. Special attention will be given to analyze the spectacular developments of the last decade. Students will be asked to prepare case-notes from Wall Street Journal and Business Week and these will be discussed more fully in class. Attribute: GLBB. Prerequisites: FNBU 3440 or FNBU 3441.

FNBU 4439. ST: NON CONCENTRATION VALUE INVESTING. (3 Credits)
This course DOES NOT COUNT FOR VALUE INVESTING 2nd CONCENTRATION. NOTE: 2ND Concentration V.I. students will not get credit for this course. This survey course is designed to introduce the fundamentals of the Graham and Dodd value approach to investment analysis. The course will cover the basic structure of the analytical approach to value investing and its relationship to other investing styles. The topic will be described through lectures, exercises, readings, in-class discussions and homework assignments. The last sessions of the course will be devoted to student presentations of their investment recommendations. Prerequisite: FNBU 3441.

FNBU 4440. ST: INVESTMENT BANKING. (3 Credits)
This course is intended to give students a practical introduction to investment banking and its role in helping corporations raise capital from the global capital markets. Topics include: venture capital, public offerings, private placements, going public, stock and bond financing, convertibles and other hybrid instruments, design of innovative securities, swaps and other derivative instruments, mergers and acquisitions and leveraged buyouts. Prerequisite: FNBU 3221.

FNBU 4441. SPECIAL TOPIC: SUSTAINABILITY AND FINANCE. (3 Credits)
As companies adopt sustainability as a value and a business strategy, finance practitioners are evaluating how their work can advance that mission. How is sustainability changing the way companies conceive of and apply financial tools and techniques? This course examines how financial practice can either support or undermine global sustainability. Using examples of leading and creative financial practitioners, it will explore among other topics, how companies are using data to measure sustainability impacts; how managers are creating financial value by pursuing sustainability; how investment and lending community is learning to assess companies according to new sustainability criteria; and how the existing financial paradigm of shareholder wealth maximization (SWM) might further evolve to more explicitly incorporate the goals of global sustainability. Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4443. SPECIAL TOPIC: COMMERCIAL CREDIT AND BANKING. (3 Credits)
This course explores credit analysis and the loans approval process, and it prepares students for positions with commercial lenders. Emphasis is placed on accounting and Excel modeling related to default risk. Important topics include ratio, cash flow, and projection analyses, and loan contracts, oversight, and credit deterioration. Deals and case studies will reinforce concepts. Prerequisite: FNBU 3221. Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4445. TOPICS IN FINANCE. (3 Credits)
Offered from time to time to permit faculty and students to explore a finance topic of particular interest. The specific topic and prerequisites are announced when the course is offered. Attribute: GLBB. Prerequisite: FNBU 3441.
FNBU 4447. SPECIAL TOPIC: CREDIT AND SPECIAL SITUATION INVESTING. (3 Credits)
High yield/ distressed debt investing overlays the complications and intricacies of corporate organizational structures and legal frameworks with fundamental business valuation and securities selection. Through the use of real world case studies, the course will examine the actual step-by-step process undertaken by a hedge fund professional when considering an investment in the fixed income securities of a highly leveraged company.
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4448. ST: PRIVATE EQUITY. (3 Credits)
The objective of this class is to offer students a strong working knowledge of the private equity industry. We will examine the industry from a number of viewpoints including but not limited to, the structure of the industry, the investors, and the analysis of investments. In addition we will discuss how fund managers add value to the companies they purchase as well as how they exit (sell) the companies through IPO's or other transactions.
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4449. SPECIAL TOPIC: SMALL BUSINESS FINANCE. (3 Credits)
Small Business Finance is the gateway to entrepreneurship and then enterprise management. This course will take the student from Start-Up to the cross-over point of revenue, profitability, structure and management. It will allow the enterprise to grow and succeed or stumble and fail.

Attribute: ENT.

FNBU 4450. GLOBAL INVESTMENTS. (3 Credits)
Course required for concentration. Reviews the case for and against international investing. Provides an understa nding of international investment concepts. Topics include: purchasing power and interest rate parity, currency risk and how to hedge it, mean-variance investment concepts in an international context, emerging markets and how professional investors approach international investing.
Attributes: GLBB, INST.
Prerequisite: FNBU 3441.

FNBU 4453. SPECIAL TOPIC: FIXED-INCOME ANALYSIS. (3 Credits)
The U.S. bond market is twice the size of the stock market, and interest rate contracts comprise three-fourths of all derivatives. This course focuses on the risk and return characteristics of individual fixed income securities as well as basic bond portfolio strategies. The term structure of interest rates, implied forward rates, related futures, Z-spreads, and basis-point risk will be studied. We will discuss credit and liquidity risk, embedded options, interest rate swaps, and securitizations. Market data using Bloomberg machines will be used throughout the course.
Prerequisite: FNBU 3441.

FNBU 4454. SPECIAL TOPIC: FINANCIAL MODELING. (3 Credits)
This course will introduce the student to the process of designing and building financial models using Microsoft Excel. Examples will be drawn from Finance/Accounting. The student will learn the steps needed to understand a financial problem, design a solution, then implement the solution in the spreadsheet. Lab time will be used to explore features of Excel frequently used in financial models. The class will also discuss how Excel is used to structure, manipulate, debug, and present financial models and their results. The course will prepare the student to use Excel and financial modeling effectively in a business environment.
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4455. SPECIAL TOPIC: HEDGE FUNDS. (3 Credits)
An introductory course designed to provide students with an overview of the alternative investment business and in particular Hedge Fund Investment Management. The course will survey the rationale for investing in Hedge Funds from an academic and a practitioner’s perspective. The course will explore the benefits of including alternative investments and hedge funds in tradional portfolios and asset allocation models from both an individual and institutional investors' perspective. Students will learn about building blocks of alternative investments such as leverage, short selling and derivatives. They will also learn perform detailed rate of return and risk assessment on a wide range of the most popular hedge fund strategies and styles, including long/short equity, global macro, quantitative trading, credit arbitrage, convertible arbitrage, risk arbitrage and distressed investing.
Prerequisites: (FNBU 3221 or HPCB 3221 or HPBU 3221) and FNBU 3441.

FNBU 4456. SPECIAL TOPIC: VENTURE CAPITAL. (3 Credits)
This course introduces the cyclical venture-capital process, and examines it from the view point of entrepreneurs, venture capitalists, and investors. Topics include raising venture capital, structuring venture capital partnerships, and key issues in evaluating stage companies, including exit alternatives, intellectual property, and patent issues.
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4457. INTRODUCTION TO VALUE INVESTING. (3 Credits)
Value Investing, developed by Graham and Dodd, is a time tested and proven investment methodology which is based on a detailed analysis of a company's current and historical balance sheet, income and cash flow statements. Students will learn how to identify and analyze undervalued securities which provide a significant margin of safety to their intrinsic value.
Prerequisites: FNBU 3221 or HPCB 3221 and (ACBU 2222 and ACBU 2223).

FNBU 4458. BEHAVIORAL FINANCE. (3 Credits)
Behavioral Finance suggests that investors can and often do make investment decisions based less upon rational, elaborate modeling techniques and often on heuristics (short cuts) and biases. Behavioral Finance therefore seeks to understand the psychological roots of decision making in order to explain financial and investment anomalies, investor behavior, and asset prices. Prerequisite: FNBU 3221.
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4459. ADVANCED TOPICS IN VALUE INVESTING. (3 Credits)
Students will study a variety of advanced topics which build on the principles outlined in Introduction to Value Investing and Behavioral Finance. The class will study real-world situations in the current market environment, employ multiple valuation frameworks and improve students' ability to make informed decisions. Among other topics, the class will study business strategy, Mario Gabelli's Private Market Value with a Catalyst, capital allocation principles, distressed investing and merger arbitrage.
Prerequisite: FNBU 4457.
FNBU 4461. SPECIAL TOPIC: FINANCE AND BUSINESS IN A POST-CRISIS WORLD. (3 Credits)
Objective: Expose students to the transformational economic events of the past few years, while analyzing the shifting contours of global finance and trade. Specifically, the course will review the pros and cons of globalization; the key drivers of a more open and integrated global economy; the "rise of the rest," or the developing nations, led by China and India, the origins of the global financial crisis, the global policy responses to the crisis, and how the events/policies of today will influence the global economy of tomorrow.
Attribute: GLBB.
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4462. ST:STDT MGD INV FUND - FALL. (3 Credits)
Over 2 consecutive semesters, students will actively manage a global balanced portfolio consisting of securities representing the major uncorrelated asset classes, namely equities, bonds, and alternative investments consisting of commodities, real estate, and FX. Prerequisite: FNBU 3441 Investment and Securities Analysis.
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4463. ST:STDT MGD INV FUND - SPRING. (3 Credits)
Over 2 consecutive semesters, students will actively manage a global balanced portfolio consisting of securities representing the major uncorrelated asset classes, namely equities, bonds, and alternative investments consisting of commodities, real estate, and FX. Prerequisite: FNBU 3441 Investment and Securities Analysis.
Attribute: GLBB.
Prerequisite: FNBU 4462.

FNBU 4464. SPECIAL TOPIC: COMPLIANCE AND RISK MANAGEMENT. (3 Credits)
This course will review risk management in the financial services industry through compliance and regulatory perspectives. The course will cover the economic basis and goals of financial services regulations from the Great Depression to the recent financial crisis. Emphasis will be placed on identifying, controlling, mitigating, and managing financial services compliance and reputational risks. Topics will include capital adequacy, risk limits, supervision, Value at Risk and Monte Carlo simulation, Industry and self-regulation, insider trading, elements and style of both US and overseas regulation, corporate governance and reputational risk.
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4466. SPECIAL TOPIC: ALTERNATIVE INVESTING. (3 Credits)
The course will cover the evolution and outlook for a range of alternative investments using research, cases and guest speakers as learning tools. Students will learn to allocate among various types of alternative investments and to evaluate and perform analysis on new and emerging categories of alternative investments.
Prerequisite: FNBU 3441.

FNBU 4468. HEALTHCARE FINANCE. (3 Credits)
This course will present a historical development of the American healthcare system and will address the current challenges faced by both health insurers and providers, specific to managed care, reimbursement methods, and contracting. Students will learn to apply the standard tools of financial analysis and financial management in the complex and evolving setting in which the global healthcare system is currently situated. Students will also learn to analyze the key financial indicators specific to hospitals and their direct application towards managed care contracting initiatives, debt restructure and bond rating status.
Prerequisite: FNBU 3221.

FNBU 4469. IMPACT INVESTING. (3 Credits)
This course will discuss investment strategies that have a societal orientation from both financial and socially responsible perspectives. The key questions are: how can we allocate money in a manner that is beneficial to all stakeholders and viable in a business sense, and, what are the appropriate metrics to evaluate such investments. Impact investments to be analyzed include government and ESG (environmental, social, governance) policies, micro finance, philanthropy, and green energy.
Prerequisite: FNBU 3221.

FNBU 4472. ST: STUDY TOUR OF BRAZIL. (3 Credits)
In the Brazil Study Tour, students will learn how to model and evaluate individual Brazilian equity securities in the context of their relevant global sectors and in the context of Brazil's economic, political, and social framework.
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4473. ST: STUDY TOUR OF TURKEY. (3 Credits)
In the Turkey Study Tour, students will learn how to model and evaluate individual Turkish equity securities in the context of their relevant global sectors and in the context of Turkey's economic, political, and social framework.
Attribute: INST.
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4474. ST: STUDY TOUR OF VIENNA AND BUDAPEST. (3 Credits)
In the Study Tour, students will learn how to model and evaluate individual European equity securities in the context of their relevant global sectors and in the context of economic, political, and social framework.
Prerequisites: FNBU 3221 or HPCB 3221.

FNBU 4475. ST: MKTG FINCL SERVICES. (3 Credits)
The objective of this course is to provide an understanding of the successful strategies associated with the marketing of financial services. Recent changes have made it critical for business students who anticipate being active in financial services to expand their skill sets and to explore new approaches for successful marketing of these services. This course discusses different types of financial services, consumers' decision regarding financial services and how to develop specific marketing strategies and tactics for those financial services. The topics covered include bounded rationality and consumer decision making, pricing decisions for financial services, new product development for financial services, and promotional strategies for financial services. Having completed this course, students should be able to manage consumer marketing activities for a wide array of financial services organizations. This course would be useful for finance students who want to expand their understanding of financial services.
Prerequisite: FNBU 3221.

FNBU 4476. FINANCIAL APP & INSTITUTIONS. (3 Credits)
The capstone course in the GFBE concentration. The course will examine 6 topics using cases, invited speakers, and Excel applications. Two weeks will be devoted to each topic so as to present both conceptual background and applications for each. The content will include currency trading, risk management and regulation of a global enterprise, evaluating and funding foreign projects, impact of the macro economy, direct foreign investment and acquisitions, and analysis of a diversified world portfolio. Upon completion, a student will be comfortable in a wide range of global finance and economic settings.
Prerequisite: FNBU 3221.
FNBU 4477. ST:INTRO ALGORITHMIC TRADING. (3 Credits)
The goal of this course is to provide students with a quantitative foundation for a career in algorithmic trading. Students will learn about different types of algorithms including: execution and implementation strategies, high frequency trading (HFT), and black-box models. Students will gain an understanding of transaction cost analysis (TCA), market impact, timing risk, and portfolio analysis. They will work on projects that utilize actual trading datasets and professional algorithm libraries. Students should have prior training in Python and / or EXCEL+VBA.
Corequisite: FNBU 4450.
Prerequisite: INSY 3436.

FNBU 4706. HONORS PROJECT 2 - FINANCE. (3 Credits)
Honors project in Finance.

FNBU 4999. INDEPENDENT STUDY. (1-4 Credits)

Financial Planning (FPCE)

FPCE 0100. FUND OF FIN PLAN AND INSURANCE. (48 Credits)
FPCE 0200. INVESTMENTS. (36 Credits)
FPCE 0300. TAX OF PERSONS, PROP&ENTITIES. (36 Credits)
FPCE 0400. RETIREMENT & EMPLOYEE BENEFITS. (36 Credits)
FPCE 0500. ESTATE TAX PLANNING. (32 Credits)
FPCE 0600. CAPSTONE CASE CRSE FIN PLAN. (68 Credits)

Fordham Center for Nonprofit Leaders (NPLD)

NPLD 5010. HISTORY AND OVERVIEW OF NONPROFIT ORGANIZATION. (3 Credits)
In this introductory course for the Master of Science in Nonprofit Leadership program, students learn the history of nonprofit organizations, their supporters and opponents, and the influential factors shaping nonprofit organizations. The focus is on the nonprofit organization, its role in social change. In this immersion course, students will learn about the political, economic religious and socio-cultural factors that impact on the creation, survival, and growth of nonprofit organizations. Students will be introduced to theories of leadership, and an understanding of the role of nonprofit leaders, staff, volunteers and boards of directors.

NPLD 5020. Organizational Planning and Leadership for Nonprofit Organizations. (1.5 Credits)
In organizational planning, students learn how to achieve agency goals through planning, ongoing oversight, and building strengths within the organization. The business planning process will be addressed with special attention paid to unique issues facing nonprofits. Students learn to develop a strategic plan, using it to aid agency, department and staff objectives. Students learn how to integrate social change objectives into this planning process. Setting and monitoring goals for an organization in cooperation with the Board and staff members will be discussed.

NPLD 5030. ORGANIZATIONAL FINANCE. (1.5 Credits)
Organizational finance focuses on planning, reporting, and fiscal decision making in nonprofit organizations, and is intended to build upon organizational planning. The focus will be on developing annual and operating budgets, managing working capital, and analyzing organizational fiscal health. Students learn how to treat social justice activities and how to budget for social change efforts (e.g.: public awareness campaign).

NPLD 5040. STAFF MANAGEMENT. (1.5 Credits)
Staff management will cover hiring, supervision and motivation of staff, including laws and regulations regarding employees. Issues such as creating a diverse work force, increasing motivation, troubleshooting job issues, and maintaining staff morale will be discussed. Students learn challenges in working with union and nonunion staff, as well as professional, support, and volunteer staff members. Ethical issues and dilemmas that may arise will be discussed.

NPLD 5050. TECHNOLOGY FOR NONPROFITS. (1.5 Credits)
The technology for nonprofits course focuses on using technology to advance programs, help in evaluating staff objectives, and increase its management efficiency. Students learn skills in understanding and managing data and are able to show progress to directors and funders, as well as monitor and improve programs. The uses of technology and data management to plan for new programs are addressed. Students will learn to use technology for social change and advocacy strategies.

NPLD 5060. FUNDRAISING. (3 Credits)
In fundraising students address all aspects of fundraising knowledge necessary for the sustainability of a nonprofit organization. Topics to be reviewed include: the board development committee; individual donors, major donors, foundations, corporations, special events, using social media, online fundraising, and getting government grants. Students learn the special challenges in raising money for social justice compared to direct service issues; and the challenge of long term funding for projects.

NPLD 5070. PROGRAM DESIGN AND GRANT DEVELOPMENT. (3 Credits)
Students will learn how an organization identifies new ideas and turns them into programs, applies for funding to support these efforts, and then evaluates their impact. Students will gain awareness of how an agency can identify public policy, as well as direct service issues that can affect a large sector and then design a program around it. How to motivate different departments of a nonprofit organization in identifying new and creating programs will be discussed.

NPLD 5080. ETHICS, LEGAL REQUIREMENTS, & BOARD DEVELOPMENT. (1.5 Credits)
The course on will cover the internal and external oversight requirements in a nonprofit organization. Students learn about the legal requirements affecting a nonprofit and the ethical conduct standards appropriate to a nonprofit. Students learn how to handle competition and cooperation between nonprofits and review different governance and ethical issues related to agency collaboration. Issues related to recruiting board of trustees and motivating a board of trustees to carry out oversight and fundraising responsibilities will be discussed. How to engage a board of trustees in support of social change initiatives will be addressed.

NPLD 5090. PUBLIC ADVOCACY. (3 Credits)
In public advocacy students learn how to develop and lead social change initiatives and understand how they benefit their agencies, as well as, society as a whole. Students also learn how to incorporate staff and volunteers in advocacy efforts. They will gain experience in doing public policy advocacy and develop awareness of the many players needed to achieve public change. Students receive hands on experience on how to develop an advocacy change campaign.

NPLD 5100. COMPARATIVE INTERNATIONAL NONPROFITS. (1.5 Credits)
The international nonprofit course will focus on understanding how an international nonprofit organization differs from a domestic nonprofit. Various global, social, cultural, economic, and political influences that affect international nonprofits will be addressed. Students will learn how to carry out the functions of an international NGO as well as how to do fundraising for international nonprofits. Students will learn how to create and support an international nonprofit, with a social justice mission.
NPLD 5110. RESEARCH AND EVALUATION. (1.5 Credits)
This course will cover research and evaluation necessary for a nonprofit to achieve strategic of goals as a nonprofit, a nonprofit necessary for their fund raising and strategic plan.

NPLD 5120. PUBLIC RELATIONS AND MARKETING. (1.5 Credits)
In this course on public relations and marketing students will review how to market a nonprofit organization through different media outlets, including but not limited to the press, T.V., and social media. Students will learn what marketing strategies are most effective for nonprofits, while maintaining the mission and promoting social justice throughout marketing campaigns. Students will also learn how to brand their nonprofit organization and the importance of it in public relations.

NPLD 5130. PERSONAL AND PROFESSIONAL COMMUNICATIONS. (1.5 Credits)
In this course on personal and professional communications students will learn how to gain public recognition for their organization and themselves. There will be a focus on how to communicate effectively with different audiences, within and outside the agency. Students will learn auditory and language skills to market their nonprofit and themselves. The special skills needed to address politicians, media, and the general public as part of a social justice campaign will be reviewed.

NPLD 5140. CAREER DEVELOPMENT. (1.5 Credits)
In this course on career development students will learn how to develop and advance their careers in the nonprofit field. Students will develop their resume, CV, and cover letter building skills. Students will also have the opportunity to participate role play interviews with panels of nonprofit leaders. The use of transition planning in nonprofit leadership will also be addressed.

NPLD 5200. CAPSTONE: CREATING A NONPROFIT/ SOCIAL ENTREPRENEURSHIP ORGANIZATION. (3 Credits)
The goal of this capstone class is to understand and carry out all aspects of developing and growing a traditional charitable nonprofit organization and a social entrepreneurship organization, a for-profit entity with a social purpose. Students will develop a nonprofit service or social entrepreneurial organization with the mission of delivering the most effective services, as well as providing social change leadership. By working in teams, students will cover: initial mission; legal and governmental requirements; strategic plan; creating a board of directors; goals and objectives for the overall organization, departments and individual staff; writing a proposal for private and government grants; doing a fundraising and media plan; and developing an organizational evaluation plan. Proposals will be presented to panels of members of nonprofit board of trustees and nonprofit leaders.

NPLD 5201. CAPSTONE I: CREATING A NONPROFIT ORGANIZATION. (1.5 Credits)
Creating a Nonprofit Organization: From a framework of human rights, social and economic justice and empowerment, students will then move draw on knowledge they gained from previous courses to design a charitable agency. They will create mission, goals and objectives, structure and services of the organization. Board development, the incorporation process, budgeting, fundraising and marketing will be addressed as well as program evaluation. The focus will be on creating a charitable agency that through the process of design, the design itself, and the development and operations, will offer a transformative experience for clients, staff and board and make an impact through effective social change.

NPLD 5202. CAPSTONE II: CREATING A SOCIAL ENTERPRISE. (1.5 Credits)
Creating a Social Enterprise: The concepts covered relate to social innovation and how social justice can be achieved through enterprising organizations. The class focuses on the understanding of societal problems and opportunities, the development and creation of a strategy and a theory of change as well as a variety of ensuing resource mobilization models. Students review case studies of social enterprises and propose for development their own social enterprise.

NPLD 8999. INDEPENDENT STUDY. (1-3 Credits)

Fordham Fellowship Media Lead (FMCE)

FMCE 5000. NEW MEDIA. (5 Credits)
FMCE 5010. MEDIA ETHICS. (5 Credits)
FMCE 5020. MEDIA & DEMOCRACY. (5 Credits)
FMCE 5030. LEADERSHIP ACROSS MEDIA. (5 Credits)

French (FREN)

FREN 1001. INTRODUCTION TO FRENCH I. (5 Credits)
An introductory course that focuses on the four skills: speaking, reading, writing and listening providing students with a basic knowledge of French linguistic structures, vocabulary and culture, which studied interdependently, comprise the French Language.
Attribute: ZLB1.

FREN 1002. INTRODUCTION TO FRENCH II. (3 Credits)
This course will enhance the reading, writing, speaking and listening skills acquired by students in Introduction to French I or from prior study. It will further promote a deeper understanding of French and Francophone cultures.
Attribute: ZLB1.
Prerequisite: FREN 1001.

FREN 1003. SPOKEN FRENCH I. (3 Credits)
Aural-oral practice. The second semester continues the study of grammar and focuses on developing the student's ability to speak and understand French. No credit toward the language requirement will be given for FREN 1003 without successful completion of FREN 1002. A single semester of the sequence may be taken for elective credit. Only offered in Fordham College of Professional and Continuing Studies.

FREN 1004. SPOKEN FRENCH II. (3 Credits)
Aural-oral practice. The second semester continues the study of grammar and focuses on developing the student's ability to speak and understand French. No credit toward the language requirement will be given for FREN 1003 without successful completion of FREN 1004. A single semester of the sequence may be taken for elective credit. Only offered in Fordham College of Professional and Continuing Studies.

FREN 1501. INTERMEDIATE FRENCH I. (3 Credits)
Attribute: ZLB1.
Prerequisites: FREN 1001 or FREN 1002.
FREN 1502. INTERMEDIATE FRENCH II. (3 Credits)
Attribute: ZLB1.
Prerequisite: FREN 1501.

FREN 1999. TUTORIAL. (1 Credit)

FREN 2001. FRENCH LANGUAGE AND LITERATURE. (3 Credits)
A critical analysis of selected cultural and literary texts; composition, conversation, and review of pertinent grammatical structures.
Attribute: ZLB1.
Prerequisite: FREN 1502.

FREN 2100. GRAMMAR AND PHONETICS. (4 Credits)
A comprehensive review of French grammar and phonetics with attention to their use in literary and cultural contexts. Intensive practice of the spoken and written language. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: FREN 2001.

FREN 2500. APPRAOCHES TO LITERATURE. (4 Credits)
A basic course in French literature. Close readings in the major forms, prose fiction, poetry and drama, and an introduction to the varieties of critical strategies for reading them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FREN 2600. FRANCE: LITERATURE, HISTORY, AND CIVILIZATION. (4 Credits)
The history and civilization of France and its literature in prose, poetry, and drama. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, INST.
Prerequisite: FREN 2001.

FREN 2601. FRENCH CONVERSATION AND COMPOSITION. (4 Credits)
Intensive practice of the spoken and written language with emphasis on proper use of idioms and building of vocabulary based on topics in interest and relevance. A basic course for prospective majors and minors.
Prerequisite: FREN 2001 or equivalent. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: FREN 2001.

FREN 2604. CINE CONVERSATION. (4 Credits)
Offering students a stimulating variety of contemporary French films as a springboard to context-driven discussions, this course will provide intensive practice of the Spoken French language with emphasis on vocabulary building, idiom acquisition and appreciation for cultural difference. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FREN 2625. FRENCH SONG: MUSIC AND LITERATURE. (4 Credits)
French song in music, literature and theory using Rousseau on music, opera, actual songs and transcription technique as cultural lens.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FREN 2650. BUSINESS FRENCH. (4 Credits)
Development of oral proficiency in daily communication within the business world, preparing students in technical vocabulary and situational usage. Introduction to specialized vocabulary. Readings in management, operations, marketing, advertising, banking and practice in writing business correspondence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: IPE.

FREN 2800. INTERNSHIP. (2 Credits)

FREN 2819. FRENCH MURDER MYSTERY AND FILM. (4 Credits)
The murder mystery genre reaches its apogee in French Maigret stories and film noir. Cartesian logic (discours de la methode) provides the quintessential critical lens for solving the crime. A literary detective class. 3 texts, 3 films and lots of discussions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: COLI.
Prerequisites: FREN 2001 (may be taken concurrently) or FRRU 2001 (may be taken concurrently) or FRLU 2001 (may be taken concurrently) or FREU 2001 (may be taken concurrently).

FREN 3005. FRENCH BUSINESS CULTURE. (4 Credits)
The course examines the codes of French business culture and explores ways for students to prepare themselves for the French marketplace by mastery of these codes. In particular, we will focus on improving your business eloquientia perfecta – oral and speaking skills and appropriate forms of presentation through personalized training, role playing, mock interviews, and business pitches. Beyond incorporating the essentials of business vocabulary, we will explore every aspect of public speaking from grammatical accuracy, phonetics, clarity, and concision, to the effectiveness and communicating your message, your use of body language and physical space. Students will prepare CVs, cover letters, perform interviews, practice networking, and work in groups to develop sample start-up pitches. Students will build up experience and self-confidence with handling real life situations. Invited guests from the French and bi-cultural business and entrepreneurial community in New York City will share their experiences with students and provide opportunities for students to practice their new skills and learn more about bilingual business opportunities. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

FREN 3020. FRENCH FOOD, FILM, FICTION. (4 Credits)
Interdisciplinary, multimedia course dealing with food, meals, cooling in French film (Chocolat Babette's Feast) and fiction. We will cook a final banquet using recipes from Larousse Gastronomique. Gastronomic forms of presentation through personalized training, role playing, mock interviews, and business pitches. Beyond incorporating the essentials of business vocabulary, we will explore every aspect of public speaking from grammatical accuracy, phonetics, clarity, and concision, to the effectiveness and communicating your message, your use of body language and physical space. Students will prepare CVs, cover letters, perform interviews, practice networking, and work in groups to develop sample start-up pitches. Students will build up experience and self-confidence with handling real life situations. Invited guests from the French and bi-cultural business and entrepreneurial community in New York City will share their experiences with students and provide opportunities for students to practice their new skills and learn more about bilingual business opportunities. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
FREN 3100. MEDIEVAL FRENCH LITERATURE. (4 Credits)
A survey of medieval French literary genres of the 10th-15th centuries, ranging from lyrical and didactic poetry, prose, and drama, to contemporary cinematic adaptations of medieval texts. Set within their cultural contexts, selected works may comprise courtly and/or Arthurian literature, comedic texts, spiritual and political writings, and film. An excursion to the Morgan Library and Museum or Metropolitan Museum of Art may complement our in-class discussions. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, MVST.
Prerequisites: FREN 2001 (may be taken concurrently) or FRRU 2001 (may be taken concurrently) or FRLU 2001 (may be taken concurrently) or FREU 2001 (may be taken concurrently).

FREN 3101. WORD AND IMAGE IN MEDIEVAL FRANCE. (4 Credits)
This course examines the medieval French literature that illuminates some of the great cathedrals of twelfth- and thirteenth-century France. To understand medieval cathedrals we must “read” them through the literature of the age. The texts studied will be in modern French translation and will come from a variety of genres: lyric poetry; romance; epic; devotional literature; biography and autobiographical confession. These texts will be related to the stained glass, architecture, and sculpture of several French gothic cathedrals. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.
Prerequisites: FREN 2600 or FREN 2601.

FREN 3109. MEDIEVAL FRENCH LITERATURE AND POLITICS. (4 Credits)
This course explores the political crises and literary polemics of late medieval France. We will examine a variety of different genres (poetry, epistle, political prose) that reflect the crises of the day: the Hundred Years’ War, Civil War, and literary polemics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

FREN 3120. INVENTING IDENTITY: 16TH CENTURY. (4 Credits)
This course examines Renaissance and Reformation (as well as Catholic Reformation) roles in developing a concept of self in early modern France. Literature of all genres, films, art, women’s issues, an interdisciplinary format. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, EP3.

FREN 3125. MAPPING THE NATION. (4 Credits)
How did the term l’Hexagone come to be synonymous with continental France? This course examines the hidden ideology of maps, from the burgeoning of cartographic science during the Renaissance to the question of France’s place within the European Union and subsequent responsibility during the ongoing refugee crisis. In addition to considering maps as texts, starting with Guillaume Postel's 1578 world map with a meridian bisecting Paris, we will also consider texts as maps, attending to questions of space, mobility, and perspective in authors ranging from Montaigne and Rabelais to Proust and Butor. Of particular interest is the process by which space becomes place, and the use of geography as a tool of political ideology. We will explore Michel de Certeau’s distinction between espace and lieu, and take lessons from Mark Monmonier’s compelling essay “How to Lie with Maps.” Benedict Anderson’s idea of “imagined communities” will be useful in discussing the role of graphic and literary representations of space in crafting a sense of French nationhood. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, MVST.
Prerequisites: FREN 2600 or FREN 2601.

FREN 3130. CULTURE AND SCIENCE IN FRANCE. (4 Credits)
This course examines the history of the relations between science and culture in France, from the Renaissance to today. We will examine: the historicity of worldviews; religious and secular tensions; the literary expression of scientific ideas; the institutionalization of science by the French state. Fleadings from the works of Rabelais, Descartes, Pascal, Emilie du Châtelet, Voltaire, Condorcet, Maupassant, Teilhard de Chardin, Duhem, Marie Curie, and Foucault. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, INST.
Prerequisites: FREN 2600 or FREN 2601.

FREN 3150. MEDIEVAL SAINTS AND SINNERS. (4 Credits)
This course traces the origins and development of miracles, saints, and sinners in medieval French literature and culture (12th-15thC). We will examine a variety of different genres (poetry, prose, theater), texts, including political, religious, courtly, and comic works, and film. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, AMCS, MVST, REST.

FREN 3153. MEDIEVAL FRENCH COMEDY AND SATIRE. (4 Credits)
This course explores humor and the Hero/Anti-Hero across a variety of different literary and performative genres of 12th-15th c. France from Fabliaux, Farce, and the Chante-Fable to lyrical and Satirical works, theater, and/or contemporary film. Exclusion(s) to medieval collections in N.Y.C. course conducted in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
FREN 3175. FRENCH RENAISSANCES. (4 Credits)
This course explores the cultural renaissances of Medieval and Early Modern France. We will compare the “A” Renaissance of the 16th century to two earlier “renaissances”: one at the court of Charles the 5th and the other during the 12th century. We will look at the literary and artistic expressions of these re-births, why they started and what lasting impacts they had on French culture throughout history. We will read works by some of the greatest authors of French literature, including: Rabelais; Marguerite de Navarre; Louis Labé; Montaigne; Scève; Marie de France; Chrétien de Troyes; Abelard & Heloise. Course in French. 
Attribute: ALC. 
Prerequisite: FREN 2600.

FREN 3251. 17TH CENTURY STAGE AND STATE. (4 Credits)
Study of French Theater in relation to State and politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Attribute: ALC.

FREN 3252. THE FRENCH GALLANTRY 17TH TO 20TH CENTURIES. (4 Credits)
More than a form of politeness in a mixt social context, gallantry is a cultural phenomenon that has been part of French History for many centuries. Starting from the inception of the “gallant institution” in the mid-17th century, we will explore the association of gallantry and libertinage in the 18th century, and the aristocratic nostalgia for the Ancien Régime in the 19th and early 20th century, focusing on the symbolic references, literary representations, and sociocultural implications of this phenomenon. Our inquiry will allow us to reflect on recent debates about the “French exception” along with the feminist criticism of gallantry. Readings will involve plays, essays, poems, and novels by authors such as Molière, Honoré d’Urfé, Madeleine de Scudéry, Antoine de Courtin, Crébillon fils, Louise d’Épinay, Stendhal, Verlaine, Marcel Proust. In addition, movies and paintings will be studied in this course that will also include a mandatory visit to the Frick Collection. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Prerequisite: FREN 2600.

FREN 3253. MOLIERE: FROM PAGE TO STAGE. (4 Credits)
This course taught in French explores French Theatre and offers the opportunity to engage in the creative process from page to stage. Students will have the opportunity to participate in different capacities, such as performers, designers, dramaturgs, and stage managers. This course emphasizes the importance of working collaboratively. Students enrolled in the French and Theatre Programs will share their strengths and learn from each other. We will combine reading, theory, and analysis of a single play by Moliere, and put what we learn into practice in rehearsal. The semester will end with a public performance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Attributes: ALC, COLI, FASH. 
Prerequisite: FREN 2600.

FREN 3290. EARLY AUTHORS MODERN THEORY. (4 Credits)
This course explores French writers from the Middle Ages and the Renaissance through the lens of 20th- and 21st-century French thinkers. We will read both original texts and later commentaries to interrogate how our modern theories have shaped our understanding of early French literature and culture, and consequently of the French canon. This juxtaposition will allow us to ask: How have the ideas of the author and of the text changed over time? Do modern theories help reveal aspects of early writers? Or are we merely reworking them in our own image? The early authors we will study may include, from the Middle Ages: Marie de France, Chrétien de Troyes, Christine de Pisan, François Villon; from the Renaissance: Rabelais, Marguerite de Navarre, Montaigne, Rabelais, Ronsard, Du Bellay, Labé. Among the modern theorists: Bon, Barthes, Foucault, Baudrillard, Deguy, and Cerquiglini. Conducted in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Attribute: ALC.

FREN 3291. FABLE AND FAIRY TALE. (4 Credits)
Fairy tales and fables as anecdote, as narrative and as the symbolic encapsulation of the “essence of what it meant to be French” during different periods in history. Popular sayings, proverbs and short stories modeled on the fable or fairy tale. Readings include short stories by Marguerite de la Navarre and their 20th-century Canadian revisions in “Novelles de la Nouvelle-France,” La Fontaine, Charles Perrault’s “Conte” and a tale by Barbey d’Aurevilly. The film “Manon des sources” and readings in theory from Bettelheim and Freud. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Attribute: ALC.

FREN 3300. THE ENLIGHTENMENT. (4 Credits)
The main currents of the French 18th-century Enlightenment: works by Montesquieu, Marivaux, Voltaire, Diderot, Rousseau and Laclos. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Attributes: ALC, COLI.

FREN 3301. FRANCE AND GLOBAL ENLIGHTENMENT. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Prerequisite: FREN 2600.

FREN 3333. TABLEAUX: ART AND THEATER: 1700S. (4 Credits)
This course examines the changing articulation of the ‘tableau’ and how it informed important aesthetic developments in 18th century theater and painting. Students will read theoretical texts on the theater, such as Diderot’s ‘De la poesie dramatique et Mercier’s ‘De thethe’, theoretical works by Marivaux, Voltaire, Diderot and Beaumarchais, in addition to critical texts on the French salons. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Attributes: ALC, COLI.
FREN 3340. NEO-CLASSICAL FRENCH WOMEN WRITERS. (4 Credits)
This course examines women writers in 17th and 18th century France and the various movements, events, literary genres, groups, and institutions their writing informed (i.e. les Precieuses, the Republic of letters, the epistolary novel, etc.). The women studied include: Madame d'Aulnoy, Madame de Scudery, Madame de Lafayette, Madame Riccoboni, Madame du Deffand, La Comtesse de Genlis, Madame de Charriere, Olympe de Gouges, Madame de Roland, and Madame de Stael. (in French) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

FREN 3350. THINKERS AND MORALISTS. (4 Credits)
The class reads work by great French thinkers, among them the essayist Montaigne, the theologian Pascal, the humorist Moliere, the satirist LaBruyere and the salon star La Rochefoucauld, the social commentator Alexis de Toqueville, the food writer Brillat-Savarin. We will elucidate the nature and influence of French thinking about many aspects of culture throughout the early modern period and its effects to the present day. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: FREN 2001 (may be taken concurrently) or FRRU 2001 (may be taken concurrently) or FREU 2001 (may be taken concurrently).

FREN 3360. FRENCH AUTOBIOGRAPHY. (4 Credits)
How the French recount their lives, form themselves and interact with others. Three male and three female-authored texts: Montaigne, Rousseau, Grde de Beauvoir, Yourcenar, Kaplan. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

FREN 3400. ROMANTICISM. (4 Credits)
The romantic revolution as seen in the works of Rousseau, Chateaubriand, Balzac Stendhal, Hugo, Nerval and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

FREN 3450. WRITERS AND LAWBREAKERS. (4 Credits)
This course focuses on the complex relationship that existed between literature and the law in 19th- and 20th-century France. We use prison letters, the epistolary novel, poetry and plays to discuss societal perceptions of criminals, views of normative behaviors, literal and figurative crimes, and the aesthetic decisions made by artists caught between unacceptable narratives and respect for the literary canon. Readings include Dumas, Hugo, Goncourt, Tristan, Verlaine, Proust, Genet, Paulhan, and Jounhandeau. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.
Prerequisite: FREN 2600.

FREN 3452. 19TH CENTURY SHORT STORY. (4 Credits)
The short story as a literary genre studied in the context of the political, social, economic and cultural unrest of the 19th century. Authors will include Zola, Barbey d'Aurevilly, Maupassant and Flaubert. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.
Prerequisites: FREN 2600 or FREU 2600 or FRLU 2600 or FRRU 2600.

FREN 3453. THE FLANEUR IN PARIS. (4 Credits)
Why does the figure of the flâneur appear in literature and art in the first decades of the 19th century? What changes (political, economic, social, urban, technical, aesthetic, and poetic) occur that facilitate this new type of urban wanderer? What's the difference between the 17th- and 18th-century promeneur and the flâneur? Why is the concept of the flâneur impossible until the 19th century? And why does the flâneur disappear as Walter Benjamin argues toward the end of the 19th century? Why is the flâneur predominantly a male category? And is there a descent of the flâneur in the 20th and 21st centuries? In this course we examine the figure of the urban wanderer and flâneur from the last years of the 18th century to the first decade of the 21st century. We examine this figure in the literary and aesthetic works of Mercier, Retif de la Bretonne, Balzac, Baudelaire, Rimbaud, Zola, Colette, Apollinaire, Debord, Roubaud, Calle as well as in the philosophical works of Benjamin and other critical texts and films. While we will not be able to walk in Paris, we will explore some of these questions by using New York as our ambulatory laboratory. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: FREN 2600.

FREN 3460. POSTCOLONIAL REPRESENTATIONS. (4 Credits)
This course examines the cultural production of the Colonial Age and its influence on postcolonial aesthetics and rhetoric, in additions to 19th, 20th, and 21st century novels, plays, movies, paintings, and photographs. We consider products of consumer culture such as plates, toys, commercials and postcards. We devote particular attention to complex systems of cultural representations from the 1870's -1930's to show how the heirs of Colonialism must continually renegotiates them. The second half of the course focuses on North African postcolonial literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, MEST.

FREN 3464. FRENCH FILMS D'AUTEUR. (4 Credits)
In this course, you will study French cinema history by focusing particularly on the "Auteur theory" and the work of world-renowned French filmmakers. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: FREN 2600 or FREN 2601.

Updated: 10-11-2017
FREN 3465. WOMEN ON THE MARGINS. (4 Credits)
The course explores the roles and identities available to women in
nineteenth-century France and the ways in which women expanded the
boundaries of those constraints. Through readings of literary and non-
literary texts as well as films, paintings, drawings, and fashion plates,
we consider such institutions and conditions as female education and
conduct, marriage, motherhood, prostitution, sainthood, rebellion, and
creativity. Taught in French. Four-credit courses that meet for 150
minutes per week require three additional hours of class preparation per
week on the part of the student in lieu of an additional hour of formal
instruction.
Attributes: ALC, COLI, MEST, WGSS.

FREN 3466. DISCOVERING FRENCH CINEMA. (4 Credits)
What is French Cinema? Why is cinema regarded first and foremost as
an art form in France? In this course, you will learn how to appreciate
the language of cinema, understand how mise en scène, sound, and editing
work together in crafting in front our eyes a world that will absorb us for a
couple of hours. You will also journey through over a century of film
production, from Méliès’s early “trick films” to the animation boom of the
2000s, from 1930s poetic realism to the social realism of the 1990s, from
Cocteau’s and Franju’s fantastic cinema to Besson’s blockbuster films.
We will see how these films can help us understand better why cinema
has remained so important to French cultural identity and how French
cinema has defined the way audiences abroad see France and French society.
Readings introducing you to key film theoretical concepts will
accompany the films discussed throughout the semester. Four-credit
courses that meet for 150 minutes per week require three additional
hours of class preparation per week on the part of the student in lieu of
an additional hour of formal instruction.
Attribute: ALC.

FREN 3467. WOMAN OF GOD COURT AND ARMS. (4 Credits)
In this course, we will explore a variety of different texts by and about
medieval French women of diverse social milieu in the courtly world of
Arthurian literature; in the works penned by the Italian-born Christine
de Pizan; and in verse and prose compositions recording the religious,
military, fantastical and/or mythical experience of women of 12th - 15th
c. France. Readings will include a selection of literarey, polemic, political,
and/or religious texts and film. Four-credit courses that meet for 150
minutes per week require three additional hours of class preparation per
week on the part of the student in lieu of an additional hour of formal
instruction.
Attribute: ALC.

FREN 3470. FRANCOPHONE NORTH AFRICA. (4 Credits)
If the colonial past has imposed a number of artistic challenges on
the contemporary North African artists, it has also obliged many of
them to be linguistically innovative. In this class, we will explore how
North African francophone writers have experimented with French
literacy genres, as well as with bilingualism, in their struggles to fashion
suitable creative spaces within the colonizer’s language. We will use
short stories, novels, poetry, memoirs, and films to analyse this relatively
new (and often subversive)literary voice, and to see how it interprets and
rephrases central contemporary narratives, including those of war, exile,
and immigration. Readings many include Bouraoui, Chraibi, Dib, Djebbar,
Feraoun, Haddad, Mokeddem and Sebbar. Four-credit courses that
meet for 150 minutes per week require three additional hours of class
preparation per week on the part of the student in lieu of an additional
hour of formal instruction.
Attributes: ALC, COLI, MEST.

FREN 3471. FRANCOPHONE SUB-SAHARAN AFRICA. (4 Credits)
This course will examine historical and contemporary migration and
identities in sub-Saharan francophone Africa. Drawing on anthropology,
film, literature, and theatre, we will explore migration from African
perspectives. Topics covered include child trafficking, child labor, gender,
religion, development and social change, and political consciousness.
Readings/films will include: Le ventre de l’atlantique (Fatou Dione), Allah
n’est pas obligé (Ahmadou Kourouma) Jaguar, les Maîtres fous (Jean
Rouch), Femmes, greniers et capitaux (Claude Meillassoux). Four-credit
courses that meet for 150 minutes per week require three additional
hours of class preparation per week on the part of the student in lieu of
an additional hour of formal instruction.
Attribute: ALC.

FREN 3472. REALISM AND DECADENCE. (4 Credits)
The novel and the poem in the second half of the 19th century. May
include texts by Flaubert and Zola, Baudelaire and the Symbolists,
Huysmans and Proust. Four-credit courses that meet for 150 minutes per
week require three additional hours of class preparation per week on the
part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

FREN 3473. VISIONS OF THE MAGHREB. (4 Credits)
This course will examine how the Maghreb has been represented by
French and Francophone artists in travelogues, novels, short stories,
photographs and films. Topics to be considered include: colonialism,
post-colonialism, neo-colonialism, alienation, displacement, hybridity,
omadic thought, transnational space. Readings may include Fromentin,
Eberhardt, Le Clezio, Ben Jelloun, Mokeddem, Djiaout. Four-credit courses
that meet for 150 minutes per week require three additional hours of
class preparation per week on the part of the student in lieu of an
additional hour of formal instruction.
Attributes: ALC, COLI.

FREN 3476. CONFLICT AND VIOLENCE IN FRANCOPHONE AFRICAN
CINEMAS. (4 Credits)
The development of film industries across Africa has been inextricably
tied with colonial history. We will focus here on the cinematic production
of former French colonies, from Algeria, Morocco and Tunisia in North
Africa to sub-Saharan countries, including Senegal, Burkina Faso,
and Tchad. Often trained in Western film schools, African and North
African filmmakers started making films in the 1950s and 1960s, a
time also marked by repeated struggles for independence from colonial
domination. There is no single way to look at such a diverse and
extraordinarily rich corpus. We will look more specifically at how different
filmmakers have addressed, performed and questioned the notions
of conflict and violence, both physical and psychological, literal and
symbolic, at different time periods and in different regional contexts.
Ousmane Sembène, Abderrahmane Sissako, Mahamat Saleh Haroun,
Nabil Ayouch, Sarah Maldorore will be among the filmmakers included in
our discussions. Taught in French. Four-credit courses that meet for
150 minutes per week require three additional hours of class preparation
per week on the part of the student in lieu of an additional hour of formal
instruction.
Attribute: ALC.
Prerequisite: FREN 2600.
FREN 3477. MURDER MYSTERY AND FILM. (4 Credits)
This course is a literary game of CLUE: Who dunnit? where? how? We read and discuss French mysteries (romans policiers) and murders, from early modern through the present day, and view several films. The typical French reliance on Cartesian logic will enable us to solve the crimes! Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

FREN 3478. THE ESSAY FILM. (4 Credits)
Recently called "the most vibrant and significant kind of filmmaking in the world today" by Timothy Corrigan (2011), the essay film has been embraced by filmmakers worldwide. In this course, however, we will consider primarily the works of four key Francophone filmmakers and essayists, Agnès Varda, Jean-Luc Godard, Chantal Akerman, and Chris Marker. Non-exhaustive, this selective corpus allows for greater exploration of a genre that questions the boundaries between fiction and nonfiction, the declarative and the meditative, the visual and the verbal, the personal and the political. Critical interventions by Alexandre Astruc, Raymond Bellour, Phillip Lopate, Jean-Luc Godard, Timothy Corrigan and others, will help us understand and reflect on the formal integrity of a multifaceted genre, and the specific use of cinematic forms and techniques by filmmakers to convey clear political and aesthetic positions. The last month of the semester will be spent on students' individual and collective creative experiments with the essay video, with a special focus on pre-production and production planning and ongoing peer review critiques of each other's works. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.
Prerequisite: FREN 2600.

FREN 3479. THE NEW WAVE ARRIVES. (4 Credits)
This interdisciplinary course examines the “New Wave” as a broad sociocultural phenomenon that not only refers to the cinematic revolution brought about by François Truffaut, Jean-Luc Godard, Agnès Varda and other filmmakers in the early 1960s but one that encompasses a wide range of transformations that made 1960s Paris the epicenter of pivotal artistic trends, social transformations and political activity. In addition to the French New Wave, topics include the role of youth popular culture, urban architecture and planning, the impact of the Algerian War and decolonization wars, mass consumerism, the convergence of several social and intellectual movements (women, workers, students, immigrants) in ‘May 68’. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.
Prerequisite: FREN 2600.

FREN 3480. FRANCOPHONE CARIBBEAN LITERATURE. (4 Credits)
This course examines a variety of literary, historical, cultural and linguistic aspects of the francophone Caribbean between 1791 (the beginning of the Haitian Revolution) and today. Topics include articulations of political sovereignty in colonial and post-colonial contexts, francophone Caribbean literary movements, alternative narratives provided by Afro-diasporic voices, and Caribbean feminisms. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, GBL.

FREN 3500. FRENCH LITERARY THEORY. (4 Credits)
French Theory became intellectual trend in the United-States thanks to the translation of works by philosophers such as Michel Foucault, Giles Deleuze and Jacques Derrida. This course focuses on that particular theoretical movement and the way it increased significantly the academic relationships between France and the United-States. It also gives students the opportunity to discover today's main "French theories", not only understood as coming from France, but also from Québec, Switzerland, and Belgium. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: FREN 2600 (may be taken concurrently).

FREN 3510. TRANSLATION: THEORY AND PRACTICE. (4 Credits)
This course considers the question of translation theory and practice from a variety of perspectives: literary, philosophical, and historical. Students will become familiar with the problems most commonly encountered in translation, as well as solutions that have worked or failed. We will examine how these practices of translating into and from French have shaped French cultural and literary history, and since rare is the theorist of translation who is not also a practitioner, we will not only critique existing translations, but also create our own translations. Readings will include literary, philosophical, historical, and cultural texts, by authors like: Christine de Pisani, Du Bellay, de Meziriac, Flaubert, Baudelaire, Beckett, Kristeva, Derrida. Taught in French. (Groups II, IV) Prerequisite FREN 2600 or Instructor’s Permission. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: FREN 2600.

FREN 3550. IN SEARCH OF LOST TIME: MODERNITY, TEMPORALITY, AND THE SELF IN 20TH CENTURY FRENCH LITERATURE. (4 Credits)
A fundamental construct of Modernity is that it posits a particular relation to time, where the present is defined through a break with the past. This class examines how, for modern writers, a sense of self is indissociable from a broader reflection on the ways in which time structures who we are, and how we perceive the world. Themes include: memory and childhood, the invention of the everyday, day and night, timelessness and the unconscious, measuring time in science. Authors and firms include: Proust, Beckett, Sarraute, Ducharme, Godard (taught in French).
Attribute: ALC.
Prerequisite: FREN 2600.

FREN 3560. THE CONTEMPORARY NOVEL. (4 Credits)
Major novelists of the 19th and early 20th centuries: Balzace, Stendhal, Flaubert, Zola, Huysmans, and Proust. Emphasis on the evolution of the novel as a genre and the relationship of the novel to its social, ideological, and historical settings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, INST.

FREN 3561. MODERN FRENCH THEATER. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.
FREN 3562. WOMEN ON STAGE. (4 Credits)
This course explores the connection between women and the stage theatre. We will study both history (17th-20th centuries) and representation of the actress in social imagination. We will also read plays written and performed by women in the 20th and 21st centuries, paying attention to the representation of the feminine on stage. A mandatory theatre workshop will be held over one weekend in the semester. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: FREN 2600 or FREN 2601.

FREN 3564. FRENCH THEATRE AND PERFORMANCE (TAUGHT IN FRENCH). (4 Credits)
This course explores Contemporary French Theatre and offers the opportunity to engage in the creative process from page to rehearsal to a full public performance at the end of the semester. It teaches students how to express themselves more effectively in French. It develops the ability to communicate thoughts and feelings to others. We will combine acting, history, reading, theory and analysis of major modern playwrights. Invited guests from the French and bi-cultural theatre community in New York City will share their experiences with students, and provide opportunities for students to practice their new skills and learn more about. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: FREN 2600.

FREN 3565. FRENCH CONTEMPORARY NOVEL. (4 Credits)
This course examines some formal and narrative experiments that have been central to the renewal of the French novel since the 1980’s, in particular the popularity of fragmented stories and micro-fictions. This fragmentation can take various forms beyond textual productions, including the turn for many writers to graphic novels, radio narratives, and other types of cross media explorations. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.
Prerequisite: FREN 2600.

FREN 3566. FRENCH CONTEMPORARY THEATER. (4 Credits)
This course examines French theater focusing on the performative theatrical art of confession and, in particular, "la déclaration d’amour." Special attention will be granted to the relationship between text and performance or to how the word becomes action on stage and how staging affects our perception of the word. Readings include classical and contemporary plays as well as workshops and invited guests. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FREN 3571. FRENCH WOMEN WRITERS. (4 Credits)
Significant texts by French women writers. Issues of female writing and representation. Evaluating the status of writing as a woman in recent critical theory. Authors may include Flora Tristan, Colette, Simone de Beauvoir and Marguerite Duras. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

FREN 3600. FRANCE TODAY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

FREN 3610. FRENCH-CANADIAN LITERATURE. (4 Credits)
Interdisciplinary introduction to the French culture of North America. Recent-release novels, short stories, poetry. Discussion of French-Canadian films and music. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: FREN 2600 or FREN 2601 or FRLU 2600 or FRBU 2600.

FREN 3611. QUEBECOIS THEATER. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

FREN 3630. FRANCOPHONE VOICES FROM NORTH AFRICA. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, MEST.

FREN 3631. NORTH AFRICAN FRANCE. (4 Credits)
This course focuses on young twenty-first century writers of North African descent whose recent literary debuts shocked the French media and literary establishment. An analysis of their public personae as well as a close reading of their works help us understand how French society negotiates volatile political issues such as religion, patriarchy, racism, violence, and sexuality. It also brings a thorough understanding of the socio-cultural taboos that emerged after decolonization, notably those connected to the French acceptance of the public sphere. Last but not least, it provides a forum to discover and discuss some of the most powerful new voices of contemporary literature. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, MEST.
Prerequisites: FREN 2600 or FREN 2601.

FREN 3637. FRANCOPHONE MIDDLE EAST. (4 Credits)
This course explores the historical and cultural ties between France and the Middle East between 1798 and today. Topics include: Napoleon’s campaign in Egypt; Egyptian intellectual diasporas in Paris (1880-1930); francophone poetry in 1920s Syria; francophone writings of the Lebanese civil war; identity politics in contemporary francophone Lebanese theater and cinema. Taught in French. Pre Req: FREN 2600 or Instructor’s Permission. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, MEST.
Prerequisite: FREN 2600.
FREN 3640. POSTCOLONIAL REPRESENTATION. (4 Credits)
Novels and essays written in French and published in the 1980's that reflect cultural identities. Authors viewed as interpreters of the postcolonial condition whose works have been redefining traditional conceptions of history and culture, literature and identity. Authors may include Sebbar, Conde, Glissant, Chamoiseau, Confiант. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
**Attributes:** ALC, COLI, GLBL, MEST.

FREN 3675. "AMERICA" FRENCH AND FRANCOPHONE PERSPECTIVES. (4 Credits)
Drawing from a wide-ranging selection of literary texts, films, critical essays published or released at different time periods, this interdisciplinary course will examine Francophone constructions of "America." We will thus question the extent to which "America" is a neutral term. Does it refer to a geographical territory or to a site of cultural and political projections, aspirations or criticism? This course will examine how Francophone explorers, artists, intellectuals and politicians have contributed to the production and re-signification of this trope over time. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
**Attribute:** ALC.
**Prerequisite:** FREN 2600.

FREN 3800. INTERNSHIP. (3 Credits)

FREN 3999. SERVICE LEARNING-3000 LEVEL. (1 Credit)

FREN 4998. SENIOR THESIS TUTORIAL. (4 Credits)
Independent research, supervised by a faculty in the language, leading to the completion of a senior thesis.

FREN 4999. TUTORIAL. (3-4 Credits)
Study of a particular aspect of French literature or thought. Independent research and readings. Weekly or biweekly meetings with a faculty adviser. Designed for majors with permission of instructor.

FREN 5090. FRENCH FOR READING. (0 Credits)

FREN 9101. INTRODUCTION TO FRENCH I. (0 Credits)

FREN 9102. INTRODUCTION TO FRENCH II. (0 Credits)

FREN 9151. INTERMEDIATE FRENCH I. (0 Credits)

FREN 9152. INTERMEDIATE FRENCH II. (0 Credits)

FREN 9201. FRENCH LANGUAGE AND LITERATURE. (0 Credits)

FREN 9260. FRANCE: LIT., HIST., CIV. (0 Credits)

FREN 9351. TRANSLATION: THEORY & PRACTICE. (0 Credits)

**German (GERM)**

**GERM 1001. INTRODUCTION TO GERMAN I.** (5 Credits)
An introductory course that focuses on the four skills: speaking, reading, writing and listening providing students with a basic knowledge of German linguistic structures, vocabulary and culture, which studied interdependently, comprise the German Language.
**Attribute:** ZLB1.

**GERM 1002. INTRODUCTION TO GERMAN II.** (3 Credits)
This course will enhance the reading, writing, speaking and listening skills acquired by students in Introduction to German I or from prior study. It will further promote a deeper understanding of German, and its literary and cultural traditions.
**Prerequisite:** GERM 1001.

**GERM 1501. INTERMEDIATE GERMAN I.** (3 Credits)
**Attribute:** ZLB1.
**Prerequisites:** GERM 1001 or GERM 1002.

**GERM 1502. INTERMEDIATE GERMAN II.** (3 Credits)
**Attribute:** ZLB1.
**Prerequisite:** GERM 1501.

**GERM 2001. GERMAN LANGUAGE AND LITERATURE.** (3 Credits)
A critical analysis of selected cultural and literary texts; composition, conversation, and review of pertinent grammatical structures.
**Attribute:** ZLB1.
**Prerequisite:** GERM 1502.

**GERM 2100. ADVANCED GERMAN GRAMMAR.** (4 Credits)
The course is designed to help students gain more insight into the structure of the German language and to further develop and strengthen their knowledge of German grammar. Survey and practice of German grammar as well as more advanced features of German syntax and style. Course will be conducted in English with readings and exercises in German. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
**Prerequisite:** GERM 2001.

**GERM 2500. APPROACHES TO LITERATURE.** (4 Credits)
A basic course in German Literature. Close readings in the major forms, prose fiction, poetry, and drama and an introduction to the varieties of critical strategies for reading them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**GERM 2601. GERMAN CONVERSATION AND COMPOSITION.** (3 Credits)
Intermediate-level conversation with some composition. Optional course for students wishing additional practice in self-expression in German. May be taken simultaneously with GERM 1502 or higher.

**GERM 2650. BUSINESS GERMAN.** (4 Credits)
Development of oral proficiency used in daily communication within the business world, preparing the students both in technical vocabulary and situational usage. Introduction to specialized vocabulary in business and economics. Readings in management, operations, marketing, advertising, banking, etc. Practice in writing business correspondence. Prerequisite: GERM 2001 or permission of instructor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
**Attribute:** ZLB1.
**Prerequisite:** GERM 2001.
GERM 2800. GERMAN SHORT STORIES. (4 Credits)
This course follows the development of the short story as a genre in German literature with particular emphasis on its manifestation as a means of personal and social integration from the middle of the 20th century to the present day. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC.
Prerequisite: GERM 2001.

GERM 3010. FRISCH AUS DER PRESSE: MEDIA AND COMMUNICATION. (4 Credits)
Further development of language skills through analysis and discussion of current texts from a variety of sources such as German-language newspaper articles, films, songs, internet, radio and TV programs, literature excerpts. Specific topics will vary based on students’ interests. Work on different types of writing like description, argumentation and creative writing. In class activities include discussions, paired and group work, and presentations. In German. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC.
Prerequisite: GERM 2001.

GERM 3050. THE SOUND OF MUSIC: GERMAN MUSIC AND MUSICAL GENRES. (4 Credits)
This course traces the history of German music from the Middle Ages to Deutsche Popmusik, from German Lieder to German Schlager, New German Wave to Hip Hop. In-class activities include listening exercises, discussions, paired and group work, presentations on topics related to the music, events, and cultural foci covered. Drawn from authentic German realia, lyrics, interviews, articles, reading assignments will focus on both the music as well as its socio-political context. While engaging authentic German texts and music, it will be the goal of the course to advance stylistic and grammatical overall competence while fine-tuning listening and speaking skills in German. Taught in German. Prerequisite: GERM 2001 or Instructor’s Permission. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC.
Prerequisite: GERM 2001.

GERM 3051. SURVEY OF LITERATURE I. (4 Credits)
A general survey of the history of German literature from the beginning of the 18th century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC.
Prerequisite: GERM 2001.

GERM 3052. SURVEY OF LITERATURE II. (4 Credits)
A general survey of the history of German literature from the beginning to classicism (ca.500-1832). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC.
Prerequisite: GERM 2001.

GERM 3057. MEDIEVAL GERMAN LITERATURE: POTIONS, PASSIONS, PLAYERS, AND PRAYERS. (4 Credits)
This course will introduce students to the rich literary and cultural heritage of Medieval Germany. The texts will all be read in English translation, but we will go over some passages in their original languages in class to catch some of the flavor of the Medieval German. Topics covered will include pre-Christian charms, the epic of the Nibelungs, love poetry, and urban carnaval plays. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, MVST.
Prerequisite: GERM 2001.

GERM 3250. POETRY OF THE GOLDEN AGE. (4 Credits)
18th and 19th century German poetry including works by Goethe, Schiller, Holderlin, Heine and prominent Romantics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC.

GERM 3302. GERMAN THROUGH THE SENSES. (4 Credits)
In this course, we focus on texts which read the world through the experience of one particular sense: smell , hearing or taste. Grenouille the protagonist of Patrick Suskind’s novel Das Perfum (Perfum, 1985), creates a fragrance which is bottled desirability, becoming a mass murderer in the process. Similarly, the musical genius portrayed in Robert Schneider’s Schlafes Bruder (1992) cannot find love in real life and chooses death, the brother of sleep, instead. Franz Kafka’s “Hungerkunstler” (“A Hunger Artist,” 1922) has turned starvation into murder in the process. Similarly, the musical genius portrayed in Robert Schneider’s Schlafes Bruder (1992) cannot find love in real life and chooses death, the brother of sleep, instead. Franz Kafka’s “Hungerkunstler” (“A Hunger Artist,” 1922) has turned starvation into an art form, whereas Bella Martha (Mostly Martha), the chef in Sandra Nettelbeck’s 2001 film, can only handle her life when she is in the kitchen. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

GERM 3303. BORDERS AND CROSSINGS. (4 Credits)
Doors, gates, walls, and other borders between inside and outside, home and society, me and you, define our daily lives. And to define means to mark off, to draw boundaries. While animals usually stay within their confined territory, man is the animal that continually resets, violates, and strives to cross these borders. In this course, you will encounter many exciting contributions to German and Austrian literature and film in the 20th-21st centuries. Our focus will be borders and barriers—physical, ideological, intellectual, and metaphysical. Furthermore, we will discuss border/crossings between cultures, countries, identities, reality, and fiction. Throughout this course, you will be exposed to texts and films that will expand and challenge your consciousness regarding the “other” and the (im)possibilities of interpersonal and intercultural communications. Taught in German. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC.
Prerequisite: GERM 2001.
GERM 3307. GERMANY AND MIGRATION. (4 Credits)
Migrants have played a role in many countries' culture. Germans started coming to the U.S. in the 17th century, and about 17% of Americans have German ancestry. Migrants entered Germany starting around the turn of the 20th century, and today about 21% of Germany's population has a migration background. How do migrants assimilate and learn the language of their new country? What influences do migrants have on a country's culture and language? In the first part of the semester, we will examine the migration of Germans to the United States, and in the second part we will focus on migration into Germany. Taught in ENGLISH. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, ASSC, COLI.
Prerequisite: GERM 2001.

GERM 3310. DEEP IN THE FOREST: THE PAGAN-CHRISTIAN ENCHANTMENT OF THE FAIRY TALE. (4 Credits)
The purpose of this course is to study how the intertwining of Germanic and Christian mythic worlds serves to create the long lasting enchantment of the Grimms' Fairy Tales. The world of myth and fairy tale will be explored from the point of view Realization theory, which emphasizes the effect which myths and stories attempts to elicit from the reader, as described by William Grimm. In contrast to the Grimms' approach to fairy tale enchantment as awakening the human heart, we will also read three tales by Tieck, where there is fear that there is danger lurking deep in the forest of enchantment. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: GERM 2001 or GEEU 2001 or GERU 2001 or GELU 2001.

GERM 3371. 19TH CENTURY REALISM. (4 Credits)
The course examines representative fiction of the period by authors such as Droste-Hulshoff, Gotthelf, Keller and Fontane. Basic characteristics and common features of the realist mode of writing are established and the author's perception and depiction of reality are explored with particular emphasis upon the tension between individual ethics and the norms set by society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

GERM 3501. THE GERMAN SCENE POST 89. (4 Credits)
This course highlights cultural, educational, political, and economic trends in German society after reunification. Positive and negative aspects of the social welfare state are discussed. Examples from film, art, and music will illustrate the contemporary cultural scene. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

GERM 3550. LITERATURE IN THIRD REICH. (4 Credits)
This course will elucidate the tenets of National Socialism Literatur politik and discuss representative works of three main groups of German authors: Heimatdichtume and Blut-und-boden-Literatur, Tarnliteratur and exilliteratur; and the unpublished works of the so-called "Inner Emigranten." Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

GERM 3566. DEUTSCHLAND 1968: PROTEST, HIPPIES, UND TERRORISTEN (TAUGHT IN GERMAN). (4 Credits)
1968 stands out as a major symbolic and maybe even actual turning point in German politics and societal self-awareness. As we will learn, it is the results of both Germany's Nazi past, perceptions of Western imperialism, and new demands for freedom by various groups throughout both Germany and the rest of the world. This course will look at various political and social protest and opposition movements in Germany since 1968. We will determine what certain groups believed in, analyze their statements and actions, and try to understand how their world acts as an important framework for understanding Germany in the twentieth century. We will investigate historical and societal conditions as well as aesthetic implications which turned political engagement into acts of terror and terrorism by looking at 20th century German literature, film, and painting. TAUGHT IN GERMAN Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

GERM 3601. GERMAN LITERATURE SINCE 1945. (4 Credits)
Examines aspects and themes from different phases of German literature after 1945, the period immediately following WWII, characterized by reflection upon the moral and political implications of National Socialism (Zuckmayer, Boll, Aichinger), the question of identity and the impact of technology on the prose of the '50s and '60s (Wolf, Frisch) and contemporary trends (Strauss, Schlink). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

GERM 4063. THOMAS MANN/HERMAN HESSE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

GERM 4998. SENIOR THESIS TUTORIAL. (4 Credits)
Independent research, supervised by a faculty in the language, leading to the completion of a senior thesis.

GERM 4999. TUTORIAL. (3-4 Credits)
Study of a particular aspect of German literature or thought. Independent research and readings. Weekly or bi-weekly meetings with faculty adviser. Designed for majors with permission of instructor.

GERM 5001. GRADUATE READING IN GERMAN I. (0 Credits)

GERM 5002. GRAD.READG.IN GERMAN II. (0 Credits)

GERM 9101. INTRODUCTION TO GERMAN I. (0 Credits)

GERM 9151. INTERMEDIATE GERMAN I. (0 Credits)

GERM 9201. GERMAN LANGUAGE AND LITERATURE. (0 Credits)

Global Finance (GFGB)

GFGB 6000. CFA PREP. (0 Credits)
Student prep for the CFA exam; second year students and alumni along with faculty help students study and prepare for the CFA exam.
GFGB 6001. PRINCIPLES OF MODERN FINANCE. (3 Credits)
AVAILABLE ONLY TO STUDENTS IN THE MSGF PROGRAM. Provides a conceptual framework that allows both corporate finance and portfolio investment decisions to be viewed and understood in a unified context of risk and return. Examines concepts of valuation, risk and return, diversification, asset pricing and efficient markets.

GFGB 6002. BASICS OF FINANCE. (1-3 Credits)
AVAILABLE ONLY TO STUDENTS IN THE MSGF PROGRAM. This course introduces the basic statistical concepts essential for business research and decision-making. These include descriptive statistics, probability distributions, statistical inference and simple and multiple regressions.

GFGB 6003. MANAGERIAL ECONOMICS. (1-3 Credits)
AVAILABLE ONLY TO STUDENTS IN THE MSGF PROGRAM. Examines microeconomic theory and concepts that strive to explain economic decisions of businesses in the marketplace. The dominant issues addressed are the factors of supply and demand and the relationship of production costs, output and market structures to pricing. Designed to provide the economic foundation for management decisions.

GFGB 6004. FINANCIAL STATEMENT ANALYSIS. (3 Credits)
AVAILABLE ONLY TO STUDENTS IN THE MSGF PROGRAM. Provides an understanding of financial statements and the information they communicate on the operating, investing and financing activities of corporations. Focuses on the impact of financial accounting principles, disclosure standards and alternative accounting practices on financial reports. Examines and evaluates traditional and non-traditional methods of financial statement analysis.

GFGB 6005. FINANCIAL MODELING. (3 Credits)
AVAILABLE ONLY TO STUDENTS IN THE MSGF PROGRAM. Develops (using Excel) the type of financial models that businesses use every day to analyze a wide range of financial problems and make decisions. Covers modeling of financial statements and models in many other important practical areas, such as time value of money, project evaluation, bonds, investment management and derivatives. Emphasizes on using most powerful and useful tools in Excel, such as logical functions, PivotTables, Data Table, Scenario Manager, Goal Seek to solve problems that closely resemble real-life situations.

GFGB 6006. INTERNATIONAL FINANCIAL MANAGEMENT. (3 Credits)

GFGB 6007. GLOBAL INVESTMENT PRINCIPLES. (3 Credits)

GFGB 6008. FINANCIAL ECONOMETRICS. (3 Credits)

GFGB 6010. GLOBAL FINANCIAL MARKETS. (3 Credits)
This course is intended as an introduction to Global Financial Markets. We will discuss the instruments traded in the markets, the institutions that support and frame the markets, the trading mechanisms and the regulatory structure. The course is intended to be descriptive and conceptual. The aim is to familiarize you with the breadth and scope of equity, debt, and derivative markets. We shall discuss the recent developments in the US and the development of financial markets globally.

GFGB 6011. BASICS OF ACCOUNTING. (3 Credits)

GFGB 6012. BASICS OF STATISTICS. (1 Credit)
This course is an on-line review of the basic concepts in statistics that a student should know prior to joining the Fordham MSGF residential program.

GFGB 6013. COMMUNICATING FINANCE THEORY. (0 Credits)
This lecture series will provide a summary of many financial topics. The class will also train students to communicate knowledge of this material to professionals at financial institutions.

GFGB 7001. GLOBAL FINANCIAL MARKETS. (3 Credits)
AVAILABLE ONLY TO STUDENTS IN THE MSGF PROGRAM. Provides a comprehensive overview of global financial markets, the functions and goals of key financial institutions and the role played by central banks and regulatory agencies. Covers international money markets, international equity markets, the foreign exchange market, forward markets for commodities and financial instruments, bond markets and derivative markets. Prerequisites: GFGB 6001-PRINCIPLES OF MODERN FINANCE, GFGB 6003-MANAGERIAL ECONOMICS.
Prerequisites: GFGB 6001 and GFGB 6003.

GFGB 7002. CONTEMP ISSUES GLOBAL FINANCE. (3 Credits)
AVAILABLE ONLY TO STUDENTS IN THE MSGF PROGRAM. Explores current issues relevant to the global financial system, including international commercial and investment banking and international investments. It emphasizes the underlying conditions and fundamental trends in various sectors of international finance. Prerequisites: GFGB 6001-PRINCIPLES OF MODERN FINANCE, GFGB 6005-FINANCIAL MODELING.
Prerequisites: GFGB 6001 and GFGB 6005.

GFGB 7004. GLOBAL EQUITY PORTFOLIO MGT. (3 Credits)
AVAILABLE ONLY TO STUDENTS IN THE MSGF PROGRAM. Provides a comprehensive overview of equity portfolio management in theory and practice. Examines portfolio objectives and links them to appropriate investment strategies. It covers pricing of equities, the asset-allocation decision, return enhancement/risk control techniques, performance evaluation and recent changes in international fund management. Analyzes international investment strategy and the relative merits of various approaches. Prerequisites: GFGB 6001-PRINCIPLES OF MODERN FINANCE, GFGB 6005-FINANCIAL MODELING.
Prerequisites: GFGB 6001 and GFGB 6005.

GFGB 7005. GLOBAL CORP GOVERNANCE. (3 Credits)
AVAILABLE ONLY TO STUDENTS IN THE MSGF PROGRAM. Examines how modern publicly traded corporations are governed in the global markets. It discusses the roles of the board of directors, corporate management, institutional investors, and other shareholders, and also discusses the effects of the recent legislation and financial market developments on corporate governance. Provides international comparisons of corporate governance structures and issues arising in contests for corporate control. Prerequisites: GFGB 6001 PRINCIPLES OF MODERN FINANCE, GFGB 6005-FINANCIAL MODELING.
Prerequisites: GFGB 6000 and GFGB 6005.

GFGB 7006. GLOBAL RISK MANAGEMENT. (3 Credits)
AVAILABLE ONLY TO STUDENTS IN THE MSGF PROGRAM. Covers market risk and volatility, calculation of VaR (value at Risk), Monte Carlo Simulation, credit risk and use of credit derivatives, operational risk, counterparty risk and other topics. Discusses risk regulations, including Basel II, recent developments in Basel III, and recent regulations on the banking industry in the U.S. Prerequisites: GFGB 6001-PRINCIPLES OF MODERN FINANCE, GFGB 6005-FINANCIAL MODELING.
Prerequisites: GFGB 6001 and GFGB 6005.

GFGB 7007. RAISING CAPITAL & INVESTING IN GLOBAL FINANCIAL MARKETS. (3 Credits)
AVAILABLE ONLY TO STUDENTS IN THE MSGF PROGRAM. Provides a comprehensive overview of the going-public decision. Examines the strategies and process of corporate restructuring and investing activities, such as mergers and acquisitions, corporate diversification, spin-offs, carve-outs, asset sell-offs, tracking stock, exchange offers, and debt restructuring. Prerequisites: GFGB 6001 PRINCIPLES OF MODERN FINANCE, GFGB 6004-FINANCIAL STATEMENT ANALYSIS.
Prerequisites: GFGB 6001 and GFGB 6004.
GFGB 7009. MONEY CREDIT INTEREST RATES. (3 Credits)
Studies the role of money, credit and interest rates in the efficient and ethical functioning of domestic and global financial markets. This building-block course assumes a background in macroeconomics and finance, and it establishes a foundation for further study in all areas of finance. Topics include: flow of funds and interdependency within the financial system; the Federal Reserve System and its role in money creation; interest rates; the links between interest rates and the growth of money; and the effects of inflation and term structure.

GFGB 7010. INVESTMENT BANKING. (3 Credits)
This course is intended to give students a practical introduction to investment banking and its role in helping corporations raise capital from the global capital markets. Topics include: venture capital, public offerings, private placements, going public, stock and bond financing, convertibles and other hybrid instruments, design of innovative securities, swaps and other derivative instruments, mergers and acquisitions and leveraged buyouts.

GFGB 7011. HEDGE FUND. (3 Credits)
The course provides in-depth analysis of hedge fund strategies including absolute-return; controlled risk arbitrage; equity market neutral, long short, and statistical arbitrage; derivatives including options and credit derivatives; fixed income, currency and global macro arbitrage; distressed debt and emerging markets. It examines the role of various participants including regulators, banks, brokerage firms, market makers and investors, both private and institutional.

GFGB 7013. FIXED INCOME SECURITIES. (3 Credits)
Introduces fixed-income securities, basic fixed-income concepts, the different sectors of the fixed-income market and basic bond mathematics. Studies quantitative fixed-income analysis and its use in valuing bonds and quantifying risk-return characteristics. Involves extensive training in the mathematical formulation of bond valuation problems and in the use of the existing models and software to solve these problems.

GFGB 7014. FUTURES & OPTIONS. (3 Credits)
Examines the institutional aspects of options and futures markets and discusses the strategies of hedgers, arbitrageurs and speculators. Provides an introductory analytical foundation for pricing futures and option contracts.

GFGB 7015. CREDIT MANAGEMENT. (3 Credits)
This course focuses on the analytic approach (stemming from Basel II capital accords) and will help students make wise credit decisions and manage lending portfolios. Topics include the latest lending techniques based on cash flow, advanced forecasting methods (including simulation and stochastic optimization), pricing, portfolio management, default probability, valuation analysis risk rating and credit derivatives.

GFGB 7016. REAL ESTATE CAPITAL MARKETS. (3 Credits)
This Real Estate Capital Markets course will cover both the primary and secondary debt and equity markets linked to real estate assets. While the underlying real estate assets in the primary markets will be covered, a greater portion of the class will be devoted to the secondary debt and equity markets, mainly dealing with mortgages, mortgage backed securities, and Real Estate Investment Trusts (REITs). A distinguishing aspect of this course is the focus on the intersection of the primary and secondary real estate capital markets, investor perspectives, and the impact of macroeconomic factors. Additionally, this course will include a robust mix of quantitative and qualitative factors in order to provide a holistic, less technical perspective on the real estate capital markets, and the real estate industry at large.

GFGB 7017. REAL ESTATE FINANCE. (3 Credits)
Discusses the major factors affecting the valuation and financial structuring of real estate, including general tax and depreciation policies. Presents the roles of principal lending institutions, mortgage banks and investment banks in real estate lending, syndications and partnerships. Also surveys real estate-related securities and their markets.

GFGB 7018. ADV GLOBAL PORTFOLIO MGT. (3 Credits)
The course will review (1) basics of modeling of securities' returns and volatility in the context of portfolio management / "buy-side"; (2) theoretical basis and empirical evidence of risk-return tradeoff and investor preferences; (3) main approaches to portfolio construction and challenges with their practical application; (4) performance evaluation, and other relevant portfolio management topics.

GFGB 7019. EQUITY ANALYSIS. (3 Credits)
This course explores techniques and skills required to evaluate the attractiveness of investment opportunities. Experts in the field will be invited to join the class and lead discussions on issues facing analysts, how analysis is used by money managers in making investment decisions, wealth management, and private equity analysis. The course is a combination of guest lectures, case studies and team projects. Students will be expected to analyze an industry as well as engage in a discussion with guest speakers and class participants.

GFGB 7020. VALUE INVESTING STUDENT MGT FUND. (3 Credits)
This course aims to familiarize the student with the principles and techniques of value investing, the investment philosophy pioneered by Graham and Dodd during their years at Columbia Business School. This will be done through a combination of formal lectures, in-class valuation discussions (see below) and three presentations by leading investors.

GFGB 7021. EMERGING MARKETS. (3 Credits)
This course will focus on government policies; their motivation, transmission and limitations. Students will learn how a country's investment possibilities and potential GDP is driven by its labor force and productivity. In turn, the level of productivity can be affected by a confluence of monetary, fiscal, currency and regulatory policies developing at the "emerging growth" phase when political goals and legal structures are still in transition, financial and government institutions are not yet fully formed and consumer spending behavior and market availability are evolving.

GFGB 7022. VENTURE CAPITAL FINANCING. (3 Credits)
We will examine the changes in the asset class over time - from the formation of American Research and Development in 1946 to the formation of some of the angel-type funds of the present. We also will examine the geographical differences between venture funds - West Coast and East Coast . We also will look at specialization -- the beginnings of IT-focused investing and the move into healthcare and finally into energy. Finally we will examine the phenomenon of global venture capital. How does that vary from the way venture capital is practiced in the US. The class will be taught in modules and we also will rely on practitioners and experts to visit with the class. Where possible, the students will be asked to visit venture capital fund presentations, expert briefings as well as personal briefings.

GFGB 7024. GLOBAL COMPLIANCE. (3 Credits)
An overview of the components of an effective global Corporate Compliance Program. Examination of the Part C Risk Assessment and the Seven Steps of a corporate compliance and ethics program. Review of compliance program design and best practices, including the roles of the corporate compliance office and in-house counsel, risk assessments, Foreign Corrupt Practices Act, global codes of conduct, corporate governance, monitoring and re-evaluation.
GFGB 7025. ADV CORPORATE FINANCE. (3 Credits)
This course teaches the art of applying corporate finance theory and essential tools and techniques to strategic decision-making in critical real-life situations faced by organizations. The course enhances the students' understanding of corporate finance by providing a comprehensive examination of selected advanced topics, such as alternative valuation methods, real options in corporate finance, decision trees, international operations, mergers and acquisitions, risk arbitrage, debt capacity and leveraged buyouts, private equity, warrants and convertibles, and ethical issues.

GFGB 7026. ALTERNATIVE INVESTMENT. (3 Credits)
The course is an introduction to the rapidly evolving universe of alternative investments. Delivered in modules, the course covers a broad array of alternative strategy classes (Quantitative/Systematic, Fundamental Long/Short, Global Macro, Private Equity) ranging across all major asset classes (Equities, Fixed Income, Currencies, Commodities, Derivatives).

GFGB 7027. ALGORITHM TRADING. (3 Credits)
Electronic algorithms are being used by major institutions, investment banks, and hedge funds to trade stocks, bonds, currencies, and a plethora of financial derivatives. Algorithms are being used for all aspects of trading - from asset allocation and stock selection, to execution and implementation, and for risk management and regulatory and compliance reporting. In this course, students will learn the necessary skill sets, and underlying math, statistics, and programming skills to build, develop, manage, and implement profitable algorithms across all asset classes.

GFGB 7028. TECHNICAL ANALYSIS. (3 Credits)
This course is designed to inform students about how the markets and individual stocks behave (i.e., technical analysis), and how they differ from the economy and individual companies (i.e., fundamental analysis).

GFGB 7029. Student Managed Investment Fund. (3 Credits)
Students will be trained on construction of a disciplined investment process using "Value Investing" strategy as the core foundation based on research work accentuated by Benjamin Graham and David Dodd. Students are expected to develop relationships with the Wall Street "sell-side" analyst(s) covering his or her stocks as well as the Investor Relationship (IR) person(s) of the targeted stocks. A team of industry experts, fundamental analysts, portfolio managers, risk managers and other investment professionals will work closely with students to ensure that the students are exposed to various tools and methods that are currently being employed in the industry.

GFGB 7030. Research Competition in Finance. (3 Credits)
While this course is for 0-credit, it has a heavy work load and provides valuable practical experience. Students will be arranged into teams. Each team will write a full sell-side coverage report, build out a presentation, and pitch it to Fordham Wall Street Alumni.

GFGB 7031. SEMINAR IN VALUE INVESTING. (3 Credits)
This survey course is designed to introduce the fundamentals of the Graham and Dodd value approach to investment analysis. The course will be segmented into two parts: the basic structure of the analytical approach to value investing and its relationship to many of the elements of the MBA curriculum will be described through lectures, exercises, readings, in-class discussions and homework assignments; the last sessions of the course will be devoted to student presentations of their investment recommendations.

GFGB 7032. IMPACT OF FINANCIAL REGULATION. (3 Credits)
This course will explore how the market structure has fundamentally changed after the 2008 liquidity and credit crisis, and how this crisis has impacted on liquidity, balance sheets, risk taking and returns across the entire financial services industry. The new reality is that regulation has changed the landscape of Wall Street and the dynamic of how the sell-side and buy-side will interact in the foreseeable future.

GFGB 7033. CORPORATE FINANCE. (3 Credits)
Studies corporate finance and its specific decisions. Topics include evaluating capital expenditure proposals, forecasting financing requirements and selecting sources of financing. The course also discusses working capital management, dividend policy and contingency planning, and addresses the additional challenges of multinational firms.

GFGB 7034. FINL STATEMENT ANALYSIS. (3 Credits)
This course teaches the art of applying corporate finance theory and essential tools and techniques to strategic decision-making in critical real-life situations faced by organizations. The course enhances the students' understanding of corporate finance by providing a comprehensive examination of selected advanced topics, such as alternative valuation methods, real options in corporate finance, decision trees, international operations, mergers and acquisitions, risk arbitrage, debt capacity and leveraged buyouts, private equity, warrants and convertibles, and ethical issues.

GFGB 7035. INTL TRADE & DEVELOPMENT. (3 Credits)
The first half of the course focuses on the theories and practices of world trade. Topics include comparative advantage, the changing trade competitiveness of nations and protectionism. During the second half, the focus shifts to developing countries: the process of economic development, including the contribution of foreign investment and technology as well as investment and trade opportunities, policies and regulations.

GFGB 7036. RESEARCH IN VALUE INVEST. (3 Credits)
Prof. Johnson, a leading expert in the field of Value Investing, will lead a small, project based seminar that focuses on best practices in the field. Selective enrollment by approval of the instructor.

GFGB 7037. APPLIED INVESTMENT PRINCIPLES. (3 Credits)
This course provides applications that follow Principles of Finance or Global Investment Principles. EXCEL models will be applied to CAPM modeling of Risk and Return, to Factor Models, and to Portfolio Attribution. Data may be drawn from Boomerang, Yahoo Finance, and other sources.

GFGB 7038. APPLIED QUANT INVEST STRATEG. (1.5 Credits)
This course provides applications that follow Financial Econometrics, using SAS or similar software. The techniques from that course will be reviewed, extended, and applied to stock return and accounting data. The focus will be on anomalies, predictions, and multifactor models.

GFGB 7039. COMPUTATIONAL FIN FOR MSGF. (3 Credits)
The course will introduce students to programming in R and Python, and will provide many basic finance applications.
GFGB 7040. LECTURES IN APPLIED PORT MGT. (3 Credits)
This advanced Portfolio Management course quickly reviews Modern Portfolio Theory (MPT) conceptual underpinnings and builds on MPT 1.0. It delves into contemporary liability driven asset allocation, MPT 2.0 and portfolio management industry practices, issues and concerns. Lectures, problem solving, and self-study along with extensive hands-on tools using Microsoft Excel based models will be used to provide a practitioner’s perspective. We will review and demo contemporary asset allocation optimization and forecasting techniques, new asset class pricing and valuation, performance and risk attribution, tail risk measurement and management tools etc. using real time vendor based (third party) solutions. As prerequisites - the student should have class exposure to investment and portfolio analysis, Excel, stats, and basic regressions.

GFGB 7041. BRITISH ECONOMY & BREXIT. (3 Credits)
This intensive course is designed to give students an in-depth understanding of Brexit including the implications for the British economy and the companies that operate in it. Students meet three times as a class in preparation for travel to England, scheduled for May 10-20, 2017. This course may count toward a Finance or Management concentration. Please see your program director or dean-adviser for further registration information.

GFGB 7042. SUSTAINABILITY & FINANCE. (3 Credits)
In this course we explore how the evolving needs of society are changing the way financial theories, tools, and techniques are conceived and applied.

GFGB 7043. FINANCIAL INNOVA & INSTITU. (3 Credits)
This course will introduce major financial institutions, such as commercial and investment banks, insurance companies, mutual funds, hedge funds, and credit rating agencies with a focus on their risk contributions to the modern financial system. We will examine their credit risk in depth, and how to model and analyze credit risk and products. We will also understand new financial sector regulations and systemic risk by focusing on Dodd-Frank, market based stress-testing, Comprehensive Capital Analysis and Reviews (CCAR), and other methods. This course will help prepare students for the job market at financial institutions and regulators.

GFGB 7044. AUTO TRADING SYSTEMS - INTRO. (3 Credits)
This course discusses key issues involved in the design of an Auto (Algorithmic) Trading Systems, and provides hands-on experience. The end product is a prototype Auto Trading System designed by students that successfully trades in the real market (stock, futures, option) using live data feeds from exchanges. Issues covered include: typical structures of trading systems; efficient processing of live information; minimizing trade slippages; handling large number of securities; asynchronous information processing; GUI interfaces; etc. Industry experts are invited to discuss new developments. Key programming techniques will be reviewed at the beginning, very briefly. The course is suitable for students in MSGF, MSQF, and other master level students with some knowledge of programming (e.g. R, Matlab, VBA/Excel, etc) who are interested in building auto trading systems.

GFGB 8001. ISS IN FIN:MODERNFIN’AL ANA. (1.5 Credits)
Learn how the financial services industry applies valuation techniques in a deal context! In this mini-course, you will demystify the theory behind the analytics and ultimately appreciate the “art” and “science” of valuation analytics. What is a company worth? What is someone willing to pay? The answers depend on: who the seller is; who the potential buyer(s) is; the context of the transaction and the current market conditions... The seminar is ideal for individuals are currently working in or are considering a career in the following disciplines: • Financial services industry (investment banking, consulting, research, asset management, private equity, brokerage, sales & trading, insurance, etc.) • Finance or strategic development group of a corporation – mid-sized thru multinational • Marketing, brand management or a non-finance field... namely anyone interested in gaining a solid foundation in valuation analytics in a condensed, real-world context.

GFGB 8002. FINLMKTS:CNCPTS/METHODS/TRD. (1.5 Credits)
This course provides a real-life, hands-on experience of financial market activity and its impact on the broader economy. Throughout the course, students will participate in a trading game to assess and manage real world factors such as counterparty risk, liquidity, leverage, etc.

GFGB 8003. MGT OF FINAL INSTITUTIONS. (1.5 Credits)
This course will review the structure and managerial challenges affecting financial institutions in the US (primarily), including commercial banks, savings banks, credit unions and finance companies. Management of asset and liability structures, control of financial operations, and regulatory impacts will be examined.

GFGB 8004. ISS IN FIN: DELEVGD FINANCE. (1.5 Credits)
This course discusses the use of debt in Leverage Buyouts, recapitalization, restructuring and refinancing, including Debtor-in-Possession (DIP) financing. Students develop practical insights by utilizing case studies from several public highly leveraged firms; practical insights are critically reviewed.

GFGB 8005. BUS COMMUNICATION FOR FIN-A. (1.5 Credits)
This class will enable students to learn and improve their communication and presentation skills so that they are better able to interact with and convey finance knowledge to business professionals.

GFGB 8006. BUS COMMUNICATION FOR FIN-B. (1.5 Credits)
This class will enable qualified students to more fluently converse with professionals on a variety of financial topics, and will improve students’ ability to achieve success as they enter the business community.

GFGB 8007. COMPUTATIONAL FINANCE FOR MSGF - R. (1.5 Credits)
This course will introduce student to the R programming language, with applications to finance.

GFGB 8008. COMPUTATIONAL FINANCE FOR MSGF - PYTHON. (1.5 Credits)
This course will introduce student to the Python programming language, with applications to finance.

GFGB 8009. M&A AND LEVERAGE ACQUISITION. (1.5 Credits)
The course covers corporate debt solutions and provides an overview of credit risk principles. It will focus on corporate acquisitions and LBOs, and analyze different sources of funding, from senior to subordinated. Students will hear from many guest speakers, learn main capital structure issues, and be exposed to the current market environment.
**Greek (GREK)**

**GREK 1001. INTRODUCTION TO GREEK I.** (3 Credits)
Introduction to the vocabulary and structure of ancient Greek, with emphasis on reading continuous passages. Attention to Greek history and civilization. 
*Attribute: ZLB1.*

**GREK 1002. INTRODUCTION TO GREEK II.** (3 Credits)
This course will enhance the reading, writing, speaking and listening skills acquired by students in Introduction to Greek I or from prior study. It will further promote a deeper understanding of Greek and its literary and cultural traditions. 
*Attribute: ZLB1.*

**GREK 1004. INTENSIVE ANCIENT GREEK.** (4 Credits)
An accelerated introduction to the vocabulary and structure of the ancient Greek language. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 

**GREK 1501. INTERMEDIATE GREEK I.** (3 Credits)
A continuation of GREK 1002 or 1006 with an introduction to the reading of various prose authors. 
*Attribute: ZLB1.*

**GREK 2001. GREEK LANGUAGE AND LITERATURE.** (3 Credits)
Advanced reading in classical Greek authors. 

**GREK 3034. READINGS IN HOMER (ADVANCED LITERATURE CORE / TAUGHT IN GREEK).** (4 Credits)
Select readings in the Greek texts of Homer. Discussions of the literary, mythological and historical background of the Homeric texts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
*Attribute: ALC.*

**GREK 3200. READINGS IN GREEK.** (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
*Attribute: ALC.*

**GREK 4999. TUTORIAL.** (1-4 Credits)
Advanced-level courses will be taken either as tutorials in selected Greek texts or on the Rose Hill campus where students may select from among the offerings of the classics department there. 

**GREK 5001. INTRODUCTION TO GREEK I.** (3 Credits)
Introduction to the vocabulary and structure of ancient Greek, with emphasis on reading continuous passages. Attention to Greek history and civilization. 

**GREK 5002. ELEMENTARY GREEK II.** (3 Credits)
This course will enhance the reading and writing skills acquired by students in Introduction to Greek I or prior study. It will further promote deeper understanding of Greek and its literary and cultural traditions. 

**GREK 5003. INTERMEDIATE GREEK.** (3 Credits)
A continuation of GREK 5002 with an introduction to the reading of various authors. 

**GREK 5004. GREEK LANGUAGE AND LITERATURE.** (3 Credits)
Advanced reading in classical Greek authors. 

**GREK 5006. INTENSIVE ANCIENT GREEK.** (4 Credits)
An accelerated introduction to the ancient Greek language. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 

**GREK 5034. READINGS IN HOMER.** (3,4 Credits)
Readings and discussion of Homer’s epic poetry. An appreciation of the Homeric style. 
*Prerequisite: GREK 2001.*

**GREK 5205. READINGS IN GREEK.** (3 Credits)
The study of Greek literary texts and grammatical practice for students above the elementary level in Greek. Tailored to the needs of the enrolled students. 

**GREK 5211. GREEK PROSE COMPOSITION.** (3-4 Credits)

**GREK 5300. ADVANCED READINGS IN GREEK.** (3 Credits)
Advanced readings in ancient Greek texts. 

**GREK 5361. EURIPIDES.** (3 Credits)
Close readings of Herakles and Hippolytos in Greek, with emphasis upon dramaturgy, manuscript tradition and metrics. Students are expected to familiarize themselves with two commentaries chosen: G.W. Bond for the Herakles and W.S. Barret for Hippolytos (Oxford Press Paperbacks). The 12 remaining tragedies of Euripides are read in English. Students are expected to give one to two reports during the term based on scholarly articles. 

**GREK 6432. XENOPHON.** (3 Credits)
**GREK 6463. GREEK ORATORS.** (3 Credits)
**GREK 6632. PLATO.** (3 Credits)
The dialogues read in class are considered from philosophical, literary, and historical points of view. 

**GREK 8999. INDEPENDENT STUDY.** (3 Credits)

**GREK 9101. INTRODUCTION TO GREEK I.** (0 Credits)
**GREK 9102. INTRODUCTION TO GREEK II.** (0 Credits)
**GREK 9151. INTERMEDIATE GREEK I.** (0 Credits)
**GREK 9201. GREEK LANGUAGE AND LITERATURE.** (0 Credits)
**GREK 9320. READINGS IN GREEK.** (0 Credits)
Health Care Ethics (HECE)

HECE 4500. ADVANCED HEALTH CARE ETHICS. (4 Credits)
This seminar will provide students with knowledge and critical thinking skills to enhance their understanding of and participation in discourse regarding ethically-relevant personal and policy decisions involving mental and physical health care treatment and research. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: SRVL.

HECE 6000. HEALTH CARE ETHICS CAPSTN. (3 Credits)
This course examines issues in practice and research in behavioral and medical disciplines.

HECE 6100. THEORIES & APP IN CONTEMP ETHICS. (3 Credits)

Health Law (HEGL)

HEGL .0206. Leading and Designing High Performing and Trustworthy Organizations. (2 Credits)
Course Goals <br>This course will cover various perspectives on leadership and how effective leaders balance trust and control and use elements of organization design to enhance performance defined more broadly to include economic, relational and moral dimensions. This course will focus on understanding the nature and function of the trustworthy organization to economic and social progress. A key element in the course will be to understand how leaders, who are educated in a new paradigm concerning how we define performance can make a difference to create trustworthy institutions. We will define trust, define stakeholders and seek to understand how trust is earned and sustained by various organizational actors and by the system as a whole. The course design will be structured but we will retain flexibility to bring in various guest speakers who are experts in one or more areas of trust. <p>
Course Methods <br>The primary method of pedagogy in this class will be to combine readings covering various aspects of trust with application exercises to make the concepts useable and real. This will start with asking students to discern their own processes of discerning trust in their roles as investors, employees, customers and citizens. We will then explore research on trust and trustworthiness and concentrate on a model of the trustworthy organization. We will then apply this model to real organizations in teams to diagnose and make prescriptions for enhancing trust. The course will end with a series of "live cases" where we seek to understand and enhance trust in different companies. <p>
The degree of learning in the course will be evaluated (tested) as follows:<br>1. Team papers/projects (70% of grade).<br>2. Class participation (30% of grade).

HEGL 0204. FEDERAL DRUG ADMINISTRATION. (2 Credits)
This course is designed to examine legal and policy issues associated with the Food and Drug Administration’s regulation of drugs and medical devices, foods and dietary supplements, cosmetics, and tobacco products. The class will review the statutory provisions of the Federal Food, Drug and Cosmetic Act, implementing regulations, and administrative actions that govern the development/formulation, product positioning and approval/clearance, and labeling/ marketing of this broad range of products. We will also analyze governing case law and administrative decision-making by examining a variety of actions taken by the FDA in implementing the FFDCA. Students who are interested in life sciences will obtain a comprehensive overview of the historical background and current state of FDA, and will explore FDA’s expanding authority over novel technologies, enforcement and inspection powers, and post marketing surveillance to address safety concerns.
Attribute: LAWJ.

HEGL 0230. DRUG REGULATION. (2,3 Credits)
This course critically examines how drugs and drug users are regulated in the United States by examining the laws and regulations employed to govern drug consumption and sale. Today, drug laws touch upon nearly every segment of society and every aspect of modern life, from regulations that prohibit smoking in public spaces and laws that allow for the consumption of marijuana for medicinal purposes, to laws that mandate long prison sentences for those convicted of certain drug offenses. Moreover, individuals of all income levels, from rural, suburban and urban areas, and from virtually every racial and ethnic group are subject to a dizzying array of drug laws. However, these laws differ in many critical respects, as do their social and demographic effects. This course explores the various regulatory mechanisms used to control consumption and sale of drugs, including criminal laws and penalties, the FDA drug approval process, civil litigation against drug manufacturers, patent laws, tobacco mass-tort litigation, and market-based strategies such as production subsidies and taxation.
Attribute: INLJ, PIE.

HEGL 0232. INTRODUCTION TO HEALTH LAW. (3,4 Credits)
Ensuring the health and welfare of citizens is one of the foundational aims of government, and this goal is facilitated by the enactment and enforcement of individual health law, public health law, and biomedical ethics. This course provides a basic foundation for legal practice in these important fields. <br>Health Law <br>Health law focuses on the relationship between health care providers and their patients and is shaped by concerns about: the obligation to provide care, the liability of healthcare institutions and providers; managed care and regulatory responses; informed consent and confidentiality; as well as issues of access, equity, choice, cost, and quality. <br>Public Health Law <br>Public health law focuses on the central tension between the state’s regulatory powers to protect and promote the collective health, safety and well-being of its citizens; and an individuals’ constitutionally-protected rights to individual liberty, autonomy and property. Thus, this portion of the course examines such topics as compulsory testing and immunization; and the regulation of drugs and biotechnology. <br>Biomedical Ethics <br>A central focus of bioethics is the effect of new technology on the human body. This portion of the course will therefore cover the legal and regulatory ramifications of such topics as: physician-aid in dying, the right to refuse life-sustaining treatment, assisted reproductive technologies, genetic screening and technologies, human experimentation and research, organ transplantation and allocation, and reproductive surrogacy.
Attributes: INLJ, PIE.
HEGL 0262. MEDICAL MALPRACTICE. (2 Credits)

HEGL 0290. HEALTH CARE LAW. (2 Credits)
The Patient Protection and Affordable Care Act signed into law in 2010 is set to transform health care in America and continues to foster intense debate. What are the social, fiscal, legal and political implications of PPACA and other health care initiatives? This course will take a comprehensive look at health care policy in this country, examining whether health care is a right, how differing views on this issue impact policy, the evolution of the health insurance system, the common problems associated with health insurance, PPACA’s sweeping changes to the system and whether the law will survive constitutional scrutiny. Students will review ERISA, COBRA, HIPAA, WHCRA, GINA and sections of PPACA. The course will include several guest speakers.
Attributes: INLJ, LLM, PIE.

HEGL 0292. LAW AND BIOMEDICAL ETHICS. (3 Credits)
Bioethics focuses on issues that arise at the intersection of medicine, technology, science, and ethics. The law and policy are implicated by virtually all bioethics issues from the central tension between the state’s regulatory powers and individual autonomy, to issues of privacy, personhood, and the just and equitable distribution of scarce resources among members of the population. This course offers a broad survey of the legal and ethical issues that can arise in the state’s attempts to regulate personal behavior and the application of medical and biotechnological innovations. Thus, a central focus of this class will be the effect of new technology on the human body, as with reproductive technology, drug regulation, or genetic research. This course, therefore, covers the legal and regulatory ramifications of such subjects as: defining death, “test tube babies,” genetic technologies (including CRISPR gene editing), reproductive surrogacy, clinical trials, and human experimentation and research; along with the race, gender, sexuality, class, and ability status implications. Bioethics law is complicated by the fact that it lacks the same type of common law tradition that one finds in Torts, Contracts, or Constitutional Law. Indeed, this area of the law is replete with problems in need of solutions. Thus, we will examine whether the various issues emerging from biotechnology conflicts are best resolved by regulation, judicial intervention, or private negotiation.
Attributes: JD, LLM, LWR, PIE.

HEGL 0299. LAW & NEUROSCIENCE SEMINAR. (2-3 Credits)
This seminar examines a variety of cutting-edge, at times controversial, linkages between law and neuroscience, ranging from social and environmental influences on the brain and behavior to the interpretations of neuroimaging to the prediction of criminality and predispositions towards mental illnesses and addictions. Students will learn how discoveries in neuroscience intersect with societal responses, legal decision-making, the punishment of criminals, and the development of innovative rehabilitation strategies. The seminar’s primary format consists of a speakers series comprising some of the leading experts in the country – neuroscientists, psychologists, medical researchers, and lawyers – who will come and discuss their work and research so that the class can interact with them directly by way of questions or commentary. These discussions are aimed at helping students understand the neuroscientific basis for behavioral patterns that often have legal implications.
Attributes: INLJ, JD, LLM, PIE.

HEGL 0363. LAW & MEDICINE. (2 Credits)
This course combines the presentation of legal and scientific theory with practical examples and discussions. The legal theory of medical malpractice, is reviewed including such topics as physician’s standard of care, informed consent, current issues in physician malpractice, strategic approaches of plaintiffs as well as defendants to malpractice actions, discovery techniques, effective use of medical experts, and key elements of a medical malpractice trial. The course also will deal with the preparation and presentation of medical proof in civil and criminal cases. Study is also given to legal, medical, social and moral issues involved in the areas of right to treatment, human experimentation, organ transplants, allocation of scarce resources, euthanasia, and right to life.
Attributes: INLJ, LLM.

HEGL 0368. PSYCHOLOGY & CIVIL LAW. (2,3 Credits)
The role of psychologists and other mental health professionals in civil litigation is both diverse and important. This course covers a number of the areas in which psychologists consult on matters related to civil practice law forensic matters outside of the criminal arena. This course brings psychology graduate students and law students together in a broad overview of issues related to mental health law and civil practice. The semester will be divided relatively evenly between reviewing the case law and legal standards and the clinical issues that bear upon these legal issues. Through this course, law students will gain expertise understanding, utilizing, and responding to mental health testimony in civil litigation and psychology students will develop skills evaluating mental health issues that arise in these contexts. Specific legal issues discussed include the concept of torts and malpractice, causation, standards of proof, and expert testimony. We will focus on several of the areas of civil law in which psychologists play a significant role, including personal injury, sexual harassment, and disability law, as well as a number of issues that arise in elderly or medically ill individuals such as informed consent and decision-making competence, involuntary treatment and the right to refuse medications, physician-assisted suicide, testamentary capacity, and psychological autopsies. Issues such as psychological testing, report preparation and expert testimony are discussed in the context of these issues and the legal standards that apply.
Attributes: INLJ, PIE.

HEGL 0369. PSYCHOLOGY & CRIMINAL LAW. (2,3 Credits)
This course is designed to provide an overview to the interaction between psychology and the criminal law. The focus will be primarily on the three major aspects in which psychologists are involved in the criminal justice system: competence to stand trial evaluations, mental state at the time of the offense (mens rea and the insanity defense), and the assessment of risk/prediction of future dangerousness. One of the guiding principles in forensic psychology, which will be reflected in this course, is the need to understand legal standards in order to tailor psychological knowledge and practice to the courts. As such, the content of the course will be evenly divided between understanding the legal issues involved and the practical application of psychological principals and knowledge. Likewise, readings and class time will be divided reviewing legal standards and case law and the psychological research, theories and techniques related to these issues. In addition, specific topics such as forensic psychological assessment, report writing, and expert testimony will be discussed.
Attributes: CEED, INLJ, JD, LLM, PIE.
HEGL 0371. ADVANCES IN HEALTHCARE LAW. (2 Credits)
Health Law has been a diverse, dynamic and growing field for many years. Since the change in administration and the proposed changes to the ACA along with rapidly evolving healthcare delivery models, new reimbursement methodologies, technological and biomedical innovation and the recognition of the role of social determinants of health the need for skilled healthcare attorneys well versed in these factors is essential. In addition a new practitioner in the field would also need to understand bioethical issues including reproductive health, human studies research and end-of-life care. The Health Law field offers a diverse array of opportunities for attorneys interested in both the for profit and not for profit sector. In order to be well positioned for a career in Health Law, the student must be able to navigate this new healthcare landscape.
Attributes: INLJ, PIE.

Healthcare Workshop (HLTH)
HLTH 0100. Team building and Effective Communication in the New Healthcare Marketplace. (0 Credits)
HLTH 0200. HEALTHCARE INFORMATION SYSTEMS AND DATA SECURITY. (0 Credits)
HLTH 0300. HEALTHCARE POLICY AND REGULATORY ISSUES. (0 Credits)
HLTH 0400. DATA ANALYTICS FOR HEALTHCARE. (0 Credits)
HLTH 0500. NAVIGATING THE HEALTHCARE SYSTEM: WHO ARE THE NEW CAREGIVERS. (0 Credits)
HLTH 0600. HEALTHCARE MARKETING, SOCIAL MEDIA, AND ETHICAL ADVERTISING. (0 Credits)

History (HIST)
HIST MTNC. MAINTENANCE-HISTORY. (0 Credits)
HIST 0912. REQUIREMENT PREPARATION. (0 Credits)
For Ph.D. and Master’s students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement, such as comprehensive exam, Master’s thesis, or dissertation submission. Attribute: Z410.

HIST 0914. REQUIREMENT PREPARATION IN SUMMER. (0 Credits)
For Ph.D. and Master’s students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

HIST 0930. PHD COMPREHENSIVE EXAMINATION-HISTORY. (0 Credits)
HIST 0936. MASTER’S COMPREHENSIVE EXAMINATION - HISTORY. (0 Credits)
HIST 0950. PROPOSAL DEVELOPMENT. (1 Credit)
HIST 0960. PROPOSAL ACCEPTANCE. (3 Credits)
HIST 0970. DISSERTATION MENTORING – HISTORY. (0 Credits)
The History PhD. student is required to register for Dissertation Mentoring, which has a 3 credit fee, the semester after the student’s proposal is accepted. Attribute: Z407.

HIST 1000. UNDERSTANDING HISTORICAL CHANGE: MODERN EUROPE. (3 Credits)
Introduction to the nature and methods of historical study and the examination of specific topics essential for understanding the evolution of modern institutions, ideologies, and political situations.
Attributes: HC, INST, IPE.

HIST 1075. UNDERSTANDING HISTORICAL CHANGE: RENAISSANCE TO REVOLUTION IN EUROPE. (3 Credits)
Understanding Historical Change in early modern Europe involves a modular and comparative approach to events and issues significant to the history of Europe from approximately 1500 to 1800. The course will examine a range of events stretching from Columbus’s voyages to the rise of Napoleon, and issues including but not limited to religious change, state formation, intellectual development and revolution. Previous title: UHC Early Modern Europe.
Attribute: HC.

HIST 1100. UNDERSTANDING HISTORICAL CHANGE: AMERICAN HISTORY. (3 Credits)
Introduction to the nature and methods of historical study and examination of specific topics focusing on significant periods in the development of the U.S. and considering them in the light of certain elements shaping that history. Among these elements are the constitutional and political system; and the society's ideals, structure, economic policy, and world outlook.
Attributes: AMST, FRHE, FRHI, HC.

HIST 1103. UNDERSTANDING HISTORICAL CHANGE: FIGHTING FOR EQUAL RIGHTS IN AMERICAN HISTORY. (3 Credits)
This course explores American history through the lens of citizenship. We ask how, when, and if Americans have attained equal rights. In the process, we ask hard questions about the meaning of equality in America. Citizenship includes political, civil, and social rights: how well has America done in providing those rights? We study the conflicts that have occurred over both expanding and limiting citizenship since the nation’s founding. As a course fulfilling Fordham’s core pluralism requirement, we examine particularly how race, gender, and ethnicity have shaped these struggles.
Attributes: EP1, FRHE, FRHI, HC, MANR, PLUR.

HIST 1200. UNDERSTANDING HISTORICAL CHANGE: ANCIENT HISTORY. (3 Credits)
A topical consideration of key issues in the political, social, and cultural history of the classical Greek and Roman world.
Attributes: CLAS, FRSM.

HIST 1210. UNDERSTANDING HISTORICAL CHANGE: ANCIENT GREECE. (3 Credits)
A political, social, and intellectual history of ancient Greece from its origin to the death of Alexander the Great.
Attributes: CLAS, HC.

HIST 1220. UNDERSTANDING HISTORICAL CHANGE: ANCIENT ROME. (3 Credits)
Introduction to Roman History focusing on problems and sources.
Attributes: CC, CLAS, HC.

HIST 1240. UNDERSTANDING HISTORICAL CHANGE: THE ANCIENT WORLD. (3 Credits)
Teaches basic skills of historical analysis and familiarizes students with historical change in ancient history from second millennium BC in Asia Minor and the Aegean to the fall of the Western Roman Empire.
Attributes: CLAS, HC.
HIST 1300. UNDERSTANDING HISTORICAL CHANGE: MEDIEVAL. (3 Credits)
Introduction to the nature and methods of historical study and the examination of specific topics essential for understanding the emergence and development of Europe from the decline of the Roman Empire to the early Renaissance. A topical study of political, social, economic, religious, and cultural issues, ideas, and institutions.
Attributes: FRHI, HC, MVST, OCST.

HIST 1400. UNDERSTANDING HISTORICAL CHANGE: LATIN AMERICA. (3 Credits)
Introduction to the nature and methods of historical study and the examination of specific topics essential for understanding the history of Latin America from the ancient civilizations until the present.
Attributes: GLBL, HC, INST, IPE, LALS.

HIST 1450. UNDERSTANDING HISTORICAL CHANGE: SOUTH ASIAN HISTORY. (3 Credits)
Introduction to the nature and methods of historical study and familiarizes students with major themes in South Asian history, including imperialism, trade and production, nationalism, social hierarchies and conflict, and decolonization. As an EP seminar, the course will help students develop writing and oral presentation skills.
Attributes: EP1, FRHI, GLBL, HC, INST.

HIST 1550. UNDERSTANDING HISTORICAL CHANGE: EAST ASIAN HISTORY. (3 Credits)
Introduction to the basic skills of historic analysis and the examination of change through time in East Asian history, focusing on key political, social and cultural phenomena in China and Japan.
Attributes: FRHE, FRHI, GLBL, HC, IPE.

HIST 1551. UNDERSTANDING HISTORICAL CHANGE: REPRESENT CHINA AND THE WEST. (3 Credits)
By focusing on the representations of China in the West and of "the West" in China, this course examines how people identify and understand others, how people establish themselves as authoritative cultural mediators, and what the representations people produce tell us about history.
Attributes: EP1, FRHI, GLBL, HC, MANR.

HIST 1600. UNDERSTANDING HISTORICAL CHANGE: AFRICA. (3 Credits)
Introduction to the political, social, economic and institutional history of Africa.
Attributes: AFAM, GLBL, HC, INST, IPE, MEST.

HIST 1650. UNDERSTANDING HISTORICAL CHANGE: THE BLACK ATLANTIC. (3 Credits)
Introduction to the history of the African diaspora as formed in the Atlantic world as the result of the slave trade and subsequent process of migration and movement. Course covers the 15th century to the 20th century, and focuses on Africa, the Americas, the Caribbean, and Europe. Nature's method of historical studies is also emphasized.
Attributes: GLBL, HC, INST.

HIST 1700. UNDERSTANDING HISTORICAL CHANGE: MIDEAST. (3 Credits)
Introduction to the nature and methods of historical study and the examination of specific topics essential for understanding the history of the Middle East and North Africa from the rise of Islam in the mid-7th century AD until the end of the 20th. The region is defined to include all of the Arab world from Morocco in the west to Iraq in the east as well as Iran, Turkey, and Israel. The course provides strong background preparation for more advanced courses in Middle East history.
Attributes: GLBL, HC, INST, IPE, MEST, OCST.

HIST 1750. UNDERSTANDING HISTORICAL CHANGE: ISLAMIC HISTORY AND CULTURE. (3 Credits)
This course spans the development of Islamic history and culture from the rise of Islam in the seventh century to the modern times. Through adopting an interdisciplinary approach, the course seeks to familiarize the students with the dynamic and complex historical process in which Islam emerged and developed as a religious and cultural tradition in the Near East, North Africa, Spain, Central Asia, and Southeast Asia. By reading various political, philosophical, theological, legal, mystical and literary writings, the students will not only learn about the major events, facts, concepts, and periods for Islamic history but also gain knowledge of the multifaceted religious, geographic, social, and aesthetic contexts and processes of the pluralistic Islamic world. By developing an informed historical perspective, the course aims to furnish the students with advanced theoretical and analytical skills enabling them to historicize and question modern perceptions of Islam.
Attributes: GLBL, HC, INST, MEST, MVST, OCST.

HIST 1850. UNDERSTANDING HISTORICAL CHANGE: JEWS IN THE ANCIENT AND MEDIEVAL WORLD. (3 Credits)
The course will explore the history and culture of Jews from biblical times to the eve of modernity, the transformations from "biblical Israelites" to "Jews." It will explore the changes in religious and social culture as biblical Israelites became diaspora Jews. The course will present Jewish history in the broader context of the environment in which Jews lived. The readings will consist mostly of historical sources on Jewish culture, politics, economic activities, social and legal status, and the Jews' relations with non-Jews, Christians, and Muslims.
Attributes: FRHI, HC, INST, JWST, MVST.

HIST 1851. UNDERSTANDING HISTORICAL CHANGE: JEWS IN THE MODERN WORLD. (3 Credits)
This course will provide an introduction to the history of the Jewish people as it encountered the modern world from the 18th century through the twentieth. It will explore the social, cultural, religious, and political aspects of this encounter, primarily in Eastern and Western Europe, the United States, and the middle East. The course will touch on such issues and events as emancipation and the breakdown of traditional identities and communal structures; Jewish religious movements from Hasidism to Reform; the invention of modern secular culture in Yiddish and Hebrew; political movements including Socialism, Zionism and Communism; migrations and the creation of American Jewry; anti-Semitism and the Holocaust; and the rise of the State of Israel.
Attributes: EP1, GLBL, HC, JWST.

HIST 1925. UNDERSTANDING HISTORICAL CHANGE: SCIENCE AND TECHNOLOGY. (3 Credits)
The course covers basic themes, concerns, and methods to understand the critical role of science, technology and medicine in the world history. The course will aim to foster both a set of skills and a body of knowledge about how science technology, and medicine have shaped important social changes, with a concomitant understanding of how social and cultural factors have shaped the nature of scientific, technological and medical knowledge.

HIST 1999. TUTORIAL. (1 Credit)

HIST 2070. HONORS RESEARCH SKILLS REVIEW. (1 Credit)
This course is open to members of the History Department's Mannion Society. It is intended to develop specific disciplinary skills in research, grant-writing, and writing. Students will be expected to undertake significant independent research projects resulting in substantial research papers. Requires permission of instructor.

Updated: 10-11-2017
HIST 2800. INTERNSHIP. (2 Credits)

HIST 2999. TUTORIAL. (3 Credits)

Independent research and reading with supervision from a faculty member.

HIST 3001. AFRICAN AMERICAN HISTORY I. (4 Credits)

An examination of the black experience in the U.S. from colonial times through Reconstruction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, AMST, MVST.

HIST 3002. AFRICAN AMERICAN HISTORY II. (4 Credits)

An examination of the black experience in the U.S. from Reconstruction to the present. Subjects covered will be the origins of segregation, the Civil Rights movement, African American nationalism, and African American contributions to American literature, music, sports, and scholarship. Special attention will be given to the role of economic forces in shaping African American life, and the importance of gender issues in the African American experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, PLUR.

HIST 3010. EUROPE IN CRISIS: 1880-1914. (4 Credits)

This course investigates the cultural, political, social and artistic changes and battles surrounding the "new modernity" of late 19th and early 20th century Europe. A period that experienced unprecedented dislocation, accompanied by crisis of tradition and authority together with experiments in cultural practices and political participation. We will look at both national and continental developments. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, MVST.

HIST 3011. BYZANTIUM AND THE WEST. (4 Credits)

In the centuries that followed the establishment of "New Rome," with the foundation of Constantinople in the early fourth century, the fates of the Roman Empire's provinces in the Eastern Mediterranean (known as the "Byzantine Empire") and its heirs in Western Europe followed increasingly divergent paths. Relations between eastern and western Christendom were characterized by long periods of hostility, schism, and even open conflict, but were also marked by attempts at rapprochement. Before the fall of Constantinople to the Ottoman Turks in 1453, pilgrims, traders, artisans, crusaders, and diplomats helped maintain contact between East and West. This course will explore the relations between the heartlands of Latin and Orthodox Christianity through the theological debates, diplomatic embassies, marriage alliances, military confrontations, and other forms of cross-cultural exchange that helped to shape both worlds. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: MVST, OCST.

HIST 3012. MEDIEVAL FRANCE. (4 Credits)

Covers the distinctive characteristics of medieval French society and culture from the ascent of Hugh Capet to the trial of Joan of Arc, including feudalism, kingship, law, chivalry, and courtly love. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, MVST.

HIST 3013. HISTORY OF AMERICAN FOOD. (4 Credits)

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, MVST.

HIST 3018. MEDIEVAL NOBILITY: LOVE, WAR, AND DEVOTION. (4 Credits)

Europe's warrior aristocracy was responsible for many of the most popular and enduring features of medieval civilization, including the literature of courtly love, great stone castles, and richly endowed monastic foundations. These artifacts point to just a few of the wide variety of roles that these men and women had to play within medieval society. In this course, we will trace the rise of the princely nobility as judicial arbiters, military commanders, advocates not only of religious institutions but of reform and dissent, and as patrons, consumers, and creators of art and literature. Among the issues that we will discuss are the origins and meaning of nobility, the place of women within noble society, the performance of courtliness, and the relationship between the nobility and the other social "orders". Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3050. CHRISTIANS, MUSLIMS, AND JEWS IN MEDIEVAL SPAIN. (4 Credits)

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: JWST.

HIST 3051. THE BLACK DEATH, 1348-1450. (4 Credits)

The Black Death had a profound effect on society in the Middle Ages. Wiping out nearly one half of the population in a relatively short period of time, the disease has been identified as the catalyst for a long period of instability and change. This course will examine the conditions preceding the disease in Europe, and trace the social and economic changes wrought by the plague's arrival and aftermath. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHC.

HIST 3070. HONORS RESEARCH SEMINAR. (3 Credits)

This course is open to members of the History Department's Mannion Society. It is intended to develop specific disciplinary skills in research, grant-writing, and writing. Students will be expected to undertake significant independent research projects resulting in substantial research papers. Requires permission of instructor.

HIST 3100. HISTORY OF THE ARTS AT LINCOLN CENTER: URBAN RENEWAL AND THE ARTS. (4 Credits)

This course considers the history of the arts in NYC with special emphasis on urban renewal and the changing politics and economics surrounding Lincoln Center in midtown Manhattan. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AHC.
HIST 3102. WORKER IN AMERICAN LIFE. (4 Credits)
This course will deal with the lives of American workers after the Industrial Revolution. Focusing on the unions and industrial relations, the course will also explore changes in the family and community life of workers, as well as immigration, religion, and the impact of radical movements. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, COLI, URST.

HIST 3139. BUFFALO SOLDIERS: RACE AND WAR. (4 Credits)
Buffalo Soldiers examines the intersection of race and military service in the United States, from the American Revolution to the Cold War. The focus of the course is on the role African Americans played in the major military conflicts of this country's history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AFAM, AHC, GLBL, INST, IPE, PJST.

HIST 3145. MEDIEVAL BARBARIANS. (4 Credits)
This course will discuss the different groups that contemporaries and modern historians have called "barbarians." Topics to be considered include the role of barbarians in the fall of the Roman Empire, barbarian identity and the creation of barbarian states, and later barbarian groups such as the Vikings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3148. HISTORY OF SOUTH AFRICA. (4 Credits)
This course examines the history of South Africa from the Pre-European encounter to the Post-Apartheid era. Special emphasis will be given to nineteenth and twentieth century racial policies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AFAM, AHC, GLBL, INST, IPE, PJST.

HIST 3149. SOUTH AFRICA STUDY TOUR. (1 Credit)
A three week study tour of South Africa, exploring the pre-Encourage Cape, the Mineral Revolution area, and the Apartheid High Veld.

HIST 3201. AGE OF CATHEDRALS. (4 Credits)
This lecture course will survey the range of intellectual and cultural developments that punctuate the long twelfth century (c. 1075-1225), arguably one of the most formative and creative periods of the Middle Ages. Lectures and readings will cover such themes as the revival of monastic spirituality, the development of school and centers of learning, the development of canon law, the geographic expansion of Europe, and the formalization of courtly ideals in music, poetry, and narrative form. Special consideration will also be given to the absorption of knowledge coming from the Muslim world, and the evolution of Jewish-Christian relations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: MVST.

HIST 3205. MEDIEVAL MEDICINE. (4 Credits)
The course explores the history of disease in the west from 500 to 1500, including sudden epidemics like the Black Death, endemic illnesses such as leporsy, and the rise of uuterate university medicine. Particular attention is paid to issues highlighting the close nexus between medical and social practices. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, MVST, REST.

HIST 3207. LATE MEDIEVAL RELIGION AND SOCIETY. (4 Credits)
Topics in the history of later medieval religion and society. From the eleventh century, the growth of trade and urbanization in the West deeply affected religious sensibilities. The institutional Church began to monitor Christian behavior ever more closely, and the faithful responded to the rapid diversification of lifestyles with varied forms of spiritual expression. Cistercians 'sanctified' colonization, military orders Western expansion, and mendicants the needs of the urban poor. Some of the new movements did not find a place within the orthodox framework, having to endure heresy charges and eventually the Inquisition. The course, based on lectures and original source material, wills over the most important manifestations of piety and their struggle for social recognition. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: MVST.

HIST 3208. THE MEDIEVAL OTHER. (4 Credits)
Western people in the Middle Ages shared many assumptions reinforcing their sense of social identity and unity. The recognition of common views and aspirations simultaneously implied that 'others' who challenged accepted lifestyles and beliefs suffered exclusion. Collective rejection varied in degree, from ridicule and physical separation to judicial prosecution, expulsion and indiscriminate slaughter. The course will examine various types of the medieval ‘other’, including Jews, lepers, heretics, prostitutes, and beggars. It will also focus on their respective treatment by the public, which became more rigid, if not outright hostile, as time went on. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, MVST, OCST.

HIST 3210. KING, COURT, CRUSADE: WRITING KNIGHTLY LIFE IN THE HIGH MIDDLE AGES. (4 Credits)
This course will view the medieval world through a lens provided by the life and writings of one man, John of Joinville (d. 1317). John was a knight, a crusader, and a close friend of King Louis IX of France (canonized as Saint Louis). He wrote a Life of Saint Louis that is rich with information about his own life, as well as the saintly king’s. We will use the Life to open an examination of key themes in the knightly experience in the high middle ages, including: power, faith, the crusades, noble culture, family and social relations. It will also consider the usefulness of biography autobiogaphy in understanding the past.
Attributes: AHC, MVST.
HIST 3211. MEDIEVAL SIN, SINNERS, AND OUTCASTS. (4 Credits)
During the medieval period, the notions and practice of sin and redemption underwent constant changes. In surveying their development, the course will place particular emphasis on the growing inclination to treat those banned from the community of the faithful simultaneously as outcasts, to be excluded from lay society as well. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, MVST.

HIST 3215. MIDDLE AGES AND WEST. (4 Credits)
At very nearly the same moment, empires at opposite ends of Eurasia imploded. In the centuries that followed, both absorbed nomadic populations, incorporated new religions, expanded into heretofore peripheral areas, revived trade, urban life and classical intellectual traditions. Each exported high civilization (and accompanying technologies) to island archipelagos off their coast. They emerged from this process having restructured themselves politically and socially. This course will explore the parallels even as it seeks to bring forces generating significant contrasts into sharper focus. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3220. MEDIEVAL HOLLYWOOD. (4 Credits)
This course examines popular depictions of the Middle Ages on screen by using lectures, discussion, and selected films. Topics include the cinematic representations of King Arthur, female mystics, warfare, monks, knighthood, and kings and queens, among others. This course fosters a deeper understanding of the relationship between historical evidence and fiction, as well as how modern sensibilities shape popular representations of the medieval past. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC.

HIST 3260. MEDIEVAL IRELAND TO 1691. (4 Credits)
A history of Ireland from early Middle Ages through the Tudor-Stuart era. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, JWST, MVST, OCST, REST.

HIST 3270. THE CRUSADES. (4 Credits)
The idea of a crusade; the European background; conditions in the Moslem world; the Latin Kingdoms of the East; crusades of the late Middle Ages; effects of Crusades on the Mediterranean world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, JWST, MVST, OCST, REST.

HIST 3305. MEDIEVAL WARFARE. (4 Credits)
This course examines the social, economic, and political history of warfare from the fall of the Roman Empire to the fifteenth century. Several themes are emphasized: 1) the impact of technological developments in weaponry, fortifications, and armor on the conduct of war and society; 2) the relationship between social stratification and the conduct of war; and 3) the relationship between social stratification and the conduct of war; and 4) the social consequences and economic costs of warfare. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, MVST, PJST.

HIST 3330. DIAGNOSING EMPIRE: SCIENCE AND MEDICINE IN THE COLONIAL WORLD (ADVANCED HISTORY CORE). (4 Credits)
This seminar will explore the role of European imperialism in shaping scientific knowledge and practice since the late eighteenth century in Central Asia, South Asia and Africa. We will concentrate on major themes in the history of science, medicine, and Empire, including: science as a measure of civilization and tool of Empire, racism in science and medicine, post-colonial development, and challenges to Western paradigms of scientific knowledge. As an EP seminar, the course will help students develop writing and oral presentation skills. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, EP3, GLBL.

HIST 3335. RENAISSANCE AND RENEWAL. (4 Credits)
The Renaissance and Reformation forced important changes in European religion and culture. Using a range of materials from art, literature, and religious writing, we will explore the renewal of Catholicism in the 16th and 17th centuries, especially in Italy, Germany, France, and Spain. Our goal will be to examine the interplay of religion, culture and life, and the significance of the Catholic Reformation in European and world culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
HIST 3354. THE SUPPRESSION AND RESTORATION OF THE SOCIETY OF JESUS. (4 Credits)
Old friends became new enemies as Catholic kings expelled or suppressed Jesuits from their kingdoms and empires: Portugal (1759), France (1764), Spain and Naples (1767), and Parma (1768). In order to preserve peace within the Roman Catholic Church, Pope Clement XIV bowed to pressure from the European Catholic monarchs and suppressed the Society of Jesus universally on August 16, 1773 with the brief Dominus ac Redemptor. The largest religious order vanished. Or had it? Old enemies became new friends as Protestant and Orthodox monarchs refused to implement the brief and protected the Jesuits. The course will examine the reasons for the suppression and the methods for survival. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.
HIST 3356. CONFESSIONALIZATION AND CONFLICT IN EARLY MODERN EUROPE, 1453-8885. (4 Credits)
Through lectures and discussions of primary and secondary source material, the course will examine the Ottoman threat, confessional purity, the Peasants’ Revolt, Luther and the German nobility, cujus region eius religio, the French Wars of Religion, English “wars of religion,” the Thirty Years’ War, the way forward: religious tolerance, or King Louis XIV’s absolutism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3357. THE PHOENIX RISES: THE RESTORED SOCIETY OF JESUS, 1800-1983. (4 Credits)
Jesuits continued to live and teach in the Russian Empire of Catherine the Great despite Pope Clement XIV’s suppression of the Society of Jesus in 1776. In 1814 Pope Pius VII restored the Society as Europe in general sought a return to the old order after the murderous chaos of the French Revolution and the Napoleonic Wars. Subsequently the Jesuits increased numerically, regained their influence within the Roman Church, and became the targeted enemies of liberals and nationalists. The course will examine Jesuit activities and ministries, both real and mythic Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, REST.

HIST 3362. CRIME AND PUNISHMENT IN EUROPE. (4 Credits)
The history of defining, prosecuting, and punishing transgressions, both religious and secular, in Europe, especially from 1500-1800. The course will focus on the development of so-called modern beliefs about crime and law. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, EP3, IPE.

HIST 3411. TUDOR AND STUART ENGLAND. (4 Credits)
Religious and political changes under Henry VIII and Elizabeth; the Stuart regime, civil war and Cromwell, the Restoration and revolution of 1688. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3412. THE TUDORS. (4 Credits)
This course tells the fascinating story of the Tudor dynasty (1485-1603), but it will also explore the history of the Tudor state which in addition to England included Wales, Ireland and parts of France. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: IRST.

HIST 3413. REFORMATION ENGLAND. (4 Credits)
This course studies political and religious change in England in the 16th century, from Henry VIII to Elizabeth I. It will examine Roman Catholicism before the schism, the Divine issue, Thomas Cromwell and Thomas Cranmer’s influence in the English Church; and the development of Puritanism in England. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3414. CABBAGES AND KINGS. (4 Credits)
This class will explore various styles of kingship and monarchy in Europe from the end of the Middle Ages to the First World War. We will compare and contrast monarchical forms of government with the ideal of the republic, and especially with new standards created by the Enlightenment. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3415. EUROPEAN WOMEN: 1500-1800. (4 Credits)
This course will explore the role of women in northern European society from the 16th to the end of the 18th centuries. It will examine issues of gender, and contemporary attitudes concerning women. Among the subjects that this course will address are women’s work, education, marriage and childbirth. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, WGSS.

HIST 3416. EUROPEAN WOMEN: 1800-PRESENT. (4 Credits)
This course will be an exciting exploration of the changing status, roles, and achievements of women in western Europe from the French Revolution at the dawn of industrialization to the present day. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: IPE.

HIST 3418. THE STUARTS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3420. THE ENGLISH RENAISSANCE. (4 Credits)
Studies in intellectual life in England from the late 15th through 16th centuries. This course will pay special attention to humanism and its development by examining the works of Bishop John Fisher, Sir Thomas More, Juan Luis Vives, and others. Emphasis will be placed upon the education of women; and also Renaissance art, including Holbein. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3425. HENRY VIII’S ENGLAND. (4 Credits)
Henry VIII is the most famous king England ever had. His brutality, his six marriages, his tyranny, his ego, even his physiognomy, is the stuff of legend. Often lost in all of this, however, is the fact that King Henry presided over a revolution in church-state relations and important changes in English government and society. His reign also witnessed a redefinition of England’s relationship with its near neighbors Ireland, Wales, and Scotland, which was part of a broader repositioning of England in Reformation Europe. At the center of all of these developments was Henry VIII; understanding of England in what, in hindsight, was one of the most pivotal periods in the kingdom’s long history is impossible without understanding the king. To do so this course will explore Henry VIII’s England by looking at four interrelated themes: politics and society; the Reformation, England’s relationship with Europe and with Ireland. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, IRST.
HIST 3430. THE WORLD OF QUEEN ELIZABETH I. (4 Credits)
This course explores the world of Queen Elizabeth, the last Tudor sovereign, by looking at four overlapping themes which together shaped the Elizabethan period: state and society in the kingdom of England; overseas discovery; European diplomacy; and the kingdom of Ireland. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, IRST.

HIST 3455. 20TH CENTURY IRELAND. (4 Credits)
This course examines Northern Ireland and the Southern Republic with special attention to their internal development, their relations with each other, and their relationship to Great Britain. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, IPE, IRST.

HIST 3456. BRITAIN: 1688-1867. (4 Credits)
Aristocratic hegemony, popular culture and protest, the industrial revolution and its associated class conflict, radical and reform movements, and the transforming effect of new social forces and ideologies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: IRST.

HIST 3457. BRITAIN: 1867-PRESENT. (4 Credits)
Gradual democratization, imperial expansion, the rise of the Labour Party, economic decline, the impact of the two world wars, and the Thatcher Revolution. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, INST, IPE.

HIST 3458. IRELAND: 1688-1923. (4 Credits)
Revolution, nationalism, and constitutionalism in Ireland, focusing on the United Irishmen, Daniel O’Connell’s reforms movements, young Ireland, the Fenians, the land war, Home Rule, cultural revival, and the quest for independence in the early 20th century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, IRST.

HIST 3474. THE ARAB-ISRAELI CONFLICT: CULTURAL PERSPECTIVES. (4 Credits)
The Arab-Israeli conflict is one of the longest and most controversial conflicts in the world. Through careful analysis of Israeli literature and film, this course provides a nuanced cultural and political history of Arab-Israeli relations. Our texts emphasize the dialectical relationship between art and politics, representation and history, as well as aesthetic and ethics. The course thus explores the effect of art on politics, and the effect of politics on art. Specifically, we examine how art is instrumental in producing 1) “imagined communities” with stable national identities and 2) political resistance that disrupts these hegemonic metanarratives. We also consider the internal dynamics of Israeli society as represented in literature and film, especially tensions between the Jewish-Arab, Ashkenazi-Mizrahi, and religious-secular communities. By analyzing canonical and more contemporary stories, poems, and films (including those by S. Yizhar, Amos Oz, Said Kashua, Mahmoud Darwish, among others) we explore the dialectic between art and politics in Israeli society since 1948.
Attributes: ALC, COLI, JWST, MEST, MLL.

HIST 3480. JUDAISM AND ISLAM. (4 Credits)

HIST 3513. OLD REGIME AND FRENCH REVOLUTION. (4 Credits)
A history of France between 1642 and 1815—from Louis XIV through the French Revolution and Napoleon. The themes we will analyze resonate well beyond French history: the rise of the state and the formation of social classes, Enlightenment thought and the diffusion of new ideas, early globalization and the culture of consumption, the first popular democratic revolution—its shining accomplishments and its descent into Terror and eventually dictatorship. We will read texts from the period ranging from novels to memoirs of Versailles courtiers or diaries of obscure people, and from political treatises and constitutions to newspapers and pamphlets. To get a fuller picture, we will also use music, songs, paintings, prints and cartoons, as well as films, along with the work of historians whose interpretations of this tumultuous, fascinating era have shaped our conceptions of modernity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3514. EARLY PRINT AND THE BOOK. (4 Credits)
This course will explore the culture of the book in early modern Europe, especially England. It will trace the gradual transition from late medieval manuscripts to many sorts of early modern printed works. We will examine printed broadsheets, pamphlets, and books in general. This course will explore the evolution of media and the revolutions brought by new modes of communication, from the printing press in the 15th century to radio, television and the internet most recently. The book and audiovisual media have been major forces in history; we will examine the profound impact they have on culture, ideas, politics, society, and economy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3515. MEDIA HISTORY: 1400 TO PRESENT. (4 Credits)
This EP seminar will examine the evolution of media and the revolutions brought by new modes of communication, from the printing press in the 15th century to radio, television and the internet most recently. Books and audiovisual media have been major forces in history; we will examine the profound impact they have on culture, ideas, politics, society, and economy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3516. SOCIAL LIFE OF COFFEE 1500-PRESENT. (4 Credits)
This EP seminar will explore the rich and complex history of coffee and coffeehouses across time and place. We will follow coffee as it moved from the hills in Ethiopia to the sixteenth-century coffeehouses of Cairo, from the trading post of Mocha and the colonial plantations of Java or on Caribbean islands to the cafes of Paris and Vienna, and finally from the estates to Columbia, Brazil, or Africa to our own Starbucks stores. As coffee became a commodity for mass consumption while coffeehouses assumed a central place in urban cultures, their history took place at the crossroads to local and global cultures where international trade and geopolitics interact with lifestyles and socio-economic trends. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, COLI, EP3, JOUR.

Updated: 10-11-2017
HIST 3517. THE BELLE EPOQUE. (4 Credits)
The course will explore Europe in the three decades before the first World War. It will explore the development of a global industrial economy, imperialism, modernism, militarism, and racial reform movements in an especially dynamic period. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3533. FIRST WORLD WAR ERA. (4 Credits)
The First World War is acknowledged to be the seminal event that shaped the twentieth century. The widely observed centennial offers an excellent opportunity to revisit the war and assess its importance. The course will investigate, among other topics, the unfinished debate about why war broke out in 1914; the range of human experiences on the war fronts and home fronts; the Armenian genocide; the strategy of victory; and the means of commemorating the millions of dead. We will also study several crucial consequences of the war, including the Russian Revolution and the launching of Mussolini and Hitler. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3534. THE SECOND WORLD WAR. (4 Credits)
The Second World War will introduce and guide the student to an understanding of the WWII period through an examination of major inter-related topics in military, political, and social history within a chronological framework. The course will investigate the causes, events, and outcomes of World War II. The phases of the war will emphasize the roles of the major combatants and worldwide implications. An understanding of this cataclysmic event will also necessitate knowing personalities of the conflict and their goal and motivations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3538. THE GOOD EARTH?. (4 Credits)
An examination of the past experiences and current problems, posed by man’s relations with nature in China and Japan. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3539. MODERN ITALY. (4 Credits)
An introduction to the history of Italy from the late 18th century to the present. Drawing on a variety of sources besides historical analyses (novels, films and music), the course will pay special attention to issues of nation building and national identity and to the specificity of Italian modernity. Topics include the culture and politics of the Risorgimento, the role of the Church, gender relations, the crisis of the liberal state and the emergence of Fascism, anti-Fascism and the making of the Republic, the "economic miracle" the difficult post-1989 political transition. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3543. THE CONNECTING SEA: THE MEDITERRANEAN SINCE 1800. (4 Credits)
The Mediterranean is a space of exchanges, confrontations, and connections among the peoples of three continents (Europe, Africa, and Asia). By drawing in multidisciplinary fashion on a variety of different sources, the course will focus on the changing relations among the polities and peoples inhabiting this multicultural region in the modern era. Topics will include Barbary corsairs and ethnic clashes, the circulation of political ideas, the relationships forged during the colonial and postcolonial periods, the legacies of anti-colonialism, beach tourism and climate change, contemporary migration and the formation of new relationships and communities in the age of globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3544. ITALY IN THE WIDER WORLD. (4 Credits)
Throughout the ages Italians have had intense exchanges with the world outside the peninsula, both in the Mediterranean and beyond. Italy has had many diasporas and continues to have significant numbers of emigrants, even though in the past couple of decades it has become primarily a migrant-receiving nation. This course will examine the relationship between the inhabitants of the peninsula and the world at large and how they have shaped their identities. Focus will be on political exiles, emigration, foreign policies, and colonialism, and the recent wave of African and Asian migration to the peninsula. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3545. RACE AND NATION IN MODERN EUROPE. (4 Credits)
An exploration of the constructions of race and nation since the Enlightenment. Topics will include the relationship between nationalism and racism; *scientific* discourses and ideas of race and nation; the institutionalization of racist practices in colonial states; the rise of modern anti-Semitism; fascist racisms; immigration, national identities, and racism in contemporary Europe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3546. HISTORY OF MODERN HUMANITARIANISM. (4 Credits)
This course explores the modern history of international humanitarianism, starting with its intellectual roots in 18th century European sentimentalism and ending with the professionalized global humanitarian industry of today. Examining the tangled relationships between the humanitarian enterprise, imperialism, military intervention, and the rise of an international civil society, this course asks how—and to what effect—empathy and the charitable instinct became a global political force. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AHC, E3, INST, PJST.
HIST 3547. POSTWAR: EUROPE SINCE 1945. (4 Credits)
The disaster of the Second World War marked the definitive end of European hegemony. This course will explore the economic, political, and cultural changes Europe experienced in the new postwar context starting with the onset of the Cold War and ending with the current transformation of the continent in a multiethnic and multicultural direction. Special attention will be devoted to the process of decolonization and its repercussions, the "economic miracle" and the issue of "Americanization," the cultural revolution of the 1960s, the fall of the Berlin wall and the rise of the European Union. Using a variety of historical studies, fiction, and film this course will provide the necessary background to understand today's Europe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC.

HIST 3548. PAINTING BOHEMIAN LIVES: ABSINTHE, IDEOLOGY, AND THE POLITICS OF URBAN LIFE. (4 Credits)
This course examines the emergence of bohemian and avant-garde culture through a study of gender, race, class, and nationalism in modernity. With a wide-ranging chronological and geographical scope, the selected Bohemias represent diverse spatial, aesthetic, political, and social histories. This class will also look at the urban spaces where bohemian culture is found, analyzing its intersections with both mainstream and marginal cultures. Students will study primary source documents, secondary texts, and graphic novels. Students will create a class website, including interactive maps and other digital content, and actively use social media to explore bohemian/hipster cultures found in New York City. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3555. HITLER'S GERMANY. (4 Credits)
Study of the problem of how Nazism arose in German society, the ways in which it triumphed, and its significance for Germany and modern world history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, IPE.

HIST 3557. EUROPE IN THE WORLD. (4 Credits)
This course explores the European encounter with the world spanning from the French Revolution to the current day. During the course, students will chart the formative events in European history over the past two centuries and examines how these events impacted and were shaped by events in the broader global setting. The focus here will be on institutions, social movements, and ideologies that emerged in Europe or in response to events in Europe that shaped processes such as "globalization", "nation-building", international law, New Imperialism, and de-colonization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3558. EUROPE: 1900-1945: TOTAL WAR. (4 Credits)
The course will focus on the two world wars, the rise of fascism and communism, and the Spanish Civil War, and the impact of these events on Europe and the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3559. EUROPE SINCE 1945. (4 Credits)
In this second half of a two-semester sequence, whose parts may be taken separately, we will explore how Europe constructed a new civilization from the ruins of the second World War. Topics include the treatment of war criminals, the "glorious thirty years" of unprecedented economic growth which produced the consumer society, the loss of empires, the cultural revolution of the 1960's and the Thatcher years. Special attention will be paid to the construction of the Soviet empire in Europe and to the collapse of Communism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, INST.

HIST 3556. HISTORY OF NEW YORK. (4 Credits)
The development of the City and the region from the Dutch to the deficit. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

HIST 3566. WAR AND IMPERIALISM. (4 Credits)
This course will explore the strains placed on the old Concert of Europe and its eventual collapse into two world wars. Themes of nationalism, and imperialism will be stressed as well as domestic and international sources of conflict. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, INST, IPE, PJST.

HIST 3570. GENOCIDE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: JWST.

HIST 3575. TORTURE, TERROR, AND THE BODY IN THE MODERN WORLD. (4 Credits)
Prohibited in Europe from the 18th century and since the nearly universally condemned throughout the world as ineffective and immoral, the practice of torture nevertheless continues today in authoritarian, democratic, and theocratic states alike. This course will examine the history of torture from its abolition, stubborn endurance, and subsequent return as a pervasive state practice. Though Europe and the United States remain the particular area of study, the course will examine torture worldwide through its intended and actual effect on the human body and on the lives of men and women regardless of nationality or creed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, MEST.
HIST 3580. WAR, GENDER, AND VIOLENCE IN MODERN EUROPE. (4 Credits)
This course will explore themes related to war, gender and violence in modern European history. In particular it will focus on gender and violence during conflicts, its intersections with race and nation identity, and its effects on societies. It will also consider the aftermath and outcomes of wartime violence by looking at post-bellum trials and the politics of reparations. This course will interrogate questions such as: How is violence gendered in warfare and what are its meanings? How do citizens and combatants narrate and remember experiences of warfare and violence? How does wartime violence reverberate in cultural sources such as in films, novels and art? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3614. REVOLUTIONARY AND SOVIET RUSSIA. (4 Credits)
The decline of the monarchs; World War I and the 1917 Revolution; transformation of the state under the Soviet regime; World War II and the Cold War; Marxist theory and such interpreters as Lenin, Stalin and Krushchev. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, OCST.

HIST 3619. WORLD'S FAIR. (4 Credits)
Upper division course examining the world's fairs as a representation of modern culture. Topics include architecture and urbanism, leisure and amusement, tourism, and the conception of mass culture. Fairs in both Europe and America will be covered from the nineteenth century to the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

HIST 3620. 20TH CENTURY EUROPE. (4 Credits)
World War I and peace settlement; postwar problems; communism, fascism, nazism; totalitarian aggression and World War II; international cooperation and reconstruction; the cold war and the collapse of communism. (Alternate years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, IPE.

HIST 3622. GREAT TRIALS. (4 Credits)
The course investigates a series of famous trials in order to pinpoint the conflicts and issues that characterized the times and places of these trials. Among the cases studied will be: Oscar Wilde, Alfred Dreyfus, The Moscow Show trials, the Nuremberg War Crimes Tribunal and the Scopes Trial. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: JWST.

HIST 3623. SCREENING EUROPE'S PAST. (4 Credits)
This course investigates a series of historical periods and issues through historical readings and documents and their depiction in films. Focus on Europe from medieval era to the modern period. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3624. EUROPEAN CITIES. (4 Credits)
Topical study of the evolution of Europe's cities with emphasis on urban culture, society and the built environment. Considers the nature of urban transformation in key urban places such as Paris, London, Berlin, Rome and Moscow. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, INST, URST.

HIST 3626. SOCIAL HISTORY OF ARCHITECTURE. (4 Credits)
Studies the historical relationship between architecture, space and urban culture and the ways in which architectural innovations acts as both a reflection of and a catalyst for social and cultural transformation. Considers architectural and cultural theory as well as the evolution of building technologies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

HIST 3634. MODERN SOUTH ASIAN HISTORY. (4 Credits)
This course will survey the recent history of the nations that are part of the Indian subcontinent, including India, Pakistan, Bangladesh, Sri Lanka, Nepal, and Myanmar (Burma). The nations of South Asia are rapidly assuming a central role in global geopolitics and the economics of globalization. In this course, we will survey a period spanning nearly four centuries beginning in 1600, from the fragmented kingdoms within the Indian subcontinent to the rise of discrete nation states by the mid-twentieth century to the geopolitical and cultural prominence of South Asia on the global state in the early twenty-first century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, GLBL.

HIST 3635. SCIENCE IN POPULAR CULTURE. (4 Credits)
This course will be a historical survey of the intersection between science and popular culture. How do ideas about science and technology appear in our everyday lives? What kinds of perceptions do lay people have about science and scientists? What shapes these perceptions? Where do we get our ideas about technology from? How are our expectations of the future shaped by perceptions (and often misperceptions) of scientific knowledge? These are some of the questions we will address during the semester. The course will be firmly grounded in history, tracing the evolution of popular science through important transformations in the modern Era, including the Scientific Revolution, the Enlightenment, the Industrial Revolution, Colonialism, and the traumas of the 20th century. Through the semester, we will study a variety of popular scientific forms, such as science fiction, magazines, comics, graphic novels, sci-fi movies, and TV shows. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST, EP3.
HIST 3638. TECHNOLOGY FROM ANTIQUITY TO MIDDLE AGES. (4 Credits)
This EP course will survey the history of technology from antiquity to the Middle Ages with a particular focus on the ways in which common people experienced technologies in their daily lives. We will pay particular attention to the history, impact, and nature of technological changes in agriculture, architecture, warfare, transportation, clothing, household objects, and medicine. Our goal is to reconsider antiquity and the Middle Ages through the lens of knowledge, technology, and material culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3.

HIST 3653. GENDER IN EARLY AMERICA. (4 Credits)
Consideration of the roles of women and men from the 17th century into the 1840s, and the attitudes that shaped those roles in American society. The course will explore transatlantic influences and the interchange of European, Native American, and African American values. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, WGSS.

HIST 3655. WITCHCRAFT IN COLONIAL AMERICA. (4 Credits)
Students will study the outbreak of Witchcraft in Salem Massachusetts in 1691-92 using trial manuscripts, diaries, religious tracts, contemporary accounts, maps, and town and village records. We will connect the witchcraft episode to the "Puritan errand into the wilderness," the Indian wars, the relationship between magic and religion, and the history of witchcraft practices in Europe. The course will evaluate the conflicting interpretations of modern historians, fiction writers, playwrights and film makers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST, REST.

HIST 3656. THE AMERICAN REVOLUTION. (4 Credits)
History of the Revolution and formation of the Constitution. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.

HIST 3657. AMERICAN CONSTITUTION. (4 Credits)
The U.S. Constitution is one of the extraordinary codes of law in history, the culmination of the development of liberty within a self-governing republic, and the model for modern democratic government. Yet the course of its interpretation has been contentious and often divisive, revealing schisms between liberalism and conservatism, between citizenship and partisanship, in the quest for American identity. This course will focus on the principles of American constitutionalism—its evolution from the historical roots, the adoption of the Constitution, and its development in relation to legal, political and social changes in American history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.

HIST 3670. THE MODERN MIDDLE EAST. (4 Credits)
The chief concern of this course will be to develop a sensitivity to and awareness of the issues and problems of the modern Middle East since the late 18th century and the introduction of Western ideas/technology into the Ottoman Empire. The course will be both a survey of Middle Eastern/Islamic history and an attempt to understand and re-evaluate our own perceptions of a non-Western civilization in the 20th century. (Alternate years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, COLI, GLBL, INST, IPE, MEST.

HIST 3671. US CRIME AND PUNISHMENT. (4 Credits)
This course will examine violence, crime and punishment in the U.S. History from colonial times to present. The type of crime committed and the reaction to it shed light on how Americans viewed aspects of their society, gender, ethnicity, race, religion, and political issues will be focused on. Cases will include the Salem Witch Trials, Mary Phagan, Emmet Till, Bonnie and Clyde, Sacco and Vanzetti and Lizzie Borden. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3675. HISTORY OF MODERN ISRAEL. (4 Credits)
The history of Israel from the rise of Zionism in 19th. Century Europe to the present. Topics include: the Zionist experiment, the history of the Israeli-Arab conflict, the U.S. and Israel's "special relationship," and socio-cultural trends. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, INST, IPE, JWST, MEST.

HIST 3700. SICKNESS AND HEALTH IN EARLY MA. (4 Credits)
This course provides an introduction to the systems of learned medicine of western Europe from Late Antiquity to the High Middle Ages. Using a wide range of sources, including medical texts, hagiography, liturgy, and modern scientific studies, we will explore the distinctions between medical theory and practice, the relationship of secular and ecclesiastical authorities to the compilation of medical knowledge and the fundamental question of what constitutes medicine and what does not. In addition, we will consider the changing definition of illness and health through an investigation of medieval responses to the cataclysm of the Black Death. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, MVST.

HIST 3745. COLONIAL AMERICA 1492-1765. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3752. COMING OF THE CIVIL WAR. (4 Credits)
A history of the sectional crisis in America, focusing on the questions: Why did the South secede? Why did the North decide to fight rather than allow it? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.
HIST 3753. CIVIL WAR ERA: 1861-1877. (4 Credits)
A history of the war years and America's racial and sectional readjustment after the war. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.

HIST 3757. THE AMERICAN SOUTH. (4 Credits)
An examination of sectionalism and regionalism in American history through the study of social, cultural, economic, and political aspects of life in the southern United States. Myth and reality, honor and violence, race and poverty, Evangelists and politicians, from the origins of the Cotton Kingdom to the election of Jimmy Carter. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3758. AMERICA AT WAR. (4 Credits)
Exploration of the interaction of American society and war throughout U.S. history, focusing especially on how American society influences how the country fights war and how war influences the development of American society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3772. HUDSON RIVER. (4 Credits)
Rivers are the central geographical markers for the growth of civilization. Examination of the formative role of the Hudson in American economic development and the shaping of cultural identity. The ways in which the history of Hudson mirrors our relationship with nature and is central to the emergence of the modern environmental movement will also be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENST.

HIST 3773. AMERICAN CAPITALISM. (4 Credits)
Focusing primarily on modern United States, this course explores the history and everyday workings of ideas and institutions that often seem to us to be timeless: property, markets, profits, and development. Throughout the course, we emphasize how ideas about race, class, and gender have affected the workings of our economic world. Our examination draws on and analyzes the history of ideas about economic life, from the works of Karl Marx to Milton Friedman. Topics range from the rise of plantation slavery to the growth of our fossil fuel economy to the feminization of labor in the 1970s. The course assumes no knowledge of economics, but only an interest in American social and economic history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3774. HISTORY OF CAPITALISM IN THE U.S.. (4 Credits)
Focusing primarily on the modern United States, this course explores the history and everyday workings of ideas and institutions that often seem to us to be timeless: property, markets, profits, and development. Throughout the course, we emphasize the connections between political and economic life in the U.S. and elsewhere in the world. Topics range from the rise of plantation slavery to the growth of our fossil fuel economy to the 2008 financial crisis. Students should emerge from the course with greater insights onto how the U.S. transformed from a peripheral country that drew wealth from slave-based agriculture into the world's political and economic superpower. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.

HIST 3775. THE EARLY REPUBLIC. (4 Credits)
The course studies the birth of American democracy and capitalism from the course studies to the birth of American democracy and capitalism from the revolution to the age of Jackson. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.

HIST 3789. MODERN SOUTH AFRICA STORIES. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, PJST.

HIST 3770. THE ERA OF THE CIVIL WAR. (4 Credits)
Slavery and other contributory factors leading to the war for southern independence; the war; reconstruction of the southern states; 1865-1877. (Alternate years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3780. THE ERA OF THE CIVIL WAR. (4 Credits)
The course studies to the birth of American democracy and capitalism from the revolution to the age of Jackson. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3789. MODERN SOUTH AFRICA STORIES. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, PJST.

HIST 3775. THE EARLY REPUBLIC. (4 Credits)
The course studies the birth of American democracy and capitalism from the course studies to the birth of American democracy and capitalism from the revolution to the age of Jackson. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.

HIST 3797. THE HISTORY OF US POPULAR CULTURE. (4 Credits)
This course will survey the major themes, genres and trends in U.S. popular culture with a particular emphasis upon the industrialization of popular culture as a space to challenge conventional identities fo race, gender and sexuality. We will cover the Colonial period up to the present era. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.
HIST 3800. INTERNSHIP. (3 Credits)

HIST 3804. CITY IN AMERICAN HISTORY. (4 Credits)
This course will trace the development of American cities from their beginnings to the present day. Topics will include the origins of different sorts of cities; the place of cities in various regions; the history of urban problems; changes in the urban population and the physical layout of cities; ideas about cities, and the role they have played in American culture and life. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST, PLUR, URST.

HIST 3806. U.S. IMMIGRATION/ETHNICITY. (4 Credits)
A survey of immigration and ethnicity in American life. Themes include the motives for migration; America's reception of immigrants; the formation of immigrant communities; the intersection of ethnicity with race, gender, religion, politics, and class; the personal meanings of ethnic identity; and the relationship of ethnicity to American national identity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, JWST.

HIST 3807. JAZZ AGE TO HARD TIMES. (4 Credits)
The U.S. in the 1920s and 30s. Topics include Prohibition; the New Morality fundamentalism; the KKK and immigration restriction; African American migration and culture; causes and social effects of the Depression; FDR and the New Deal; popular culture; radical challenges; the coming of World War II. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PJST.

HIST 3808. NEW YORK CITY POLITICS. (4 Credits)
An exploration of New York City since consolidation in 1898. Topics include consolidation, the role of Tammany Hall and municipal corruption, reform and radical politics, important mayoral campaigns and administrations (including Walker, LaGuardia, Lindsay, Koch, Dinkins, Giuliani), the civil rights movement in the city, the role of ethnic groups, the 1970s fiscal crisis, and September 11th. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, URST.

HIST 3809. JEWS IN THE MODERN WORLD. (4 Credits)
This course will provide an introduction to the history of the Jewish people as it encountered the modern world from the 18th century through the twentieth. It will explore the social, cultural, religious, and political aspects of this encounter, primarily in Eastern and Western Europe, the United States, and the Middle East. The course will touch on such issues and events as emancipation and the breakdown of traditional identities and communal structures: Jewish religious movements from Hasidism to Reform; the invention of modern secular culture in Yiddish and Hebrew; political movements including Socialism, Zionism and Communism; migrations and the creation of American Jewry; anti-Semitism and the Holocaust; and the rise of the State of Israel. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, JWST.

HIST 3810. JEWS IN AMERICA. (4 Credits)
Jews have been present in North America since the 17th century, but it was in the course of the 19th and early 20th centuries that the Jewish community in the United States rose to significance both within the Jewish world and as a visible presence in American life. Never more than 4% of the population, this small minority has had a prominent role in defining American pluralism. This course traces the history of the Jews in the United States from the colonial period to the 21st century. Among the topics it will cover are the waves of immigration that formed the community: American Jewish religious movements; secular approached to Jewish identity; class conflict and mobility; Jewish participation in politics; American Jewish relations with communities abroad; and America and the Holocaust. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, JWST.

HIST 3815. EAST EUROPEAN JEWISH HISTORY. (4 Credits)
Some 80% of Jews in the world trace their roots to eastern Europe, which was home to the largest Jewish population until WWII. From the 16th century, the impact of east European Jews on Jewish culture and society has been tremendous, in shaping the interpretation of Jewish law, the ideology of the Zionist movement at the turn of the 20th, or modern Hebrew, and American literature and popular culture. Yet, the history of this important Jewish community has been vastly misunderstood, largely due to the devastating legacy of the Holocaust and the persistence of imagery of the impoverished "shtetl" in Yiddish fiction, and later popularized through plays and films such as "Fiddler on the Roof." This course takes us beyond legends and stereotypes, and into a complex, more textured world of Jews living among Christians from the beginnings of Jewish settlement in the 13th century to contemporary Poland's small Jewish community, trying to reinvent Jewish life in the aftermath of the Holocaust and the 1968 forced migrations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, JWST.

HIST 3820. SOCIAL MOVEMENTS AND SOCIAL REFORM IN AMERICA SINCE 1877. (4 Credits)
This course explores the history of social movements and social reforms in the United States since 1877. Movements covered include Progressivism, the New Deal, Civil Rights, Feminism, and AIDS, among others. The course places special emphasis on the role of the arts in social activism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

HIST 3822. U.S. CULTURAL HISTORY. (4 Credits)
The focus of this course is on ideas, assumptions, and values in American life from colonial times to the present, from ministers' sermons to blues performances, from philosophical essays to Hollywood films. It examines the symbolic forms and social context of conflicting as well as shared beliefs and considers the character of American cultural expression on various levels, in ways in which different groups have influenced American cultural life, and the meaning of recent mass culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.
HIST 3826. MODERN US WOMEN'S HISTORY. (4 Credits)
The history of American women from the first women’s rights convention in 1848 to the present. We will study women’s everyday lives (including at home and work), major events like the campaign for suffrage, World War II, and the women’s liberation movement, and representations of women in popular culture (magazines, movies, and T.V.). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST, PLUR, WGSS.

HIST 3830. HISTORY OF AMERICAN WOMEN AND GENDER. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3833. SCREENING AMERICA’S PAST. (4 Credits)
An examination of American history as depicted in 20th century American films. We will assess their relative accuracy, cultural context, and contributions to the (mis)shaping of the nation’s collective memory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3838. HISTORY OF U.S. SEXUALITY. (4 Credits)
History of social, political, scientific and cultural battles over sexuality and reproduction in the United States from the Colonial Era to the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3842. THE VIETNAM WARS. (4 Credits)
The United States became involved in French-Indo-China in 1950 and left Vietnam in 1975. This course asks basic questions about the Vietnam Wars. Why did the United States make such a vast commitment in an area of so little importance? What did it attempt to do during the quarter century of its involvement there? Why, despite the expenditure of more than $150 billion dollars and the loss of more than 58,000 lives did the world’s most powerful nation fail to achieve it objectives? What have been the consequences for Americans, Vietnamese, and others of the long and divisive war? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.

HIST 3843. AMERICAN DRUG WAR. (4 Credits)
Drugs have played a significant role in American political and legal discourses of the 20th century. Increased focus on drug abuse resulted in an increase in the regulation of drugs, criminal prosecution and incarceration of drug users and sellers. This course will examine history of drug use, abuse and regulation in the U.S. beginning with the mid-19th century. This course will also explore in impact of drugs on American culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.

HIST 3845. THE HISTORY OF U.S. FOREIGN RELATIONS, 1898 TO THE PRESENT. (4 Credits)
This course examines the foreign relations of the United States from 1898 to the present, tracking the nation’s trajectory from minor international power to sole superpower. Through that history, it addresses traditional diplomatic questions of international wealth and power, the link between domestic politics and foreign policy, and programs of military intervention, cultural expansion, and economic development. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3846. THE HISTORY OF U.S. FOREIGN RELATIONS, 1974 TO PRESENT. (4 Credits)
This course examines the foreign relations of the United States from the end of the Vietnam War to the present. It charts the course of recent U.S. history through the lens of its foreign relations, including major events like the energy crisis, the Iraq Hostage crisis, the Soviet invasion of Afghanistan, the Iran-Contra crisis, the end of the Cold War, and others. It addresses traditional diplomatic questions of international wealth and power, this history of contemporary globalization, the link between domestic politics and foreign policy, and programs of military intervention, cultural interchange and economic development. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST, PJST.

HIST 3852. 20TH CENTURY U.S. RADICALISM. (4 Credits)
Explores the radical Left and Right of American politics and culture. Lectures, discussions and assignments critically assess topics including the history of populism, socialism, the Klan, communism, Black Power, radical feminism and the religious Right. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PJST.

HIST 3855. AMERICAN FOREIGN POLICY SINCE 1899. (4 Credits)
This course seeks to provide an understanding of the most significant events and issues of the past century of American foreign relations. Readings, discussions and assignments will cover such topics as: the legacy of continental expansion, American imperialism, The Open Door Policy and World War I, the informal influence of the 1920’s, the impact of global Depression, the Second World War, the start of the nuclear era, Containment and the Cold War, America and Vietnam, continuing crises and calls for a New World Order. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, IPE.

HIST 3857. AMERICA SINCE 1945. (4 Credits)
Integrating economic, political and social history, this course will explore the development of the American economy, paying particular attention to transformations in the nature of work and labor relations. (Alternate years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.
HIST 3858. THE GLOBAL COLD WAR. (4 Credits)
An analysis of the global Cold War. Particular attention to the international forces of decolonization, revolution, and development in Asia, Africa, Latin America, and the Middle East. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE.

HIST 3862. HISTORY OF NEW YORK CITY. (4 Credits)
The political, social and cultural development of the city from trading post to metropolis. The emphasis is on leading personalities and the relationship between New York's growth and major American trends over the last century. (Alternate years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST, URST.

HIST 3864. NEW FRONTIERS? 1960'S AMERICA. (4 Credits)
Americans remember the 1960s as a decade of great social change, an era of "new frontiers," as the young presidential contender John F. Kennedy proclaimed during the election of 1960: "The world is changing," Kennedy asserted, "the old era is ending, the old ways will not do." In its most excessive phases, the period became linked with overwhelming changes, as music, hippies, drugs, and protest marches filled the scenery of American social and cultural spaces. But to what extent did the 1960s truly expand the nation's frontiers? This course will investigate how 1960s America adopted and resisted social change, examining the period from cultural, political, economic, and diplomatic perspectives. Course themes will include, among others: social activism, including the civil rights, women's, antiwar, and student movements; politics, like changes in presidential politics and the American party system; and pivotal moments in the Cold War. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.

HIST 3870. ASSASSINATIONS AND THE MAKING OF POST-INDEPENDENCE AFRICAN HISTORY. (4 Credits)
This 3000 level elective course will examine the assassinations of a range of different political, cultural, and activist figures in Africa's recent history. We will explore the social, political, economic, and cultural implications and legacies of the assassinations of figures, like Patrice Lumumba, Eduardo Mondlane, Amilcar Cabral, Steve Biko, Thomas Sankara, Chris Hani, Ken Saro-Wiwa, Herbert Chilepo, David Kato, and Carlos Cardoso. Each case study will provide us with an opportunity to learn about the local, national, and regional histories within which these assassinations occurred, and where applicable we will examine the involvement and motives of Western powers in carrying out or otherwise supporting a number of these assassinations. Charting Africa's post-independence history through these assassinations will provide students with a critical introduction to the continent's most recent history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AFAM, AHC, GLBL, INST.

HIST 3880. HISTORY OF THE COLD WAR. (4 Credits)
The course will examine the Cold War as a political, economic, ideological, and military contest on a global scale. It will give special attention to the American role and experience in the origins of the conflict and its historical significance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

HIST 3910. FROM TRUMAN TO CLINTON. (4 Credits)
Liberalism in the Truman era; victory of conservatism, 1952-1960; a new liberal agenda and social revolution in the 60's; Nixon, pragmatism and betrayal; America adrift, 1975-1980; return of conservatives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC.

HIST 3911. U.S. AND EAST ASIA. (4 Credits)
From its earliest days, the United States has been involved with East Asia. In this course we will examine key moments in the interaction of these radically different cultures: the opening of Japan; Asian immigration (and exclusion); the United States as a colonial power in the Philippines; the Open Door Policy; the road to Pearl Harbor; the Pacific War: Hiroshima and Nagasaki; the American occupation of Japan; the "loss" of China; Korea and containment; Vietnam; the opening to the PRC; the growth of Asian America; and the emergence of the Pacific Rim. We conclude by placing current issues (economic tension, strategic concerns, human rights) in their historical content. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, INST.

HIST 3912. FROM WILSON TO FDR. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 3915. CONTEMPORARY CHINA. (4 Credits)
Chinese history since 1895, focusing on the scramble for concessions, the Hundred Days, the Boxer Movement, the 1911 Revolution, the emergence and rise to power of the Communist Party, the Great Leap Forward, the Cultural Revolution, Deng's four modernizations and the rising demand for a fifth democracy. (Alternate years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, IPE, PJST.

HIST 3920. MODERN JAPAN. (4 Credits)
Japanese history since 1868. Equal attention will be given to the political, economic and cultural achievements of the Meiji era (1868-1912); to the unresolved strains that led to World War II; and to Japan's spectacular postwar recovery. The course will end with an examination of today's internal strains and external tensions. (Alternate years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, GLBL, INST, IPE.
HIST 3921. JEWS, CHRISTIANS, AND MUSLIMS IN CHINESE HISTORY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, JWST, MEST.

HIST 3922. EAST ASIAN CITIES. (4 Credits)
To 1800, half of mankind’s urban history was East Asian history. Cities played central—if rather different—roles in the social, cultural, and political histories of China and Japan. After their incorporation at gun-point into a system of industrializing nation-states, pre-existing urban hierarchies were restructured, their functions transformed. In this course, we explore both the indigenous experience and its modern transformation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, GLBL, INST, IPE, URST.

HIST 3924. EAST ASIAN CAPITALISMS. (4 Credits)
An exploration of the changing roles money and markets have played in Chinese, Japanese, and Korean development from pre-modern times to the first decades of the twenty-first century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3925. THE HOLOCAUST. (4 Credits)
As a quintessential genocide, the Holocaust is intensively studied by scholars. As the emblem for the most radical evil in the human experience, it has also widely captured the imagination of millions. Why is this so? Our course will explore the contemporary interest in the Holocaust by investigating its representation in film and the arts. We will also focus on the most significant historical issues: What is the connection between historical antisemitism and the Holocaust? How do we explain the behavior of the many thousands of perpetrators? The response of the victims? The heroism of rescuers? The failure of Pope Pius XII to do more for the victims? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, IPE, JWST, REST.

HIST 3930. SEX AND GENDER IN SOUTH ASIA. (4 Credits)
In this course, we will explore histories of women, gender, and sexuality in South Asia from the 18th century to the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, EP3, GLBL, INST.

HIST 3931. COLONIALISM AND SOUTH ASIA. (4 Credits)

HIST 3939. HISTORY OF GLOBAL POPULAR MUSIC: FROM AFRICA TO THE AMERICAS AND BACK. (4 Credits)
Who brought the banjo to the United States? How did jazz get to Paris? Why is reggae so popular in Ghana? In this course, students will learn the history of African and African Diasporic popular music as it has crossed the Atlantic with enslaved Africans, African American soldiers, Caribbean migrants, and students from West Africa. Through primary sources, songs, films, and academic texts, students will examine issues of globalization, consumerism, migration, pan Africanism, race, and gender in the history of Africa and the Black Atlantic. The final project will involve original research in local and online archives, and will be accompanied by a post on the course blog. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3940. THE AFRICAN CITY. (4 Credits)
This Service-Learning Initiative course examines the histories of urban centers in Africa and her Black Atlantic diaspora. Representative cities are St. Louis (Senegal), Timbuctu (Mali), Accra (Ghana), Alexandria (Egypt), Khartoum (Sudan), Cape Town (South Africa), Dar es Salaam (Tanzania), Zanzibar City (Zanzibar), Harare (Zimbabwe), Salvador-Bahia (Brazil), New York City (USA), and Liverpool (England). The cities represent the spatial, aesthetic, and demographic, economic, political, and social histories that have produced "The African City" both in Africa and the wider Black Atlantic world. Through Service-Learning Initiative’s "living and learning," students will experience, first hand, the historical processes through which New York City became and continues to be an "African city." Interaction with New York’s historic African-American community, as well as its growing African immigrant community, will help students understand the links between forced migration of enslaved Africans to the city and more recent waves of African immigration which have renewed the city’s linkages with the continent. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AFAM, AHC, COLI, GLBL, INST, URST.

HIST 3942. RACE, SEX, AND COLONIALISM. (4 Credits)
In this course we will learn about the similarities and differences that characterize histories of interracial sexual relations in different political, social, economic, and legal contexts. We will focus on histories of interracial sexual relations in areas as diverse as colonial Zimbabwe, Haiti, Indonesia, and the U.S.A. Close attention will be paid to the position of women in these relationships, as well as their mixed race children. Case studies will be accompanied by foundational theoretical readings on race, colonialism, and sexuality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.
HIST 3943. COLONIAL AFRICA. (4 Credits)
This course explores the encounter between Africans, particularly in west and sub-Saharan Africa, and Europeans in the early modern and modern eras. This course will survey the history of European colonial incursions into Africa with a particular focus on how different cultures and systems of knowledge clashed, sometimes with great violence, as Europeans tried to integrate Africa into a global system of industrial capitalism. Among the topics covered will be the economic, social, and cultural histories of a wide swath of cultures and peoples living in west, central, and southern Africa. Key aspects of focus will include religious identity, limits of state power, various major wars, and migration. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC.

HIST 3944. AFRICA IN THE AGE OF DECOLONIZATION. (4 Credits)
Almost all of the nation-states in sub-Saharan Africa achieved independence from the European colonial powers in the mid-20th century. This course explores the diversity of experiences of decolonization in Africa through this period, with a focus on social, cultural, and economic dimensions of this change. We will look at how African cultures resisted and adapted to European colonial rule, the emergence of nationalist movements, broad social and cultural changes in class and gender, racial and ethnic conflict, mass urbanization, and the frequently destructive repercussions of Cold War high politics on African nation-states. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC.

HIST 3950. LATIN HISTORY. (4 Credits)
This course explores the development of the Latina/o population in the U.S. by focusing on the questions of migration, race, ethnicity, labor, family, sexuality, and citizenship. Specific topics include: United States colonial expansion and its effects on the population of Latin America; Mexican-Americans, and the making of the West; colonialism and the Puerto Rican Diaspora; Caribbean revolutions and the Cuban-American community; and globalization and recent Latina/o migrations (Dominicans, Colombians). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, EP3, INST, LALS, PLUR.

HIST 3955. SLAVERY FREEDOM/ATLANTIC WORLD. (4 Credits)
The course will cover multiple regions of the Atlantic World – Latin America and the Caribbean, the U.S., Africa, and Europe – to understand slavery and freedom as intersecting global themes across space and time. Starting with indigenous and African slavery in the Spanish and Portuguese empires, we will understand how political and economic institutions, racial ideas, and even Enlightenment concepts about liberty informed a global history of human bondage. The course will look at a variety of materials, from slave narratives to court cases, databases, film, and literature to understand the experience of slavery and the fight for freedom through the perspectives of slaves as well as slave owners, slave traders, and abolitionists. We will also consider the development of African diasporic cultures in the Americas and the legacy of slavery in current debates about memory, reparations, and human trafficking. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 3960. RELIGION AND POLITICS LATIN AMERICA. (4 Credits)
This course will analyze the different ways in which religion and politics have interacted in Latin America from the 16th century to the present. It will cover messianic movements, church-state clashes, liberation theology and dictatorships in the 20th century, Catholic conservatives, and Protestants in politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, LALS, REST.

HIST 3961. REBELLION AND REVOLUTION IN LATIN AMERICA AND THE ATLANTIC WORLD. (4 Credits)
The course will examine principal rebellions and revolutions in Latin America and the Atlantic World from the late colonial period to the twentieth century, including: the Haitian Revolution; Brazilian slave rebellions; the Cuban War of Independence; the Mexican and Cuban Revolutions; Central American revolutions; and Pinochet’s coup against Salvador Allende in Chile. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, LALS.

HIST 3965. COLONIAL LATIN AMERICA. (4 Credits)
Latin America under Spanish rule. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, EP3, GLBL, LALS.

HIST 3968. MEXICO. (4 Credits)
The course covers the history of Mexico from pre-Columbian times to the present. It underscores major events (such as the Spanish conquest, independence, and the revolution) and long historical periods like the colonial era, the turbulent 1800s, nation-building in the 1900s, and U.S.-Mexico relations. It further seeks to explain how the colonial legacy, race, the state, and migrations have shaped Mexican culture and identity.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, GLBL, LALS.

HIST 3969. LATIN AMERICA AND THE U.S.. (4 Credits)
This course will be a survey of the history of the Latin America policy of the United States and the impact of such policy on the Latin American countries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST, GLBL, INST, LALS, PJST.

HIST 3972. REVOLUTION IN CENTRAL AMERICA. (4 Credits)
This course covers the history of Central America from the 1930s to the present. It provides the background necessary for students to understand the revolutionary movements in Central America in the 1980s. Among the topics covered will be the situation of political and social exclusion of large sectors of the population, the impact of the rapid expansion of export agriculture, insurgency and counterinsurgency strategies, U.S. strategic interests in the region and the role of liberation theology.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, INST, IPE, LALS.
HIST 3973. EDU AND STATE IN LATIN AMERICA. (4 Credits)
This course explores the relation between state formation and the evolution of public education systems in Latin America. Although the course will cover the educational systems under succeeding regimes, from Spanish colonial authorities to oligarchic and revolutionary governments up to the neoliberalism of the 1990’s, more than half of the semester will be devoted to the 20th century. The study of the evolution of public education systems will provide a window to understand social and political change. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: IPE, LALS.

HIST 3974. SPANIARDS AND INCAS. (4 Credits)
This course traces Andean history from the growth of the Inca Empire in the 15th century through its conquest by the Spanish in the 16th century. The creation of a colonial Andean society forms the balance of the course which concludes with the Great Rebellion of the late 18th century.
Specific attention will be given to the impact of Christian missionizing on indigenous populations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, LALS.

HIST 3975. THE CARIBBEAN. (4 Credits)
This course will study the history of colonialism, slavery, emancipation and nationalism in the Caribbean, using both primary sources and scholarly studies. The African and European backgrounds to Caribbean history will receive particular attention. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, LALS.

HIST 3977. LATIN AMERICAN HISTORY THROUGH FILM. (4 Credits)
We will screen Latin American and U.S. films to examine what we learn about events or ideas from Latin American history through film. We also will seek to understand how countries interpret their own particular histories in films. Readings will put the films into historical context.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, GLBL, LALS.

HIST 3983. APOCALYPTICISM AND MESSIANISM IN ISLAMIC THOUGHT AND HISTORY. (4 Credits)
Apocalypticism, the belief that God has revealed the imminent end of the struggle between good and evil, has been a major element in Islamic tradition. Messianism, or belief that a savior will usher in a golden age, is intimately connected. This is a general introduction to the central themes in Islamic apocalypticism and messianism from early Islamic period to present time. It will analyze the history of beliefs related to the imminence of the Last Days in Islam in various contexts and explore the ways in which apocalyptic expectations shaped Muslim and Christian encounters.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, MEST.

HIST 3985. OTTOMAN EMPIRE/1300-1800. (4 Credits)
The course proposes to trace the history of the Ottoman Empire from its emergence in the early fourteenth century (ca. 1300) as a small frontier principality, to its growth into a world empire in the sixteenth century, and then down to its final dissolution in 1923. Bringing the political, cultural, and social aspects of the six-century-long imperial history together, the course seeks to understand the ways in which the Ottoman past shaped the modern middle east.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, MEST, OCST.

HIST 3986. RELIGION AND POLITICS IN ISLAMIC HISTORY. (4 Credits)
An introduction to the Islamic Political Thought from the rise of Islam to present, with a strong emphasis on the historical context.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, IPE, OCST, PJST, REST.

HIST 3990. NORTH AMERICAN ENVIRONMENTAL HISTORY. (4 Credits)
The course will explore various aspects of North American Environmental History. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST, ENST, ENV5, URST.

HIST 3991. THE AMERICAN INDIAN. (4 Credits)
Not long ago, 15 million people lived in what is now the continental US, organized into roughly 500 broad groups, speaking thousands of languages, and living in hundreds of thousands of villages. They cultivated plants that became among the most important in the world by the 20th century, especially maize: now the most widely cultivated grain on earth. They confounded the medieval conception of the Creation and course of history, forcing Europeans to reexamine everything they thought they knew. And they helped to shape the US, by maintaining powerful military and political confederacies in the interior. They did not merely serve as guides; they did not walk in moccasins through time, leaving not a mark on the landscape; they did not go quietly to their reservations. This course examines American Indians from their own points of view, from those of Whites, and from the ways that Indians changed American culture and environment.
It is broadly chronological but mostly topical, covering the period from 13,000 years ago to after World War II through a series of issues and events. The course assumes no previous knowledge of American Indians and is offered as part of Fordham's Eloquentia Perfecta initiative. Accordingly, students will learn to write and speak.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.
HIST 3992. CAPITALISM. (4 Credits)
Political economy is the social science that treats the sources and methods of production for subsistence and wealth. It is the study of how political systems conceive of and organize economic life and of the ideas people hold as they set out to derive wealth from nature. Its founding authors are still read today, so convincingly did they establish the questions and the borders of the discipline. Yet these authors had a troubled relationship with the environments where commodities originate. They tended to deny that ecology and economy could possibly come into conflict. Instead, they proposed mechanistic models in which the market resolved all contradictions. This seminar considers the various ways that capitalist societies have appointed resources and conceived of nature, progress, and wealth. IT IS A TOPICAL HISTORICAL SURVEY INTENDED TO TEACH THE ORIGINS, QUALITIES, AND HISTORICAL MANIFESTATIONS OF THIS POWERFUL SOCIAL SYSTEM. The course assumes no knowledge of economics and only a basic knowledge of American and European history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, INST, IPE.

HIST 3993. ENVIRONMENTAL HISTORY: NEW YORK CITY. (4 Credits)
Explores the ecological implications of New York City’s commercial expansion and global influence. Subjects will include physical infrastructure, parks, urban redevelopment, and trade. Students will choose part of the city to examine its environmental history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENST.

HIST 3994. HISTORY OF CLIMATE CHANGE. (4 Credits)
This is a course about climate change, understood geologically, anthropologically, and historically. It considers three broad kinds of climate change. First, we will consider the causes of ice ages, including the last glacial maximum. Second, we will look at the sudden cooling in global temperatures that took place between 1350 and 1850 known as the Little Ice Age. And third we will study how the end of the last event coincided with a period of warming that has not ended. We will cover the causes and discovery of carbon-induced global warming. The course combines science, history, politics, and popular culture. Students will evaluate arguments and weigh evidence in order to become historians of these complicated events. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, ENST.

HIST 3998. PEOPLE AND OTHER ANIMALS IN HISTORY. (4 Credits)
This upper level seminar explores the history of humans’ relationships with animals, especially in scientific or medical settings. Animals, while pre-eminently natural objects, are always understood in cultural contexts and cultures mark the boundaries between humans and non-human animals very differently. This course examines the number of ways that relationships between humans and non-human animals have been imagined and conducted over the past centuries. Contexts explored include hunting, domestication of livestock, commodity-exchange, specimen collecting, zoos, museums, pet-keeping, scientific laboratories, and children’s fiction. Themes include shifting ideas about animal intelligence and agency, humans’ moral and ethical obligations to animals, and limits on humans’ use of animals. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, ENST.

HIST 3999. TUTORIAL. (3-4 Credits)
Independent research and readings with supervision from a faculty member.

HIST 4000. HISTORY, PHILOSOPHY, AND LAW: PROBLEMS IN INTERPRETATION. (4 Credits)
This seminar explores constitutional interpretation from the different perspectives of history, philosophy, and law. The course will survey a variety of different scholarly approaches and examine a range of landmark Supreme Court decisions. The class will examine the different modalities of constitutional interpretation used by judges: text, history, structure, prudential arguments, and philosophical/ethical arguments. The readings will be drawn from leading historians, philosophers, legal theorists. The course will probe a variety of interpretive problems and issues at the intersection of these three disciplines. Should we treat the Constitution’s text as fixed or should we embrace the idea of a living Constitution? How do historians deal with the issue of Constitutional meaning? How have philosophers grappled with the same issues? How should we interpret the Constitution? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, ICC.

HIST 4004. AMERICAN ECONOMIC HISTORY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ECON, ICC.

HIST 4005. AMERICAN PHOTOGRAPHY: HISTORY AND ART. (4 Credits)
An interdisciplinary study of the history, art, and practice of photography. This course explores the place of photography in American history and culture. Students will study the renowned photographers and important types of photography, such as documentary and landscape. We will also practice photography - making pinhole cameras and learning the technical elements of picture taking. The class will include field trips and meeting with photographers and curators. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC.
HIST 4007. MEDIEVAL AUTOBIOGRAPHIES. (4 Credits)
Although writing about oneself is often considered classical or modern, and autobiography was not classified as a genre until the eighteenth century, a handful of medieval clerics, monks, mystics, nobles and merchants wrote about their own lives. These autobiographical accounts, and the conventions and societies that shaped them are the topic of the course. By asking both the questions of genre, narrative voice, subjectivity and authorship usually posed by literary analysis, and the historical questions of what such sources about past authors, audiences and the societies that read and copied the lives, the goal is to understand autobiography and the sources themselves from an interdisciplinary perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, MVST.

HIST 4008. RACE AND GENDER IN THE OLD WEST. (4 Credits)
This course uses fiction and history in an interdisciplinary approach to explore the nineteenth-century American West. It incorporates race and gender as categories of analysis to examine how concepts of racial ideology and gender roles affect social, cultural, and economic spheres. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC, PJST, WGSS.

HIST 4009. FILM, FICTION, AND POWER IN THE AMERICAN CENTURY. (4 Credits)
Visual and written representations of American power have influenced, challenged and even transformed U.S. relations in the world. With their capacity to reach millions, films and fiction do more than tell stories or entertain audiences. They also have the unparalleled means to shape values and beliefs, and to convey attitudes toward the nature and practice of American power. What sort of themes of international power did authors, screen-writers, and directors address in the twentieth century? What do these reflections on power reveal about American society, its politics, and its place in the world? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

HIST 4104. LIQUID HISTORY: BEVERAGES AND DRINK IN SOCIETY. (4 Credits)
Eating and drinking are not only basic human needs, they can also be immensely pleasurable activities and over the centuries they have been central to how we define ourselves and interact with each other. During this interdisciplinary capstone seminar, we will use both historical and literary analysis to explore the very rich history, social practices and cultural meanings of food and drink in the modern world, between the 15th-century Renaissance and the present day. During our class discussions, we will study the evolution of specific foods and beverages, and we will examine how they have been consumed, not only in the home but also in public places, from the traditional banquets and taverns to the newer cafes and restaurants. Our sources will cover the full spectrum of texts and genres that literary scholars and historians use in their work. We will apply concepts, theories and techniques developed in both history and literary studies to contextualize and interpret texts, documents and images. By combining a variety of angles and disciplinary perspectives (including anthropology, sociology and art history, as well), students will get a fuller understanding of the place food and drink have occupied in our societies and how it has changed over time. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

HIST 4105. THE EARLY MODERN WORLD: ART AND SCIENCE. (4 Credits)
European exploration and interaction in the 16th and 17th centuries expanded the horizons not only of the Europeans but of the entire world. It was also the beginning of a truly global system of exchange involving peoples, products, money, and microbes that in turned transformed European art, philosophy, religion, and science. This interdisciplinary capstone will analyze the dizzying world of early modernity through consideration of the way its scientists, artists and religious thinkers understood their society and treated the materials of their disciplines. We will trace first the economic and human consequences of this newly global system, for Europeans and non-Europeans alike, and we will then explore questions proper to each discipline at the time, the changes they underwent, as the ways that new interactions and discoveries shocked and exploded ancient traditions and authority, and how the approaches of the period compare to contemporary methods in each area. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4110. NARRATING THE GREAT WAR. (4 Credits)
The First World War was the "seminal disaster of the twentieth century." It also played a crucial role in the transformation of western culture and continues to play a large role as a symbol of abused idealism and a certain understanding of war. This course draws on history memoirs and film to explore the significance of the First World War. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: HC, ICC.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1010.

Updated: 10-11-2017
HIST 4120. IMAGINING EMPIRE. (4 Credits)
This course focuses on how the modern British Empire has been represented in literature, film and historical writing. We will confine our examination to western views or empire, both critical and enthusiastic. Many of our observers get the history of empire wrong, but they nevertheless engage in British attitudes to global domination, racial and cultural assumptions of superiority, law and authority, and the use of force. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST.

HIST 4137. HYSTERIA, SEXUALITY, AND THE UNCONSCIOUS. (4 Credits)
This interdisciplinary seminar is sponsored by the Department of English and the Department of History. The seminar explores issues raised by hysteria, sexuality and the unconscious in turn of the twentieth-century western culture-topics that cross disciplinary boundaries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: BIDE, COLI, ENGL, EP3, ICC.

HIST 4152. THE ITALIAN RENAISSANCE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, ICC.

HIST 4295. CONFUCIANISM IN THREE KEYS: THE HISTORY, PHILOSOPHY, AND POLITICS OF CONFUCIANISM. (4 Credits)
Confucianism has taken many forms over the millennia, but its core ideas of self-cultivation, the proper ordering of society, the role of the individual in the social order, and the relationship between humanity and the cosmos have not only shaped the underlying fabric of Chinese civilization, they have deeply influences several neighboring East Asian societies as well. Now, after decades in disfavor, Confucianism is once again entering dialogues in modern global culture, but this time with lingering anxiety about what Confucianism actually is. With this in mind, this course will examine Confucianism from three main perspectives, the historical, the philosophical, and the political. It will also make broad use of interdisciplinary (and comparative) approaches from literature, religious studies, anthropology, and art history, so that Confucianism will not speak with a single voice, and our understanding will reflect the complexity of this evolving tradition. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

HIST 4308. ANTISEMITISM. (4 Credits)
The history of anti-Jewish hostilities and their various manifestations from antiquity to the present. An examination of the theological, social, political, economic, and mythical elements of the hatred. Close readings of antisemitic texts to acquaint students with the full repertoire of antisemitic tropes: Jews as agents of cosmic evil and murderers of God, children of the Devil and followers of the Antichrist, money manipulators and usurers of other peoples' possessions, political connivers and conspirators, sexual predators, social corrupters. A study of the encoding and transmission of these ideas and an exploration of their continued contemporary appeal. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, INST, JWST, MEST, PJST, VAL.

HIST 4347. LATINOS: FACT AND FICTION. (4 Credits)
This course uses an interdisciplinary approach to examine the experiences of Latin Americans and Latinos. It employs literature and history to introduce students to the benefits of using multiple ways of acquiring knowledge. It then relies on other academic areas such as art and sociology to reinforce its interdisciplinary. As a capstone course, it allows students to incorporate disciplines from their own academic foundation. It covers topics such as politics, social justice, race, gender, and identity.
Attributes: ICC, LALS.

HIST 4510. CONQUEST, CONVERSION, CONSCIENCE. (4 Credits)
The Spanish conquest of the New World and the forced conversion of its indigenous peoples were justified as rescuing indigenous peoples from the tyranny of their own sinfulness of cannibalism and bestiality. However, those same policies of conquest and conversion were also subject to intense scrutiny on moral and ethical grounds by Spaniards. In this course we will closely examine a series of case studies and the philosophical and ethical debates they gave rise to. To understand the echoes of such debates and moral claims in the contemporary world we will look at recent debates over the doctrine of just war and cultural/religious practices of indigenous people today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, GLBL, VAL.

HIST 4516. SEMINAR: SLUMS, GHETTOS, CAMPS. (4 Credits)
This course will survey the history and meaning of informal cities and urban settlements from the 19th century to the present day. Using primary and secondary source readings as well as photography and film, students will examine the vocabulary and visual imagery of slum areas, slum dwellers and their social lives, and the role in of slums in socio-political narratives. The course takes a global perspective on informal cities and will use examples from Europe, the Americas, Asia and Africa; considers their relationship to economic and political migration, the displaced, and the causes of poverty. Analyzes the role of the informal built environment 19th C. to the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4542. SEMINAR: ITALY THROUGH FOREIGN EYES. (4 Credits)
Research in Italian culture and politics as perceived through foreign observers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, ITAL.
HIST 4610. SEMINAR: JEWISH SOCIETY AND CULTURE IN EASTERN EUROPE. (4 Credits)
Our understanding of the life of east European Jews has been dominated by the Hollywood and Broadway blockbuster "Fiddler on the Roof." The "shtetl," a small insular town where Jews were said to have lived, has been the paradigm of east European Jewish experiences. But the powerful imagery of the "shtetl" is largely a creation of 19th-century writers. This is a course that will take us beyond the popular stereotypes, and will look at the history the Jews in eastern Europe from the initial settlement of the Jews there until the eve of modernity. We will examine how - beyond popular culture - historians and writers have shaped our understanding of Jewish history in that region, and how the persisting imagery of eastern European Jews was created. Why were certain stories told? What can different historical sources show us about Jewish life in Eastern Europe? We will discuss how Jewish history in eastern Europe was studied by historians, and couple the narratives created by scholars with historical sources: privilege charters, crime records, rabbinic responsa, anti-Jewish literature, and others. We will try to probe the relation between history, historical sources, and historical writings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, JWST.

HIST 4631. SEMINAR: US IN THE MID EAST:1945 -PRES. (4 Credits)
The seminar will examine how the United States replaced Great Britain as the preeminent power in the Middle East in the post-World War II era. We will study the conduct of the cold war in the Middle East, analyze American involvement in the Israeli-Arab conflict, examine the tensions arising from American dependence on foreign oil, and consider the conflict between American culture and the rise of Moslem fundamentalism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, JWST, MEST.

HIST 4650. SEMINAR: HISTORY AND FICTION. (4 Credits)
An examination of American history through America’s leading novelsitz from Hawthorne on Puritanism to Faulkner on the American South, and including such authors as Melville, Cooper, James, Wharton, Dreiser, Steinbeck and Wright. Focus will be on the problems inherent in presenting an accurate depiction of history through literary form. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4652. SEMINAR: AMERICA AT WAR. (4 Credits)
An exploration of the interaction of war and society from the colonial era through Vietnam, presented in a seminar format. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

HIST 4654. MEDIEVAL LONDON. (4 Credits)
This course draws on material and documentary sources to explore the townscape of medieval London-its wards, streets, and buildings- and the social life of its people, including their daily routines, work, and rituals. We will examine such documentary sources as chronicles, charters, and wills, along with material evidence from human skeletons, excavation houses and churches, coins, pottery and clothing. This also contains a digital humanities component; students will be responsible for an online project to create illustrated reports and medieval objects and sites in London. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, MVST.

HIST 4657. SEMINAR: NEW YORK CITY HISTORY. (4 Credits)
Advanced readings and research in the history of New York City, 1621-2016. Topics for common reading and discussion might include the politics and culture of the city, the rise of the urban infrastructure and distinct neighborhoods, the city’s changing population, etc. Students will produce and present a research paper on a topic of their own choosing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

HIST 4658. SEMINAR: HOME SWEET HOME: THE MATERIAL CULTURE OF EARLY AMERICA. (4 Credits)
"Home Sweet Home" examines the material culture of early America through objects at the New York Historical Society. This unique and extraordinary collection of artifacts allows us to recreate daily life in the seventeenth and eighteenth centuries room by room, spoon by spoon, fabric by fabric, chair by chair, and potty by potty. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4701. SEMINAR: 12TH CENTURY RENAISSANCE. (4 Credits)
This seminar course will consider the validity of the concept of a 12th-century Renaissance. Particular emphasis will be placed on developments in political theory and institutions, art and architecture, learning and the rise of the universities, vernacular literature, and the writing of history Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: MVST.

HIST 4710. SEMINAR: EARLY MODERN BRITISH EMPIRE. (4 Credits)
This seminar considers the rise and fall of Britain’s “first empire” and the transition to its second, roughly covering the period from 1485 to 1830. Special attention will be paid to the political, economic, and cultural impact of empire on Britain itself as well as effects of and resistance to British dominion in India, Ireland, and America. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, IRST.
HIST 4715. OIL AND POWER IN THE AMERICAN CENTURY. (4 Credits)
This Senior Seminar will examine the historical evolution of the crucial link between oil, diplomacy, and national security in the twentieth century. Students will discuss the role of oil consumption in modern life, the guiding principles of the foreign oil policies of the United States in Latin America and the Middle East, and the social, political, and economic structures related to the production and consumption of oil. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

HIST 4725. SEMINAR: GLOBAL HISTORIES AND STORIES. (4 Credits)
How do we know about the lives of people who left no records of their own? Can a work of fiction or a person’s memory be a source of history? How do history, travel, and narrative connect the lives of an 11th century merchant and a modern-day traveler? These are some of the questions this senior seminar will explore through examples from around the world, from the streets of Cairo to the trans-Atlantic slave trade, biographies, film, novels, oral histories from perpetrators and survivors of state terror, and students’ own family histories, among others. Every week we will explore different world regions and methodologies, and students will simultaneously create original projects over the course of the semester. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4726. SEMINAR: QUESTIONS OF GLOBAL CAPITALISM. (4 Credits)
Since its foundations, the modern ideas and institutions that we call “capitalism” have posed a range of ethical and political questions: What is the meaning of freedom? What is the point of work? How should humans think about and value non-human nature? Is perpetual social and economic inequality a problem? In this seminar, we explore these questions through the writings of political theorists and the stories of people from various world regions, from Asia to the Americas, since the eighteenth century. Possible topics include slavery, contract labor, consumerism, debt, climate change, the meat industry, and the growth of government.
Attribute: AHC.

HIST 4742. SEMINAR: ITALY THROUGH FOREIGN EYES. (4 Credits)
Research in Italian culture and politics as perceived through foreign observers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4748. SEMINAR: THE WORLDS OF THE ENLIGHTENMENT. (4 Credits)
This senior seminar focuses on the developments that transformed Europe during the Age of Enlightenment in the eighteenth century and ushered in the modern era. We will approach the period from a variety of angles to uncover how transformations in the realm of ideas, culture, politics, society, commerce, and communications shaped new worlds, not only in Europe but also globally. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4758. SEMINAR: EUROPE: PROSPERITY TO CRISIS. (4 Credits)
This seminar concerns the important themes in European history since 1945: the social-democratic consensus and the glorious thirty years of economic growth; the cold war; the loss of empire and the emergence of multiculturalism; the social and cultural revolution of the 1960’s; the communist empire, its collapse and the aftermath. We will also focus on the historical roots of the multiple crisis which faces contemporary Europe, involving the challenge of massive emergency immigration, the development of radical-right parties, the appearance of anti-democratic governments in some post-communist states, economic stagnation, and the instability of the Euro. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: INST.

HIST 4760. SEMINAR: IMMIGRATION TO THE U.S.. (4 Credits)
This course examines important development in American immigration. It focuses on major migratory waves and on the reception immigrants have received. Coverage includes Chinese, Irish, Italian, Jewish and Mexican immigrants, among other possibilities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, LALS.

HIST 4766. SEMINAR: RENAISSANCE COSMOS. (4 Credits)
Renaissance Europeans had a sophisticated though pre-modern understanding of the world and universe around them, from the canyons to the stars. This semester examines the cosmos as seen from the perspective of Renaissance peoples, moving from the heavens to the depths of inner earth and exploring the creatures that dwelt there, from angels to demons, as well as the connections that bound them and the universe together. A central topic will be the decay of this cosmos and its replacement by a universe more familiar to modern peoples. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4767. SEMINAR: TORTURE AND THE WESTERN EXPERIENCE. (4 Credits)
Torture and physical coercion have been elements of European judicial and disciplinary systems since the time of ancient Greece. This research and writing seminar will trace the history of torture in western societies until the present, the controversies surrounding its use, its significance for western understanding of the self and the body, and its implications for modern European and American culture and life. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4800. INTERNSHIP. (4 Credits)
An exploration of the people and communities that have made up New York City in the 19th and 20th centuries. Will include communities based on ethnicity, race, neighborhood, religion, gender, sexual orientation, class and recreational interest. Students will carry out and report on individual research projects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
HIST 4820. SEMINAR: AFRICAN ICONS. (4 Credits)
This seminar introduces students to a broad range of iconic figures in Africa's recent history, while at the same time providing students with the kinds of investigative and analytical skills associated with the practice of sound historical research and writing. We will encounter well-known historical figures, like Nelson and Winnie Mandela, while others, such as Yaa Asantewaa and Thomas Sankara, may be unfamiliar, or notorious like Idi Amin and Mobutu Sese Seko. Seminar participants will read and critically engage a vast array of sources, including speeches, government documents, autobiographical pieces and press reports, in addition to scholarly studies. As a result of the often times overtly politicized, conflicting and contested nature of these sources students will be called upon to develop their capacities for independent and critical thought, which will in turn prepare them to write effectively and persuasively. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, IPE.

HIST 4845. U.S.-LATIN AMERICAN RELATIONS. (4 Credits)
This seminar focuses on the relationship between the United States and Latin America. It examines important historical events and emphasizes the role of economic interests, politics, culture, and intellectual reflections. The instructor will guide students in the use of primary and secondary sources. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.

HIST 4853. SEMINAR: US CIVILIZING EFFORTS IN LATIN AMERICA. (4 Credits)
Students in this undergraduate seminar will do research in primary sources to analyze different aspects of the US "civilizing mission" in Latin America. The course will concentrate in the period from 1898 to the eve of the Great Depression. We will discuss the efforts of U.S. diplomats, missionaries, business people, educators and the like to "civilize" Latin Americans, and the reaction of Latin Americans to such efforts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: LALS.

HIST 4860. SEMINAR: 1970'S: REVOLUTIONARY DECADE. (4 Credits)
While the 1960s have been viewed as a decade of change in the U.S., the 1970s may well have been more revolutionary. Often dismissed as the inward-turning "Me Decade," the 1970s witnessed dramatic social, economic, and political changes. This seminar examines closely the decade's swirling currents: Watergate's effects, Vietnam's end, the extended Civil Rights Movements (feminism, Chicano, Asian-American, & Native American rights), the white ethnic revival, environmentalism's surge, the oil crisis and the end of America's era of affluence, and the rise of conservatism. We will study a wide range of materials from the decade—such as the Pentagon Papers, the environmental novel Ecotopia, films like The Godfather and StarWars, Jimmy Carter's epic "Crisis of Confidence" speech, and the Eagles' 1976 hit "Hotel California." Students will be required to complete a research paper, employing primary sources, on some aspect of the decade. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4872. SEMINAR: MAKING OF MODERN SOUTH ASIA. (4 Credits)
This course will survey the recent history of the nations that are part of the Indian subcontinent, including India, Pakistan, Bangladesh, Sri Lanka, Nepal, and Myanmar (Burma). The nations of South Asia are rapidly assuming a central role in global geopolitics and the economics of globalization. In this course, we will survey a period spanning nearly four centuries beginning in 1600, from the fragmented kingdoms within the Indian subcontinent to the rise of discrete nation states by the mid-twentieth century to the geopolitical and cultural prominence of South Asia on the global state in the early twenty-first century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4900. SEMINAR: TRANSNATIONAL LIVES. (4 Credits)
This course explores creative history writing on the diverse lives and experiences of people during the colonial encounter. We will read a range of non-fiction sources, including biographies, autobiographies, and creative writings that offer a new way of understanding the past.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4901. Marx's Capital and the History of Capitalism. (4 Credits)
This course considers the economic and social history of capitalism through ideas and events extending from seventeenth-century England to twentieth-century China. Our guide will be Karl Marx and the first volume of Capital. We will follow Marx's arguments and subjects to investigate political economy in Adam Smith's Wealth of Nations, the labor movement in the United States, the circuit of capital in the Caribbean sugar plantation, and the contradictions between capitalism and the environment illustrated by climate change. Students will write three essays and participate in vigorous discussion.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PJST.

HIST 4913. SOCIAL DARWINISM: THEME AND VARIATIONS IN GLOBAL CONTEXT. (4 Credits)
Ever since Charles Darwin published his theory of biological evolution through natural selection, people have tried to borrow the scientific cache of his ideas and apply them to the development and administration of human societies. This course will look at the adaption and cultural impact of what later critics would call "Social Darwinism" in global context, with a particular emphasis on England, the U.S., and Asia. Topics will include pre-Darwinian cocepts of social development, popularization of scientific thinking, competing interpretations of evolutionary thought and social welfare, global circulations of ideas in the 19th and 20th c. political implications of "fitness", and resistance to Social Darwinism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
HIST 4933. SEMINAR: COLD WAR SCIENCE AND TECHNOLOGY. (4 Credits)
Science and technology played a crucial role in shaping the Cold War across the globe. In this course, we will begin with the development of the atomic bomb and discuss the nuclear arms race and the popular culture of nuclear anxiety as embodied in film and literature. Other topics include the space race, the development of the internet, the origins of modern environmentalism, the rise of the military-industrial complex, and “everyday technologies” such as the birth control pill and mass media.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4954. SEMINAR: LAW AND EMPIRE IBERIAN ATLANTIC. (4 Credits)
This course explores the centrality of legal practices in Spain and its American Empire from 15th to 19th centuries. Topics may include: legal cultures in early modern Spain and the Americas; debates over legality of the conquest; how indigenous people used law to their advantage; and legal questions of ethnicity and honor as related to marriage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4998. STUDY TOUR: MEDIEVAL SPAIN. (4 Credits)
One of the great medieval pilgrimage routes, the Camino de Santiago crosses northern Spain from the passes of the Pyrenees to Santiago de Compostela. This study-tour will consider the legends of the Camino, some of its many surviving monuments, and the modern revival of the pilgrimage by walking for two weeks with the peregrinos/-as from Leon to Santiago de Compostela. This class will meet periodically at Fordham before the walk to discuss reading assignments and prepare. A journal is required at the end of the course. Fees and travel costs not included. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 4999. TUTORIAL. (1-5 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5100. DISASTERS, PLANNING AND PREDICTION IN GLOBAL HISTORY. (4 Credits)
By considering disasters and the regimes of planning and prediction that have been used to prevent and manage them, this course examines the historical interplay between modes of human agency and the perceived “push back” of the phenomenal world. We will also explore how understandings of disasters and control have shaped historical narratives. Students will engage environmental history, urban history, religious studies, the history of science and technology, and material culture. Topics will cover a wide range of geographic areas from the early modern to contemporary periods. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5201. The Renaissance of the Twelfth Century. (4 Credits)
This seminar will explore the history and historiography of one of medieval Europe's most intellectually fertile and creative period, the so-called renaissance of the twelfth century. Particular attention will be given to the historical construction of this period and how it was changed, and continues to change, amid the discovery and editing of new texts, more nuanced categories of historical analysis, and new advances in interdisciplinary research. Students will be expected to give presentations on both primary and secondary sources over the course of the semester. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5202. MEDIEVAL INTERFAITH RELATIONS. (4 Credits)
Interfaith relations are today a valuable and potentially urgent category of historical analysis. This seminar explores relations among Christians, Muslims, and Jews across Europe and the Mediterranean from early medieval papal policy to rise of the Ottoman Turks, with a particular focus on religion, intellectual, and cultural instances of interfaith conflict and coexistence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5290. LUTHER AND REFORMATION. (4 Credits)
October 31, 2017 marks the 500th anniversary of one of the great cultural movements that shook the History of the world: the release of Martin Luther’s Ninety-Five Theses. Lither disturbed the political, social, and religious structures of Western Europe. Until his death in 1546, he challenged the papacy, the Catholic Church, the Holy Roman Empire, and Henry VIII. The Reformation he began both inspired and outraged. It represented the triumph of technology through the printing press. After Luther, nothing was exactly the same ever again. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5300. History Theory and Methods: The Historian's Tools. (4 Credits)
This course will introduce students to a range of intellectual traditions informing historical analysis and writing. Students will study major social thinkers and how historians have grappled with the implications of their ideas. The course aims to develop essential skills as professional readers, analysts researchers and writers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5400. GENDER AND HISTORY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5405. MODERN IRELAND 1690-1923. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5410. Race and Gender in Modern America. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
HIST 5411. GENDER AND SEXUALITY IN EARLY AMERICA. (4 Credits)
Readings in the history of gender and sexuality discourse in Early America and the British Atlantic world of the 17th and 18th centuries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5420. SIN, CRIME AND SEX IN HISTORY. (4 Credits)
Sin and forgiveness were at the heart of the Christian message. In European tradition, sin and crime were closely related. This course examines the history of sin and crime from ancient Christianity to the present, focusing on the rise of sexual delicts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5472. INVENTING TOTAL WAR. (3 Credits)
The course will explore the development of total war in the 20th century, with particular emphasis on Germany. The dissolution of legal limits on violence and compulsion on the battlefield and at home will be examined.

HIST 5506. EUROPEAN NATIONALISMS AND EARLY MODERN (JEWISH) HISTORY. (4 Credits)
Modern historiography, including Jewish historiography, and history as an academic discipline are products of modern national movements. The narratives they produced provided tools for shaping national and ethnic identities in the modern era, and had long lasting ramifications not only for the study of history but also for the inclusion or exclusion of specific groups in modern European societies. This course will explore how the writing of history has been linked to the larger questions of national identity, and nationalism, and to questions of political inclusion and exclusions. We will read the early Jewish historians from Germany, Poland, and Palestine/Israel and explore how their visions of premodern Jewish history were shaped by larger questions that were also occupying other European historians and intellectuals. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5516. NATIONALISMS AND RACISMS IN MODERN EUROPE. (4 Credits)
The seminar will focus on the history and historiography on the construction of "race" and nation in modern Europe (from the Enlightenment onwards) and in particular on the multiple connections and intersections between nationalism(s) and racism(s). As issues of cultural identity and questions of immigration and national belonging have become hotly contested in today's European societies, the historiography on these subjects has been steadily growing. We will discuss different historical approaches, theories, and methodologies that emerge from the growing body of works addressing these issues and pay particular attention to socio-cultural histories and to transnational and comparative perspectives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5553. Book History: Texts, Media and Communications. (4 Credits)
This course examines themes, topics and methods in the history of the book. Book history is defined broadly to encompass the history of media and communication in general, as well as textual analysis. Topics may range across time periods, from the Middle Ages to the present day, and across continents. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5556. TECHNOLOGY & EMPIRE. (4 Credits)
This course, "Science, Technology, and Imperialism," will explore the crucial relationship between science and imperialism, with a particular focus on European imperial expansion from the eighteenth to the twentieth centuries. Students will use a wide variety of primary and secondary texts to read, analyze and compare a range of sources to explore the ways in which European science and technology were used to justify European expansion, and the intersections between imperialism and European science and technology. Topics will focus on European imperial expansion from the eighteenth to the twentieth centuries. Students will use a wide variety of primary and secondary texts to read, analyze and compare a range of sources to explore the ways in which European science and technology were used to justify European expansion, and the intersections between imperialism and European science and technology. For example, the course will explore how the equation of European science and technology with "progress" depended to a large degree on European perceptions of the colonized. Using multiple viewpoints from Europe, Africa, and Asia, the course will provide a fresh and unique view on the history of Imperialism that will locate science and technology as fundamental to understanding such contested concepts as conquest, progress, and modernity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5568. Stalinism: Life and Death in Soviet Russia. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5574. U.S. FOREIGN RELATIONS. (4 Credits)
This graduate reading course covers the history and historiography of U.S. foreign relations from 1898 to the present. Topics include Open Dorf imperialism, the First and Second World Wars, the Cold War, decolonization, the Vietnam War, and the War on Terror. Students will study the United States, its domestic cultures, and its foreign policies to different regions, in a global perspective. In addition, students will study the economic, social, intellectual, political, and moral bases of U.S. foreign relations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5575. THE UNITED STATES & THE WORLD IN THE TWENTIETH CENTURY. (4 Credits)
This course examines U.S. foreign relations over the history of the twentieth century, with an emphasis on the myriad ways in which peoples, cultures, economies, national governments, non-state organizations, and international institutions interact. Topics include American foreign policy, capitalism and economic policy, cultural relations, domestic politics, and perceptions of the world. The course will proceed chronologically and will examine major moments and trends: modern warfare, the Great Depression, the origins and trajectory of the Cold War, the nuclear arms race, decolonization and U.S.-Third World relations, the Vietnam War, and America’s wars in the Middle East. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
HIST 5644. Writing Early America: Historians Who Have Shaped the Discipline. (4 Credits)
This course will include the most significant works in early American history and culture written during the last fifty years. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5645. READINGS IN EARLY AMERICA AND THE ATLANTIC WORLD. (4 Credits)
This graduate readings course will provide students with an introduction to the historiography of early America from contact through the era of revolutions. Major themes include the contesting and connecting of geographical areas across the continent, the everyday experiences of work across lines of race, class, and gender, and the rise and fall of continental and Atlantic empires. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5725. HISTORY OF AMERICAN CITIES. (4 Credits)
Readings in US urban history. Topics that may be covered include the growth and development of American cities, their people and diverse communities, urban politics, the urban crisis of the late twentieth century, ideas about what makes for a good city, and the economic, cultural, political, and social role of cities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5727. HISTORY AND FICTION IN THE AMERICAN WEST. (4 Credits)
This course uses history and literature to study the moving western frontier in the United States. Readings explore its early origins in the 17th and 18th centuries but focus largely on its most iconic manifestations in the 19th century. The course examine race, gender, violence, and social order, among other topics.

HIST 5730. HISTORY OF CAPITALISM. (4 Credits)
A graduate seminar, open to advanced undergraduates, that considers the historical narratives, major thinker, and controversies between seventeenth and twenty-first centuries having to with capitalism as an economic system and a set of social relations. Works by Thomas Robert Malthus, Adam Smith, Karl Marx, Karl Polanyi, Fernand Braudel, among others. Students will produce two essays, one comparing Smith and Marx, and other on a historical topic. Class meetings will emphasize student argument and vigorous conversation and will include a weekly lecture by the instructor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attribute: ENST.

HIST 5733. The Country and the City in American History. (4 Credits)
This course explores the history of the country and the city as natural environments and symbolic landscapes through the works of historians, artists, and poets. It covers the period from the Revolution through the twentieth century, with special attention to the nineteenth century. Topics include Appalachia, slavery, and sharecropping; Lewis Mumford and Jane Jacobs; romantic landscape painting and Central Park. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5910. Law and Empire in the Iberian World. (4 Credits)
Law and Empire in the Iberian World explores the centrality of legal practices in the expansion of the Iberian Empire, a legal culture which produced the world’s largest trove of archival documents. Topics will include the legal cultures in early modern Spain and the Americas; the debate over just war and the legality of conquest; how indigenous peoples were legally incorporated into Spanish crown, and how they used law to their advantage (including establishing legally found towns, litigation with the Spanish court system, use of wills and other legal documents); legal questions of honor and ethnicity as related to marriage and office holdings; the legal relationship between the American Viceroyalties and the crown of Castile; and place of role of law and litigation in creating civil society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5913. GOLDEN AGE SPAIN & AMER. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attribute: LALS.

HIST 5918. After Colonialism: Latin America. (4 Credits)
This course focuses on the 19th and 20th centuries. The course is designed to provide an introduction to major historical debates and methodological approaches for beginning graduate students as well as prepare doctoral students for their comprehensive exams in Latin American History. Readings include primary sources in translation as well as key studies of the era. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5919. United States and Latin American Borderlands. (4 Credits)
This course explores the concept of the borderlands in United States and Latin America history. It uses various categories of analysis, such as race, gender, and hegemony, to discuss the interaction among groups of people as they meet along political and geographic borders. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5920. United States and Latin American Borderlands. (4 Credits)
This course explores the concept of the borderlands in United States and Latin America history. It uses various categories of analysis, such as race, gender, and hegemony, to discuss the interaction among groups of people as they meet along political and geographic borders. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5921. SOCIAL MVTS GLOBAL PERS. (4 Credits)
This course examines social movements in the twentieth century. It focuses on events in Latin American, Europe, and the United States, among other regions. It allows students to assess the advantages and limitations using a global approach to historical analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
HIST 5923. Atlantic World: Empires, Diasporas, and Migrations. (4 Credits)
Introduces students to themes and methods of Atlantic World History, 16-20th centuries. Possible themes include: The making of Iberian, English and French Empires; Indigenous, African, and European encounters; Atlantic Legal Cultures; the Slave Trade; Slavery, and Emancipation; the African Diaspora; Religion; Gender and Sexuality; Race relations; Migration. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 5961. THE AGE OF SULEYMAN 1453-1574. (4 Credits)
The course aims to introduce the students to various aspects of social, political, cultural and intellectual history of the Ottoman Empire in the late 15th and 16th centuries. By focusing on the multifaceted and multidirectional nature of interaction across political, religious, cultural and linguistic boundaries between the Islamic and Christian worlds in late medieval and early modern period, the course will delineate the Ottoman state and empire formation within the theoretical and historiographical framework of the early modern Mediterranean. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 6076. NOBLE CULTURE AND SOCIETY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 6078. The Crusader States: The Latin Kingdom of Jerusalem 1099-1291. (4 Credits)
This course charts the social, political, and cultural history of the feudal principalities that were established by Latin Christians in the Eastern Mediterranean in the wake of the First Crusade. Students will be introduced to the narrative and documentary sources through which the history of the Latin Kingdom has been constructed, as well as the archaeology and art of the Levant during the period of Frankish occupation and settlement. In addition, we will engage with the major historiographical debates concerning the constitutional organization of the Latin kingdom, the relationship between the Frankish crusaders and Muslim and eastern Christian populations over whom they ruled, and the "colonial" character of the Latin settlements. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 6133. MED REL INSTITUTIONS. (4 Credits)
Today, the Catholic Church appears to as a hierarchical entity united under the supreme leadership of the pope. This is in contrast with the situation in the Middle Ages, when people made careful distinctions between monks, nuns, canons, secular priests, minor and major orders, cardinals, lay brothers and sisters, and a multitude of other clerics. Committed to their respective ranks and vocations, churchmen and churchwomen often found themselves competing with one another. In so doing, they were less likely to submit to papal authority than to enlist it for their own purposes. The seminar will examine these groups, their institutional identities, and typical conflicts of interest. The institutions of the medieval church-male and female monasteries, cathedral chapters, parishes, religious orders, dioceses, the papacy and other bodies-maintained their own two identities and pursued their own ends. The church they formed was not monolithic: medieval religious institutions were often in competition with one another for reasons both secular and religious; and, unlike modern church, religious institutions played a role in government and were the sole providers of many social services. Through consideration of medieval sources and modern studies, the course will examine the institutions that formed the medieval church, their histories, identities and members, their conflicts, and their relations to society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 6153. MED ECONOMY & SOCIETY. (4 Credits)
This course focuses on the major economic trends of the period from the Germanic invasions through the "agricultural depression" on the 15th century. We will also consider the social impact of changes in seigneurial and peasant agriculture, the "commercial revolution," the rise of the textile industry, the Great Famine, the Black Death, and the Hundred Years War. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 6256. TORTURE AND WESTERN CULTURE. (4 Credits)
This course examines a very difficult subject that sheds an unsettling light on the history of Europe and the United States. Torture in the twenty-first century world is ubiquitous, and the very public controversy surrounding American practices is only shocking to those who do not pay attention to the world. Our goal in this seminar is to examine the history of torture in its European-American context and to determine just where current practices fit into that history. We will also ponder whether torture is a practice that can (and should) be eradicated, or whether we must adjust to the presence of torture as a permanent feature of the world and American landscape. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 6305. THE ENGLISH REFORMATION. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
HIST 6310. Early Modern European Intellectual and Political History. (4 Credits)
This course will consider the development of early modern European thought and politics from the 16th through the 18th centuries. Coverage may include the intellectual and political implications of the Renaissance and the Reformation, the rise of the early modern state and its expansion, popular revolutions, Scientific Revolution, political theory, absolutism, republicanism, war and empire, the Enlightenment and the French Revolution. The course is designed to provide an introduction to major historical debates and methodological approaches for beginning graduate students as well as prepare doctoral students for their comprehensive exams in Early Modern European History. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 6315. Early Modern European Society and Cultural History. (4 Credits)
This course will consider the development of early modern European society and culture from the 16th through the 18th centuries. Coverage may include the social and cultural implications of the Renaissance and the Reformation, the divergence of popular and elite culture, the social dimensions of expanding population and trade, print and literacy, the economics foundations of social change, popular revolts, the impact of empire on society and culture, the Enlightenment and the French Revolution. The course is designed to provide an introduction to major historical debates and methodological approaches for beginning graduate students as well as prepare doctoral students for their comprehensive exams in Early Modern European History. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 6355. Late European Political and Intellectual History. (4 Credits)
This course will explore central themes in the development of European political and intellectual life during the 19th and 20th centuries. At the discretion of the instructor students would be expected to explore topics including but not limited to liberalism, conservatism, romanticism, nationalism, modernism, counter-enlightenment, fascism, socialism, Western Marxism, memory, gender, constructions of sexuality, colonialist and racial ideologies, consumerism, and the late-twentieth century counter-cultures. The goal of the course would be to ensure students a reasonable command of the issues associated with the selected items. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 6360. Late European Social and Cultural History. (4 Credits)
This course will explore central themes in the development of European social and cultural life during the 19th and 20th centuries. At the discretion of the instructor students would be expected to explore topics including but not limited to liberalism, conservatism, romanticism, nationalism, modernism, counter-enlightenment, fascism, socialism, Western Marxism, memory, gender, constructions of sexuality, colonialist and racial ideologies, consumerism, and the late-20th century counter-cultures. The goal of the course would be to ensure students a reasonable command of the issues associated with the selected themes. Instructors are expected to ensure a representative distribution of themes across time periods. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 6530. EUROPEAN CITY: 1700-2000. (4 Credits)
Upper level study of European urban history, concentrating on theoretical and interpretive approaches to the study of the city and urban life. Methods or research, evidence, and analysis form basis of seminar discussions and student research. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 6662. SEXUALITY IN AMERICA. (4 Credits)
Readings in the literature of the history of sexuality in American from the Colonial Era to the end of the 20th century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 6710. THE CIVIL WAR. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 6721. US Culture and Society Since 1877. (4 Credits)
An exploration of American culture and society through important scholarly works in the field. The course is designed to provide an introduction to major historical debates and the methodological approaches for beginning graduate students as well as prepare doctoral students for their comprehensive exams in American history. Topics to be covered may include the role of social institutions and the significance of class, gender, culture, and race, particularly in connection to colonial life, the the revolutionary period, the early republic, the Civil War, and Reconstruction. Instructors are expected to ensure a representative distribution of themes across time periods. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 6722. US CULTURE AND SOCIETY TO 1877. (4 Credits)
An exploration of American culture and society through important scholarly works in the field. The course is designed to provide an introduction to major historical debates and the methodological approaches for beginning graduate students as well as prepare doctoral students for their comprehensive exams in American history. Topics to be covered may include the role of social institutions and the significance of class, gender, culture and race, particularly in connection to colonial life, the the revolutionary period, the early republic, the Civil War, and Reconstruction. Instructors are expected to ensure a representative distribution of themes across time periods. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 6724. US Thought and Politics to 1877. (4 Credits)
An exploration of American intellectual and political history through important scholarly works in the field. The course is designed to provide an introduction to major historical debates and the methodological approaches for beginning graduate students as well as prepare doctoral students for their comprehensive exams in American history. Topics to be covered may include the formation of American ideology, political movements, and the contributions of major ideological and intellectual figures, particularly in connection to the rise of the U.S. as an economic and military power, the Progressive era, the world wars, the Great Depression, the Cold War, the civil rights movement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
HIST 6725. United States Thought and Politics Since 1877. (4 Credits)
An exploration of American intellectual and political history through important scholarly works in the field. The course is designed to provide an introduction to major historical debates and the methodological approaches for beginning graduate students for their comprehensive exams in American history. Topics to be covered may include the formation of American ideology, political movements, and the contributions of major ideological and intellectual figures, particularly in connection to the rise of the U.S. as an economic and military power, the Progressive era, the world wars, the Great Depression, the Cold War, the civil rights movement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 6731. US IMMIGRATION & ETHNICITY. (4 Credits)
This course will examine several important issues that have engaged the attention of historians of immigration and ethnicity. These include perennial concerns as the nature of the processes of settlement and Americanization, and the evolution of American views on citizenship and immigration policy. Also among the issues to be discussed are recent trends in thinking about the invention of racial identities and about ethnic diasporas and "transnationalism." Finally, the course will cover several cases of the stresses of ethnic identity in wartime. Readings will include recent scholarly monographs and articles, as well as several examples of ethnic memoir literature. Note that the course is organized thematically, and that readings have therefore been chosen because they reflect on the themes under discussion. As a result, not all ethnic groups are covered adequately. Students will have a chance to deal with the ethnic groups of their choice in their independent work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 6853. AMERICA BETWEEN THE WARS. (4 Credits)
The course will focus upon political, economic and social events and trends in America during the era between the two World Wars of this century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 6855. PSM: MED POLITICAL CULTURES. (4 Credits)
This course, the first part of a two-semester proseminar/seminar sequence will introduce students to recent debates and different approaches to cultures of power and political processes in western Europe in the central middle ages. Among the many topics we might consider are lordship, status and authority, political assembly and consultation, courtliness and persuasion, rulership and sanctity, and the rise of accountability. Students will become familiar with a wide range of source material, from diplomatic and documentary collections to historical narratives and courtly literature. With this solid foundation in the current historiography and available research tools, students will be expected to identify a suitable topic for a sustained research project. Completing this project will be the objective of the seminar course to be offered in the Spring. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 7070. MEDIEVAL INTELLECTUAL CULTURES. (4 Credits)
This course takes a broad approach to medieval intellectual history, focusing not just on the texts and ideas that were central to medieval intellectual life but also on the cultural conditions that enabled scholarship and creativity to flourish. Beginning with the late antique absorption of classical learning, the seminar will cover the course of two semesters examine a range of intellectual cultures spanning the western Middle Ages. A particular focus of the class will be the study of the liberal arts and the evolution of teaching practices. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 7110. PSM: CHURCH LAW & MED SOC. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 7150. PSM: MEDIEVAL ENGLAND. (4 Credits)
This is the last half of a year-long course that focuses on the social, economic, and administrative history of England from the eleventh through fifteenth centuries. Special emphasis is placed upon 1) how to identify and exploit a wide variety of primary sources (such as wills, cartularies, court rolls, account rolls, chronicles, among others); 2) how to use major historical collections (such as Rolls Series, VCH, Record Commissioners, Royal Historical Manuscripts Commission, the Ordnance Survey, Selden Society, and others); and 3) gaining an awareness of the regions and landscape of medieval England, as well as the contributions of historical geography. Besides treating thematic issues such as the church and society, law and legal system, the growth of government and administration, maritime trade and industry in town and country, the weekly discussions will also consider economy among the peasantry, townspeople, and the landowning elite. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 8000. RESEARCH COLLOQUIUM. (1 Credit)
Required for MA and PhD students in Modern History and taken in conjunction with a research tutorial, this colloquium attends to the professional and presentation aspects of their research project as well as providing a forum for progress reports and feedback.

HIST 8025. SEM: MEDVL RELIG CULTURES. (4 Credits)
Participants will build on the reading and topics from HSGA7025 (Proseminar: Medieval Religious Cultures) to prepare research papers based on sources and debates in the study of medieval religious cultures. Weekly readings will be selected by the participants from materials for their papers; later in the semester, they will present drafts of their own papers, and prepare critiques of others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 8056. SEM: MED POLITICAL CULTURES. (4 Credits)
In the Spring semester, students will spend the semester working on research papers based on the topics identified in the Fall. At class meetings, students will have the opportunity to present their research and to read and critique each others’ writing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: MVST.
HIST 8070. MEDIEVAL INTELLECTUAL CULTURES. (4 Credits)
Student continue to work on the project they defined in the Proseminar to this course. Classes convene intermittently to discuss progress on the ongoing research projects and for presentations on untranslated or little-known primary source (either recently made available or long forgotten) that deserve greater. Students complete the seminar by giving a 20-minute conference paper on their research project and on their research project and writing a thesis-length original research paper that could be published as a scholarly article. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: MVST.

HIST 8110. SEM: CHURCH LAW & MED SOC. (4 Credits)
This course will consist of a two-semester prosem seminar/semester sequence inviting graduate students to formulate and conduct original research projects in the field of medieval church law. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HIST 8150. SEM: MEDIEVAL ENGLAND. (4 Credits)
Continuation of HSGA 7150. The first half of the course focuses on database analysis, writing skills, research methods, and public speaking. Students also work on a final research paper that was formulated in HSGA 7150. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: MVST.

HIST 8999. INDEPENDENT STUDY. (4 Credits)
HIST 9999. DISSERTATION DIRECTION. (1 Credit)

History Law (HSGL)

HSGL 0202. GREAT BOOKS IN AMERICAN LAW. (2 Credits)
Students in this seminar will read the following six books, plus reviews and commentary on each of the books:<br>< HANDLE: Oliver Wendell Holmes, The Common Law; Benjamin N. Cardozo, The Nature of the Judicial Process; Adolph Berle and Gardiner Mears, The Modern Corporation and Private Property; Alexander M. Bickel, The Least Dangerous Branch: The Supreme Court at the Bar of Politics; John Hart Ely, Democracy and Distrust: A Theory of Judicial Review; and Antonin Scalia, A Matter of Interpretation: Federal Courts and the Law. <p> Students will be expected to write twelve 2-3 page response papers on the books and materials circulated for the twelve classes discussing the books and commentary. The first class will be introductory. There will be no final exam.

HSGL 0203. UNITED STATES CONSTITUTIONAL HISTORY: THE WARREN COURT. (2 Credits)
The Warren Court helped transform in American law, politics, and society. And American politics and society shaped the Warren Court and its ultimate legacy. This seminar will start with some background on Earl Warren, focusing on his biography, his role in the Japanese internment, and Korematsu. In week 2, we will focus on Brown and desegregation. Week 3: One person, one vote: Baker v. Carr, Reynolds v. Sims, and John Hary Ely's Democracy and Distrust. Week 4: The Criminal Rights Revolution: Gideon, Miranda, and Mapp. Week 5: The First Amendment and Privacy. Week 6: Religion, Presentations and the Warren Court's legacy. There will be an in-class final exam.

Attributes: INLJ, LLM, PIF.

HSGL 0204. RECENT BOOKS IN CON LEGAL THEO. (2 Credits)
The purpose of this course is to give students an opportunity to read, discuss, and write about important recent books in constitutional and legal theory, and to meet and engage with the authors of those books. We will cover each book in two class sessions. For each book, in week one, students will write 5 page response papers, and the students and I will meet to discuss the book. In week two for each book, the author will come to class and discuss the book with the students and me. The grade is based on the response papers and class participation. There is no final paper or final exam. Although I am assigning all six books described below in full, I will provide guidance regarding parts of each on which students may focus. <p> Here are the books we will read: Weeks 1 and 2 (1/18 and 25): <b> John McGinnis and Michael Rappaport, Originalism and the Good Constitution </b> (McGinnis, from Northwestern University, will come to class). This book argues in favor of originalist methods of interpreting the Constitution, largely from a consequentialist framework, i.e., that we are better off as a nation following originalist methods. The book also advances a distinctive originalist argument focusing on the supermajoritarian nature of our Constitution. (Note that the response paper for this first book is due 1/16, so students will be reading the book over winter break. Response papers are due the Monday morning before the first Wednesday session for each book.) <p> Weeks 3 and 4 (2/1 and 8): <b> James E. Fleming, Fidelity to Our Imperfect Constitution: For Moral Readings and Against Originalisms. </b>The title well describes the book. Fleming (a former Fordham Law School professor, now at Boston University) is one of our leading anti-originalists and pro-Dworkinian constitutional scholars. He claims moral readings of the Constitution are both best and unavoidable. <p> Weeks 5 and 6 (2/15 and 22): <b> Frederick Schauer, The Force of Law </b> (Schauer (University of Virginia) is one of our leading legal theorists and First Amendment scholars. This book challenges a leading legal theory account (H.L.A. Hart's notion of people following the law just because it's the law, i.e., internalizing a sense of legal obligation) and argues instead that coercion – the force of law – is central to understanding the core of law and its efficacy. <p> Weeks 7 and 8 (3/1 and 8): <b> Richard H. McAdams, The Expressive Powers of Law: Theories and Limits </b> (McAdams (Chicago) adds that law has an expressive mechanism that generates compliance, as well, through a coordinating function and an information function. In part through game theory, McAdams advances both descriptive and normative claims supporting his thesis. <p> Weeks 9 and 10 (3/22 and 29): <b> John D. Inazu, Confident Pluralism: Surviving and Thriving through Deep Difference </b> (McAdams (Chicago) advances a deeply pluralistic theory of our constitutional order, analyzing freedom of speech, religion, assembly, and association arguments. <p> Weeks 11 and 12 (4/5 and 12): <b> Heidi Kitrosser, Reclaiming Accountability: Transparency, Executive Power, and the U.S. Constitution </b> (Kitrosser (University of Minnesota) challenges standard defenses of presidential power, especially “supremacy” and “the unitary executive.” She argues that presidential power need not be as centralized as unitary theories maintain, and that secrecy of information and programs within the executive branch are antithetical to proper understandings of accountability. She also discusses First Amendment issues surrounding prosecution of leakers and publishers of classified information. <p> Week 13 (4/26): Wrap-up discussion and I hope some kind of party #. <p> Note: I am trying to keep costs reasonable for students, and have figured out a way to reimburse you if total book costs per student go over $200.

Attribute: INLJ.
HSGL 0290. HISTORY OF COMMERCE AND LAW. (2 Credits)
The course examines how nine pre-industrial societies developed (or failed to develop) legal and informal rules and institutions to support trade and commerce: Hunter/gatherers, Mesopotamia, ancient Egypt, Classical Athens, Rome, Early Islamic World, Medieval Europe, Medieval Southern (Hindu) India and Qing China. The course is a combination of legal history, comparative law and economic history, with particular focus on business organization and commercial dispute resolution. Discussion is structured around five business objectives: <br>1. pool capital and share risks — eg, business organization forms like the Roman societas (contractual joint venture or partnership), the Assyrian naruqqum (joint stock fund), the Islamic inan and mudaraba (partnerships), the medieval Italian compagnia and the Qing tang (lineage trust), compared with the attributes of the modern corporation (eg, legal personality, duration, entity and owner shielding (limited liability), separation of ownership and management, etc. <br>2. enforce agreements and resolve commercial disputes — eg, merchant demand for speedy and impartial resolution of disputes via special courts, fora or procedures; <br>3. secure persons and property, particularly in long-distance trade — eg, fictional kin relationships, treaty guarantees and medieval Indian private merchant armies <br>4. address principal/agency concerns — eg, merchant and ethnic networks in addition to agency law <br>5. disseminate market information and reduce asymmetries — eg, regulation of retail market to ensure fair dealing and protect consumers like the Islamic hisba manuals <p>This a condensed seminar (14 classes in seven weeks) which meets Jan. 20 - March 10, 2015. The seminar is open to J.D. and LL.M candidates. There are no prerequisites. There will be a paper rather than an examination. <br><br>Attributes: JD, LAW, LLM.  

HSGL 0308. AMERICAN LEGAL HISTORY. (3 Credits)
This course examines the tension between individual liberty and governmental authority expressed in law from the seventeenth century to contemporary debates among modern political and legal conservatives, liberals and moderates. The specific issues and details of the conflict between liberty and authority have changed over time, but they have involved questions regarding the specific rights in which freedom consists, the manner in which personal liberties should be enjoyed and exercised, who should enjoy them, and how law and public policies can best facilitate, protect, and regulate the exercise of personal freedom. This course explores how events and ideas have influenced the evolution of law relating to these subjects over the course of American history.  
Attributes: JD, LLM, PIF.  

HSGL 0310. ENGLISH LEGAL HISTORY. (2,3 Credits)
This seminar will examine the development of English civil, criminal and constitutional law from the medieval period to the present. The focus of the course will be on the evolution of legal doctrines and institutions since the eighteenth century. These developments will be considered in the context of broader social, economic, political and intellectual changes. Selected topics will include criminal law and procedure, the rise of the legal profession, the law of trade unions and corporate enterprise, the triumph and decline of freedom of contract, and judicial responses to popular protest movements. Readings will include scholarly articles and monographs as well as case law. <br><br>Attributes: JD, LLM.  

HSGL 0322. NATURAL LAW: INTENT, RIGHTS & JUSTICE. (2 Credits)
This course will examine the theoretical foundations and practical implications of natural law theory. Because "natural law" is often taken to mean many different things, one of the course's first aims will be to establish a common vocabulary for identifying and distinguishing the various "versions" of natural law theory. We will see that a common denominator in all natural law theory is the proposition that positive law (i.e., law as it is simply "posited" or enacted by lawmakers) does not exhaust the content of the law, and can be evaluated in light of a "higher law" or "natural law." Our ensuing discussion of the difference between positive law and natural law will open onto a series of questions that will guide us through the rest of the course: "Is there really a natural law?" " If there is a natural law, what is the basis upon which this law exists and becomes knowable to us?" " If natural law exists, then what is its moral content and what does this moral content have to say about individual goods and rights, and their relation to the common good?" Furthermore, how is the moral content of natural law to be enforced or made effective through our system of positive law?" " Finally, how are we to make sense of the natural law tradition in light of our contemporary understandings of judicial review, governmental neutrality, and reasonable pluralism?" The course will not only introduce the classical natural law tradition (based mainly on the thought of Aristotle and Aquinas), but will place this classical tradition in dialogue with contemporary thinkers. The ultimate aim of the course will be to achieve an understanding of the natural law tradition and its relevance for a variety of contemporary legal issues. No prior acquaintance with philosophy or jurisprudence is assumed; the relevant concepts will be developed in class. Students will have a choice between an open book in-class exam and a take-home exam. <br><br>Attributes: INLJ, PIF.  

HSGL 0799. NATIVE AMERICAN LAW. (2 Credits)
This course is designed to trace major developments in the nature of Native American law and the history that has formed this law. Native American Law is in a sense the most all-encompassing of any field of law, as it necessarily entails the study of the Constitution, federalism and the federal system, international law, the full span of American (and colonial) legal and political history, criminal and civil law and jurisdiction, administrative law, civil rights, the Commerce Clause, the Treaty Power, the First Amendment, resource rights, trust law, economic development and the laws of other nations. The course will explore the divisions and contentions among Indian, federal, state and international authorities by moving in a chronological fashion from the early colonial era to the most recent meetings of the United Nations Permanent Forum on Indigenous Issues. The format of the class is an interactive seminar based on assigned readings, and paper on a topic of the student's choosing done under the professor's guidance after submission of a first draft. <br><br>Attributes: INLJ, JD, LAW, LLM.  

Honors Program - CBA (HPCB)

HPCB 3435. ST:EVOLUTION OF AMERIAN BUS. (3 Credits)
This course is designed to trace major developments in the nature of capitalism, corporate structures, business ethics, and the constitution and legal statutes. These developments will be followed in American history and literature. In units that include Puritanism, the Colonial Era, the American Revolution, the Federalist Era, the Agricultural and Industrial Revolutions, the Rise of Big Business, the Progressive Era, the Great Depression, and Post-War America, the course will be designed to have readings in history, law, religion, sociology, urban studies philosophy, art history, and other areas.  

Updated: 10-11-2017
HPCB 4701. GLOBAL BUSINESS READINGS. (3 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HPCB 4703. PROBABILITY AND STATISTICS. (4 Credits)
This course is an intensive study of probability theory and statistical analyses for planning, decision making, and operational review. Topics include probability distributions and density functions; descriptive and inferential statistics; and such methods for hypothesis testing as the analysis of variance, simple and multiple regression, categorical analyses, time series analyses, and principal components or axis factoring. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HPCB 4704. ST: BUSINESS PRACTICES. (3 Credits)
This course addresses business processes, including strategy, and contemporary issues in business.

HPCB 4705. ST:HONORS PROJECT SEMINAR 1. (1.5,3 Credits)
Students work with a faculty advisor to develop an original paper that utilizes the analytical, business and problem solving skills students developed throughout the CBA curriculum.

HPCB 4706. ST:HONORS PROJECT SEMINAR 2. (3 Credits)
Students work with a faculty advisor to develop an original paper that utilizes the analytical, business and problem solving skills students developed throughout the CBA curriculum.

HPCB 4707. ST:HONORS PROJECT SEMINAR 3. (1.5 Credits)
Students work with a faculty advisor to develop an original paper that utilizes the analytical, business and problem solving skills students developed throughout the CBA curriculum.

HPCB 4999. TUTORIAL. (1-3 Credits)

Honors Program - FCLC (HPLC)

HPLC 1001. HONORS PHILOSOPHY. (3 Credits)
Borrowing the Thomistic idea of philosophy as a perennial discourse, the honors philosophy course encourages seminar participants to cultivate their own intellectual grounds through the study of classic and contemporary philosophical works. Topics may include the nature of philosophical discourse, of consciousness, of knowledge, of existence, and of human nature.

HPLC 1011. HONORS: SPEECH AND RHETORIC I. (1 Credit)
1 credit lab session in effective speaking techniques to be combined with the honors core.

HPLC 1201. HONORS: ENGLISH. (3 Credits)
Beginning with the premise that works of literature and criticism constitute an ongoing dialogue that shapes and is shaped by historical, cultural, and aesthetic movements, seminar participants will be encouraged to develop their own voices in that literary dialogue.

HPLC 1401. HONORS: THEOLOGY. (3 Credits)
Introduces students to the issues and methodologies of theology, providing a foundation for the exploration of religious traditions from various perspectives while focusing on the common and varying approaches of those traditions. Ethical, social, and political impacts of religion, along with major historical figures and periods in the history of religion, will be incorporated.

Attribute: REST.

HPLC 1501. HONORS: ART HISTORY. (3 Credits)
Selected topics in art history within an urban context.

HPLC 1603. HONORS: NATURAL SCIENCE I. (4 Credits)
First semester or a two-semester laboratory science course open to Fordham’s strongest students who have not declared a science major. This interdisciplinary course emphasizes problem solving and analysis of classic experiments to explore the interrelationships of chemistry, biology, and physics in advancing our understanding of the principles that govern the natural world. The first semester focuses on two major themes: the interaction of matter and energy and the processing of information and logic by biological systems. The second semester applies the concepts from the first semester to analyze the origin and functioning of complex systems ranging from the early cosmos to the human brain. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HPLC 1604. HONORS: NATURAL SCIENCE II. (4 Credits)
Second semester of a two-semester laboratory science course open to Fordham’s strongest students who have not declared a science major. This interdisciplinary course emphasizes problem solving and analysis of classic experiments to explore the interrelationships of chemistry, biology, and physics in advancing our understanding of the principles that govern the natural world. The first semester focuses on two major themes: the interaction of matter and energy and the processing of information and logic by biological systems. The second semester applies the concepts from the first semester to analyze the origin and functioning of complex systems ranging from the early cosmos to the human brain. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HPLC 1801. HONORS: HISTORY. (3 Credits)
Study of the Western cultural tradition from the Enlightenment to the Postmodern era by focusing on the quest for modernity. Course work will focus on the philosophical debates, the search for utopia, the role of the avant-garde, and the cultural tensions that make up the Western experience.

HPLC 1811. HONORS: WRITING INTENSIVE. (2 Credits)
One credit course to be offered in conjunction with the freshman honors semester that does not offer Honors English.

HPLC 1999. TUTORIAL. (1 Credit)

HPLC 2211. URBANISM: NEOLITHIC TO N.Y.. (3 Credits)
Survey, via a series of in-depth case studies, of major moments of urbanistic development. Organized chronologically, it considers individual cities and the broader problems they address, such as changing architectural forms, demographic shifts, urban infrastructure, politics, religion, and memory.

HPLC 2610. GLOBALIZATION: SEMINAR. (3 Credits)
This course will introduce you to a comprehensive set of frameworks for the understanding and analysis of globalization understood as a process of global system formation. It provides you with the ability to survey and understand the wide variety of information regarding the historical development of globalization and prepares the student to assess the possibilities for the global future and its impact on our lives.

HPLC 2803. HONORS: TRENDS IN NYC. (3 Credits)
Analysis of topics illustrating the development over time of New York City’s populace, governance, economy and social and cultural organization.
HPLC 2811. HONORS SACRED TEXTS. (3 Credits)
Through a selection of primary works from ancient Egypt, Mesopotamia, and Israel, the New Testament, the Talmud, The Qur’an, and early Muslim writings, students will reflect on the social, historical, and theological contexts in which each writing emerged. Primary emphasis will be placed on the similar yet different ways humans construct themselves and their worlds in relation to the sacred.
Attributes: JWST, MEST.

HPLC 2999. TUTORIAL. (2 Credits)
Supervised individual project designed by the student in concert with one or more members of the faculty. Each course must be approved by the Honors Committee.

HPLC 3015. HEALTH CARE IN AMERICA. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HPLC 3515. REVOLUTION. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HPLC 3800. INTERNSHIP. (3 Credits)

HPLC 3970. LINCOLN: DEMOCRATIC VALUES. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: SRVL.

HPLC 3999. TUTORIAL. (3 Credits)

HPLC 4050. HONORS: SENIOR VALUES SEMINAR. (4 Credits)
Using mostly recent scholarship in philosophy and politics, this class will focus on the history and basis for human rights, and in particular the question of whether we can justify the claim that there are universal basic rights: (1) Are universal rights consistent with a wide array of varying cultures and ways of life? (2) Are concepts of rights somehow inherently “western” or “individualist,” or can relativist doubts about human rights be answered? We will relate the growth of rights law in international treaties to related issues in just war theory, including controversial questions about humanitarian intervention and ongoing transitions to democracy in parts of the developing world. We will also focus on the practical question of how the international order could be restructured if we take seriously the idea that there are universal basic rights to freedom from tyranny and to development out of poverty
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: SRVL.

HPLC 4500. THESIS WORKSHOP. (3 Credits)
This course is for seniors in the FCLC Honors program. Participants will workshop thesis drafts and work on presentation skills for both the research showcase and the Honors Program presentation.

HPLC 4800. INTERNSHIP. (4 Credits)
Combines work with an artist, writer, scientist, or other expert with directed series of academic readings relevant to that experience. (Each course must be approved by the Honors Committee.) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HPLC 4888. HONORS: INTERNSHIP. (3 Credits)
Combines work with an artist, writer, scientist, or other expert with directed series of academic readings relevant to that experience. [Each course must be approved by the Honors Committee.]

HPLC 4999. HONORS TUTORIAL. (4 Credits)
Supervised individual project designed by the student in concert with one or more members of the faculty. [Each course must be approved by the Honors Committee.]

Honors Program - FCRH (HPRH)

HPRH 1001. ANCIENT LITERATURE. (3 Credits)
An examination of the Greek, Roman, and biblical texts which have played a central role in the definition of the Western tradition.
Attribute: CLAS.

HPRH 1002. ANCIENT PHILOSOPHY. (3 Credits)
An examination of the Greek and Roman texts which have served as the foundation for subsequent Western philosophical thought.
Attribute: CLAS.

HPRH 1003. ANCIENT HISTORY AND ART. (3 Credits)
An overview of the history and art of the ancient world, with particular emphasis on the classical world of Greece and Rome.
Attribute: CLAS.

HPRH 1004. HONORS: MATHEMATICS. (3 Credits)
An introduction to the dynamics of mathematical thought for non-science majors. Attention will be paid to both the historical development of central mathematical concepts and the implications of these concepts for contemporary life.
Attribute: CLAS.

HPRH 1051. MEDIEVAL LITERATURE AND ART. (3 Credits)
An examination of the literature and art of the medieval world.
Attribute: MVST.

HPRH 1052. MEDIEVAL PHILOSOPHY AND THEOLOGY. (3 Credits)
An examination of major medieval thinkers, including Augustine, Anselm, and Aquinas.
Attribute: MVST.

HPRH 1053. MEDIEVAL HISTORY. (3 Credits)
An overview of the history of the medieval world, including an examination of the rise and spread of Islam.
Attribute: MVST.

HPRH 2001. EARLY MODERN LITERATURE/ART. (3 Credits)
An examination of the literature and art of the period from the Renaissance to the mid-19th century.

HPRH 2002. EARLY MODERN PHILOSOPHY AND THEOLOGY. (3 Credits)
An examination of the major thinkers from the Renaissance to the mid-19th century, with particular emphasis on the figures of the Enlightenment.

HPRH 2003. EARLY MODERN HISTORY/MUSIC. (3 Credits)
An overview of the history and music of the period from the Renaissance to the mid-19th century.
HPRH 2052. CONTEMPORARY SOCIAL AND POLITICAL THOUGHT. (3 Credits)
An examination of the major works of social and political thought which have helped to define the modern world.
Attribute: AMST.

HPRH 2053. CONTEMPORARY HISTORY AND ART. (3 Credits)
An overview of the history and art of the contemporary period.

HPRH 2999. SERVICE LEARNING-2000 LEVEL. (1 Credit)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

HPRH 3001. RELIGION IN THE MODERN WORLD. (4 Credits)
An examination of the way that the world’s major religious traditions have come to terms with the philosophical and practical challenges of modernity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: IPE.

HPRH 3051. ETHICAL DIMENSIONS OF CONTEMPORARY SOCIAL PROBLEMS. (4 Credits)
An examination of a particular modern problem from the perspective of both social and ethical analysis. The problem to be considered will vary, although it will generally be either international in scope or able to be viewed from a number of different traditions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HPRH 3075. IGNATIAN EDUCATION SEMINAR. (1 Credit)
This seminar will examine the distinctive nature of a liberal arts education in the Ignatian tradition. Intended for those who have completed at least half of their work at Fordham, the seminar will allow such students an opportunity to reflect on their own education in conversation with a small group of their peers and a member of the faculty or administration. This one credit course will meet four times during the semester and will be graded on a pass/fail basis.

HPRH 4001. SENIOR THESIS. (4 Credits)
An extended original research project in one’s major field, prepared under the guidance of a faculty mentor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HPRH 4999. TUTORIAL. (1-4 Credits)
Independent research and reading with supervision from a faculty member.

Humanitarian Affairs (HUAF)

HUAF MTNC. IHA Maintenance of Matriculation. (0 Credits)
Students must maintain continuous registration throughout their studies in the graduate program. International Humanitarian Action students working toward the Master of Arts Degree are to use this registration during each semester when not participating in module.

HUAF 5000. THE HUMANITARIAN TOOLBOX. (2 Credits)
This course offers an intensive comprehensive and unified training program suitable for humanitarian aid professionals, allowing them to understand all of the available actors and resources with in a humanitarian crisis. This multi-disciplinary course is made up of lectures, workshops, and case studies.

HUAF 5001. CURRENT HUMANITARIAN ISSUES. (2 Credits)
This course will build on what is learned in HUAF 5000 and introduces historical, political, medical, managerial, legal and communication skills.

HUAF 5010. HUMANITARIAN NEGOTIATION. (2 Credits)
Many humanitarian aid professionals believe that negotiation is perhaps the activity in which they spend most time both in field and headquarters situations. Almost everything that humanitarian workers need to achieve has to be negotiated with donors, host governments, local structures, communities, beneficiaries, other humanitarian agencies and their own staff. This course gives students an understanding of negotiation theory together with practical historical and current applications. All types of negotiation are examined, from road blocks and negotiations in situ for access to negotiations for peace agreements far from the conflict. Theoretical lectures will be supported with group scenario based exercises.

HUAF 5020. HUMANITARIAN ASPECTS OF MIGRATION. (2 Credits)
Migration, whether forced displacement for economic migration of the poorest, is often a major factor in either escaping from poverty, persecution and danger and/or moving into yet more dangerous situations. In attempting to find livelihoods and safety people often become victims of smugglers or traffickers. Students will be given an enhanced awareness and understanding of the complex interaction between migration and humanitarian interventions from the point of view of the migrant, the authorities of the host be it the national or recipient region or country and of the humanitarian worker. This module is held in cooperation with the International Organization for Migration (IOM).

HUAF 5030. HUMANITARIAN LogISTICS. (2 Credits)
Logistics is one of the most critical components to successful humanitarian assistance. Delivering the right assistance to the right beneficiaries at the right time requires both skills and an understanding of the supply chain. Logicians must continually add to their knowledge and learn the latest best practices in the field. This course will explain logistics, explore the ways that logistics can affect humanitarian support, and give students an opportunity to analyze case studies and develop methods for improving delivery of support.
HUAF 5031. COMMUNITY PARTICIPATION. (2 Credits)
The humanitarian aid community must cooperate with the national authorities to build or rehabilitate the basic infrastructure needed for access, shelter and the provision of life sustaining services. This work often has to be carried out on an emergency basis in far from ideal circumstances. This course will provide advanced knowledge of the technical requirements for the infrastructure needed in humanitarian emergencies. Students will be exposed to vital managerial decisions they must consider as they supervise teams of technical experts. Following the implementation of immediate infrastructure needs there remains the responsibility of humanitarian agencies to provide a range of basic services until such time as either the service is no longer required, the population has returned to its place of origin or the governmental agencies have the means and manpower to provide the services. This phase is often known as "care and maintenance". Students will have a clear understanding of the implications of these "open ended commitments" to a population and potential exit strategies.

HUAF 5040. COMMUNICATIONS AND MEDIA IN HUMANITARIAN AFFAIRS. (2 Credits)
This course examines the history of representation of humanitarian crisis, and considers the impact of media accounts on the potential for humanitarian action. The role of photojournalism, and the images and narratives of broadcast and press reporting will be evaluated in the context of humanitarian goals and necessities. The dynamics between depiction and public perception, image and empathy, and narratives of compassion and inclusion will be articulated within the larger context of global security and human rights. As conflict, suffering and issue of life and death remain significant global realities, this course details the conditions, practices, messages, obligations, ethics, and limits of telling the stories of those in crisis.

HUAF 5055. HUMAN RIGHTS & HUMAN CRISIS. (2 Credits)
The course is designed to give students a comprehensive understanding of the foundations and principles of human rights and humanitarian law. Through specific case studies, students will be able to understand the legal aspects involved in humanitarian work, and will provide students with more confidence in their legal abilities when providing humanitarian aid.

HUAF 5060. DISASTER MANAGEMENT. (2 Credits)
The course prepares aid workers for the challenges and difficulties associated with both natural and man-made disasters. Students will study past disasters as well as current disaster management techniques and trends toward potential future disasters. After completing this course, students will have a more complete understanding of the different tools and techniques used to respond to crises.

HUAF 5070. LEADERSHIP & MANAGEMENT IN HA. (2 Credits)
Despite humanitarian agencies’ not-for-profit status, they must be managed and administrated on sound business principles. Students learn the managerial methods and skills required to become senior managers and directors of humanitarian organizations.

HUAF 5080. ACCOUNTABILITY IN HUM ACT. (2 Credits)
This course will explore the concept of accountability within humanitarian intervention. In particular, it will look at the contemporary significance of accountability and what specific events have led to a shift from donors and recipients of aid as the agents of accountability.

HUAF 5090. ETHICS OF HUMANITARIAN ASSISTANCE. (2 Credits)
Humanitarian aid professionals are confronted with ethical questions in every area of their work. This course will explore these ethical questions, examine alternative ethical grounds for action, and seek to provide humanitarian professionals with a framework for evaluating practical ethical issues that arise, especially through past and current case studies.

HUAF 5095. Strategic Issues in Humanitarian Action. (2 Credits)
The theory and practice of humanitarianism continuously evolves in response to changes in the international political and economic environment and ongoing evaluation of humanitarian efforts. This course explores humanitarian affairs throughout the past century as a base for evaluating recent developments that will play a vital role in shaping humanitarian action in the future. High-level representatives from the political, international, military, religious, medical, legal and academic sectors contribute to lectures and discussions. Students discuss and develop strategies for responding to and mitigating complex emergencies.

HUAF 5100. CIVIL MILITARY COOPERATION. (2 Credits)
This course will give students an understanding of the practical workings, opportunities and constraints involved in the cooperation between the military and humanitarian organizations in the delivery of humanitarian assistance. The course begins with the study of the legal, political and structural bases for Civil Military Cooperation which is focused on the practical, rather than the theoretical application. Faculty and students will have the opportunity to share their experience of working in Civil Military situations and the teaching part of the course will culminate in a series of case studies in which the actual working of Civil Military Cooperation in a wide range of types of military deployments will be compared. Students will participate in a half day simulation exercise in which they will gain experience in the outworking of a Civil Military Cooperation in the context of a prepared scenario.

HUAF 5150. Mental Health in Complex Emergencies. (2 Credits)
This is a 12-day training course for mental health professionals and program staff who wish to establish mental health or psychosocial programs in a humanitarian context within conflict and post-conflict areas. The course will aim to provide a practical orientation and training, including how to conduct rapid assessments, designing and setting up mental health services or psychosocial programs (exploring the differences between them), clinical work and therapeutic approaches in non-western contexts. It addresses the issues of cultural validity, conflict resolution and negotiation, taking care of oneself and dealing with burnout. The course will also introduce potential field workers to essentials such as personal security, logistics, and practical aspects of humanitarian work in the field.

HUAF 5155. EDUCATION IN EMERGENCIES. (2 Credits)
30 million children live in conflict-affected countries. The program looks at the design and implementation of education projects from the emergency phase to post conflict situations, with a special emphasis on the mechanisms required to improve the quality of education during and after humanitarian crises.
HUAF 5160. URBAN DISASTER, VULNERABILITY AND DISPLACEMENT: HUMANITARIAN ACTION AND RESPONSE. (2 Credits)
Explores global urbanization trends and the challenges created by urban disasters. The course focuses on the hurdles faced by vulnerable and displaced populations in cities and urban settlements and examines how the humanitarian community can better respond to man-made and natural disasters in both formal and informal urban settings. Discussion and debate with experts on urban disaster and populations at risk. Emphasis on humanitarian best practices and potential opportunities to increase resiliency and sustainability in complex urban settings.

HUAF 5990. MASTER THESIS RESEARCH I. (2 Credits)
Students should develop a thesis topic with a Fordham faculty advisor and a reader who has significant practical experience in humanitarian affairs, ideally after completing Module 2. This project is the culminating demonstration of the knowledge and skills gained throughout the MIHA coursework. The thesis will focus on practical examples of past mistakes, contributing possible solutions to the existing literature. The research methods necessary to writing the thesis are taught within the context of each module. Thesis projects should incorporate learning from previous MIHA courses, followed by final editing, defense and approval.

HUAF 5991. MASTER THESIS RESEARCH II. (2 Credits)
This project is the culminating demonstration of the knowledge and skill gained throughout the MIHA coursework. The thesis will focus on practical examples of past mistakes, contributing possible solutions to the existing literature. The research methods necessary to writing that thesis are taught within the context of each module. Thesis projects should incorporate learning from previous MIHA courses, followed by final editing, defense and approval.

HUAF 6000. INTERNATIONAL DIPLOMA IN HUMANITARIAN ASSISTANCE. (0 Credits)

HUAF 6020. INT EMERGENCY RELIEF. (3 Credits)
The course will be centered on presenting, discussing and reflecting on the main questions faced by the humanitarian community, examining these issues from a multi-disciplinary approach, finding new and creative answers and recommending practical tools to improve the effectiveness of humanitarian action. The meaning, methodological challenges, and ethical dilemmas of humanitarian action will be cross themes of the course so that by the end of the program, the students should have: An understanding of the main challenges and dilemmas facing the international humanitarian community through its practice in the field. A comprehensive knowledge of the history of the humanitarian practice, its main actors, and terms-relations in place to configure the landscape of the complexity around this profession. A creative approach to discover the relationship between humanitarian response and the long-term development perspective. An appreciation of the complexity of this human reality in a specific case study. The ability to identify the main ethical dilemmas faced by any humanitarian response.

HUAF 6030. HUMANITARIAN INNOVATION. (2 Credits)
This course offers an in depth analysis of the strategic processes governing data and innovation strategies in modern humanitarian organizations, the first course of this kind in New York City. The course will introduce participants to a comprehensive understanding of how to select and adopt tools, strategies and techniques for data and innovation management. Topics covered include innovation portfolio creation and management, data management and processing, data ethics, real time data analytics, humanitarian technology design, and integration of GIS systems in project implementation. Participants will develop the core skills required by modern humanitarian organizations to be competitive and effective even if compared to corporate standards.

Humanitarian Studies (HUST)

HUST 2001. INTRODUCTION TO GLOBAL HEALTH. (4 Credits)
Multi-disciplinary examination of the modes of thought and forms of knowledge that inform contemporary global health practice including: colonial medicine, tropical medicine, international health and the emergence of global health as a discipline; the emergence of public health, epidemiology and demography in the west; the therapeutic revolution and the modern pharmaceutical industry: derivation and uses of the main international health metrics (QUALYS, DALYS AND others). The course will take a bio-social approach to the study of health, and will draw on the biological and statistical methods as well as anthropology, political science, history, moral philosophy, theology and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, ENST.

HUST 3001. HUMANITARIAN ACTION WORKSHOP. (1 Credit)
Fordham University, in coordination with the Institute of International Humanitarian Affairs (IIHA), conducted the First National Workshop of the Jesuit Universities Humanitarian Action Network (JUHAN) this summer. Approximately 160 Undergraduate students from 20 member Institutions of the Association of Jesuit Colleges and Universities (AJCU) attended this Workshop to broaden their knowledge and understanding on global humanitarian initiatives and the challenges it faces. The three-day Workshop consisted of a main plenary session each day focusing on contemporary topics followed by breakout sessions- where students were given an opportunity to attend lectures on cross-cutting and sectorial issues as well as participate in sessions to develop their skills required to be effective in this field. On the final day of the conference, the students met in teams to utilize the knowledge they gained from the workshop and draw an action plan on what initiatives/projects they would implement on their home campuses. The Academic Director of the Institute will meet with the Fordham delegation periodically in the Fall semester to help implement the proposed action plans.

HUST 3500. FAMINE, FOOD SECURITY, AND NUTRITION. (4 Credits)
Increasing global inequality, the effects of climate change, violent conflict and many other factors mean that currently almost forty million people worldwide are in need of food assistance. Starvation and hunger are vast and complex global issues with medical, political and moral importance. This course will examine the wide range of humanitarian attempts to help people suffering from food and nutrition crises, from individual clinical interventions to treat childhood starvation, through to regional attempts to predict the timing and severity of famines and respond to them, and innovative approaches like cash transfer schemes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: HUST 4001.

HUST 4001. HUMANITARIAN ACTION. (4 Credits)
This course will consider both theoretical and applied approaches to Humanitarian Action and will be centered on ways of thinking and actions that bridge these two responses. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, MEST, PJST.
HUST 4002. International Humanitarian Action and New York City. (4 Credits)
Fordham has long been a world leader in the academic study of humanitarianism and in professionalizing aid work. This course examines international responses to humanitarian crises. We explore the range of actors in emergencies, including faith based organizations, secular international NGOs, United Nations agencies and more. We will examine their motives, capabilities and histories using case studies of the various problems to which they respond: violence, genocide, famine, and displacement and human rights abuses. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HUST 4200. FORCED MIGRATION AND HUMANITARIAN ACTION. (4 Credits)
Forced migration is a central issue in the provision of humanitarian and assistance. This course will examine the causes of forced migration, including violent conflict, natural disasters, development projects, human trafficking and others, and will use a variety of case studies to examine international responses to forced migration, the migrant experience, legal and human rights around migration, and the role of human agencies and NGOs in responding to forced migration. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HUST 4500. IHA FOREIGN SERVICE PROG. (5 Credits)
HUST 4501. HUMANITARIANISM AND GLOBAL HEALTH. (4 Credits)
This course examines the way in which international actors (including humanitarian actors, development institutions, states, private companies and major foundations) respond to health crises through case studies of major issues in global health including epidemic disease, food security and human rights. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HUST 4800. INTERNATIONAL HUMANITARIAN INTERNSHIP. (4 Credits)
The Undergraduate course on Humanitarian Action: Theory and Application offers an introduction to humanitarian aid work and provides an understanding of the complexities and challenges the key actors face in an applied context. The course focuses on teaching the common principles of the world of humanitarian affairs, with a cross-cutting, interdisciplinary perspective that also analyzes gender, age differences, human rights frameworks, and indigenous cultural approaches to conflict and post-conflict phenomena. In addition to these teach topics, students would have an opportunity to intern at prominent international humanitarian organizations in New York. These would help them gain the necessary exposure and understanding of the dynamics of such organizations and their mission. Students would be required to meet with, and relate their experiences with the professor periodically and be mentored on how best to utilize the skills they gain to further advance their interests in humanitarian aid work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HUST 4801. SUMMER HUMANITARIAN INTERNSHIP. (1 Credit)
This course offers students the opportunity to reflect on internship with an international humanitarian on intergovernmental organization in New York City.

HUST 4888. SENIOR THESIS SEMINAR. (4 Credits)
The seminar is designed to assist Humanitarian Studies Major students through the main stages of their thesis: formulating appropriate questions; undertaking effective research to answer those questions; organizing, analyzing and communicating findings and arguments. The seminar is a single-semester course, taken in students' senior year. The students will meet weekly to discuss problems of common interest under the guidance of faculty members from a variety of disciplines drawn from the major committee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

HUST 4999. TUTORIAL. (1-4 Credits)

Independent Study (UG) (INDP)
INDP 2999. TUTORIAL. (0 Credits)
INDP 3800. INTERNSHIP. (3 Credits)
INDP 4800. INTERNSHIP. (1-4 Credits)
INDP 4999. TUTORIAL. (0.5-6 Credits)

Independent Study Law (INGL)
INGL ADD. STUDY ABROAD - ESADE SPAIN. (12 Credits)
INGL 0101. INDEPENDENT STUDY. (1 Credit)
INGL 0102. INDEPENDENT STUDY - 2 CR.. (2 Credits)
INGL 0103. INDEPENDENT STUDY - 3 CR.. (3 Credits)
INGL 0199. SEMESTER ABROAD: SKKU KOREA. (12 Credits)
INGL 0202. PERSPECTIVES ON DOCTRINAL ANALYSIS. (2 Credits)
This course surveys core U.S. legal doctrine in key areas tested on the Uniform Bar Exam (UBE) which will be administered in New York starting in July of 2016. Core subjects will be reviewed and analyzed and then serve as the foundation for practical application on all components (MBE, MEE, and MPT) of the UBE. Periodic exams throughout the semester and a final exam test students’ knowledge and skills toward success on the UBE. This is a graded, two credit course intended for graduating students who wish to jump start their bar exam preparation. It is not a substitute for a full bar review course. If you have additional questions, please contact Cynthia Juco in the Office of Student Affairs: cjuco@fordham.edu.

Attribute: JD.

INGL 0203. FUNDAMENTAL PRINCIPLES OF NEW YORK LAW. (2 Credits)
Fundamental Principles of New York Law introduces some of the most heavily-tested topics on the New York State Bar Examination to LL.M. students. This class focuses on substantive principles from the perspective of the New York State Bar Examination in: Contract Law, Criminal Law, Evidence, Real Property, Torts, and Domestic Relations. This course is designed to give LL.M. students an opportunity to learn specific topics and technique for the Bar Examination as part of their academic curriculum. Each session is dedicated to one of the six subject matters reviewed in this class. The first hour of every session will focus on the structure of the Bar Examination and various techniques to apply in this class and on the Bar Examination. Coordinated by LLM BAR EXAM, the remaining three hours of each session will be dedicated to a substantive review of the subject matters, taught by specialized lecturers. This class is only open to LL.M. students and available in the fall semester only.

Attribute: LLM.

Updated: 10-11-2017
Information Systems (Gabelli Graduate) (ISGB)

ISGB 799A. INFO TECH TRANSNATL FIRM. (3 Credits)
The course provides practical guidelines for managers to integrate international business with ICS planning and operations.

Prerequisites: INSY 6910 or GBA Waiver Information Systems with a score of 070.
ISGB 799D. CYBERSECURITY FOR BUSINESS. (3 Credits)
This class will explore the concepts of cyber risk management within an enterprise. The course will help a manager develop a solid understanding of cyber risk and successful mitigation strategies to reduce an organizations risk profile. The course will include topics such as IT control assessments, static and dynamic application security, network security, information security policies and standards, threat modeling and analysis, risk/benefits of BYOD (Bring your own device), IOT (The Internet of things), and many other real-time cyber topics. **Prerequisites:** ISGB 6910 or INSY 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 799E. FAB: ACCELERATOR FOR BUS WORKSH. (3 Credits)
The FAB is designed to provide an intensive experience for participants during which the may gain an appreciation for and knowledge in the partnership building, strategic and tactical execution required to launch and advance a start-up. Innovators will be immersed in and work directly with coaches and teammates with expertise in areas such as opportunity analysis, investment due diligence, market road-mapping, portfolio, governance, lean startup principles. **Prerequisite:** ISGB 6910. **Prerequisites:** ISGB 6910 or INSY 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 799F. HEALTH INFO TECHNOLOGY. (3 Credits)
Introduces students to the subject of health information technology (HIT) and describes the organizational context surrounding the implementation, use and management of HIT. Examines the concepts, applications, and strategies of HIT. Key concepts include the role of HIT in enabling quality, safety and efficiency of health care delivery. The course surveys the various types of HIT including electronic health records, clinical decision support systems, master patient indexes, analytics, telemedicine, etc. The organizational issues of user acceptance, value measurement, alignment, workflow analysis and management are also discussed. Contemporary developments including the trend towards service-oriented architectures/web services and meaningful use are highlighted. The key challenges of security, privacy, and compliance with regulations are also discussed. **Prerequisites:** ISGB 6910 or INSY 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 799G. MOBILE COMMERCE & APPLICATIONS. (3 Credits)
Roughly two-thirds if the world’s population participates in the new mobile economy. Leveraging the mobile marketplace requires a conceptual understanding of mobile-commerce as well as the practical skills needed to create the next generation of wireless enabled goods and services. This course will provide both, using a combination of global case studies and hands-on experience in building mobile applications for handheld devices. Selected topics: mobile supply chain management, m-banking and payment systems, machine-to machine commerce, location-based services, m-enterprise solutions, mobile advertising and customer analytics, the “app”, convergent devices (ex. iPhone), mobile marketplaces, and the use of mobile devices in developing countries (reducing information asymmetry). **Prerequisite:** IS 6910. **Attributes:** ABEB, ABIB. **Prerequisites:** ISGB 6910 or ICGB 6910 or INSY 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 799H. CLOUD COMPUTING. (3 Credits)
Cloud computing is one of the most important digital technology trends and a pillar of digital transformation. Business investment in cloud computing is expected to double in 2012-14. Leveraging the cloud in established and start-up companies requires a conceptual understanding of the cloud marketplace, ecosystem and vendor strategies, and practical skills to evaluate cloud investments, plan and deploy cloud solutions. Students will become familiar with various types of cloud services, cutting-edge enabling technologies and standards, management and governance issues, economic value as well as strategic effects of the cloud revolution in business. The course will consist of analysis of a rich set of global case studies, detailed discussion of relevant frameworks and concepts, and hands-on experience with cloud platforms. Speakers from the industry will further enhance the learning experience. **Prerequisite:** ISGB 6910. **Prerequisites:** ISGB 6910 or INSY 6910 or GBA Waiver Information Systems with a score of 070 or ICGB 6910.

ISGB 799I. BIG DATA ANALYTICS. (3 Credits)
As organizations today generate and store massive amounts of data, they face the key challenge of analyzing the data to gain key insight to make informed decisions. Traditional relational models of data storage and use appear to be ill-suited for these large data sets. Alternative distributed, cloud-based approaches have emerged to handle these big data sets. Frameworks such as the Hadoop platform including the Hadoop Distributed File System (HDFS) and MapReduce (M/R) framework at its core, allows for distributed processing of large data sets across clusters of computers using the Map and Reduce programming model. It is designed to scale up from a single server to thousands of machines, offering local computation and storage. This exploratory course discusses the contemporary topic of big data analytics and introduces Hadoop and related technologies in an introductory fashion. Topics include big data analytics life cycle, technologies, development and management, privacy and security, governance, examples and others. Students will work on workshops and assignments in Hadoop on the Amazon Web Services cloud. **Prerequisite:** ISGB 6910. **Prerequisites:** ISGB 6910 or INSY 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 799J. TECH START UPS. (3 Credits)
A Tech revolution is taking place in NYC, which has been recently named New Tech City (Center for an Urban Future, 2012). The growth of tech startups is destined to transform traditional NYC industries, such as financial services, healthcare, advertising, retailing, education and others. Lincoln Center is blocks away from this transformation and new job creation engine that is shaping the city. The course will try to answer the following question: How do you build a successful tech startup, taking into account startup technologies and trends, startup-specific business issues and strategies, and a clear understanding of the NYC tech startup ecosystem? The course will be based on a number of case studies (mostly HBS), conceptual understanding of tech startup methodologies and processes, hands-on tools and technologies, as well as guest speakers from the industry (CEOs/CTOs/VCs). A group project will enable students to dive deep into a specific tech startup segment, and develop a business proposal and startup prototype that combines understanding of technologies, business and IP issues and analytics. **Attributes:** Students with diverse backgrounds (IS, Marketing, Finance, etc) excited about Tech Startups and the opportunities the new ecosystem is creating. Students are encouraged to create interdisciplinary groups for the project. **Prerequisite:** ISGB 6910. **Attributes:** ABEB, ABEP. **Prerequisites:** ISGB 6910 or INSY 6910 or GBA Waiver Information Systems with a score of 070.

Updated: 10-11-2017
**ISGB 799K. BUSINESS APPLICATIONS DEV. (3 Credits)**

This course is an introduction to programming for business students. In today's business world, applications programming is the foundation to many business fields such as business intelligence and analytics, marketing intelligence and quantitative finance. Understanding how to construct business applications becomes essential for business students. This course introduces the programming of business applications using a widely used business programming language, Microsoft Visual Basic (VB) 2012. We will cover the following topics: Basic programming concepts including function, decision and loops; Fundamental VB terminologies such as variables, procedures and modules; Programming & UI design; The integrated development environment (IDE); Error handling and debugging; VBA applications programming. The topic is covered in the context of information systems and business application programs. Students will explore and implement solutions to real business problems using Visual Studio .Net and VBA.

**Prerequisite:** ISGB 6910.

**Is 799L. STUDY TOUR: GERMANY. (3 Credits)**

The study tour to Germany will be held from April 27 - May 7. It allows students to learn about the business environment in Germany and the European Union. Through academic presentations, company visits, and visits to cultural and historic sites, Student will learn how the current business practices in Germany have been influenced by its rich culture, the world wars and the formation of the European Union and technology led globalization. The study tour will include stays in Marburg, Frankfurt, and Munich. There is no pre-requisite for the course and it is open to all MBA students in good standing. Interested MS students should seek permission from their Academic Program Director or Academic Adviser to enroll in the course. Course related readings and pre-trip and post-trip assignments will be available in the first week of the spring semester. Expenses for the trip, including airfare are expected to be around $3,200 per student (in addition to the tuition for the course). Please contact Prof. Saharia with any questions about exam conflicts.

**Attribute:** ABI.

**ISGB 799M. LAW OF DIGITAL INNOVATION. (3 Credits)**

The course teaches how to make informed decisions on important legal topics in tech/tech-enabled industries from the point of view of leads on integrated product teams or senior executives making strategic decisions. It examines issues that technology entrepreneurs will face as they launch their for-profit or not-for-profit businesses. Topics will include business formation; corporate social responsibility; copyright, trademark, patent, trade secret, and privacy; contract law (nondisclosure/noncompete agreements, and tech licensing); good practices for using open source software; ethics and monetization. We will present both for-profit and not-for-profit practical examples for each topic. Industry experts will provide insights throughout the course as guest speakers.

**Prerequisite:** ISGB 6910.

**Prerequisites:** ISGB 6910 or GBA Waiver Information Systems with a score of 070.

**ISGB 799N. OPTIMIZATION MODELS IN BUS. (3 Credits)**

Optimization models seek to find the best decisions given a set of constraints. Applications are in diverse areas of business, including finance, logistics and marketing. The course will introduce different kinds of models, including network, linear programming, mixed-integer programming, and non-linear programming, and demonstrate their use in different areas of business. Students will learn how to use optimization software, including solvers and modeling languages.

**ISGB 799O. PROGRAMMING WITH PYTHON. (3 Credits)**

Do you want to be able to solve business problems through programming/coding? This courses introduces key programming concepts, techniques and tools. Students will learn programming/coding using the widely used Python programming language.

**ISGB 799P. SPORTS ANALYTICS. (3 Credits)**

Sports businesses achieve superior performance and gain competitive advantage by leveraging data and analytics. The course explores technologies, tools and analytics projects in Sports business.

**Prerequisite:** ISGB 6910.

**ISGB 799Q. ACCOUNTING INFO SYSTEM. (3 Credits)**

The purpose of this course is to introduce students to the subject of computer-based accounting information systems. The four critical objectives are a sound understanding in business processes, transaction cycles, internal controls and the systems components of each.

**Prerequisite:** ISGB 6910.

**ISGB 799R. IT AUDIT & INFO ASSURANCE. (3 Credits)**

This course will present an overview of the various elements of IT Audit and Information Assurance. Basic IT audit and information assurance concepts will be discussed and analyzed. General IT and application controls will be covered along with how the controls underlie SOX Section 404 Legislation. The course will also examine business processes, technologies and controls relating to financial reporting. Key components of information systems, including operating system security, database controls, network safeguards, systems development and application maintenance will also be covered. Technology processes supported under COBIT 5 will be discussed along with risk assessment techniques. The challenges around information assurance, data governance and privacy will be explored in detail.

**Prerequisite:** ISGB 6910.

**ISGB 799S. C++ PROGRAMMING. (3 Credits)**

This course will teach Object Oriented programming using the C++ programming language. Students will learn the fundamentals of developing coherent, expressive programs. Students will work on a realistic albeit simplified financial application project.

**Prerequisite:** ISGB 6910.

**ISGB 799T. AUDIT DATA ANALYTICS. (3 Credits)**

Introduces audit and accounting students to data analytics foundations, methods and tools. It reviews industry applications and trends. Students will do hands-on projects analyzing audit and other accounting data.

**Prerequisite:** ISGB 6910.

**ISGB 799U. ARTIFICIAL INTELLIGENCE. (3 Credits)**

The goal of this course is to acquaint you with the objectives and methods of researchers and practitioners in Artificial Intelligence. We will explore numerous aspects of computational models of intelligence including search and problem solving, planning, machine learning, logic and reasoning, machine perception and robotics, natural-language processing, speech recognition, vision, and cognitive science. We'll also discuss genetic algorithms, fuzzy logic and deep machine learning including neural networks. The ethics of Artificial Intelligence is also addressed. The course is organized as a survey, with hands-on assignments in open source artificial intelligence tools.

**Prerequisites:** BYGB 7967 or ISGB 7967 and BYGB 7977 or ISGB 7977 and BYGB 7990 or ISGB 7990.

**ISGB 799V. R STATISTICAL PROGRAMMING. (3 Credits)**

This is a programming course using the R programming language. Applications will focus on data analytics and statistical programming.

**Updated: 10-11-2017**
ISGB 6910. BUSINESS TECH & ANALYTICS. (3 Credits)
MBA CORE COURSE (Formerly "Business IT") This course focuses on applied tech and analytics skills for business managers/leaders, and strategic use of digital technologies in business. It will help students meet two objectives: (1) Make effective business decisions involving digital technologies and data; (2) Build essential hands-on software skills. We will use and demo a number of hands-on tools useful for managers and business leaders. Students will analyze case studies and will learn to become valuable participants in business decisions involving digital technologies. They will learn how to evaluate business applications, propose digital innovation ideas and work on a semester-long project to make data-driven decisions or develop a proposal/prototype for a company. Topics include enterprise applications, systems development processes, data management, data visualization, data mining, web technologies, IT for competitive advantage, e-commerce, creating a web presence, network effects and platform strategies, digital business models, digital innovation foundations & tech trends, cloud strategies, mobile commerce, social business technologies, adtech and cybersecurity. The course emphasizes applied active learning and a global perspective, informed by industry speakers from the vibrant NYC tech ecosystem. (This is an MBA core course, and a recommended course for other MS students interested in an introduction to business tech and analytics).

ISGB 7811. INFO SYSTEMS - INTERNSHIP. (1-3 Credits)

ISGB 7901. E BUSINESS STRATEGIES & APPL. (3 Credits)
This course introduces students to concepts, issues, technologies and trends essential to conducting business in the Internet-based digital economy. The main question answered is: How do you create a successful web presence for your company? The course emphasizes marketing aspect of e-business and hands-on skills on building effective business websites. The course reviews e-commerce systems (e.g., e-tailing, digital content, digital social media, etc) and applications such as web-based customer relationship management (CRM) and e-procurement. It addresses search engines, web analytics & metrics and discuss cutting-edge issues including e-retailing, content providers, Internet advertising technologies, e-payment systems, regulatory & tax issues, security & privacy concerns and mobile commerce. This course has a global focus through case studies in a variety of business sectors, including retailing, financial services, information services and global e-commerce. Hands-on skills include use of HTML, CSS, Javascript, WordPress, and other related technologies. In a group project, students will propose an e-commerce business strategy and create a website to implement it. PREREQUISITES: ISGB-6910.

Attributes: ABEB, ABIB.
Prerequisites: INSY 6910 or ISGB 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7902. SYSTEM ANALYSIS & DESIGN. (3 Credits)
(Formerly Systems Development) Companies launch systems development projects when they seek to develop new digitally-enabled services or to solve a multitude of business problems, such as inefficient business processes, poor information sharing etc. This course provides a comprehensive and up-to-date coverage of systems analysis and design and related systems development and software engineering issues in business. This course emphasizes technical skills, managerial skills, approaches, software tools, challenges, opportunities, and success factors in systems development within global companies and startups. Topics include: systems development lifecycle, agile development, open source and global development, capturing and managing system requirements, data and process modeling using the Unified Modeling Language (UML) standard, architectural and detailed design, testing and quality assurance, redesigning and optimizing business processes using cutting-edge BPM methods and software tools. The course addresses both the traditional (structured) and object-oriented approaches to systems development. It teaches the language that connects IT with business units, and cultivates essential skills for IS professionals and other business managers involved in developing new IT business solutions. Hands-on skills acquired include modeling using UML and structured methods, Microsoft’s Visio, IBM’s Rational Suite and IBM’s BPM software and other cloud-based or open-source modeling and development tools and platforms. Prerequisite: ISGB 6910.
Prerequisites: INSY 6910 or ISGB 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7905. WEB APPLICATIONS DEVELOPMENT. (3 Credits)
(Formerly Web Technologies and E-Business Applications) Begins with a brief review of e-business models and applications, such as online purchasing, customer relationship management, electronic marketplaces, application service providers, supply chains, enterprise resource planning and enterprise portals. Studies enabling technologies, such as Web, XML, Semantic Web, HTML, wireless web and XML web services. Also discusses web-based platforms for e-commerce, B2B trade and mobile applications. Reviews emerging XML standards, such as ebXML, Rosettanet and Biztalk, and web-based platforms, including Dot Net and J2EE. Students experience the systems development lifecycle while developing a website to meet business requirements and review real-life examples and case studies. Prerequisite: ISGB 6910.
Attributes: AEBE, ABEP.
Prerequisites: ISGB 6910 or INSY 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7910. INFO SYSTEMS STRATEGY & MGMT. (3 Credits)
Focuses on issues of aligning business and technology strategies. Addresses how IT supports business strategy and business processes, the role of the CIO, systems integration, outsourcing, the value of IT, selection of technologies IT strategy and infrastructure, dealing with emerging technologies and organizational issues surrounding technology implementations. This is the Information Systems area capstone course. Prerequisite: ISGB 6910.
Attributes: ABGS, ABIB.
Prerequisites: INSY 6910 or ISGB 6910 or GBA Waiver Information Systems with a score of 070.
ISGB 7922. HEALTHCARE IT. (3 Credits)
Introduces students to the subject of health information technology (HIT) and describes the organizational context surrounding the implementation, use and management of HIT. Examines the concepts, applications, and strategies of HIT. Key concepts include the role of HIT in enabling quality, safety and efficiency of health care delivery. The course surveys the various types of HIT including electronic health records, clinical decision support systems, master patient indexes, analytics, telemedicine, etc. The organizational issues of user acceptance, value measurement, alignment, workflow analysis and management are also discussed. Contemporary developments including the trend towards service-oriented architectures/web services and meaningful use are highlighted. The key challenges of security, privacy, and compliance with regulations are also discussed. Prerequisite: ISGB 6910.

Attribute: ABHM.
Prerequisites: ISGB 6910 or INSY 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7924. MOBILE E-COMMERCE & APPS. (3 Credits)
Roughly two-thirds of the world's population participates in the new mobile economy. Leveraging the mobile marketplace requires a conceptual understanding of mobile-commerce as well as the practical skills needed to create the next generation of wireless enabled goods and services. This course will provide both, using a combination of global case studies and hands-on experience in building mobile applications for handheld devices. PREREQUISITE: ISGB-6910.

Attribute: ABEB.
Prerequisites: ISGB 6910 or INSY 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7931. BUSINESS PROCESS MANAGEMENT. (3 Credits)
(Formerly ISGB Consulting and Organizational Design). This course begins with a conceptual understanding of business process evaluation, design, modeling, and analytics. Then the emphasis is placed on software suites and process modeling standards (e.g. BPMN) used for process improvement. Finally, it describes how the work of business process analysts can be exported into working process software using related software platforms and standards. Students will use software tools to do a process management project focusing on a specific industry (e.g. retail or financial services). Prerequisite: ISGB 6910.

Prerequisites: ISGB 6910 or INSY 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7941. NETWORK APPS & TELECOM POLICY. (3 Credits)
(Formerly Networks and Distributed Systems) Focuses on next-generation technologies with special attention to communication networks. Distributed Computing Systems (DCS) are used to connect many different and independent computers, databases and applications over networks to support business activities. The first part of the course highlights the role of networks in modern enterprises and discusses such topics as communication network technologies, network architectures and network interconnectivity, the Internet and its variants (public Internet, Intranet and Extranets), broadband networks and wireless networks (cellular networks, satellites, wireless LANs). The second part of the course discusses how enterprise applications and databases are interconnected through middleware services that reside above networks. Topics include distributed computing, client/server systems and web-based distributed and mobile applications. The topics of this course continually evolve to reflect the latest business and technical trends. Prerequisite: ISGB 6910.

Attribute: ABEB, ABEP.
Prerequisites: ISGB 6910 or INSY 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7945. IT AND SUSTAINABILITY. (3 Credits)
(Formerly Business Design Through IT). This course discusses the transformative role of information and communication technologies (ICTs) in enabling sustainability. ICTs' effect on sustainability dimensions are felt at both the macro, societal level, as well as at the business level. These include ICTs’ positive impact on development, education, environment, health care, power, transportation, and others. Simultaneously, ICTs themselves are subject to sustainability practices, for example, green computing. Additional topics include the design of smart cities, digital divide, the knowledge society, rebound effects, governance, and world development indicators. Students working in groups will analyze several contemporary cases from a global perspective and also develop an IT-based sustainability plan. Prerequisite: IS 6910.

Attributes: ABEB, ABGS.
Prerequisites: ISGB 6910 or INSY 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7955. PROJECT MANAGEMENT. (3 Credits)
Provides the skills project managers need to complete projects on time and on budget. Technology improvements in organizations are implemented through projects, and strong project management skills are a key success factor for companies to achieve the expected benefits from their technology investments. Topics include setting and maintaining project scope, developing work plans, estimating required resources, developing work programs, organizing project teams, super-users, monitoring and controlling projects, maintaining relationships with users and management, status reporting and key factors for realizing the anticipated benefits from the investment. Students use a computer-based project management tool as part of this course. Prerequisite: ISGB 6910.

Prerequisites: INSY 6910 or ISGB 6910 or GBA Waiver Information Systems with a score of 070 or IGCB 6910.
ISGB 7967. DATA MINING FOR BUSINESS. (3 Credits)
Discusses data mining techniques and their use in strategic business
decision making. A hands-on course that provides an understanding
of the key methods of data visualization, exploration, association,
classification, prediction, time series forecasting, clustering, induction
techniques, neural networks, and other methods. Students work in teams
on solving a business problem of their choice, using data mining tools
and applying them to real data. Prerequisite: ISGB 6910.
Prerequisites: ISGB 6910 or INSY 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7973. DATABASE MANAGEMENT. (3 Credits)
Covers the basics of database management, a critical element of all IT
organizations. Databases are the foundation for operational/transaction
systems and for management decision-making. Topics include types of
databases and the database environment, database analysis and data
modeling, database design with relational models, implementation issues
such as SQL, data administration, the Internet database environment and
distributed databases. Prerequisite: ISGB 6910.
Prerequisites: INSY 6910 or ISGB 6910 or GBA Waiver Information Systems with a score of 070 or ICGB 6910.

ISGB 7975. BUS ANALYTICS FOR MANAGERS. (3 Credits)
Introduces the concepts of business analytics and such related
concepts and techniques as business intelligence, data analytics,
data warehousing, data-mining and online analytical processing
(OLAP). The course explores the process, contents, and context of
managerial decision-making and looks at how business analytics can
help in improving management decision-support effectiveness in the
various functional areas of business such as marketing, finance and
manufacturing. Managers in general—not just IT professionals—stand to
gain from the discussion. Students gain hands-on experience in the use
of a comprehensive set of Business Intelligence (BI) tools. Prerequisite: IS 6910.
Prerequisites: ISGB 6910 or INSY 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7977. TEXT ANALYTICS. (3 Credits)
The course introduces the concepts of text analytics, unstructured
information analysis and management for better decision making by
deriving valuable insights from your enterprise content regardless of
source or format. It allows deep, rich text analysis of information.
Content analytics can help organizations surface undetected problems,
fix content-centric process inefficiencies, improve customer service and
corporate accountability, reduce operating costs and risks and
discover new revenue opportunities. Student groups will implement a
comprehensive content analytic project (SPSS Text Analytics/Content Analytics 2.0/UIMA). Prerequisite: ISGB 6910.
Prerequisites: ISGB 6910 or INSY 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7978. WEB ANALYTICS. (3 Credits)
Web analytics—also referred to as Web metrics, e-Metrics, or e-analytics
—is the science of Internet audience measurement and analysis. It
deals with the identification, gathering & formatting of Web usage data,
the computation and presentation of metrics, and the exploitation of
the results, in order to measure web site success. Meaningful insight
is gained from traffic and visitor analytics data. It not only covers the
unique measurement challenges associated with segmentation, but
also comes with strategic recommendations for focusing the entire
analytics process - from where to begin to what your larger, overall
web analytics goals should be (Google Analytics, IBM ShowCase Web
Attribute: ABEB.
Prerequisites: INSY 6910 or ISGB 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7980. BUS MODELING W/ADV SPRDSHEETS. (3 Credits)
Covers the vital role of advanced spreadsheet methods in business
modeling and decision-support. Students learn to build and analyze
decision-making models using a spreadsheet package (Excel), with
extensive hands-on use of the package and add-ins. Students model and
solve representative practical problems covering key business functions
such as accounting and finance, sales and marketing, management and
operations and human resources. Topics include various advanced
spread sheeting functions, “what-if” analysis, list and data management
tools, Solver and sensitivity analysis, simulation and forecasting models.
Prerequisite: A basic understanding of Microsoft Excel.
Prerequisites: ISGB 6910 or INSY 6910 or GBA Waiver Information Systems with a score of 070.

ISGB 7985. DATA WAREHOUSING. (3 Credits)
Provides an advanced, comprehensive overview of data warehousing
along with in-depth discussion of critical issues in planning, design,
deployment and ongoing maintenance. Students gain a clear
understanding of techniques for data extraction from source systems,
data cleansing, data transformations, data warehouse architecture and
infrastructure, and the various methods for information delivery.
Additional concepts discussed include data marts, real-time information
delivery, data visualization, requirements gathering methods, multi-
tier architecture, OLAP applications, Web click-stream analysis, data
warehouse appliances, and data-mining techniques. Students undertake
hands-on exercises and projects in commercial data warehousing
modeling and implementation tools and perform case analyses.
Prerequisite: ISGB 6910.
Prerequisites: ISGB 6910 or INSY 6910 or ICGB 6910 or GBA Waiver Information Systems with a score of 070 and ISGB 7973.
**Information Systems (Gabelli Undergraduate) (INSY)**

**INSY 2299. INFORMATION SYSTEMS : GSB INTEGRATED CORE ONLY. (1.5 Credits)**
This course introduces students to the subject of computer-based information systems in business. Upon completion of this course students should be familiar with the basic concepts and current developments in the field of information technology and information systems; appreciate the role of information systems in business organizations; and understand the issues that employing information technology raises. Students also learn to use effectively key software tools (spreadsheets and databases) that improve personal productivity and can contribute to business value.

**Attribute:** BUMI.

**Prerequisites:** (INSY 2300 or HPCB 2300 or INSY 2299) and ACBU 2222.

**INSY 3421. ACCOUNTING INFORMATION SYSTEMS. (3 Credits)**
This course introduces students to computer-based accounting information systems (AIS). Students master the understanding of business processes, transaction cycles and internal controls, as well as their respective current day systems components.

**Prerequisites:** (INSY 2300 or HPCB 2300 or INSY 2299) and ACBU 2222.

**INSY 3432. DATABASE SYSTEMS. (3 Credits)**
This course focuses on database design principles and techniques, including entity relationship model, relational model and normalization. Students will become familiar with SQL (structured query language) and database management system capabilities. The concepts and techniques are applied to practical business data processing environments. The course includes a series of exercises on design and implementation of database applications using commonly available database management systems. It is recommended that MICS majors and ICS primary concentrators take this course concurrent with, or prior to, Systems Analysis (INSY 3441).Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.

**Prerequisites:** INSY 2300 or HPCB 2300 or INSY 2299.
INSY 3433. PROGRAMMING WITH JAVA. (3 Credits)
(Formerly "Business Applications Development") This course provides an introduction to business applications development concepts, techniques and tools. Students will acquire practical skills and experience with object-oriented development using the Java language. Topics include the elements of the language, common Java classes, object-oriented programming including inheritance and interfaces, and object-oriented design. Examples will be drawn from various business areas.
Prerequisites: HPCB 2300 or INSY 2299 or INSY 2300.

INSY 3434. NETWORK APP AND TELECOM POLICY. (3 Credits)
(Formerly Telecommunications) An intensive examination of network and Internet technologies and standards, network design, network management and business value. Topics include local area networks (LAN), public and corporate networks, Internet backbone, broadband and wireless networks, client/server computing, and telecommunication services. In addition, the course explores strategic and policy issues and trends related to networking and telecommunications, such as networking neutrality. Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.
Prerequisites: INSY 2300 or INSY 2299 or HPCB 2300.

INSY 3436. ST:PROGRAMMING W/PYTHON. (3 Credits)
Do you want to be able to solve business problems through programming/coding? This courses introduces key programming concepts, techniques, and tools. Students will learn programming using the widely used Python programming language.
Prerequisites: INSY 2299 or INSY 2300.

INSY 3437. ST: SPORTS ANALYTICS. (3 Credits)
Sports businesses achieve superior performance and gain competitive advantage by leveraging data and analytics. The course explores technologies, tools, and analytics projects in sports business.
Prerequisites: INSY 2299 or INSY 2300.

INSY 3438. ST; CYBERSECURITY IN BUS. (3 Credits)
This class will explore the concepts of cyber risk management within an enterprise. The course will help a manager develop a solid understanding of cyber risk and successful mitigation strategies to reduce an organization’s risk profile. The course will include topics such as IT control assessments, static and dynamic application security, network security, information security policies and standards, threat modeling and analysis, risk/benefits of BYOD (“bring your own device”), IOT (the Internet of Things), and many other real-time cyber topics.
Prerequisites: INSY 2299 or INSY 2300.

INSY 3441. SYSTEMS ANALYSIS. (3 Credits)
An introduction to the process of developing information systems. Emphasizes soliciting business, user, and functional requirements, and building conceptual models that help to analyze these requirements. Major topics include project identification, selection, and planning; requirements solicitation, development, and management; business process modeling; and traditional and object-oriented system analysis techniques. It is recommended that MICS majors and ICS primary concentrators take Database Systems (INSY 3432) concurrent with, or prior to, this course.
Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.
Prerequisites: INSY 2300 or HPCB 2300 or INSY 2299.

INSY 3442. WEB APPS DESIGN AND DEVELOPMENT. (3 Credits)
(Formerly System Design) A well-designed web presence and useful web applications are essential for all companies today. This course focuses on hands-on development of web applications that create business value. Major topics include a review of project planning, system analysis, and project management; architecture design; detailed component, database, network, and (user and system) interface design; Web applications programming and testing; Web applications implementation (deployment and transition to use and support organization). It is recommended that students take Systems Analysis (INSY 3431) prior to this course.
Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.

Attribute: NMDD.
Prerequisites: INSY 2300 or INSY 2299 or HPCB 2300.

INSY 3450. ST: FINTECH - AN INTRODUCTION. (3 Credits)
FinTech is a new and emerging field of technology that is disrupting the way that many companies are conducting business. FinTech has already “forever” changed many sectors including mobile payments, social media, money transfers, loans, fundraising, travel, trading and asset management. It has completely revolutionized the way companies are developing products, conducting research, establishing directed sales and marketing plans, and utilizing start-up technology. Businesses are using FinTech to expand their products and services at a fraction of its previous cost. Entrepreneurs are utilizing FinTech as a central foundation for research, funding, and product development. Customers are already utilizing FinTech as part of their daily lives - mobile apps, social media, banking, online shopping, entertainment and gaming. This course will introduce students to the breadth of FinTech, and touch upon the technical underpinnings.
Prerequisites: INSY 2299 or INSY 2300.

INSY 4410. IT-DRIVEN GLOBAL SUPPLY CHAIN. (3 Credits)
(Formerly Info Sys in Global Context) This course provides an understanding of the information needs of global business organizations and how information technology can be leveraged for business success on a global scale focusing on global supply chain management systems and business issues. The course examines the role of IT in global firms through a combination of discussions and projects. Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.
Attribute: GLBB.
Prerequisites: INSY 2300 or INSY 2299 or HPCB 2300.

INSY 4411. ST: HEALTHCARE INFO TECH. (3 Credits)
Introduces students to the subject of health information technology (HIT) and describes the organizational context surrounding the implementation, use and management of HIT. Examines the concepts, applications, and strategies of HIT. Key concepts include the role of HIT in enabling quality, safety and efficiency of health care delivery. The course surveys the various types of HIT including electronic health records, clinical decision support systems, master patient indexes, analytics, telemedicine, etc.
Prerequisites: INSY 2299 or INSY 2300.

Updated: 10-11-2017
INSY 4412. ST: IT & SUSTAINABILITY. (3 Credits)
This course discusses the transformative role of information and communication technologies (ICTs) in enabling sustainability. ICT’s effect on sustainability dimensions are felt at both the macro, societal level, as well as at the business level. These include ICT’s positive impact on development, education, environment, health care, power, transportation, and others. Simultaneously, ICT’s themselves are subject to sustainability practices, for example, green computing. Additional topics include the design of smart cities, digital divide, the knowledge society, rebound effects, governance, and world development indicators. Students working in groups will analyze several contemporary cases form a global perspective and also develop IT-based sustainability plan.
Prerequisites: INSY 2299 or INSY 2300.

INSY 4430. THE LAW OF INNOVATION. (3 Credits)
The course examines the legal issues that technology entrepreneurs will face as they launch their for-profit, not-for-profit, or both for-profit and not-for-profit businesses. Topics will include business formation; corporate social responsibility; copyright, trademark, patent, trade secret, and privacy contract law (traditional, on the internet, nondisclosure/ noncompete agreements, and tech licensing); good practices for using open source software. We will present both for-profit and not-for-profit practical examples for each topic. The course requires reading the assigned text, which will include judicial opinions and scholarly articles. You will be encouraged to thoroughly read and discuss these sources. Industry experts will provide insights throughout the course as guest speakers. Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.
Prerequisites: INSY 2300 or HPCB 2300 or INSY 2299.

INSY 4431. WEB ANALYTICS. (3 Credits)
In a global market where Internet usage has increased dramatically, it’s becoming increasingly critical for businesses to be more aware of how their potential customers can find them via online search, understand the value of social media and understand website performance measures. Web analytics course aims to discover useful knowledge from Web hyperlinks, page content and usage log. The course covers the following topics: mining and integration of useful web content information, web structure analysis, social network analysis, web traffic and visitor analysis, Search Engine Optimization (SEO) and Pay-Per-Check (PPC) model in Search Engine Marketing (SEM). The course is a combination of lecture, case studies, hands-on exercises and a real world project. Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.
Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.

INSY 4432. MOBILE COMMERCE & APPS. (3 Credits)
Roughly two-thirds of the world’s population participates in the new mobile economy. Leveraging the mobile marketplace requires a conceptual understanding of mobile-commerce as well as the practical skills needed to create the next generation of wireless enabled goods and services. This course will provide both, using a combination of global case studies and hands-on experience in building mobile applications for handheld devices. Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.
Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.

INSY 4433. ST: DATA MINING FOR BUSINESS. (3 Credits)
This course discusses data-mining techniques and their use in strategic business decision-making. It is a hands-on course that provides an understanding of the key methods of data visualization, exploration, association, classification, prediction, time-series forecasting, clustering, induction techniques, neural networks, and other methods. Students work in teams on solving a business problem of their choice, applying data-mining tools to real data. Prerequisite: INSY 2299 or 2300.
Prerequisites: INSY 2299 or INSY 2300.

INSY 4435. ST: AIS CONSULTING PROJECT. (3 Credits)
Students define and implement controls to accurately capture and process data and to protect information assets against internal and external risks. Working in teams and under the guidance of a faculty mentor, students develop client solutions that are rooted in rigorous analysis. At the end of the term, students present their project findings to the client and receive client feedback. Students acquire consulting and project-management skills, and they network with industry professionals in the accounting and information system areas. Prerequisite: INSY 2299 or 2300, ACGB 2222 and 2223.
Prerequisites: INSY 2299 or INSY 2300 and (ACBU 2222 and ACBU 2223).

INSY 4449. ENTERPRISE SYSTEMS. (3 Credits)
(Formerly Enterprise Integration) This course provides an overview of issues related to implementing and managing information systems that enable enterprise-wide integration in organizations. This course focuses on ERP systems. Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.
Prerequisites: INSY 2300 or INSY 2299 or HPCB 2300.

INSY 4460. DATA WAREHOUSING. (3 Credits)
In this course students will explore issues related to implementing a data warehouse for business intelligence applications. Topics discussed include the use of decision support systems; business intelligence and business analytics; the separation between operational and decision support databases; designing and implementing data warehouses; loading and refreshing data warehouses; the use of tools to retrieve data from a warehouse; and the use of online analytical processing (OLAP) and related tools to analyze data. Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.
Prerequisites: INSY 2300 or INSY 2299 or HPCB 2300.

INSY 4505. E-COMMERCE. (3 Credits)
Internet technologies have become an important platform for business and commerce. This course introduces students to technologies, concepts, and business issues related to e-business and e-commerce. Topics include novel digital business models, applications and strategies; business-to-business and business-to-consumer e-commerce, digital marketing and advertising, social networks and technologies, security and privacy and intellectual property protection. A web authoring package will be used as a tool to assist us in gaining hands-on skills. Cross-listed with MKBU 4504. Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.
Attribute: NMDD.
Prerequisites: INSY 2300 or INSY 2299 or HPCB 2300.

Updated: 10-11-2017
INSY 4506. BUSINESS ANALYTICS. (3 Credits)
This course introduces Business Analytics and such related concepts and techniques as Business Intelligence (BI), data analytics, data warehousing, and data mining. It explores how business analytics can help in improving management decision-support effectiveness in such functional areas as marketing, finance, and manufacturing. The course is intended for business students in general and not just IS/IT specialists. In addition to conceptual material, students will gain substantial hands-on experience with a set of BI tools. Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.
Prerequisites: INSY 2300 or HPCB 2300 or INSY 2299.

INSY 4507. PROJECT MANAGEMENT. (3 Credits)
This course provides the project management skills needed to develop information and communications systems on time and within budget. It concentrates on methods and issues of organizing, planning and controlling of projects and the use of computer-based project management tools. Cross-listed with MGBU 4507. Prerequisite: INSY 2299 or INSY 2300 or HPCB 2300.
Prerequisites: INSY 2300 or INSY 2299 or HPCB 2300.

INSY 4508. BUSINESS MODELING WITH SPREADSHEETS. (3 Credits)
(Formerly "Advanced Spreadsheet Methods") Spreadsheets have become the near-exclusive tool used by millions of managers in analyzing business problems. Nowadays, spreadsheets contain many powerful tools that can be used to analyze more sophisticated models and make better decisions. This course introduces students to many advanced features in Microsoft excel and the key ideas of modeling and management decision making that will be important throughout their careers. Students will learn to build and analyze decision-making models in Excel. The emphasis is “hands-on” use of Microsoft Excel and its add-ins. Students will have opportunities to model and solve various representative practical problems in class and in homework using Excel. Students are expected to have basic understanding of Microsoft Excel prior to enrolling in this class.
Prerequisites: INSY 2300 or HPCB 2300 or INSY 2299.

INSY 4706. HONORS PROJECT 2 - INFO SYS. (3 Credits)
Honors project in Info Systems.

INSY 4800. GLOBAL INFORMATION TECHNOLOGY STRATEGY AND MANAGEMENT. (3 Credits)
(Formerly Information Resources Management) Information technology is playing an increasingly significant role in businesses’ global strategies. To be effective, one needs to understand how to use information technology to counter competitive forces and exploit opportunities created by globalization and electronic commerce. This capstone course addresses the issues involved in managing information systems resources in a global environment, including long-term planning for information systems, acquiring and implementing information systems resources, data center management, capacity planning and introduction of new technologies. The students will examine political and organizational issues in information systems implementation through case studies of global firms and class discussions. Prerequisite: Completion of at least two ICS upper-level courses; senior standing.
Attribute: GLBB.
Prerequisites: (INSY 2300 or HPCB 2300 or INSY 2299).

INSY 4999. INDEPENDENT STUDY. (1.5-3 Credits)
IALC 1001. GRAMMAR WORKSHOP. (0 Credits)
IALC 1002. PRONUNCIATION WORKSHOP. (0 Credits)
IALC 1003. CONVERSATION WORKSHOP. (0 Credits)
IALC 1004. TOEFL WORKSHOP. (0 Credits)
IALC 1005. SERVICE LEARNING PROJECT. (0 Credits)
IALC 1130. BASIC READING & WRITING. (0 Credits)
IALC 1135. BASIC READING & WRITING B. (0 Credits)
IALC 1140. INTERMEDIATE READING & WRITING. (0 Credits)
IALC 1145. INTERMEDIATE READING & WRITING B. (0 Credits)
IALC 1150. HIGH INTERMEDIATE READING & WRITING. (0 Credits)
IALC 1155. HIGH INTERMEDIATE READING & WRITING B. (0 Credits)
IALC 1160. ACADEMIC WRITING SKILLS. (0 Credits)
IALC 1165. ACADEMIC WRITING SKILLS B. (0 Credits)
IALC 1170. COLLEGE WRITING 1. (3 Credits)
IALC 1175. COLLEGE WRITING 2. (3 Credits)
IALC 1180. INTRO TO RESEARCH WRITING. (0 Credits)
IALC 1230. BASIC LISTENING & SPEAKING. (0 Credits)
IALC 1235. BASIC LISTENING & SPEAKING B. (0 Credits)
IALC 1240. INTERMEDIATE LISTENING & SPEAKING. (0 Credits)
IALC 1245. INTERMEDIATE LISTENING & SPEAKING B. (0 Credits)
IALC 1250. HIGH INTERMEDIATE LISTENING & SPEAKING. (0 Credits)
IALC 1255. HIGH INTERMEDIATE LISTENING & SPEAKING B. (0 Credits)
IALC 1260. ACADEMIC COMMUNICATION SKILLS. (0 Credits)
IALC 1265. ACADEMIC COMMUNICATION SKILLS B. (0 Credits)
IALC 1275. INTERCULTURAL SKILLS 2. (2 Credits)
IALC 2026. COLLEGE ESL WRITING I. (6 Credits)
IALC 2036. COLLEGE ESL WRITING II. (6 Credits)
IALC 2240. INT WEEKEND ENGLISH SKILLS. (0 Credits)
IALC 2260. ADV WEEKEND ENGLISH SKILLS. (0 Credits)
IALC 2300. PRESENTATIONS & PUBLIC SPEAKING. (0 Credits)
IALC 2301. INT INTEGRATED ENGLISH SKILLS. (0 Credits)
IALC 2302. ADV INTEGRATED ENGLISH SKILLS. (0 Credits)
IALC 2303. INTRO TO US CULTURE & HISTORY. (0 Credits)
IALC 2304. INTRO TO WORLD RELIGIONS. (0 Credits)
IALC 2305. ENGLISH FOR THE URBAN ENVIRONMENT. (0 Credits)
IALC 2306. COMPREHENSIVE UNIV PREP 1. (0 Credits)
IALC 2307. COMPREHENSIVE UNIV PREP 2. (0 Credits)
IALC 2308. AMERICAN CULTURE IN FILM. (0 Credits)
IALC 2309. AMERICAN CULTURE THRU THE ARTS. (0 Credits)
IALC 2310. FICTION AND CREATIVE WRITING. (0 Credits)
IALC 2400. LANGUAGE FOR PROFESSIONAL DEVELOPMENT. (0 Credits)
IALC 2401. ENGLISH FOR BUSINESS 1. (0 Credits)
IALC 2402. ENGLISH FOR BUSINESS 2. (0 Credits)
IALC 2403. ENGLISH FOR LEGAL STUDIES 1. (0 Credits)
IALC 2404. ENGLISH FOR LEGAL STUDIES 2. (0 Credits)
IALC 2405. CURRENT EVENTS. (0 Credits)
IALC 2406. SOCIAL ISSUES IN AMERICA. (0 Credits)
IALC 2407. TOEFL PREPARATION. (0 Credits)
IALC 0606. CONTEMP. AMERICAN CULTURE. (0 Credits)
IALC 2006. WRITING FOR UNIV PREPARATION. (0 Credits)
IALC 2046. COLLEGE ESL WRITING III. (0 Credits)
IALC 2056. COLLEGE ESL WRITING IV. (0 Credits)
IALC 2058. THE US SUPREME COURT. (0 Credits)
IALC 2063. PSYCHOLOGY THROUGH LITERATURE. (0 Credits)
IALC 2068. PHIL OF TAOISM & EASTERN THOUGHT. (0 Credits)
IALC 2072. CONTEMPORARY BLACK STUDIES. (0 Credits)
IALC 2076. TERROSIM, THE US INTL LAW. (0 Credits)
IALC 2081. LISTENING AND NOTE TAKING. (0 Credits)
IALC 2085. MASTER OF SCIENCE IN MARKETING INTELLIGENCE ENGLISH LANGUAGE COURSE FOR INTL STUDENTS. (0 Credits)
IALC 2097. THE AMERICAN NOVEL. (0 Credits)
IALC 9910. ESL PRIVATE INSTR I. (0 Credits)
IALC 9920. ESL PRIVATE INSTR II. (0 Credits)
IALC 9930. ESL PRIVATE INSTR III. (0 Credits)

Institute of American Language and Culture (ILAC)

IALC 0605. HISTORY OF AMER. CULTURE. (0 Credits)
IALC 0606. CONTEMP. AMERICAN CULTURE. (0 Credits)

Updated: 10-11-2017
Insurance Law (ISGL)

ISGL 0351. INSURANCE LAW & LITIGATION. (2 Credits)
Every lawyer, in private practice, in the business sector, or in government, is likely to be confronted with insurance issues. This course is intended to provide a broad based introduction to insurance law. It will cover the nature and purpose of insurance, from the legal and economic perspective; different types of insurance, including first & third party insurance, personal and commercial insurance and reinsurance; state & federal regulation of insurer’s; issues of insurance coverage and interpretation; and duties and responsibilities of insurers and insureds. Emphasis will be placed on recent insurance cases which have resulted in sweeping changes. The events of 9/11, Katrina, the State Attorney Generals’ investigations of the insurance industry, recent New York Court of Appeals’ bad faith decisions, the AIG bailout, Health Insurance Reform, and the BP Gulf Oil spill and super Storm Sandy have also raised numerous issues, which we will review. The course will be taught from a litigation vantage point since much of insurance law has been developed in the courts.

Insurance Law (ISGL)

Integrative Neuroscience (NEUR)

NEUR 3999. TUTORIAL. (3 Credits)
NEUR 4900. NEUROSCIENCE CAPSTONE SEMINAR. (1 Credit)
Senior-level integrative Neuroscience majors from all three tracks meet weekly in the spring semester to share and discuss the results of their independent research. Students will be required to give a minimum of two presentations of their research, once in first half of the semester and again in the second half. The content of this course will build upon what students learned in NEUR 4999 the previous semester.

Intellectual Property (IPGL)

IPGL 0130. COPYRIGHT LAW. (3-4 Credits)
This course examines the law of copyrights including discussions of subject matter, ownership, duration, rights, infringement, fair use and remedies.

IPGL 0131. PATENT LAW. (2-3 Credits)
This course is an introduction to patent law intended both for students intending to focus their practice on patents and for those preparing for a more general commercial practice. Patent law is a fascinating legal topic because of its combination of statutory and common law elements, its international aspects, and the thorny issues that accompany attempts to match the evolution of the law with the evolution of technology. Because of the importance of intellectual property assets and of technology in general, a basic familiarity with patent law is useful in virtually any commercial practice. The course focuses primarily on substantive patent law, including the law governing patentability and the law concerned with enforcing patent rights. A basic introduction to the United States patent system and the respective roles of the US Patent and Trademark Office and the courts will also be given.

IPGL 0135. INTELLECTUAL PROPERTY LAW. (3-4 Credits)
This course is designed as an introductory overview of the protection of intellectual property. The course will examine the policies underlying intellectual property law and will teach the basic principles of patent, copyright, and trademark law. Particular emphasis will be placed on the challenges of new technology to the legal regime for intellectual property.
IPGL 0156. BIOTECHNOLOGY PATENTS IN FOOD, DRUG AND VACCINE REGULATIONS. (2 Credits)
There is a thriving biotechnology industry in the United States today and well over 1,450 technology companies developing diagnostic and treatment technologies in medicine, creating more nutritional food and innovating new industrial processes. Yet this 30 billion dollar sector of the economy is not without controversy. The bio in biotechnology comes from living biological entities—people, plants, animals and even bacteria. People are the source of the raw material for the discovery of genes for research, diagnosis and therapy, raising a whole host of issues about rights and responsibilities and societal obligations. Paper required. Attributes: IPIE, LLM.

IPGL 0199. PATENTS&PHARMACEUTICAL INDUST. (2 Credits)
Pharmaceuticals are one of the few fields where most experts agree that without patent protection there would be little or no innovation. Research based pharmaceutical companies have since the early 60's consistently delivered successful new cures for the diseases that afflict us. However, the reputation of this industry along with pharmaceutical patents has never been worse. This course will try to answer why and what should be done about it. Attributes: IPIE, LAWT, LLM.

IPGL 0203. LAW PRACTICE TECHNOLOGY. (2 Credits)
This course will cover the technological tools of law practice, giving students both an opportunity to use these tools and an understanding of their development. Students will explore case management systems, e-discovery tools, competitive intelligence solutions, firm-specific research portals, and some of the other rapidly evolving applications and devices confronting the 21st-century attorney. "Hands-on" use of these tools will be emphasized. Students will also explore the issues arising from new technological developments in law practice. These topics include new ethics requirements for more technologically savvy attorneys, the implications of technology on client confidentiality, and the automation of Alternative Dispute Resolution. Guest lecturers from local law offices may be invited to showcase examples of the technology adopted in their offices and the accompanying best practices.

IPGL 0204. TECHNOLOGICAL CHANGE & THE LAW. (2 Credits)
This course surveys the ways in which law interacts with emerging technologies. We will consider a variety of controversies involving, for example, virtual currency, health technologies, surveillance, and robotics. Attribute: IPIE.

IPGL 0206. TECHNOLOGY AND PRIVACY LAW PRACTICUM. (3 Credits)
This 3 credit seminar for JD students will give students an understanding of and practical experience in privacy law set in the educational context. The seminar will have a doctrinal component through which students will learn the substantive law of privacy for educational records and school data (including FERPA, PPRA, COPPA, etc.). The practical skills component will then provide students with hands-on experience drafting privacy law training materials on educational technologies for public schools as well as working with online service contracts for school services. Appropriate seminar work product will be disseminated publicly through the Fordham Center on Law and Information Policy's website. Attributes: IPIS, JD, LAW.

IPGL 0213. TRADEMARKS IN PRACTICE. (2 Credits)
The two-credit seminar course will provide an overview of various subjects common to a general trademarks practice in the United States, presented from a practical, real world perspective. Course subject matter will be discussed in a chronological manner through the lens of a particular "client" hypothetically counseled by the class collective throughout the semester. The virtual "client" will first seek the class's guidance in adoption of a trademark, and then will require assistance with various issues subsequently faced by the client throughout the life of the mark. Specifically, the course will focus upon (i) due diligence and selection of a mark, (ii) USPTO registration and trademark prosecution, (iii) policing and protection of trademark rights vis-a-vis potential infringers, (iv) licensing and assignment, and (v) maintenance of trademark rights and registration. The course will include a writing component with periodic writing assignments designed to provide students with experience drafting common documents which are likely to cross a young attorney's desk in any general business or intellectual property firm, or within an in-house practice. Reading assignments will be required in advance of each class meeting so as to provide an introduction to a particular topic and background for robust class discussion. The course will discuss common law doctrine and statutory law by way of background in applying these concepts to concrete tasks required by clients in practice. Therefore, although students may first complete an introductory trademarks or intellectual property survey course, the seminar may also prove beneficial for LL.M. students outside of the IP/IT program who may not have a substantial background in intellectual property.
Attributes: LAWT, LLM.

IPGL 0215. SURVEILLANCE AND PRIVACY IN THE DIGITAL AGE. (2 Credits)
New technologies, from the Internet to cell phones to drones, have re-shaped the world in the past few decades. They have brought new modes of communications and new conveniences—as well as new opportunities for surveillance. This course will explore how the current constitutional and statutory frameworks address surveillance in the digital world and how laws and policies should regulate any threats to privacy posed by the use of emerging surveillance technology.
Attributes: CORC, CRCP, IPIE, LAWT.

IPGL 0223. TRADEMARK PRACTICUM. (2 Credits)
This two-credit seminar course for JD and LL.M. candidates, taught by an experienced attorney from an international intellectual property law firm, will provide a practical, hands-on approach to working as a business-minded, intellectual property lawyer, with a primary but non-exclusive focus on trademarks. Throughout the semester, classes will consist of numerous workshops in which students will learn and apply basic aspects of U.S. trademark law and other, including some foreign, intellectual property laws and treaties. Students will, at times, play the roles of in-house counsel, outside counsel, or the examining attorney in the U.S. Trademark Office. Apart from workshops, the course will include occasional guest lectures by experienced practitioners in different settings. The course is designed for students that have taken at least one introductory trademark or intellectual property survey course.
Attributes: IPIS, JD, LAWT.
IPGL 0227. INTEL PROP: ELEC & SOFTWARE. (2-3 Credits)
Electronics and software are central components of the real world and of the legal world. This course will explore the implications of intellectual property law, primarily patent law and copyright law, for electronics and computer software, with an effort to connect the legal rules to their real-world effects. The course will begin with a short, accessible introduction to the technologies, with the goal of providing students with sufficient familiarity to understand and appreciate the legal issues. The course will then move on to the two substantive legal areas. In patent law, the course will cover both basic doctrinal issues—including patentability (particularly of software), infringement, and exhaustion—and several current problems—such as standard-setting, the cellphone patent wars, and patent trolls. In copyright, the course will again cover both doctrine—such as copyrightability (of the structure of computer programs, for example) and fair use—and current issues—such as open-source licensing, Google Books, and linking. The primary focus will be on U.S. law, where these issues have been explored most fully, but there will also be references to Western Europe and East Asian jurisdictions.
Attributes: JD, LLM.

IPGL 0228. IP & TECH IN GLOBAL CONTEXT. (3 Credits)
This course will provide students with an immersive introduction to U.S. Patent Law, Copyright Law and Trademark Law, and explore legal issues that arise out of the creation, innovation, distribution, and consumption of intellectual property driven goods and services in the United States and worldwide. In addition to the basics of Intellectual Property laws and policies, students will learn how and why U.S. patent law has become increasing harmonized with the patent laws of other nations, and how trade negotiations and trade policies impact the enforcement of multination copyright and trademark treaties.

IPGL 0229. FASHION MODELING LAW. (2-3 Credits)
The seminar will provide a comprehensive overview of the legal, business and societal issues faced by fashion models and their agencies. Topics will include the structural, legal and regulatory constraints within which the industry functions; formation and dissolution of business relationships among fashion models, agencies and clients; intellectual property rights, use and misuse, and litigation as a remedy; the effect of digital media and social networking on the fashion modeling business; immigration and finance concerns; and the significant social and cultural issues relevant to the industry. An in-class final exam is required.
Attributes: FASL, LAWB, LAWF, LAWI, LAWT, LIP.

IPGL 0231. PATENT LITIGATION. (2 Credits)
The course covers all aspects of patent litigation from pre-filing considerations to appeal and is designed to address problems that arise in real-world lawsuits. Particular attention is devoted to initial pleadings, discovery, motion practice, and the use of technical experts at trial. The role of juries in patent litigation is also discussed, including the recent advent of so-called Markman Hearings. Lastly practical trial preparation techniques, trial practice, and the law of remedies will be explored.
Attributes: IPIE, LAWT, LIDR, LLM.

IPGL 0232. COPYRIGHT LITIGATION. (2 Credits)
In this course students are given a detailed hypothetical, usually in the field of literary property or the visual arts, and are asked to draft various court papers in a copyright infringement litigation. The first classes deal with certain pre-litigation issues, such as defining what actions are "arising under" copyright law, registration requirements, and the statute of limitations. Students are then asked to draft a copyright infringement Complaint based on the hypothetical. In subsequent classes students are asked to draft an Answer to the Complaint, a Document Request, a set of questions for use at the oral deposition of a witness, and possibly other court papers. Students will be provided with examples from actual copyright infringement lawsuits. The drafts will be circulated in advance of the class and will be discussed at the class. The course seeks to develop the skills needed to draft effective court papers in a copyright infringement lawsuit.
Attributes: IPIE, JD, LAWT, LLM.
Prerequisite: IPGL 0130.

IPGL 0233. FASHION LAW. (2-3 Credits)
This seminar explores the legal substance of style, with emphasis on current issues involving clothing and the global fashion industry. Topics will include the application of intellectual property law to fashion design; counterfeiting and alleged links to organized crime and terrorism; licensing agreements; import/export regulations and quotas; fashion financing; garment district zoning and urban planning; manufacturing and sustainability; consumer protection; sumptuary laws; and civil rights issues related to apparel. Schedule final exam required. If students wish to satisfy the writing requirement, they must complete a 25 page paper in addition the the scheduled final and may receive a 4th credit for the paper.
Attributes: FASL, IPIE, LAWB, LAWF, LAWI, LAWT.

IPGL 0239. INTELLECTUAL PROPERTY LAW & DESIGN. (2 Credits)
What do a couture gown and a semiconductor chip have in common? Neither adapts easily to the traditional categories of the intellectual property law system. IP assumes a fundamental division between expression and function, institutionalized in the separate forms of copyright and patent protection. Most of the created objects that we encounter in our daily lives, however — from the buildings in which we live to the clothes we wear to the icons on our computer screens — combine aesthetic, expressive, and functional elements. This seminar explores the concept of design as it relates to intellectual property law, including the domestic and international doctrines and mechanisms that address the perceived gap between art and craft. In the process, we will examine the theoretical underpinnings of IP law itself, along with the ways in which creative industries raging from fashion design to information technology to architecture (and many others) have responded to the challenges of the IP regime. Paper required.
Attributes: IPIE, JD, LAWT, LLM.
IPGL 0302. BEYOND INTELLECTUAL PROPERTY: THEORETICAL & INTERNATIONAL PERSPECTIVES. (2 Credits)
The course will explore the interconnection between intellectual property and related subjects, focusing this year on the challenges of advanced technologies, artificial intelligence, machine learning, robots and cyberspace, on intellectual property, privacy and other legal regimes in the 3A era (autonomous, advanced and automated). The course constitutes novel and non-traditional perspectives of the interconnections between advanced digital technologies and intellectual property laws. Each of the topics will be presented and discussed within the practical challenges as well as the theoretical background and international contexts, in the US and in comparative jurisdictions. Moreover, many of the topics are related to either drafts, suggestions or recommendations of international conventions being discussed by leading international organizations, especially WIPO (World Intellectual Property Organization). The course will address, inter alia, the following topics: intellectual property, artificial intelligence, machine learning and robots, 3D printings, the challenges to intellectual property in the digital - cyberspace era and cyberspace privacy, theoretical justifications to intellectual property, the mainstream justifications as well as the hidden justifications, intellectual property rights in the workplace, traditional knowledge, intellectual property and gender, access to knowledge for persons with disabilities, freedom of association of workers from the entertainment sector vs. competition and antitrust laws and many more. The unique character of the course will be the involvement of the students in conducting legal research (US laws, comparative and international and theoretical aspects) and preparing a paper to be published and/or to be submitted (subject to certain limitations) to the relevant international organizations (i.e. WIPO). In this way the student will work on research projects that promote innovative recommendations through the design, implementation, and reform of relating conventions and have the opportunity to try to influence the policy makers. The students will gain not only knowledge and tools on contemporary advanced technologies issues as well as theoretical, international and comparative legal knowledge but also will acquire new ways of thinking and practical legal experience. The students of this course have the option to attend an international seminar in the most important intellectual property international organizations: WIPO in Geneva and also visit the Swiss Institute of Comparative Law in Lausanne, subject to the approval and conditions of the specific organization and the enrollment of a minimum number of students. Some of the final works will have the option of being published, under certain conditions. The course will include two academic hours of class presentations per week followed by one hour, once in 2-3 weeks, of consulting meetings and discussion with the students regarding their research. It is highly recommended to take the fieldwork, but it is not mandatory. The students are most welcome to send any question, regarding the course, to Professor Shlomit Yanisky-Ravid, via email (shlomit.yanisky-ravid@yale.edu).
Attributes: LAW.

Prerequisite: IPGL 0302 (may be taken concurrently).

IPGL 0303. BEYOND INTELLECTUAL PROPERTY FIELDWORK. (1 Credit)
The course will explore the interconnection between intellectual property and related subjects, focusing this year on the challenges of advanced technologies, artificial intelligence, machine learning, robots and cyberspace, on intellectual property, privacy and other legal regimes in the 3A era (autonomous, advanced and automated). The course constitutes novel and non-traditional perspectives of the interconnections between advanced digital technologies and intellectual property laws. Each of the topics will be presented and discussed within the practical challenges as well as the theoretical background and international contexts, in the US and in comparative jurisdictions. Moreover, many of the topics are related to either drafts, suggestions or recommendations of international conventions being discussed by leading international organizations, especially WIPO (World Intellectual Property Organization). The course will address, inter alia, the following topics: intellectual property, artificial intelligence, machine learning and robots, 3D printings, the challenges to intellectual property in the digital - cyberspace era and cyberspace privacy, theoretical justifications to intellectual property, the mainstream justifications as well as the hidden justifications, intellectual property rights in the workplace, traditional knowledge, intellectual property and gender, access to knowledge for persons with disabilities, freedom of association of workers from the entertainment sector vs. competition and antitrust laws and many more. The unique character of the course will be the involvement of the students in conducting legal research (US laws, comparative and international and theoretical aspects) and preparing a paper to be published and/or to be submitted (subject to certain limitations) to the relevant international organizations (i.e. WIPO). In this way the student will work on research projects that promote innovative recommendations through the design, implementation, and reform of relating conventions and have the opportunity to try to influence the policy makers. The students will gain not only knowledge and tools on contemporary advanced technologies issues as well as theoretical, international and comparative legal knowledge but also will acquire new ways of thinking and practical legal experience. The students of this course have the option to attend an international seminar in the most important intellectual property international organizations: WIPO in Geneva and also visit the Swiss Institute of Comparative Law in Lausanne, subject to the approval and conditions of the specific organization and the enrollment of a minimum number of students. Some of the final works will have the option of being published, under certain conditions. The course will include two academic hours of class presentations per week followed by one hour, once in 2-3 weeks, of consulting meetings and discussion with the students regarding their research. It is highly recommended to take the fieldwork, but it is not mandatory. The students are most welcome to send any question, regarding the course, to Professor Shlomit Yanisky-Ravid, via email (shlomit.yanisky-ravid@yale.edu).
Attributes: JD, LAWT.

IPGL 0304. TRADEMARK LAW. (2,3 Credits)
This course examines the law of trademarks, trade secrets, right of publicity and related doctrines. The emphasis will be on trademark law including discussion of subject matter, ownership, infringement and remedies.
Attributes: IPIF, LAWT, LIP.
IPGL 0307. ADV COPYRIGHT LAW. (2,3 Credits)
Paper required. Satisfies Writing Requirement. An in-depth analysis of selected areas of copyright law. Will have some guest speakers who will discuss copyright issues and practice in specific industries. Can use any copyright casebook you had for a course. Preferred casebook is Copyright Law, Joyce, et al., 9th edition. Prerequisite: Copyright Law or Intellectual Property Law or copyright course in other school, or for LL.M.s, without prerequisite course, experience in copyright law.
Attributes: IPIE, JD, LAWT, LLM.
Prerequisite: IPGL 0130.

IPGL 0308. TRADEMARKS AND FREEDOM OF EXPRESSION. (3 Credits)
This course is primarily directed towards reexamining how traditional applications of trademark law have been modeled, adapted, and then transformed by today's emphasis on branding, marketing, and digital technology. Special attention will also be paid to the role of constitutional protections, such as the First Amendment, in protecting free speech, consumer commentary and artistic expression. The course is divided into roughly three parts: the first part focuses mostly on the role of trademark law in the creation of advertising, branding, and marketing, particularly with respect to today's most successful global brands. The second part of the course focuses on the role of consumers and artists, both internationally and domestically, who engage in artistic and political activity to challenge the expansion of branding. Here, special attention will be paid to artists, consumers, and parodists who utilize brands to critique corporations, and the case law that has been generated around their efforts in real space and in cyberspace. The final part of the course concentrates on the role of the First Amendment in governing artistic, commercial and political expression, particularly in light of recent legislative, judicial, and market developments in trademark law and fair use protections. Throughout, we will also feature a few guest speakers, including artists, activists and lawyers who work in this area. While some background in trademarks is preferred, it is not required. This course requires a written paper and a presentation, and the paper can be used to satisfy the writing requirement.
Attributes: JD, LAWT, LLM.

IPGL 0320. ART LAW. (2,3 Credits)
Integrally related to intellectual property, art law encompasses the complexities of international law, contract law, and Constitutional law. This seminar will examine the intersection between the law and the art world, a complex world of individuals, institutions, and expressive works. We will explore some of the legal issues associated with those intersections and relationships. The seminar will examine participants' roles, including artists; art patrons and consumers; art dealers and auction houses; government officials; art experts, such as museums, historians, and critics; as well as the "bad guys," such as forgers, thieves, and looters. We will analyze the relationships between art institutions and those who produce, collect, protect, and "deal" in art. The substance of the course is an exploration of legal issues, including but not limited to, expressive rights, intellectual property, and moral and economic rights. The course will also focus on the international movement of art in times of peace and war, as well as the preservation and protection of antiquities and cultural property. Student evaluation will be based on class participation, a final paper, and the completion of ongoing readings accompanied by short assignments. In addition to class meetings, students will also be required to view films, attend lectures, and visit museums outside of the regularly scheduled class time.
Attributes: IPIE, LAWT.

IPGL 0321. ART LAW PRACTICUM. (2,4 Credits)
The Art Law Practicum will focus on the relationship between intellectual property and art. Through discussions, assignments, class readings, visual materials, guest speakers, and field trips, this course will examine how copyright, moral rights, trademark, and rights of publicity affect the production and reception of contemporary art. Practical aspects of this course will include issues with interacting, advising, and representing contemporary artists and arts entities who work in and exhibit diverse artistic practices, strategies and media, such as appropriation art, photography, video/film, conceptual art, digital art, and organic materials. This course will also introduce students to major 20th Century and contemporary art movements and theories necessary to understanding contemporary art and law.
Attributes: LAWT, LLM.

IPGL 0329. FASHION LAW PRACTICUM. (2,3 Credits)
Prerequisite: Submission of an application to the Fashion Law Institute's university email address, fashionlaw@fordham.edu, with the subject header, "Application for Fashion Law Practicum Spring 2018," no later than MONDAY, OCTOBER 9, at noon. The application should consist of a maximum 200-word statement about the applicant's qualifications, a resume, and a transcript. Applications made in person, submitted in hard copy, or sent after the due date will be given lowest priority. Only students who receive notification that they have been accepted to the course will be permitted to register. The Registrar's Office will register accepted students. Please note that acceptance into the course and registration are contingent upon subsequent approval by the fashion house or other fashion-related company, nonprofit organization, or law firm to whom the applicant is assigned for the fieldwork component of the course.
This advanced seminar, which consists of both a classroom component and a fieldwork placement, will develop students' skills in the practice of fashion law. Students will complete a series of drafting assignments of increasing complexity, such as a cease-and-desist letter, a licensing agreement, a retail lease, a manufacturing agreement, an employment agreement, a consignment agreement, articles of organization and an operating agreement for a limited liability company, a model release form, sweepstakes rules, website terms of use, and a privacy policy and/or a complaint, each related to an aspect of fashion law. In addition, each student will be assigned to fieldwork placement at a fashion house or other fashion-related company, nonprofit organization, or law firm with a substantial practice in the field of fashion law.
Attributes: FASL, IPIS, LAWF, LLM.
IPGL 0510. FASHION LAW & FINANCE. (2 Credits)
Product design, manufacture, distribution, and sales within the fashion industry are engaged in on a global level. In order to fully and effectively manage a fashion company, it is necessary to implement a multinational strategy and to take advantage of the growing market. This course intends to introduce many of the aspects of finance and taxation that both affect and influence the fashion industry. The course will offer an introduction to subjects including corporations, federal taxation and international law all while exploring their unique effects on the fashion industry. During the course of the semester, outside speakers may be brought in to relate their experiences in the industry and elaborate on topics we discuss in class. Students do not need a background in finance or taxation as a prerequisite to taking this course and are encouraged to enroll so as to expand their knowledge of the fashion industry. We will begin by creating a hypothetical case study of a small fashion company which wants to expand. Initially it will need financing to get off the ground. Many years later it will be a global conglomerate. The course will walk through the evolutionary stages of a global fashion house. Course Requirements: Class attendance and preparation. Active class participation is strongly encouraged. Readings will be assigned weekly and you are expected to bring the assigned course materials to class. Class participation is also important. This class is a paper course.
Attributes: FASL, ICE, LAWF, LAWT, LLM.

IPGL 0521. INTL & COMP. PATENT LAW. (2 Credits)

IPGL 0529. FASHION ETHICS, SUSTAINABILITY AND DEVELOPMENT. (2 Credits)
Ethics is a rapidly growing concern for fashion companies and their attorneys today. Topics covered in this seminar include ethical sourcing, design and manufacturing; supply chain monitoring; blood diamonds and conflict minerals; corporate reporting requirements; eco-chic or "green" fashion and environmental impact; the Federal Trade Commission's Green Guides; fair trade; cruelty-free fashion; religious fashion; fashion-related nonprofits; corporate social responsibility and charitable co-branding; and fashion’s role in international development, including ethical issues raised by clothing donations to the poor and to developing countries. Students may apply for an optional one-credit fieldwork placement at a fashion company, nonprofit organization, or law firm. Final paper required.
Attributes: FASL, ICE, INLJ, LAWB, LAWF, LAWI.

IPGL 0615. CYBERSECURITY LAW AND POLICY WORKSHOP. (3 Credits)
This seminar will introduce students to the significant challenges that government, law enforcement and the private sector face in addressing cybersecurity risks. The seminar will focus on cyber threats that have significant legal, economic and social consequences and threats that jeopardize national security. Students will learn about US technological vulnerabilities, the existing legal and policy framework and the development of new policies to protect US interests including those for cyber-defenses and the protection of civil liberties.
Attributes: CORC, CRCP, INLJ, IPIE, JD, LAWJ, LAWT, LLM.

IPGL 0690. COPYRIGHT, TRADEMARK & TECHNOLOGY (IP Drafting). (2 Credits)
This is a drafting course that will focus on services that a "soft IP" associate can provide for clients operating in the field of emerging technologies. The class will focus on the ways technological advances will be used in television, marketing, advertising, video games, sports, parody, and music, and their impact on copyright, trademark, rights of publicity and privacy law. There will be no substantive patent law, and a technology background is not necessary. Most weeks, the class will have a guest "client" working in the field of emerging technology to propose a problem for which the students will draft a solution. Through these writing assignments, students will be exposed to the kinds of work product they will be expected to generate in the early parts of their careers in the field of copyright and trademark law. This will include drafting cease and desist letters, opinion letters, DMCA notices and subpoenas, and sections of briefs.
Attributes: IPIE, JD, LAW.

IPGL 0709. SUSTAIN, TECH LAW & POLICY. (2 Credits)

IPGL 0781. FASHION LICENSING. (2 Credits)
Every major fashion brand today is developing and securing its intellectual property — copyrights, trademarks, and patents. In this course, we will review the law and business of fashion licensing, the anatomy of a license agreement, and current trends in the industry in the US and worldwide. Cases regarding copyright and trademark infringement and counterfeiting will be discussed and reviewed. Monthly writing assignments with 1 final paper/presentation. Professor Angela Byun.
Attributes: FASL, IPIE, LAW, LAWF, LAWT, LLM.

IPGL 0799. LAW & THE VIRTUAL WORLD. (2 Credits)
Law and the Virtual World will examine how the Internet and the virtual worlds that comprise it have affected our legal norms, as well as our conceptions of community, jurisdiction, injury, and remedy.
Attributes: LAWT, LLM.

IPGL 0991. FASHION RETAIL LAW. (2 Credits)
This colloquium will explore legal issues related to fashion retailing, from single-brand boutiques to large multi-brand stores. Topics include the structure of fashion retailing; vendor relationships, including anti-trust considerations; pricing structures; labor and employment issues, including recruitment, compensation, non-competition agreements, and dress codes; advertising, including co-branding and social media issues; security, inventory control; online sales policies and the relationship between online and brick-and-mortar sales; and regulatory requirements.
IPGL 0992. CHINESE INTELLECTUAL PROPERTY LAW. (2-3 Credits)
Chinese intellectual property law is a THREE credit condensed class, that we expect to complete after meeting for four hours per class session over TEN weeks. The class is a survey of developments in intellectual property law in China (patents, trademarks, copyrights, trade secrets, licensing as well as US remedies). The class will enable students to provide basic strategic advice to clients on how China utilizes intellectual property for its own industrial development purposes, and what legal tools are available to mitigate these challenges. We will also analyze new developments as they appear during our course work, and we will have guest speakers from practice. Readings will be distributed by email and by readings on reserve. <p> For our EIGHTH OR NINTH class [or sixth class] we expect to schedule a study visit to Washington, DC where we will visit the USPTO, the Court of Appeals for the Federal Circuit, and other agencies. In the past we met the Director and Deputy Director of the USPTO, the Chief Judge of the Court of Appeals for the Federal Circuit, and other important actors in Chinese IP. The study visit would likely take the place of two class sessions AND OUR CLASS SCHEDULE MAY BE ADJUSTED ACCORDINGLY. <p> There is no final exam. This class involves preparation of a final paper which is due one week before the commencement of final exams. The paper will involve examination of a particular problem under Chinese IP law, a comparison of that problem with practice in other countries, an analysis of the economic or social impact of the problem, and a proposed resolution of the problem, utilizing information and approaches discussed in class. Students may freely consult with Prof. Cohen in preparation of the paper. In prior years a significant percentage of students have been successful in having their papers published. The final grade is based on a class performance, paper presentation and final written paper. <p> There are no prerequisites for the class. Knowledge of IP law, Chinese law or Chinese language is helpful, but certainly not required. Students who have taken intellectual property law in China may find that the class approaches IP issues in China differently from their prior training, and that the class is not repetitive of their prior work. <p> Students with a particular interest in a specific field of IP law in China, such as life sciences patenting, software protection, geographical indications, protection for fashion designs, Chinese legal history, or US litigation to deal with Chinese IP infringement, will find ample opportunity to pursue their passions in class work and their final papers. This will be the third year that this class has been offered at Fordham. It was the first class on Chinese IP law taught in North America. Professor Cohen has 30 years’ experience in this area. He was formerly a Visiting Professor at Fordham, who now leads the China team at the US Patent and Trademark Office. He was formerly the US IPR Attache at the US Embassy in Beijing (2004-2008). He is also on the faculty of Renmin (Peoples) University of China, and has worked in house at Microsoft, at Jones Day, as general counsel of a pharmaceutical company, and as a solo practitioner. 
Attributes: ICE, IPIE, LAWI, LAWT, LLM.

IPGL 1321. CONTEMPORARY ART LAW AND PRACTICE FIELDWORK. (2 Credits)
Students in the course will gain an understanding of, and practical experience in, the corporate and transactional legal issues and concerns faced by visual artists and arts organizations and the legal professionals who represent and counsel them. The students’ experience will consist of two components, a seminar and supervised arts-related fieldwork related to The Art & Law Program (http://artlawoffice.com/education/art-law-program/). Additionally, the course will feature guest speakers with an expertise in authentication disputes, gallery-artist disagreements, as well as current copyright and trademark issues in art law. The seminar will cover theoretical and practical aspects of representation in corporate and transactional law. The substantive law in the seminar will include those areas typically faced by arts clients, such as artist-gallery relationships, copyright, moral rights, trademark, contracts, commissions, and entity formation, including nonprofit, tax-exempt corporations. Practical aspects will include issues with interacting, advising, and representing contemporary artists working in diverse strategies and media, from conceptual art to digital and organic materials. In order to facilitate the latter aspect, the course will also introduce students to major 20th Century art movements and theories necessary to understanding contemporary art. In the supervised fieldwork, students will spend eight to ten hours each week outside of class working on behalf of an artist currently in The Art & Law Program. The artists in The Art & Law Program all have diverse practices ranging from the fields of contemporary art, architecture, film, curating, and writing. Field work will consist of meeting with the artists; drafting memoranda stemming from student-artist meetings; and legal research and writing based on the artists’ questions. Students will also discuss ethical, tactical, legal and institutional issues that arise during class as well as their meetings with and research for the artists. Coursework from both seminar and fieldwork will be assigned. No laptops allowed in class.
Attributes: JD, LAWT, LLM.

IPGL 1529. FASHION ETHICS FLDWK. (1 Credit)
Ethics is a rapidly growing concern for fashion companies and their attorneys today. Topics covered in this seminar include ethical sourcing, design and manufacturing; supply chain monitoring; blood diamonds and conflict minerals; corporate reporting requirements; eco-chic or “green” fashion and environmental impact; the Federal Trade Commission’s Green Guides; fair trade; cruelty-free fashion; religious fashion; fashion-related nonprofits; corporate social responsibility and charitable co-branding; and fashion’s role in international development, including ethical issues raised by clothing donations to the poor and to developing countries. Students may apply for an optional one-credit fieldwork placement at a fashion company, nonprofit organization, or law firm. Final paper required.

Interdisciplinary (IDIS)

IDIS 0800. PRE-COLLEGE SKILLS DEVELOPMENT. (0 Credits)
For pre freshmen students accepted through HEO. This is a developmental course with seminars aimed to enhance college survival skills by focusing on issues related to time management, study skills, personal growth, financial aid and career planning. It is offered as part of the mandatory HEO Summer Program for new freshmen.
IDIS 1005. COLLEGE SKILLS DEVELOPMENT-1. (3 Credits)
IDIS 1006. COLLEGE SKILLS DEVELOPMENT. (4 Credits)
For pre freshmen students accepted through HEOP. This is a developmental course to enhance student skills related to college composition, critical reading, mathematical analysis, science and economics. It is offered as part of the mandatory HEOP Summer Program for new freshmen. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IDIS 1007. COLLEGE SKILLS DEVELOPMENT-2. (3 Credits)
IDIS 1010. CRITICAL READING - DISCIPLINES. (3 Credits)
IDIS 1100. ADULT LEARNER: IDENTITY, CHANGE AND DEVELOPMENT. (3 Credits)
This seminar has been designed to encourage each student to study his or her own unique identity development in adulthood. Each adult learner will be assisted in examining their skills, values, goals, experience, educational background, learning style and personality. Students can use this information for both short and long term career, educational and life planning. This new self-discovery will be developed through assessment testing, occupational research, informational interviewing and consultations with career development and educational specialists. The course utilizes a combination of readings, lecture, class discussions, presentations, exercises, guest speakers and video material.

IDIS 1200. SEMINAR: CAREER TRANSITION LEADERS. (1 Credit)
Designed to enhance students’ personal/professional understanding of career development and life management skills to transition to a professional/corporate career. The course will assist students to obtain internships in a structured, interactive, open form. It will also offer access and networking with employers.

IDIS 3015. CULTURE AND COMMUNITY. (4 Credits)
A study of culture and community in contemporary American society and lifestyles. The course will study the entire way of life that is faced by various groups in American life. An interdisciplinary consideration of the concepts of culture and community will be studied. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IDIS 3020. WAR AND NEW YORK CITY. (4 Credits)
This course is an explanation of the impact of war on the political, social, economic, and cultural development of New York City. The course will examine wars and times of conflict from several periods in American history, including, but not limited to: the American Revolution, the Civil War, WWI, and September 11th. An integral element of this course will be using the City itself as our classroom. We will be making several field trips to various locations of historical events, museums, etc. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IDIS 3025. SOCIAL PROBLEMS IN AMERICA. (4 Credits)
This course will examine and study major issues and problems in contemporary American society in the context of individuals and community in a complex society. Research and writing will use an interdisciplinary approach. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IDIS 3040. GETTYSBURG: A STUDY TOUR. (4 Credits)
Three days and 51,000 casualties ¿ the Battle of Gettysburg was the turning point of the Civil War and a seminal moment in the history of the United States. So striking was the battle, President Abraham Lincoln vowed that the men who died there did not do so in vain. In fact their sacrifice gave ¿a new birth of freedom¿ to the idea of democracy for the world. Robert E. Lee, deeply depressed at his failure, fearing he cost his nation the possibility of independence and peace, offered his resignation to Confederate President Jefferson Davis. This course will examine Gettysburg from several perspectives, including military and political strategy, Lincoln¿s Gettysburg Address, Davis¿ and Lee¿s reactions, and the battle¿s long-lasting impact on American society and mythology. The course includes an overnight field trip to the Gettysburg Battlefield. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IDIS 3050. A BLOODY LANE AND FOREVER FREE: ANTIETAM, A STUDY TOUR. (4 Credits)
Antietam – September 17, 1862 was the single bloodiest day in American military history. The 23,000 casualties on that single day were four times the number of casualties at Normandy. The number of men who died in combat that day was twice the number who died in combat during the War of 1812, the Mexican War, and the Spanish-American War combined. Antietam ended the British and French momentum for recognition of the Confederacy and gave President Abraham Lincoln the opportunity to issue the Emancipation Proclamation. This course will examine Antietam from several perspectives, including military and political strategy, Lincoln’s Emancipation Proclamation, Davis’ and Lee’s reactions, and the battle’s long-lasting impact on American society. The course includes a two-night field trip to the Antietam Battlefield. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IDIS 3060. CIVIL WAR IN POPULAR MEMORY. (4 Credits)
The Civil War has been the topic of over 50,000 books, thousands of websites, and hundreds of multimedia sources – ranging from films to television shows to comic books to video games. Americans have long been fascinated by the Civil War, which cost more Americans their lives than WWI, WWII, the Korean War, and Vietnam War combined. Much of what Americans know about the Civil War did not come from textbooks or scholarly sources or the classroom, but rather from popular culture. This course will explore how the Civil War is portrayed in popular culture and examine how Americans’ perception and memory of the Civil War has changed over time – change that often had more to do with American society at the time than the “facts” of the War itself. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IDIS 3070. BASEBALL - THE NEW YORK GAME. (4 Credits)
Interdisciplinary course that will trace the relationship between baseball and New York society and culture. The course will study the early history of the game and historical developments as the emergence of the New York City professional teams in connection with government, culture and issues of society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
IDIS 3080. WINNERS AND LOSERS IN LITERATURE AND FILM. (4 Credits)
Literature and film are filled with so-called “winners” and so-called “losers.” Who can claim these titles and why? Who decides and how? In analyzing these topics, we’ll explore what can be learned about the human condition in the individual and in society. Works discussed will include, Snow White; Goldilocks and the Three Bears; Death of a Salesman; Charlie Chaplin’s Little Tramp; Glengarry Glen Ross; My Left Foot, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IDIS 3090. DEMOCRACY AND SOCIAL JUSTICE: A GLOBAL PERSPECTIVE. (4 Credits)
Through a multi-disciplinary analysis, this course will explore global definitions of freedom, solidarity and the self within a social context. Readings will lead to discussions on resistance models influencing World Order and the criterion of an underclass, that must organize for transformative change for the sake of survival. Analysis of texts and classroom discourse will explore the development of a nation state, its emphasis on economic globalization, cultural difference and liberationist criticism, in conjunction with an analysis of social ethics and morality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IDIS 3800. INTERNSHIP. (3 Credits)
IDIS 3999. TUTORIAL. (3 Credits)
IDIS 4999. TUTORIAL. (1-4 Credits)

Interdivisional (GSE) (EDGE)

EDGE 0210. CHILD ABUSE IDENTIFICATION AND REPORTING WORKSHOP. (0 Credits)
Child Abuse Identification and Reporting Workshop (0 credit) (CHILD ABUSE IDENTIFICATION TRNG)
Attribute: Z602.

EDGE 0220. DRUG, ALCOHOL, AND TOBACCO TRAINING. (0 Credits)
Drug, Alcohol and Tobacco Training (0 credit) (DRUG/ALCOHOL ABUSE INSTR TRNG)

EDGE 0230. SCHOOLS AGAINST VIOLENCE EDUCATION WORKSHOP. (0 Credits)
Schools Against Violence Education Workshop (0 credit) (SCH VIOLENCE PRVT TRNG)
Attribute: Z602.

EDGE 0250. HEALTH AND PHYSICAL EDUCATION TRAINING. (0 Credits)
Health and Physical Education Training (0 credit) (HEALTH & P.E. INSTR TRNG)

EDGE 0260. DIGNITY FOR ALL STUDENTS TRAINING. (0 Credits)
Bullying behaviours and the impact of bullying on students, the importance of bullying behaviour prevention and intervention, and key strategies to address bullying. Course title changed from Bullying Prevention Training to Dignity for all students training October 9, 2013. Attribute: Z602.

EDGE 0270. Autism Training Module. (0 Credits)
This module is an overview of Autism Spectrum Disorders (ASD) and will examine the psychological, physiological, social, and educational characteristics of individuals who have been identified as having autism. The module will focus on definition, diagnosis, causes, intervention and program planning.

EDGE 0666. MAINTENANCE OF MATRICULATION. (0 Credits)
ADV. MSE. MST - Maintenance of Matriculation (0 credit) (MAINTENANCE OF MATRICLTN) Added degrees to title as doctoral students were registering for this course instead of either doctoral seminar or mentoring.
Attribute: ZAMM.

EDGE 0999. DISSERTATION ORAL DEFENSE. (0 Credits)
Dissertation Oral Defense (0 credit) (DISSERTATION ORAL DEFENSE)

EDGE 0999. DISSERTATION FORMAT REVIEW. (0 Credits)
Dissertation Format Review (0 credit) (DISSERTATION FORMAT REVIEW). Notified March 18, 2014 that billing is now from .000 to 1.000.

EDGE 6100. ISSUES AND TRENDS IN AMERICAN EDUCATION. (3 Credits)
The course is designed to provide students with the opportunity to become familiar with the important movements, trends, and innovations that are shaping the education profession.

EDGE 6101. RACE AND MULTICULTURAL EDUCATION IN AMERICAN SOCIETY. (3 Credits)
Examines the concept of cultural pluralism—the values, traditions, and aspirations of various immigrant and ethnic groups; examines the institutionalized nature of prejudice and its impact on the cultural, economic, social status, and mobility patterns of selected ethnic groups.

EDGE 6106. HRE PRACTICUM I. (3 Credits)
This course integrates the knowledge and skills acquired during the program. In this first practicum, students identify an organizational problem and begin the consultation process. They must identify a sponsor, contract for the assignment, collect data and provide feedback to the appropriate organizational members.

EDGE 6107. HRE PRACTICUM II. (3 Credits)
This course continues the process begun in Practicum I. In partnership with the organization, students design and implement an intervention based on the data collected earlier in the consultation process. They must evaluate the performance outcomes associated with the intervention.

EDGE 6226. DESIGN OF INTERACTIVE LEARNING SYSTEMS. (3 Credits)
Cognitive theory and programming skills are taught that enable students to develop multimedia instructional software in a variety of paradigms (for example, simulation, coaching, hypertext, multimedia, tutorial, and drill and practice). To ensure instructional effectiveness, emphasis is placed on building instructional strategies (based on cognitive theory) into the design. To ensure usability, human-computer interaction issues are considered (again, based on cognitive theory). Prerequisite: PSGE 5220 or consent of instructor.

EDGE 6703. MEAS HUM RES ED. (3 Credits)
Focuses on understanding, using and developing assessment tools in the workplace. Students design an instrument, collect and analyze data, and write and present their findings. Measurement concepts of reliability and validity are discussed in relation to developing or purchasing assessment tools.

EDGE 8001. DOCTORAL RESEARCH APPRENTICESHIP. (0 Credits)
A seminar (two consecutive semesters and a summer) in which the student is required to attend monthly seminars. The student is required to undertake research with a faculty member, culminating in a research project that demonstrates the student’s ability to do doctoral work. Prerequisite: Permanent Matriculation Status. Attribute: Z637.
EDGE 9990. INDEPENDENT STUDY. (4 Credits)
Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration only by approval of professor directing study, chairman of the student’s division, and director of graduate studies.

EDGE 9995. DOCTORAL MAINTENANCE OF MATRICULATION. (0 Credits)
Doctoral Maintenance of Matriculation (0 credit) (DOCTORAL MATINTEGRANCE)
Attribute: ZAME.

EDGE 9999. DISSERTATION MENTORING. (0 Credits)
Consultation with mentor and dissertation committee on defense of completed dissertation work.
Attribute: ZAME.

International Law (ITGL)

ITGL 084. IMMIGRATION, ENFORCEMENT, AND PROTECTION FIELDWORK. (1 Credit)
Immigration, Enforcement, and Protection will immerse students in current issues in immigration enforcement and refugee protection in the United States through an academic and experiential component. For the first week of the Winter Term, students will participate in a seminar that explores the unique legal landscape applicable to the border region of the United States through the lens of two dominant but competing policy frameworks in immigration law: international protection and domestic law enforcement. The course will introduce students to key provisions of domestic and international law that assign and restrict the power of federal and state government actors, citizens, and noncitizens in the border region and at ports of entry. It also will examine policy choices related to protection and enforcement with a focus on civil immigration detention and expedited removal proceedings. Students will spend the second week of the Winter Term in Dilley, Texas, working under the supervision of the course instructor and licensed attorneys at Texas Rio Grande Legal Aid ("TRLA"). Students will apply their academic coursework to supervised, limited-scope representation of asylum-seeking families in expedited removal proceedings. Through the seminar component, the course aims to prepare students to think critically about their observations and experiences on-the-ground and to contextualize those observations and experiences within the broader framework of the rule of law at the southern border. By placing them in Dilley under the supervision of TRLA attorneys and Fordham faculty, the course aims to develop students’ client counseling and advocacy skills while exposing them to creative, crisis lawyering and providing desperately-needed legal services to a vulnerable population. Students will spend 12.5 hours in the seminar and will perform 45 hours of on-the-ground work.

ITGL 0101. INTRODUCTION TO UNITED STATES LEGAL SYSTEM. (2 Credits)
This course presents an overview of the U.S. legal system. Subjects include an overview of the U.S. system of government including federalism, separation of powers and checks and balances, and supremacy and preemption; the judicial systems, including the organization and functioning of the federal courts, state judicial systems, and the lawmaking power of the courts; sources of law, including the distinction between primary and secondary sources of law and the use of precedent, including the defining principle of stare decisis and synthesizing case law; and an overview of civil litigation in the U.S. Case reading and analysis is a fundamental aspect of this course.
Attribute: LLM.

ITGL 0102. PERSPECTIVES IN US LAW I. (3 Credits)
This two credit course surveys core U.S. legal doctrine in a number of areas such as contracts/sales, real property, torts, family law, and wills. These core topics will then be analyzed from the perspective of the New York courts. Periodic exams throughout the semester and a final exam will test the students’ knowledge in these areas through practical application. This course does not count towards the 12 credits required for each program but does count towards the overall 24 credits for the LL.M. degree. OPEN TO LL.M. STUDENTS ONLY. This course does not count towards the 12 credits required for each program but does count towards the overall 24 credits for the LL.M. degree.
Attribute: LLM.

ITGL 0103. PERSPECTIVES IN US LAW II. (2-4 Credits)
This course will examine current American law based on case law and statutory law related to selected topics in contracts, crime, corporations, domestic relations and New York Practice with special emphasis on New York distinctions. Note: No prerequisite required for this course.
Attributes: LLM, LMCO.

ITGL 0105. DOING BUSINESS IN E.U. (2 Credits)
The course of doing business in the European Union “EU” reviews the development of the European Union’s legal system, its characteristics and the current main EU institutions. The course focuses on the common market (freedom of movements of goods, persons, and workers, the right of establishment and to provide services) and the competition policy (cartels, abuse of dominant position, merger, state aids). The students will also learn about forum selection rules applicable in the European Union in case of disputes between companies incorporated in different countries, and how to challenge acts of EU Member States or EU Institutions. Finally, the course will cover the recognition and enforcement of judgments within the EU.
Attributes: LAWB, LAWI, LLM.

ITGL 0123. LAW PRACTICE FIELDWORK FOR GRADUATE STUDENTS. (1-2 Credits)
Fieldwork graded as credit/no credit.
Attributes: LAW, LLM.
Prerequisite: ITGL 0226 (may be taken concurrently).

ITGL 0129. ADVANCED NATIONAL SECURITY & FOREIGN RELATIONS LAW. (2-3 Credits)
This seminar will allow students to engage in depth with some of the most important debates currently taking place in government, the academy and think tanks about national security and foreign affairs law and policy. The seminar will include both outside speakers and regular class discussion. Students will write several short reaction papers, participate in discussion and write their own seminar research paper. Supervised writing credit is available.
Attributes: INLJ, JD, LLM.

ITGL 0138. LGBT RIGHTS IN BANGLADESH: ADVOCACY PROJECTS. (2 Credits)
Students will research, design, and implement advocacy projects relating to the 2014 Crowley Mission in Bangladesh. Projects will focus on raising awareness; engaging with governments, donors, and other stakeholders; and improving access to justice for LGBT people.
ITGL 0153. CONTEMPORARY PROTECTIONISM. (2 Credits)

The course will examine the substance, implementation and enforcement of international agreements that establish minimum standards of protection in intellectual property amongst member states, including the Berne Convention, the Paris Treaty and TRIPS. We will study international and regional intellectual property registry systems such as EU/OHIM and the Madrid Protocol and Agreement, and we discuss international filing strategies for various types of intellectual property and global exploitation of a company’s intellectual property portfolio. Finally, we will survey enforcement provisions provided by key territories to combat international trade in counterfeit goods and best practice measures for a global anti-counterfeiting program.

Attributes: JD, LAWT, LLM.

ITGL 0199. INTERNATIONAL INTELLECTUAL PROPERTY LAW, PRACTICE & ENFORCEMENT. (3 Credits)

In the last few decades, scholars and practitioners have started to perceive the relevance of “trans-governmental cooperation” as a consequence of the international and globalized interdependence that exists in fields such as security, environmental protection, banking and financial regulation, telecommunications and the law of the internet, trade in products and services, intellectual property rights, and immigration. By using international agreements and soft law instruments, several forms of regulatory cooperation have taken place around the globe, transferring many regulatory decisions from the national to the “global level”. Cooperation that involves public and private entities, raising questions as to the constitutional structure of contemporary societies and the allocation of governance. Global administrative law is the byproduct of these forms of cooperation, and is changing the manner in which administrative functions are performed at the national and international level. Tangible examples are: the production of international technical standards (e.g. ISO, IEC, Ansi, Acme...); the regulation of internet domains (administered by the Internet Corporation for Assigned Names and Numbers); the administration of health standards and definitions (administered by the World Health Organization); the regulation of international trade and the protection of intellectual property (administered by the WTO and the WIPO).

This course is designed for both J.D. and LL.M. students, and aims at providing a working knowledge of the principles and the functioning of global administrative law, and of the “global administrations” responsible for the production of global norms. It also analyzes the way global norms are received by national legal systems, with a specific focus on American and European contexts. Both elements are of great importance for lawyers who intend to pursue a career in international or business law, and would like to understand the complexity of the multiple layers of normativity that characterize our time. The course would also benefit prospective lawyers and legal experts endeavoring to work in domestic law, because it provides a modern approach to administrative and economic law problems and an analysis of the way international and transnational norms enter domestic legal systems. The subject matter of the course should not be confused with international law or the law of the international business transactions. It can be considered, instead, a complementary course for both disciplines, as it focuses on entities that are not necessarily regulated by international law, even though they deeply regulate crucial economic relations. Exam 20 page paper on a topic relevant to the course. Concentration Open to everyone. Particularly interesting for ILJ, IBT students. Short Biography Mario De Rosa was one of the students selected for the Double Degree Program jointly established by the Luiss Guido Carli of Rome and Fordham Law School. He achieved his LL.M. in International Business and Trade Law at Fordham Law School Magna cum Laude in May 2014 and his J.D. from Luiss Guido Carli in Rome, 110/110 cum Laude and the special mention of the Academic Commission in July 2014. Besides the United States and Italy, he has conducted his studies at the Bucerius Law School of Hamburg, Germany. He has worked for the U.S. Court of International Trade between September 2014 and February 2015.
ITGL 0202. INVESTOR-STATE ARBITRATION. (3 Credits)

ITGL 0203. INTERNATIONAL TRADE LAW. (2-4 Credits)
This course covers the international law that governs the cross-border movement of goods, services and investment capital. It focuses on both the multilateral (WTO) treaty law that governs normal trade relations among 164 countries, and the regional (NAFTA, TPP) and bilateral treaty law that governs free trade relations for smaller groups. We will look at how governments implement their trade treaty rights and obligations through national law and procedure. We will also discuss how counsel can use this international law to compel a foreign government to more readily admit a client’s goods or services into a foreign market, or to better regulate a foreign enterprise in which a client has invested.

Attributes: ICF, LAWI, LLM.

ITGL 0204. ASIAN AMERICANS & THE LAW. (2 Credits)
This 2-credit seminar will examine the history of legal regulation of people of Asian and Pacific descent within the United States and its territories. As background, we will begin with the history of Asians in the United States and the connection between race and national identity. We will then explore the evolution of U.S. state and federal laws concerning Asians, focusing especially on immigration, naturalization, and citizenship; anti-miscegenation, economic discrimination, public benefits including education; and civil rights and the Japanese-American internment during World War II. We will reflect on how the history of past regulation of Asian Americans bears upon current hot-button legal questions involving APAs and others, such as race-conscious admissions policies to selective schools and universities, and how APA experiences compare to those of other non-European descent groups. Grades will be based on class participation, a paper of at least 25 double-spaced typewritten pages (including footnotes) on one of a suggested list of topics, and an oral presentation of the paper. The paper satisfies the Law School’s written work requirement; there is no exam.

Attribute: INLJ.

ITGL 0213. Litigation Management for the International Lawyer. (3 Credits)
This course aims to provide students with an overview of the various stages of a United States litigation involving foreign and U.S. parties including practical advice in how to manage the litigation. At the outset of the course, students will presented with a fact pattern involving a foreign company having potential claims against it and but also having its own claims against the adversary party. The case will be a commercial dispute involving potential contract and fraud claims, including possible violations of U.S. statutes. Students will discuss and decide initial issues of where to sue, including whether to bring the lawsuit in a Federal or New York State Court, what claims or counterclaims to allege, and which parties to include. Students will take on the role of the law firm hired by the foreign company to handle this complex litigation. The course will follow this litigation from the filing of the complaint all the way through trial and appeal. Specifically, students will act as the lawyers and will make decisions on important litigation issues such as jurisdiction, venue, which claims and defenses to assert in the complaint, answer, and counterclaims, motions, discovery (including e-discovery), class actions, certain compliance issues, trial, evidence, including choice of witnesses, direct and cross examination testimony, and what trial exhibits to be presented. Students will learn about the issues that arise at various stages of an American litigation and consider strategic considerations and techniques for managing these issues. The course will include a visit to the courthouses in Manhattan and meeting with a Judge from these courts. The course will discuss U.S. litigation compared with the litigation approaches in other countries. The course will also touch on famous trials and the greatest law novels. This course is intended for International L.L.M. students.

Attributes: LAWB, LAWI, LIDR, LMCO.

ITGL 0215. AVIATION LAW. (2 Credits)
Considers problems in the sources and organization of the law of international and domestic air transport, routes and rates, choice of law and forum, hijacking, exculpatory clauses, carrier liability for personal injury, death, and cargo damage, governmental liabilities, types of liabilities and limitations thereof, ground damage and other offensive aircraft operations, including air pollution and sonic boom.

Attributes: LAWB, LAWI, LLM.

ITGL 0222. INTENTION AND THE LAW. (2 Credits)
In this seminar we will explore the role of intention in the law. We will discuss the relevance of intention to culpability, responsibility and legal liability in different parts of the law. Topics we will study from this angle include contracts, torts, criminal law, corporate law, employment law and constitutional law. Students will present a short paper in an assigned week and submit a 25-30 page paper on an approved topic on the last day of class.

Attribute: LLM.
ITGL 0223. ARBITRATION IN W AFRICA TODAY. (2 Credits)
More than 10 years ago, Fordham Law School, through its Leitner Center, became engaged in many important projects and programs in Ghana with placing those programs in the two major cities of Accra and Kumasi. In 2010 at the request of the Giving to Ghana Foundation, Fordham Law’s ADR Program Leader, Jacqueline Nolan-Haley and the Law School’s Center for Social Justice, founded by Professor and former Dean John D. Feerick, began an effort with others to establish a major conflict resolution center in central Ghana which is an area with economic challenges. This ADR effort was for a Center to serve as a model for grassroots conflict resolution efforts in Ghana and elsewhere in Africa. In the past few years, these efforts led to successful ADR Programs at this Center as well as the development of courses concerning ADR in Western Africa taught by Adjunct Professor Dennis Lynch. This course being offered in 2014 expands on all of these activities because of the growing interest in African Conflict Resolution. This Seminar will examine the development of Dispute Resolution in Western African Countries. The focus of the course will be on establishing a structure for conflict resolution generally and Alternative Dispute Resolution (“ADR”) specifically in Western African and other places in Africa. The involvement of non-African participants in the development and support of the first ADR Center in the rural areas of Western Africa, namely the Marian Conflict Resolution Centre (“MCRC”), will be analyzed in detail. The contribution of African participants in the grass roots efforts to realize accomplishments in the MCRC will be also reviewed in detail. The successes and failures of the MCRC and the challenges ahead for models of Dispute Resolution in Africa will be the superintending focus of study and review of this Seminar. Students will be challenged to consider the success and failure of ADR Centers in all of Africa with the goal of identify and developing best practices for conflict resolution and ADR systems specifically in Ghana as the basis for development of such systems in Western Africa and elsewhere in Africa. All Students will be expected to research and report on organizations and structures in Western African nations and other countries with regard to successful ADR practices today.
Attributes: ICE, INLJ, JD, LIDR, LLM.

ITGL 0226. GRADUATE EXTERNSHIP SEMINAR. (1,2 Credits)
This seminar will explore various topics related to law practice, including the following: goal-setting, supervision, legal research, ethical issues in practice, professionalism and, through student presentations, a variety of issues raised in individual fieldwork settings. This course is open by permission only. Permission will be granted only to students who have secured their own externship placements and received approval from the LL.M. program office to receive externship credit for the placement (you must be simultaneously registered for "LL.M. Externship Fieldwork," a .5-credit course, which provides credit for the actual fieldwork). This is a one-credit course that will meet on seven dates throughout the semester. Specific dates will be announced in the beginning of the semester. This course will be graded on a Credit/No Credit basis.
Attribute: LL.M.
Prerequisite: ITGL 0123 (may be taken concurrently).

ITGL 0231. INTERNATIONAL CIVIL LITIGATION IN UNITED STATES COURTS. (3 Credits)
In light of the growing importance of transnational litigation, this course will cover significant, as well as problematic, topics in international litigation and private international law as they play out in United States courts with an eye to comparative procedural regimes. The subjects covered will include personal jurisdiction over foreign defendants, subject matter jurisdiction over transnational cases, and limits on the exercise of jurisdiction over foreign sovereigns. The course will also cover jurisdiction to prescribe including choice of law and developments in the extraterritorial application of United States law, protective measures such as forum selection clauses in contracts, forum non conveniens, parallel litigation and antisuit injunctions, as well as recognition and enforcement of foreign judgments in the United States. Additional topics may include obtaining evidence abroad for use in domestic litigation and service of process abroad. The course will have a take home examination.
Attributes: ICE, JD, LAWI, LDF, LIDR, LLM.

ITGL 0234. INTERNATIONAL HUMAN RIGHTS SCHOLARSHIP. (2 Credits)
This two-credit seminar will provide a survey of state-of-the-art scholarship in the field of international human rights, broadly defined. After an introductory session, each week we will read and discuss a recent paper written by a prominent scholar of international human rights. Students must submit six reaction papers limited to 1000 words each over the course of the term. No examination will be given. Students who wish to satisfy the writing requirement may write a term paper for an additional credit. Both LLM and JD students are welcome.
Attributes: ICE, INLJ.

ITGL 0240. LAW OF INTERNT'L INSTITUTION. (3 Credits)

ITGL 0260. National Security and Civil Liberties in the 21st Century. (2 Credits)
National Security and Civil Liberties in the 21st Century: The course will be structured as an examination of constitutional and civil liberties controversies that have arisen in the context of national security decision-making by the U.S. government, with a particular focus on the period after September 11, 2001. These legal issues may include, but are not limited to, the Foreign Intelligence Surveillance Act and domestic law enforcement investigations; the detention, treatment and trial of detainees held by the U.S.; the targeted killing of terror suspects; the First Amendment and terror investigations and prosecutions; the relative merit of federal terror trials versus military tribunals; and the necessity and use of government secrecy versus the right of the public to know about government policy and practice. The course will feature guest lecturers who are leading practitioners and thinkers in their respective fields. Textbook: The textbook will be the Dycus, Berney, Banks, Raven-Hansen, National Security Law (5th ed.). Supplemental readings will be provided. This course will have a take-home exam with a paper option that may be used to satisfy the writing requirement.
Attributes: INLJ, JD, LLM.
ITGL 0261. Terrorism and the Law in America: 9/11 to the present... (2 Credits)
An exploration of the evolution of American terrorism law and legal policy throughout the war on terror. The course will look at the country’s major post 9/11 terrorism prosecutions, including those of Zacarious Moussaoui, Ahmed Ghailani, and the military commissions cases at Guantanamo, and will study the course of legislation related to surveillance, detention and war from the fall of 2001 to the present, including the USA Patriot Act, the FISA Amendments Act, and the 2001 Authorization to Use Military Force. Relevant court decisions from the FISA Court, the Supreme Court, and several circuit court decisions will be included as well. <br>(Writing requirement can be satisfied with this course.)
Attributes: ICE, INLJ, LAWJ, LLM.

ITGL 0292. INTRODUCTION TO CHINESE LAW. (3 Credits)
This class will offer an introduction to the legal system of the People’s Republic of China. Topics addressed will include the historical, philosophical, and ideological foundations of modern Chinese law, Chinese legal institutions, evolving administrative, civil, constitutional, criminal, and property law norms, and citizen efforts to use the legal system. No prior knowledge of Chinese history, law, or politics is required. Regular class attendance and participation is required, as is completion of short response papers to the readings. It is not a writing req. course - no paper is required. It is a lecture and discussion-based class.
Attributes: ICE, JD, LAWI, LAWJ, LLM.

ITGL 0295. INTRODUCTION TO INTELLECTUAL PROPERTY: A GLOBAL PERSPECTIVE. (2,3 Credits)
A brief introduction to intellectual property law and how the United States and Europe have taken different paths in determining what deserves to be considered intellectual property worth protecting. This course will mainly focus on global issues in copyright law but will also examine patents, trademarks, and trade secret protection. The course will also address the conflict in enforcing IP across international borders based on the differences in grantable rights in various countries. The discussion will include the recent changes to U.S. patent law that bring it in line with Europe, a number of recent cases from the United States and Europe, as well as treaties (both signed and still being negotiated).
Attributes: IPIE, JD, LLM.

ITGL 0296. INTRODUCTION TO US TRANSACTION PRACTICE. (2 Credits)
This course will provide LL.M. students with an overview of U.S. transactional practice and the practical skills that are useful in the context of representing corporate clients. In addition to the lectures and simulations, the course will include classes with guest speakers, including successful LL.M. alumni currently practicing law in New York City. Throughout the semester, students will participate in contract negotiation and drafting exercises. The course will assist students in fine tuning their legal research and writing skills, client management strategies and introduce them to contract drafting and negotiation. Students will have the opportunity to explore various areas of substantive law while learning the relevant practical skills to effectively represent clients on transactional matters.
Attributes: LAWB, LAWI, LLM.

ITGL 0297. NATIONAL & DOCTRINAL BOUNDARIES OF INTELLECTUAL PROPERTY LAW. (2 Credits)
This course will provide a brief introduction to intellectual property law and consider how the United States and Europe have taken different paths in determining the limits of intellectual property protection. The course will first present the several forms of intellectual property (IP): patents, copyrights, trademarks, trade secrets, database rights, etc. Then it will describe how those rights differ in the United States and EU. For example, the EU is more limited in granting patents on software, and the United States does not provide protection for databases. The course will aim to focus particularly on topical issues, like whether providing an Internet hyperlink to a web page infringes the copyright on that page (currently before the Court of Justice of the European Union) and whether owners of MP3 files have the right to sell them to others (currently being litigated in the U.S., by a Fordham alumna). Students will lead the discussion in most of the classes.
Attribute: JD.

ITGL 0298. INTERNATIONAL & COMPARATIVE INTELLECTUAL PROPERTY LAW. (3 Credits)
The course will be an introduction to the concepts surrounding intellectual property through an examination of U.S. law and international treaties. All three major areas of intellectual property – copyright law, patent law, and trademark law – will be covered with the discussions mainly focused on how rights are acquired and when such rights are deserved. The class will also hold discussions surrounding the challenges in enforcing intellectual property across international borders based on the differences in obtainable rights in various countries.

ITGL 0303. INTERNATIONAL AND COMPARATIVE INTERNET LAW. (2,3 Credits)
This course will address comparative and international Internet based legal issues pertaining to: Copyright Law, Trademark Law, Freedom of Speech, Cybersecurity, Online Commerce, Privacy Law, ICANN’s Uniform Domain Name Dispute Resolution Policy and related topics. Students will learn the essentials of computer and network technologies, and how they have challenged settled legal understandings. Broad jurisprudential themes include the ways that laws and legal regulations can change when enforced by computers rather than by people; the ways that the online nature of transactions can increase or decrease government control; and the extraordinary extralegal power that can be wielded by online intermediaries. The primary comparative focus will be between the US and other legal regimes, such as S. Korea, the European Union, and China.
Attributes: ICE, JD, LLM.
ITGL 0307. ADVANCED CONSTITUTIONAL LAW. (2,4 Credits)
This is a course for students interested in developing a greater understanding and mastery of constitutional law. The course covers a range of constitutional topics spanning (1) national security and the "war on terror," (2) the rights of foreign nationals in the absence of meaningful immigration reform, (3) the rights of LGBT persons and same-sex couples, and (4) the death penalty. Through an in-depth study of case law and law-review material, students will develop expertise on a range of critical constitutional issues and develop new tools for unpacking legal and constitutional problems. The assigned materials and class discussions will focus on the detention and prosecution of terror suspects at Guantanamo Bay, the role of habeas corpus as a check on governmental power, executive branch deferred action programs in immigration, personal liberty and privacy in intimate relationships, the right to marry, access to public facilities such as restrooms, and a range of different questions surrounding limits on criminal sentencing. The course has both procedural and substantive dimensions. As a matter of process, we will take on questions regarding jurisdiction, due process, federalism, executive power, and the separation of powers (both among and within the coordinate branches of government). As a matter of substance, we will explore border protection, deportation/ removal, effective assistance of counsel, state and local enforcement of immigration law, privacy and individual liberty, prosecutorial discretion, as well as the role of military commissions and status tribunals for "enemy" combatants. Along both dimensions, we will consider the role of the Supreme Court in developing a body of principles, and we will explore those principles from a variety of theoretical and doctrinal perspectives. The goal of this course is not only to equip students with an enhanced understanding of particular topics, but enable students to understand connections across seemingly disparate topics. In addition to legal doctrine and theory, we will consider the various tools of courtroom lawyers by reading a variety of court documents and filings. This more granular inquiry will expose students to a number of features of complex litigation and the practical skills used by lawyers, including points of trial and appellate practice, litigation strategy, and legal ethics, spanning government, private bar and non-profit actors. Although this course builds on some of the basic material from Constitutional Law, that course, while potentially helpful, is not a prerequisite for this course. This course is recommended to those interested in administrative law, constitutional law, immigration law, national security law, and LGBT rights. Students have the option of writing a paper for this course or taking a take home exam. Those electing to write a paper can satisfy the Law School's writing requirement.
Attributes: ICE, INLJ, PIE.

ITGL 0320. ADMIRALTY & INTERNATIONAL MARITIME LAW. (3 Credits)
Seminar style analysis of Admiralty and International Maritime law based upon decisions by United States Courts (primarily), domestic legislation, and international treaties concerning jurisdiction practice and procedure maritime property persons cargo charting services and products casualties marine insurance and general average limitaiton of liability emerging topics.
Attributes: ICE, LAWI.

ITGL 0321. COMPARATIVE LAW. (2-3 Credits)
The course aims to provide an understanding of comparative law as a method and as a body of knowledge. In the first part of the course you will learn how to compare legal institutions through a theoretical inquiry in traditional, as well as innovative, comparative law methods and how to apply these methods to some of the most controversial topics in the current legal debate. The second part will focus on the classic divide between common law and civil law, in particular in American and European legal traditions. It will also address the new understanding of the world law map. In the third part of the course we will turn our attention to globalization, an area where comparative law is essential in the understanding of many contemporary relevant phenomena. The course will offer case studies on different topics in order to test ability in comparing legal institutions and in using comparative law arguments in cross-border contexts. The course will be graded based on a 24-hour take-home final examination (60% of the final grade) and class participation, including attendance (40%). There is also a paper option instead of the exam.
Attributes: ICF, INLJ, LLM.

ITGL 0322. NUCLEAR WEAPONS & INTERNATIONAL LAW. (2 Credits)
This international law seminar will explore issues as to the lawfulness of the use and threat of use of nuclear weapons in the Post 9/11 World in light of contemporary strategic realities, including Russia's increased adventurism and reliance on nuclear weapons, Iran's nuclear weapons program and the recent agreement, North Korea's nuclear weapons, the instability of Pakistan and possible availability of its nuclear weapons to terrorists, the risks and potential effects of an Indian/Pakistani nuclear war, the spread of terrorism and willingness of terrorists to use nuclear weapons, the risks of further nuclear proliferation and collapse of the NPT regime, the United States' continuing reliance on nuclear weapons, notwithstanding its clear superiority over the rest of the world in conventional weapons, the widespread practice of nuclear deterrence, and the relationship between nuclear power plants and nuclear weapons. The course will also focus on facts that are central to the legal analysis, including the characteristics and effects of nuclear weapons, psychological factors that affect policies as to nuclear weapons, litigation throughout the world concerning nuclear weapons, and the 1996 advisory decision of the International Court of Justice on the Legality of the Threat and Use of Nuclear Weapons. This will be a paper course and students will be required to present their papers in class. The assignments will consist of contemporary think tank, university, government, and military materials (generally available on line) and portions of the second edition (in process) of Charles J. Moxley, Jr., Nuclear Weapons and International Law in the Post Cold War World (Austin & Winfield, scheduled for fall 2017) (to be provided electronically). This course can be used to satisfy the writing requirement.
Attributes: ICE, INLJ.

ITGL 0329. AMERICAM LAW AND THE WAR ON TERROR. (2 Credits)
The course will be structured as an examination of constitutional and civil liberties controversies that have arisen in the context of national security decision-making by the U.S. government, with a particular focus on the period after September 11, 2001. These legal issues may include, but are not limited to: the detention, treatment and trial of detainees held by the U.S. in Guantanamo Bay and elsewhere; the targeted killing of terror suspects; the Foreign Intelligence Surveillance Act and domestic law enforcement investigations; the First Amendment and terror investigations and prosecutions; and the use of government secrecy in the national security realm. This course can fulfill the writing requirement.

Updated: 10-11-2017
ITGL 0330. ADVANCED SEMINAR IN INTERNATIONAL HUMAN RIGHTS (CROWLEY). (2 Credits)

ITGL 0339. EUROPEAN UNION LAW. (2,3 Credits)
This course is devoted to the institutional and constitutional structure of the European Union, before and after the 2009 Treaty of Lisbon, and to important substantive legal rules of the Union. Initially, the powers and functions of the Commission, Council, European Council, Court of Justice and the Parliament will be described. Next, we will describe and analyze key Court doctrines, notably the primacy of Union law, the ‘direct legal effect’ of certain Treaty provisions, and the protection of basic rights, with particular attention to the Charter of Fundamental Rights. We will then examine crucial substantive legal rules, including the free movement of goods, workers and services; the harmonization of national laws to achieve the common or internal market; and the principles of legislative interpretation and preemption. Topics for final classes will be selected among those of citizenship of the Union, lawyers’ practice rights, intellectual property rights, and the Economic and Monetary Union. Comparisons to US constitutional principles will frequently be made. Two or three EU judges or senior officials will provide guest lectures. 
Attributes: JD, LAWI, LL.M.

ITGL 0340. EUROPEAN UNION BUSINESS LAW. (2,3 Credits)
The initial course goal is to describe the basic legal and political structure of the European Union of 28 nations, especially its governing bodies, the Commission, Council of Ministers, Parliament and Court of Justice. Most coverage will be of substantive law fields that a practitioner should know about for future legal practice. Several substantive law classes will examine the rules and Court judgments concerning economic integration within the common market, notably the free movement of goods, persons, services and capital and the harmonization of national rules concerning them, frequently with comparisons to the US. Class votes will determine the topics for the final six weeks from among the following: basic rights and the Charter of Fundamental Rights; lawyers’ rights to practice throughout the EU; basic competition (anti-trust) law; intellectual property rights; the harmonization of company law, Monetary Union and the Euro; rights of citizens of the Union; employment law harmonization; equal employment rights of women; and rules against discrimination in employment based on age, disability or sexual orientation. Attributes: ICE, JD, LAWB, LAWI, LL.M.

ITGL 0343. COMPARATIVE CONSTITUTIONAL LAW. (2,3 Credits)
The course will examine constitutional developments in new and consolidate democracies. The basic goal is to show how the constitutional changes and structure can represent a good way to verify the differences and similarities between countries like United States, Germany, France, Brazil and others that will be mentioned during analyses of the constitutional comparison. The course will adopt texts for discussion about the following topics: judicial review, constitutionalism and the so called neoconstitutionalism, constitutional amendments process, check and balances, civil liberties and social rights under constitutional protection, judicial institutions and special overview about the differences between constitutional courts and supreme courts. Reflective comparison with constitutional law in others countries, especially the United States, will be a constant expectation in all areas of the course. The methodology of constitutional comparison will be focus in the contrast of presented by American constitutional scholars. Attributes: ICE, INLJ, JD, LAWI, LL.M.

ITGL 0345. COMPARATIVE CONSTITUTIONAL LAW & RIGHTS. (3 Credits)
This course brings a comparative approach to questions at the core of constitutional decision-making. Topics include separation of powers, judicial review, the distinction between legislative and executive authority, federalism, protections of civil liberties, as well as the positive or protective duties of the state. Students will reflect on comparisons between constitutional law in the United States and elsewhere. This interactive approach will provide a laboratory for understanding how comparative constitutional study can offer insights into the systems with which students are already familiar. Students will also gain an appreciation for those aspects of the U.S. constitutional system that have been considered for adoption by emerging constitutional nations. Finally, students will reflect on the legitimacy of U.S. lawmakers or judges referencing foreign constitutional law in the creation of U.S. law and decision-making.
Attributes: JD, LL.M.

ITGL 0347. IMMIGRATION LAW. (3,4 Credits)
This class is a survey of immigration law and policy in the United States. The course is grounded in the rules governing how newcomers are admitted to and removed from this country. It provides an overview of the agencies that make and implement immigration policy. It examines the various categories of visas for temporary visitors, and the routes to permanent residence and citizenship in the United States. It explores the law of asylum for those who fear persecution in their home countries. In addition, the class sets out the criteria for admission to the United States and deportation from it, and reviews removal procedures, with a particular focus on the interaction between criminal convictions and immigration law. The course also addresses the subjects of undocumented immigration and citizenship. But the study of immigration is more than just learning who gets in and who will be barred at the door or later ejected. Immigration policy brings up broad constitutional issues, draws on (and sometimes flouts) core principles of international and administrative law, and, most fundamentally, raises the questions of who we imagine ourselves to be as a country and who we really are. Attributes: ICE, INLJ, LAWI, PIE.

ITGL 0348. PROJECT FINANCE. (2 Credits)

ITGL 0350. HUMAN RIGHTS SEMINAR. (3 Credits)
This seminar will allow each student to devise their own human rights project or course of study which might include independent research and writing projects or internships at local human rights organizations. These might also include group projects that could have a regional or substantive focus. Seminar content will reflect the projects of the students. Attributes: ICS, JD.
ITGL 0351. INTERNATIONAL INSOLVENCY LAW. (2 Credits)
Bankruptcy and insolvency laws are essential components of a market economy. They enable entrepreneurs to take business risks, and provide a mechanism for treating creditors and other parties fairly in the event that a venture fails. As cross-border business activity has increased, so has the need to deal with cross-border business failures. This course surveys the issues that may arise when an enterprise that has operations, assets, employees, and creditors in more than one country becomes financially distressed. The course begins with an introduction to some basic international law concepts, including comity and choice of law, followed by an introduction to some fundamental principles of bankruptcy law and policy. The course will then turn to the issues that parties and courts have encountered in administering bankruptcies across national lines. Finally, the course will examine a number of ongoing international efforts to harmonize the laws that govern domestic and cross-border insolvency cases, including new Chapter 15 of the United States Bankruptcy Code, the EU Regulation on Insolvency Proceedings, and the UNCITRAL Legislative Guide on Insolvency.
Attributes: BFE, ICE, JD, LAWI, LLM.

ITGL 0356. HUMAN RTS CROWLEY CSWK. (1 Credit)

ITGL 0357. INTERNATIONAL TAXATION. (2-4 Credits)
This course is a comprehensive study of the U.S. international tax rules that apply to foreign persons investing and engaging in business in the U.S. and U.S. corporations investing and engaging in business abroad. The “inbound” portion focuses on how the U.S. taxes foreign persons on their U.S. passive income, business income, and income from the sale of real property. The "outbound" portion focuses on the U.S. foreign tax credit rules, the U.S. anti-deferral regimes, and some aspects of the U.S. transfer pricing regime. We also examine important recent developments, such as corporate inversions and the rise of “stateless income.” The application of income tax treaties is an integral part of the course.
Attributes: BFE, ICE, JD, LAWB, LAWI, LLM.
Prerequisite: TXGL 0348.

ITGL 0359. INTERNATIONAL BUSINESS TRANSACTIONS. (2-4 Credits)
The course introduces students to laws involved when doing business in more than one nation. The goals are to provide: 1. Core subject knowledge to students wanting to take only one international business law course 2. A solid foundation from which to pursue advanced topic-specific international law courses to students interested in international careers. The course is divided into two parts. Part I covers underlying legal concepts: Transnational lawyering by U.S. and foreign attorneys Dispute resolution: issues of jurisdiction, enforcement, arbitration, discovery Public international law: customary law, treaties, expropriation, nationalization World trade system: trade regulation, exchange controls, role of private lawyers Corporations: nationality, alien corporations, multinational enterprises, limited liability International tax: corporation tax status, US taxation of foreign businesses, tax treaties Part II adopts a transactional approach. Students examine legal issues within the context of fundamental international business transactions: Transnational sales (choice of law and choice of forum, transportation and financing, export controls, anti-boycott legislation, Foreign Corrupt Practices Act) Agency and distribution agreements (termination, exclusive distributorships) Licensing agreements (international aspects of intellectual property law) Foreign direct investment (choice of business form, national restrictions on foreign investment, protection of foreign investments) Mergers and acquisitions (stock purchase agreement, securities law issues, EC Merger Regulation, Exxon-Florio, privatization) and Joint ventures (Chinese regulation of foreign investment) U.S. and EU antitrust law issues will be covered as they arise in many of these transactions. This course will have a Take-home final exam. Student attendance and participation will also be taken into consideration for the final grade.
Attributes: ICF, LAWB, LAWI.

ITGL 0360. MULTINAT'L CORPORATIONS. (2 Credits)
This seminar is an introduction to a range of legal issues facing business entities that operate in a transnational setting, and more particularly, the legal issues that they face because of their multinational character. The course will focus, inter alia, on methods of entry into other markets and alternative forms of organization; current trends in the use of joint ventures; regulation of foreign direct investment and vulnerability of multinationals to country risk and expropriation. The course shall also examine the risk analysis and preventive use of contractual provisions; antitrust aspects of doing business across borders, extraterritorial application of U.S. securities, environmental and employment legislation; international regulation and codes of conduct for multinationals. Paper Required.
Attributes: ICE, LAWB, LAWI, LLM.

ITGL 0364. EUROPEAN UNION & INTELLECTUAL PROPERTY LAW. (2-3 Credits)
Paper required. Satisfies the writing requirement. This course explores IP case law from the European Court of Justice and the enacted and proposed EU directives and regulations which harmonize Member State laws of copyrights, trademarks, patents and industrial designs. In addition, international treaties and organizations, including the WIPO, which affect these laws, are examined. Prerequisite: any intellectual property law course here or in another school, or permission of instructor.
Attributes: ICE, IPIE, JD, LAWI, LAWT.
ITGL 0367. INTERNATIONAL ARBITRATION. (2-3 Credits)
This is a core course in law and practice of international arbitration as an alternative to litigation, private method of international dispute resolution. We will cover in depth the international arbitration process from the arbitration agreement to arbitral proceeding and arbitral award, as well as post-award moves by the parties, such as requests to the courts for setting aside or recognition and enforcement of arbitral awards. In doing so, we will analyze court decisions and arbitral awards and study the 1958 Convention on the Recognition and Enforcement of Foreign Arbitral Awards (the New York Convention), domestic arbitration laws (the Federal Arbitration Act and laws following the UNCITRAL Model Law on International Commercial Arbitration), the rules of leading arbitral institutions (such as the ICC, AAA/ICDR, and LCIA), the UNCITRAL Arbitration Rules, and the IBA rules and guidelines in international arbitration. We will conclude the course with the overview of investment arbitration, where the focus will be made on investor-state arbitrations conducted under the 1965 Convention on the Settlement of Investment Disputes between States and Nationals of Other States (the Washington Convention). We will largely rely on the casebook supplemented by occasional law review articles and more recent cases. There will be several group practice exercises. The course will be graded based on a 24-hour take-home final examination (60% of the final grade) and class participation, including attendance (40%).
Attributes: ICE, LAWI, LDE, LIDR, LLM.

ITGL 0369. INTERNATIONAL ENVIRONMENTAL LAW AND LAW OF CLIMATE CHANGE. (2 Credits)
International Environmental Law is no doubt one of the most challenging and innovative fields in international law. The past two decades have seen the emergence of numerous international principles and rules in this area challenging many of the more established rules and principles in the international legal field. Several multilateral environmental agreements (MEAs) have been adopted and international environmental rules regulate almost every environmental issue one can think of. For example, just to mention a few areas, there are treaties dealing with marine pollution, hazardous activities, atmospheric pollution, waste management, access to information and so on. <p>This course aims to offer an overview of international environmental law to allow students to familiarize themselves with the key concepts in this field. The course will begin with an overview of the key international legal principles and rules dealing with the protection of the environment. It will do so by giving an historical introduction to put the evolution of this field in context. After this introductory lectures, the course will address the role that international institutions play in this field before moving on to examine selected treaty regimes to provide concrete and practical examples of the international regulation of environmental issues. In particular, the course will examine some of the most topical global environmental legal regimes, with particular attention to global environmental problems such as the depletion of the ozone layer, the trans-boundary movement of hazardous waste, the conservation of biological diversity and the international responses to climate change. The course, finally, will examine cross-cutting issues, including the relationship between human rights and the protection of the environment, the protection of the environment in times of war and the question of compliance with environmental obligations.
Attributes: ICE, INLJ, LAWI, LLM.

ITGL 0370. INTERNATIONAL INVESTMENT LAW. (2 Credits)
This course examines the international investment law governing the treatment and regulation of foreign investment, as well as the challenge of balancing the competing interests and goals of foreign investment, including investor rights and protections, economic development, the sovereignty of host states, and protection of the environment. The course focuses on the legal framework, particularly the laws, policies, and legal institutions affecting cross-border, affecting international investments. It explores the nature of international investment and multinational investors, the international legal framework for international investment. It considers both the historical framework for regulating international investment as well as the evolving treaty law including bilateral investment treaties (BITs), the North American Free Trade Agreement (NAFTA), the Energy Charter Treaty (ECT), and the arbitration and judicial decisions applying international investment law. It also explores national regulatory frameworks for foreign investment, the contractual and legal mechanisms for structuring, financing, and protecting international investments and the related conflict management practices. <p>Recommended previous courses, but not required as a pre-requisite, international law, international business transactions, or international arbitration. <br>Scheduled final with a paper option.
Attributes: ICE, JD, LAWI, LIDR, LLM.
Prerequisite: ITGL 0516.

ITGL 0371. HUMAN RIGHTS & RESOLVING CONFLICT IN NORTHERN IRELAND. (3 Credits)

ITGL 0372. INTL CONFLICT RESOLUTION. (2 Credits)

ITGL 0373. INTL CONFLICT RES: USE ADR & HR. (2,3 Credits)

ITGL 0377. INTERNATIONAL ARBITRATION PRACTICUM. (2 Credits)
Please see section for course description.
Attributes: JD, LAWI, LIDR, LLM.
This seminar is focused on the social dimension of corporate sustainability, defined as a company's delivery of long-term value in financial, social, environmental and ethical terms. In particular, this seminar explores the multifaceted intersection of business and human rights, including labor rights. While some still consider that the social responsibility of business is merely to increase its profits, the idea that business has human rights responsibilities - moral and/or legal - has been steadily gaining acceptance. Growing awareness of the impacts that business can have on human rights - positive and negative - as well as of the increasing power of corporations vis-à-vis the States in which they operate has raised the volume on calls for businesses to ensure that, at a minimum, human rights are respected within their operations and value chain. Key developments include: Well-known human rights organizations, like Amnesty International and Human Rights Watch, have launched human rights and business campaigns and monitor and report on human rights abuses by businesses. Consultancies and law firm practices advise businesses on how to improve their human rights performance. A growing number of multinational corporations now assess their human rights impacts, have introduced human rights policies and training programs, report on their human rights performance and have hired experts in corporate social responsibility (CSR) and human rights. Some companies even find themselves being sued for their involvement in human rights violations. Major international organizations, such as the United Nations, the International Labour Organization and the OECD, have issued principles and standards outlining the social responsibilities of businesses. In particular, a six year process undertaken by the UN Special Representative of the Secretary-General on Business and Human Rights culminated in June 2011 in the endorsement by the UN Human Rights Council of a set of Guiding Principles on business and human rights. Most recently, in June 2014, the UN Human Rights Council adopted a resolution to embark on a process to elaborate an internationally legally binding instrument on transnational corporations and other business enterprises with respect to human rights. These developments beg questions which will be explored in the seminar - such as why human rights are or should be a business issue; if so, to what extent; what can a company do to respect and support human rights; and what remedies might be available for those whose human rights have been adversely affected by a business. The seminar addresses the following main areas: A) Why human rights is a business issue B) Some further context for business and human rights C) The international business and human rights framework D) Applications of business and human rights E) Remedies.

Attributes: ICE, INLJ, LAWB, LAWI.
ITGL 0445. HUMAN RIGHTS: HOLOCAUST & LAW. (3 Credits)
This course will examine issues relating to the assault on human rights in the modern world, focusing primarily on genocidal practices by nations in the 20th century. The course will include the debate over the definition of human rights, the legal mechanisms for enforcing human rights, and the law of war and the Geneva Conventions. If law is designed to bring order to an otherwise chaotic world, then acts of genocide must represent the ultimate breakdown of those laws, and provide the evidence of just how fragile our claims to civilization actually are. The course will focus on some of the philosophical, political, psychological and legal explanations that have been offered to explain the existence of human rights violations and genocides. The course will also look at the psychological impact that such human rights atrocities have had on victims and survivors. In dealing with some of these issues, the course will focus on the Holocaust and the role that an elaborate and articulated system of German laws played in the de-emancipation and murder of German citizens and foreign nationals. The asserted uniqueness of the Holocaust will be examined in its relationship to prior and subsequent human rights abuses in this century.
Attributes: INLJ, JD, LLM.

ITGL 0477. HUMAN RIGHTS IN ASIA. (2 Credits)
The 21st century has often been heralded as the "Asian century," characterized by economic development, increased political clout, and unprecedented social and cultural change. Students in this class will explore how these forces affect human rights, in law and in practice, in Asian societies. This will include particular focus on the emergence of human rights norms in Asia, in both domestic and regional settings, and successful advocacy strategies for human rights law practitioners. Particular substantive issues will include freedom of expression and the impact of telecommunications technology; the ongoing dynamics of human rights and counter-terrorism; the role of corporations in addressing human rights impacts, and the increasing consequences of migrant populations, including migrant workers and refugees.
Attribute: INLJ.

ITGL 0500. ADVANCED DEVELOPMENT AND TRADE. (3 Credits)
What role does international trade law have to play in addressing poverty and inequality in the global economy? The course focuses on the intersection of two key objectives of the international order and international economic law: the promotion of central rules and policies for the stabilization and liberalization of international trade; and the encouragement of economic growth and development in poor countries. Thus course will consider the challenge of addressing poverty and development in a climate of increasing challenge to the post-World War II consensus on international trade, and assess the effects of current controversies around trade and development for the fracturing world economic order. The first part of the course will focus on the primary multilateral trade organization, the World Trade Organization (WTO), and its predecessor, the General Agreement on Tariffs and Trade (GATT). The second part of the course focuses on trade regimes affecting particular regions of the developing world, with special emphasis on U.S. trade law and policy in respect of those regions.
Attribute: LLM.

ITGL 0510. ANTITRUST LAW AND ENFORCEMENT – COMPARATIVE PERSPECTIVES. (2 Credits)
This seminar will explore selected important and current legal and economic antitrust/competition issues in a comparative law setting, with an emphasis on the U.S. and EU laws and decisions. Specific topics will include:<br>Institutional differences in enforcement (eg administrative authorities, private actions and courts) and policy; the role of economics and experts; cartels and oligopolies; vertical restraints; abusive unilateral conduct; mergers, joint ventures and other collaboration among competitors (eg sports leagues); hot industries -- including high tech, transportation, media, telcom, natural resources, etc. -- and related global enforcement issues.
Attributes: ICE, JD, LAWB, LAWI, LLM.

ITGL 0512. INTL TRADE & IP LAW. (3 Credits)

ITGL 0516. INTERNATIONAL LAW. (4 Credits)
This is an introductory course in international law designed primarily for those who have not previously studied the subject. The course aims to illustrate the importance of international law in relation to many of the central issues that preoccupy national governments and to highlight the extent to which the assumptions underpinning it have changed in recent decades. Like any general international law course, the coverage of topics is necessarily selective given the range of possible subjects. The assumption, however, is that the materials provide an understanding of the essential normative and analytical frameworks required to tackle any issue within the field of public and quasi-public international law. It does so by providing an introduction to diverse specialist areas such as human rights, the use of force, international trade, and the law of the sea, as well as exploring how international law is applied in U.S. courts.
Attributes: ICF, INLJ, LAWI.
ITGL 0520. INTERNATIONAL LAW OF DEV. (2 Credits)
The international community is facing many challenges in the 21st century. Promoting development is arguably one of the items at the top of the international agenda, an objective shared by all the stakeholders in the international community. The course is designed to give an overview of the international legal rules on development and poverty eradication. Students will learn the basic framework for international development cooperation and will be exposed to the current legal and policy debates within the field. This course will examine the international legal rules, the activities of State actors, international organizations and other entities that deal with the promotion of development and poverty eradication. The course will begin with an examination of the main theories and concept(s) of development. We will be asking ourselves, inter alia, what is development? What kind of development should the international community promote? Is there a right to development? How do we measure development? It will continue with the analysis of the international legal rules designed to promote development and we will focus on the role played by selected international organizations. The course will firstly examine the activities of the United Nations, its Programs and Specialized Agencies. More specifically, it will examine the UN Development Agenda that emerged following the several UN Development Conferences, including the Millennium Summit, the Monterrey Conference and the 2005 World Summit. The course will then move on to examine the role and activities of the World Bank Group, in particular the International Bank for Reconstruction and Development and the International Development Association. It will further examine the role that financial aid (multilateral and bilateral) plays in the promotion of development and we will discuss its effectiveness. The course will continue with a discussion on the relationship and interaction between trade liberalization and development and the role of the World Trade Organization. The course will conclude with an assessment of current policies and will try to identify shortcomings and strengths to propose (new) tools to achieve development, with a focus on sustainable development. Guest speakers will deliver selected lectures to illustrate the implementation and practical implications of the legal rules studied during this course.
Attributes: ICE, INLJ, LDE, LIDR, LLM.

ITGL 0530. Understanding War, Crime and Justice after 9/11: Today’s National Security Law in context. (2 Credits)
This course examines the philosophical and legal arguments which infused the numerous legal debates surrounding war on terror policies. We will look at the long tradition of philosophical and juridical debates which have focused on the relationship between law and violence and the responses over time of the U.S. government and the courts to these evolving philosophical premises. Readings will include Hannah Arendt, Cesare Becaaria, Richard Posner, Michael Walzer, Robert Cover, among others, as well as several Supreme Court decisions related to war and political violence. <br> <br> (Writing requirement can be satisfied with this course.)
Attributes: ICE.

ITGL 0555. MEDIATION: INTERNATIONAL AND COMPARATIVE PERSPECTIVES. (2 Credits)
Mediation is a problem-solving process that focuses on individual interests and attempts to develop solutions that respond directly to those interests. Over the last fifteen years, there has been significant growth and development in the field of international mediation and in some respects, a move away from arbitration as a method of international dispute resolution. Reasons for this trend include: the difficulty of enforcing arbitration awards in some countries; the need for global corporations to find an effective method to resolve cross border disputes; increased cross border on line transaction disputes; and the pressure to manage dispute resolution costs. This seminar will introduce students to the wide variety of contexts in which mediation is practiced in public and private settings, from commercial disputes to United Nations peacemaking efforts. Students will study theories of mediation and explore how different mediation models operate under various cultures and codes of ethics. The course is conducted through lectures, selected readings and simulations. A final research paper is required.
Attributes: ICE, INLJ, LDE, LIDR, LLM.

ITGL 0602. US FOREIGN RELATIONS LAW. (3-4 Credits)
This course will provide an in-depth introduction to the relationship between U.S. constitutional law and public international law. On the domestic side, selected topics will include the courts and foreign relations, Congress v. the President in foreign affairs, the role of the states, and the status of treaties and customary international law. With regard to international law, treaties, custom, jurisdiction, and sovereign immunity. Special emphasis will be placed on the place of international human rights in both the international and domestic legal regimes.
Attributes: ICE, JD, LAWI, LAWJ, LLM.

ITGL 0650. NATIONAL SECURITY LAW. (2-3 Credits)
This course will examine the United States¿ principal options for dealing with suspected terrorists after they have been identified. We will begin by discussing the preventive detention of suspected terrorists under federal law, international human rights law, the law of war, and selected national regimes. We will also address legal constraints on the treatment of detainees in American custody, as well as the mechanisms for challenging improper detention under federal law and the Constitution. Next, we will turn to criminal trials in Article III courts and before military commissions, examining procedural problems as well as grounds for substantive criminal liability. Third, we will examine the legal framework governing the rendition of suspected terrorists to other countries. Finally, we will address the question of targeted killings: whether they can ever be justified, and if so under what circumstances. The course will proceed from a domestic perspective, but will draw on international legal norms as a significant source of authority throughout.
Attributes: INLJ, JD, LAWI, LAWJ, LLM.
ITGL 0678. Introduction to Global Administrative Law and International Private Governance. (2 Credits)
In the last few decades, scholars and practitioners have started to perceive the relevance of "trans-governmental cooperation" as a consequence of the international and globalized interdependence that exists in fields such as security, environmental protection, banking and financial regulation, telecommunications and the law of the internet, trade in products and services, intellectual property rights, and immigration. By using international agreements and soft law instruments, several forms of regulatory cooperation have taken place around the globe, transferring many regulatory decisions from the national to the "global level". Cooperation that involves public and private entities, raising questions as to the constitutional structure of contemporary societies and the allocation of governance. Global administrative law is the byproduct of these forms of cooperation, and is changing the manner in which administrative functions are performed at the national and international level. Tangible examples are: the production of international technical standards (e.g. ISO, IEC, Ansi, Acme…); the regulation of internet domains (administered by the Internet Corporation for Assigned Names and Numbers); the administration of health standards and definitions (administered by the World Health Organization); the regulation of international trade and the protection of intellectual property (administered by the WTO and the WIPO).<br>
This course is designed for both J.D. and LL.M. students, and aims at providing a working knowledge of the principles and the functioning of global administrative law, and of the "global administrations" responsible for the production of global norms. It also analyzes the way global norms are received by national legal systems, with a specific focus on American and European contexts. Both elements are of great importance for lawyers who intend to pursue a career in international or business law, and would like to understand the complexity of the multiple layers of normativity that characterize our time. The course would also benefit prospective lawyers and legal experts endeavoring to work in domestic law, because it provides a modern approach to administrative and economic law problems and an analysis of the way international and transnational norms enter domestic legal systems. The subject matter of the course should not be confused with international law or the law of the international business transactions. It can be considered, instead, a complementary course for both disciplines, as it focuses on entities that are not necessarily regulated by international law, even though they deeply regulate crucial economic relations. <br>
Required: : 20 page paper on a topic relevant to the course. Concentration Open to everyone. Particularly interesting for ILJ, IBT students.

ITGL 0693. COUNTER-TERRORISM POST 9/11. (2 Credits)
This class will examine counter-terrorism in a post-9/11 world. It will look into the laws, regulations, practices, tactics, techniques and strategies that are employed by governments, law enforcement and the financial community in order to prevent terrorism. It will also provide a comprehensive review of how terrorist acts since 9/11 have been addressed. The evolution of the laws and regulations applicable to detecting and prosecuting terrorism will be reviewed, including an in-depth analysis of the applicable sections of the Patriot Act. The course also addresses the role of lawyers, financial institutions and law enforcement in the process of trying to detect and prosecute terrorism and terrorist financing.
Attributes: INLJ, JD, LLM.

ITGL 0718. LABOR LAW IN THE INTERNATIONAL CONTEXT. (2 Credits)
This course addresses the development of workers' rights in the global economy and explores various obstacles to their successful realization. Trade, investment, and economic growth have expanded rapidly at the international level in the past 35 years. As a result, the rights of workers in a transnational setting have become critically important—for national governments, multinational corporations, international public bodies, and NGOs as well as for tens of millions of workers. The course will examine legal structures and implementation practices that are shaping the rights of workers in this competitive global setting.
Attributes: ICE, INLJ, PIE.

ITGL 0747. Refugee Law and Policy: Middle East Conflicts. (2 Credits)
This seminar examines refugee law and policy with a focus on the U.S. and international responses to recent refugee crises in the Middle East. In this seminar, we will cover refugee law and policy from three perspectives: first, the law governing international and U.S. refugee protection; second, the challenges of refugee adjudications in practice; and third, the foreign and domestic policy dynamics that shape refugee protection policies. The course will address recent legal developments affecting refugees, including the executive orders banning refugee resettlement and the status of ongoing legal challenges before the Supreme Court, as well as topics that include the impact of trauma on refugee narratives and adjudications, refugee law and gender-based persecution, the role of international organizations in refugee protection, and the debate over refugee resettlement. The grade will be based on class participation, written responses and practical exercises, paper presentations, and a final paper.
Attribute: INLJ.

ITGL 0748. REFUGEE AND MIDDLE EAST POLICY II. (2 Credits)
This seminar is open to students who completed the Fall 2013 course Refugee Law and Policy. Students will work on one of two projects. One group will explore reforms to U.S. overseas refugee adjudications in light of newly released, comprehensive records and data from the U.S. refugee admissions program. The other group will research U.S. refugee resettlement as a response to the Syrian refugee crisis. Students may participate in a fact-finding trip to Jordan. In class, students will discuss relevant topics in refugee law, including access to counsel, the strategic use of resettlement, the law of "material support," and reforms to refugee adjudications. The grade will be based on class participation, research memos, class presentations, and a final group report.
Prerequisite: ITGL 0747.

ITGL 0778. ADVANCED CROWLEY SEMINAR. (2 Credits)

ITGL 0781. INTERNATIONAL OIL & GAS LAW. (2-3 Credits)

ITGL 0782. GLOBAL PERSPECTIVE ENTREPRENEURSHIP LAW. (3 Credits)
This course provides an introduction to the theory and practice of entrepreneurship law from a global perspective, as well as a critical analysis of how entrepreneurship supports and complements human rights and civil society efforts. It includes perspectives on the rise of entrepreneurship associated with the global economy, technology, automation and changing labor opportunities. Topics include the role of entrepreneurship in a global economy, corporate social responsibility, disruptive technologies, microbusiness, social business, social entrepreneurship, the creative economy, sustainable local economies, cooperatives and shared work, and inclusive entrepreneurship. The course will also cover the role of transactional lawyers in representing entrepreneurs and the legal structures that promote profit alongside sustainable economic and human development.
Attributes: JD, LLM.
ITGL 0875. IMMIGRATION, ENFORCEMENT AND PROTECTION. (1 Credit)
Immigration, Enforcement, and Protection will immerse students in current issues in immigration enforcement and refugee protection in the United States through an academic and experiential component. For the first week of the Winter Term, students will participate in a seminar that explores the unique legal landscape applicable to the border region of the United States through the lens of two dominant but competing policy frameworks in immigration law: international protection and domestic law enforcement. The course will introduce students to key provisions of domestic and international law that assign and restrict the power of federal and state government actors, citizens, and noncitizens in the border region and at ports of entry. It also will examine policy choices related to protection and enforcement with a focus on civil immigration detention and expedited removal proceedings. Students will spend the second week of the Winter Term in Dilley, Texas, working under the supervision of the course instructor and licensed attorneys at Texas Rio Grande Legal Aid ("TRLA"). Students will apply their academic coursework to supervised, limited-scope representation of asylum-seeking families in expedited removal proceedings. Through the seminar component, the course aims to prepare students to think critically about their observations and experiences on-the-ground and to contextualize those observations and experiences within the broader framework of the rule of law at the southern border. By placing them in Dilley under the supervision of TRLA attorneys and Fordham faculty, the course aims to develop students’ client counseling and advocacy skills while exposing them to creative, crisis lawyering and providing desperately-needed legal services to a vulnerable population. Students will spend 12.5 hours in the seminar and will perform 45 hours of on-the-ground work.
Attributes: INLJ, LAWJ, LLM.

ITGL 0876. GLOBAL BUSINESS, NATIONAL SECURITY & LAW. (1 Credit)
This course will examine the nexus of national security interests and the fight against financial crime, namely the use of economic sanctions and anti-money laundering initiatives to deprive criminal enterprises and terrorists of access to the US financial system. The course will also examine the challenges that global corporations face in trying to abide by the laws involving economic sanctions, second order liabilities, and Foreign Corrupt Practices Act issues. The course will discuss key agencies, including the NSA and DHS, with a focus on the Department of Treasury’s Office of Foreign Asset Control and Financial Crimes Enforcement Network, their mandates and the unique role financial institutions play in executing on those mandates, as gate-keepers to the U.S. financial system. Readings will include a selection of enforcement cases, articles and regulatory guidance that demonstrate how national security policy objectives are dependent, at least in part, on the effective deterrence and detection of financial crime.
Attributes: CRCP, INLJ, LAWI, LAWJ, LLM.

ITGL 0895. INTERNATIONAL BUSINESS NEGOTIATIONS: A SIMULATION WITH CARDOZO SCHOOL OF LAW. (3 Credits)
This course is structured around a semester-long, simulated negotiation exercise which is intended to provide an in-depth study of the structuring and negotiating of an international business transaction. This class will be taught in counterpart with a class at Cardozo Law School. Students in this class will represent a U.S. pharmaceutical company, and the students in the class at Cardozo will represent an African agricultural production company. The two companies are interested in working together to exploit a new technology developed by the pharmaceutical company that uses the cassava produced by the African agricultural production company. The form of their collaboration could be a joint venture, a licensing agreement or a long term supply contract. The negotiations between the two classes will take place through written exchanges and through real-time negotiations which will be conducted in face to face meetings, alternating between Fordham and Cardozo.

The purpose of the course is to provide students with an opportunity (i) to experience the sequential development of a business transaction over an extended negotiation, (ii) to study the businesses and legal issues and strategies that impact the negotiation, (iii) to gain insight into the dynamics of negotiating and structuring international business transactions, (iv) to learn about the role that lawyers and law play in these negotiations, (v) to give students experience in drafting communications, and (vi) to provide negotiating experience in a context that replicates actual legal practice with an unfamiliar opposing party. Students at Cardozo will represent a U.S. pharmaceutical company, and the students in the class at Cardozo will represent an African agricultural production company. The form of their collaboration could be a joint venture, a licensing agreement or a long term supply contract. The negotiations between the two classes will take place through written exchanges and through real-time negotiations which will be conducted in face to face meetings, alternating between Fordham and Cardozo.

The purpose of the course is to provide students with an opportunity (i) to experience the sequential development of a business transaction over an extended negotiation, (ii) to study the businesses and legal issues and strategies that impact the negotiation, (iii) to gain insight into the dynamics of negotiating and structuring international business transactions, (iv) to learn about the role that lawyers and law play in these negotiations, (v) to give students experience in drafting communications, and (vi) to provide negotiating experience in a context that replicates actual legal practice with an unfamiliar opposing party (here, the students at Cardozo). Students will also learn about the legal and business issues that may arise in joint ventures, supply agreements and licensing agreements.

The thrust of this course is class participation and active involvement in the negotiations process. Students are expected to spend time outside of class, working in teams, to prepare for class discussions involving the written exchanges, as well as preparing for the live negotiations. Class discussions will focus on the strategy for, and progress of, the negotiations, as well as the substantive legal, business and policy matters that impact on the negotiations.

This class will meet on Thursdays from 6:00 to 8:50. NOTE: Since some of the Thursday live negotiations will take place at Cardozo, students will need to allow for commuting time; it will also be important to be at all negotiating session somewhat early to set up and be ready to begin promptly. It should also be noted that negotiation sessions may not end precisely at 8:50; if negotiations are robust, a session may run over to allow for a natural end of discussions. Finally, the last negotiation session will be scheduled for four (4) hours, with the last hour reserved for a collective "debrief" between the students in both classes.

Attribute: LAWJ.
ITGL 0906. COMPARATIVE FINANCIAL REPORTING. (2 Credits)
It was not long ago when every jurisdiction had its own financial reporting standard and multinationals had to convert the financial reports from one jurisdiction to another in order to determine its value and how much profit was made globally. How about we say, in today's globalized world, there is a private international organization setting the standards for the world and various jurisdictions adopt those standards in the name of harmonization? Private international standard setting is on the rise as the globalization forces nations to be more receptive and adaptive to what the rest of the world is doing. International Financial Reporting Standards (IFRS) are a good example of how a private international NGO sets the standards for the world. Today, over 120 countries use IFRS. The US for instance, have not yet adopted IFRS and insists on using its own standards (US GAAP) while from Europe to Canada and Australia, almost all major economies of the world are already using IFRS. Yet, convergence projects between US GAAP and IFRS have been going on for over a decade and made US GAAP closer to IFRS more than ever. In addition, many foreign companies listed in the US stock exchanges are reporting under IFRS as the SEC is allowing the use IFRS for foreign listed companies since 2007. This course is designed to look at financial reporting from various angles from understanding the basics of financial reports and why are they needed, to looking at how private international standard setting works and who sets those standards. Comparative Financial Reporting will supply students with a legal perspective on the processes of standard setting and financial reporting. This seminar may be particularly interesting to students considering a career focusing on multinational corporations and for those interested in private international rule making. There will be no final exam. Instead, students will be asked to submit a paper at the end of the semester which can be used to fulfill the writing requirement. The paper and class participation will make up the final grade. Reading assignments will be excerpts from various books, reports and law review articles, specific pages to be assigned in due course. Assignments will be available at the Blackboard.
Attributes: CRCP, JD, LAWI, LL.M.

ITGL 0936. ANTITRUST-INTL CROSS BORD MERG. (2 Credits)
Handling an International Cross-Border Merger involves more than just knowing the law. To get a deal negotiated, signed and cleared starts with a knowledge of the law and the regulators, but also requires a sense what arguments will work best, when, and with whom. This course examines the business, regulatory, and legal factors that all come into play in getting an international merger negotiated, signed, filed, cleared by antitrust authorities, and closed. We use the actual merger documents and filings used by the parties in the United States and the European Union in a major, multinational acquisition as our working papers. We also use internal client memoranda to consider the client-centered business issues (in addition to the strictly legal ones) involved in mergers and acquisitions. The course starts with an exploration of why companies merge, acquire or divest businesses, to understand what is important to the client in a deal. After a quick review of the governing legal standards, we then move on to the actual filings themselves, including the issues that the regulators raise, why they raise them, and how counsel responds. Finally, we reach the stage of remedies and decrees, including what to divest, how, and where.
Attributes: ICE, LAWB, LAWI, LLM.

ITGL 0950. INTRODUCTION TO THE UNITED STATES LEGAL SYSTEM FOR MSL STUDENTS. (1 Credit)
This course, designed for MSL students, examines the principal features of the U.S. legal system, including federalism the structure and operation of the national government the federal and state judicial systems the use of precedent, methods of reading, analyzing, and synthesizing case law and dispute resolution. <p> The course will be taught on-line, with a few sessions held in the evenings. Online lectures will be available in early August. Students should plan to complete the lectures and required readings before the start of the regular semester. <p> Students will be evaluated on the basis of an examination to be administered early in the semester.

ITGL 0963. CRIMMIGRATION:THE INTERSECTION OF IMMIGRATION & CRIMINAL LAW & PROCEDURE. (2 Credits)
The course will focus on the historical and legal relationship between criminal and immigration law. First, we will discuss substantive immigration law and how it relates to the criminal system. The goal of this part of the course is to provide the student with an understanding of the immigration consequences of criminal conduct and how the student can navigate through the criminal system to best assist the non-citizen. The second part of the course will focus on immigration process and procedure, including removal proceedings and detention, and provide the students with an understanding on how to best represent the non-citizen before the immigration authorities.

ITGL 0991. MONETARY UNION & EURO CRISIS. (2 Credits)
ITGL 0992. PROTECTION OF SEXUAL ORIENTATION & GENDER IDENTITY UNDER INTERNATIONAL HUMAN RIGHTS. (2 Credits)
This course will explore the protection of LGBTI persons under international human rights law and how sexual orientation and gender identity have been addressed through international and regional mechanisms. In particular, we will analyze specific rights protections identified by key human rights treaty bodies, as well as how these issues have been addressed by the Human Rights Council through various resolutions, the Universal Periodic Review process, and reporting by Special Procedures. We will also compare these approaches to those taken through regional mechanisms such as the Inter-American, European, and African systems. We will use these frameworks to assess rights protections pertaining to such issues as violence against LGBTI persons, criminalization of same sex activity, marriage and same sex relationship recognition, gender markers in government documentation, and equal access to housing, employment, education, and public accommodations.
Attributes: ICE, LAWJ.

ITGL 1017. GLOBAL BUSINESS, NATIONAL SECURITY AND THE LAW. (1 Credit)
This course examines the nexus of national security interests and the fight against financial crime, namely the use of economic sanctions and anti-money laundering initiatives to deprive criminal enterprises and terrorists of access to the US financial system. It looks also to examine the challenges that global corporations face in trying to abide by the laws involving economic sanctions, second order liabilities, and FCPA issues. We will discuss key agencies of government including the NSA and DHS, with a focus on the Department of Treasury's Office of Foreign Asset Control and Financial Crimes Enforcement Network, their mandates and the unique role financial institutions play in executing on those mandates, as gatekeepers to the US financial system. Readings will include a selection of enforcement cases, articles and regulatory guidance which demonstrate how national security policy objectives are dependent, at least in part, on the effective deterrence and detection of financial crime.
International Political Economy and Development (IPED)

IPED MTNC. MAINTENANCE – IPED. (0 Credits)

IPED 0911. EMERGING MARKETS MAINTENANCE. (0 Credits)
This is an administrative registration intended for students from South Africa participating in IPED's ADV EMRA program. Students complete the program over summer but must maintain matriculation in fall, while their grades and requirements are finalized over the fall semester succeeding the summer program.

IPED 0912. REQUIREMENT PREPARATION. (0 Credits)
For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement, such as comprehensive exam, Master's thesis, or dissertation submission.

IPED 0914. REQUIREMENT PREPARATION IN SUMMER. (0 Credits)
For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

IPED 0922. PHD COMPREHENSIVE EXAMINATION PREPARATION. (0.5 Credits)

IPED 0934. MASTER'S COMPREHENSIVE EXAMINATION PREPARATION. (0.5 Credits)

IPED 0936. MASTER'S COMP EXAM-IPED. (0 Credits)

IPED 3999. TUTORIAL. (3 Credits)

IPED 5550. THE UN & INTL SECURITY. (3-4 Credits)

IPED 5560. CONFLICT RESOLUTION. (3-4 Credits)
Wars are responsible for the greatest violation of basic human rights, destruction and human suffering. This course studies various attempts at mediation, negotiation, and peace-building that have been used to resolve the conflicts, sometimes without success.

IPED 5771. PROJECT M&E: PHILIPPINES. (3 Credits)
This course trains students to monitor and evaluate small community development projects. The Philippines, because of its rich and vibrant civil society, offers access to a large number of community organizations and projects focusing on, among other areas, fisherfolk, farmers, indigenous people, women, the rural poor, and the environment. A key component of the course requires students to form research teams that will conduct actual field surveys of local community development projects in the surrounding rural provinces outside metropolitan Manila.

IPED 6000. LATIN AMERICA: CURRENT TRENDS. (3 Credits)
The objective of this course is to help students develop the basic tools for political analysis in the context of an overview of the current political environment and economic circumstances of Latin America's main players. The course will provide information and guidelines for understanding the present situation within each of the main influential countries in the region and the interrelationship among these countries. The relationship with the United States and other extraregional players with increasingly important roles in the region, as well as the influence of the Organization of American States will also be explored.

IPED 6010. EMERGENCY RELIEF WORKSHOP. (0 Credits)
A two day workshop on emergency relief done in cooperation with Fordham's Institute on International Humanitarian Assistance.

IPED 6020. INT'L EMERGENCY RELIEF. (3 Credits)
(Replaces HAGA 6020). Course studies relief efforts in situations where the capacity to sustain life is threatened frequently by political factors associated with high levels of violence.

IPED 6500. BOREN FELLOWSHIP PREPARATION. (0 Credits)
Boren Fellowships provide students opportunity to add important international and language component to their graduate education through specialization in area study, language study, or increased language proficiency in areas of the world that are of significance to U.S. interest. The student will study a less commonly taught language and would be involved in research in a field of study deemed critical to U.S. national security.

IPED 6502. BOREN FELLOWSHIP: JORDAN. (0 Credits)
Boren Fellowships provide students opportunity to add important international and language component to their graduate education through specialization in area study, language study, or increased language proficiency in areas of the world that are of significance to the U.S. interest. The student will study a less commonly taught language and would be involved in research in a field of study deemed critical to U.S. national security.

IPED 6520. INTL LAW & DEVELOPMENT. (3 Credits)
Covers international organizations, human rights and environmental law. Attribute: ABGS.

IPED 6700. IPD FELLOW:BURKINA FASO. (0 Credits)
The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6701. IPD FELLOW: ECUADOR. (0 Credits)
The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6702. IPD: FELLOW: EAST TIMOR. (0 Credits)
The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6703. IPD FELLOW: EL SALVADOR. (0 Credits)
The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.
IPED 6704. IPD: FELLOW: GHANA. (0 Credits)
The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6705. IPD: FELLOW: HONDURAS. (0 Credits)
The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6706. IPD: FELLOW: JERUSALEM. (0 Credits)
The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6707. IPD: FELLOW: RWANDA. (0 Credits)
The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6708. IPD: FELLOW: SIERRA LEONE. (0 Credits)
The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6709. IPD: FELLOW: LESOTHO. (0 Credits)
The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6710. IPD: FELLOW: CAMEROON. (0 Credits)
The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6711. IPD FELLOW: UGANDA. (0 Credits)
The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6712. IPD FELLOW: SENEGAL. (0 Credits)
The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6713. IPD FELLOW: MALI. (0 Credits)
The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6715. IPD FELLOW: HOLY SEE MISSION. (0 Credits)
The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6716. IPD FELLOW: GUINEA. (0 Credits)
The International Peace and Development Fellowship enables a student to gain valuable field experience in project management with Catholic Relief Services. The student will serve overseas as an assistant to a senior project manager dealing with topics that can include project accounting, project design, project proposal development and project assessment.

IPED 6740. PROJECT ACCOUNTING. (1 Credit)
This course is a one-credit, four week review of basic accounting concepts used by project managers working for international relief and development organizations as well as for economic analysts in government and the private sector. Regular and complete accounting courses needed for business careers are offered in the Graduate School of Business.

IPED 6750. PROJECT DESIGN. (1 Credit)
This course is intended to help students (a) understand the origins, purposes and logic of results-based project and program management, (b) know what its major tools are and how they can be used and abused, (c) understand the challenges that the social sector (especially health and education) in developing countries poses to result-based management, and (d) to understand recent trends in international development cooperation that affect project and program management.

IPED 6760. PROJECT PROPOSAL DEVELOPMENT. (1 Credit)
A practical course on the written and oral presentation of projects. Students preparing project proposals for Fulbrights and other prestigious awards may take the course at no course for zero credit.

IPED 8080. IPED INTERNSHIP. (3 Credits)

IPED 8081. IPED INTERNSHIP. (1 Credit)
Intended for students who are engaged in an internship in a work that is related to their IPED field of study during the semester/term.

IPED 8085. IPED INTERNSHIP. (0.5 Credits)

IPED 8090. IPED INTERN FELLOW. (0 Credits)

IPED 8999. INDEPENDENT STUDY. (6 Credits)

Updated: 10-11-2017
International Studies (INST)

INST 1800. INTERNSHIP. (1 Credit)
INST 2500. INTRODUCTION TO INTERNATIONAL STUDIES. (4 Credits)
An introduction to fundamental problems regarding meaning and communication among people of different nations, cultures, ethnic, gender and socio-economic groups in both historical and contemporary theoretical perspectives. Concepts include “nations”, “culture”, and “race” in Western political and social philosophy. New models are presented to cope with otherness, ethnocentrism, language and symbolism.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: GLBL.

INST 2800. INTERNSHIP. (2 Credits)
INST 2999. SERVICE LEARNING-2000 LEVEL. (1-2 Credits)
INST 3000. INTERNATIONAL INTERNSHIP. (4 Credits)
Students are placed in internships in international organizations in the New York metropolitan area and spend approximately 112 hours interning in them during the semester. Students also read, analyze, and discuss textual material on the current state of international affairs. Students also discuss and analyze their internship placements. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

INST 3100. THE GLOBAL ENVIRONMENT. (4 Credits)
The course surveys the impact of globalization on the environment since the end of World War II, and analyzes the outlook for the future. It draws on the social sciences and humanities to study how the internationalization of culture, economics, and politics have transformed the natural and human-made environment the world over. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

INST 3859. POST-1945: A GLOBAL HISTORY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: LALS.

INST 3999. TUTORIAL. (3 Credits)
INST 4000. INTERNATIONAL STUDIES SENIOR THESIS SEMINAR. (4 Credits)
Senior capstone seminar during which students organize, plan, and write their thesis in consultation with the program director and faculty thesis advisor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

INST 4620. THE WORLD OF DEMOCRACY. (4 Credits)
This course studies democracies across of the globe. It analyzes the meaning of democracy in different cultures and theories, and compares political systems, including democratic nations that aspire to democracy. This course is identical to POSC 4620 Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, EP4, PJST, VAL.

INT 4800. INTERNSHIP. (4 Credits)
INT 4999. TUTORIAL. (4 Credits)
In consultation with the Director of the Program, students may take an appropriate tutorial in their area of interest.
Attribute: GLBL.

Introductory Law (LWGL)
LWGL 0105. LEGAL PROCESS AND QUANTITATIVE METHODS FOR LAWYERS. (1 Credit)
<i>Legal Process</i> will teach new law students about cases, statutes, and other sources of law, with emphasis on common law reasoning and how law develops. Students will be introduced to court structures and the litigation process, as well as fundamental concepts of law and legal argument. <i>Legal Writing and Legal Practice</i> will introduce students to certain essential lawyering skills. <i>Quantitative Methods for Lawyers</i> will teach simple concepts and vocabulary, and introduce quantitative reasoning skills that lawyers need. It will consist of six hours of instruction and cover the following topics: 1. Supply and demand, markets and externalities 2. Cost-benefit analysis 3. Probability and causation 4. Expected value and the time value of money 5. Reading financial statements 6. Ethics and the role of the lawyer Each hour of i>Quantitative Methods</i> will be taught by a different member of the full-time faculty. A unifying problem will tie all the modules together.
Attribute: JD.

LWGL 0299. U.S. LAW & LEGAL INSTITUTIONS. (1 Credit)
This class will introduce students to the basic features of American law that are both distinctive and foundational for non-lawyers engaged in compliance and other forms of legal and quasi-legal work. Topics will include the structure of American legal institutions, common law reasoning and statutory interpretation, judicial review, the administrative state, federalism, as well as a number of aspects of the legal profession.

Investor Relations (IRGB)
IRGB 090A. MS IN IR INTERNATIONAL. (0 Credits)
IRGB 0601. ACCOUNTING PRECOURSE. (0 Credits)
Preparation for the MS in Investor Relations student toward the requisite Financial Statement Analysis. The course is adapted specifically for students who lack accounting in their undergraduate curriculum.
IRGB 0602. FINANCE PRECOURSE. (0 Credits)
Preparation for the MS in Investor Relations student toward the requisite Principles of Modern Finance. The course is adapted specifically for students who lack finance in their undergraduate curriculum.
IRGB 0701. SYMP ON ETHICS INVEST REL 1. (1 Credit)
Students prepare briefs to be critiqued by a panel of faculty and practitioners representing the domain of investor relations, including corporate entities, as well as regulators, news media, and political commentators. A faculty team establishes the theme for which the briefs are prepared and presented.
IRGB 0702. SYMP ON ETHICS INVEST REL 2. (1 Credit)
Students prepare briefs to be critiqued by a panel of faculty and practitioners representing the domain of investor relations, including corporate entities, as well as regulators, news media, and political commentators. A faculty team establishes the theme for which the briefs are prepared and presented.
IRGB 0901. INFO TECH FOR INVESTOR REL. (2 Credits)
This is a survey course introducing the various information technologies in the context of investor relations. The role of information technologies in corporate governance disclosure and transparency is discussed. Students will gain insight into information technology types such as Internet, Web technologies such as web services, E-business models (portal, online, exchange, etc.) Web 2.0 (wikis, blogs, twitter, mashups, etc.) XML, and XBRL. Analytics, Facebook, streaming video and virtual meetings and others. Students will visit corporate websites to learn more about how IR is organized and presented by various companies. Groups will analyze cases and also work on an IT-based IR plan.

IRGB 0902. WEB TECHNOLOGIES. (2 Credits)
This is a version of an existing course that is tailored to the interests and needs of the investor relations professional. The course introduces concepts, issues, and technologies essential to developing web-based applications. Students will look at key Java-based applications including Java Server Pages, Servlets, Java Bean Web Service. Students will also learn hands-on XSD and XML. This course introduces students to IBM’s Rational Application Developer (RAD) and WebSphere. Student groups will work on projects using RAD. Through a series of workshops and exercises, students will gain experiences in key web technologies. In addition, the course reviews the contemporary concepts, technologies, and applications including model-driven architecture, service-oriented architecture and UML, as applied to the web. Issues include SOA governance, semantic web, privacy, and security.

IRGB 0903. COMM & PUB REL CONCEPT INV REL. (2-3 Credits)
This course assists the student to understand: the philosophical approach of a public relations practitioner as an advocate for the organization that he/she represents; the philosophy of organizational relationship management in fostering relationship between an organization and its constituency groups; possible remedies to a crisis situation, such as theories of image restoration; the strategies of crisis prevention; the contribution of public relations to management decision-making; the adaptation of communications and public relations to the political, economic, and communication systems of distinctive cultural contexts; how the digital media environment influences the communication process for senders and receivers of information. Additionally, the course will encourage the student to develop strong writing, speaking, and presentation skills.

IRGB 0904. CASE STUDIES IN IR. (2 Credits)
IRGB 0905. BEST PRACTICES IN IR. (2 Credits)
IRGB 6111. FUNDAMENTALS OF ACCOUNTING. (3 Credits)
This course provides insights into how accounting information can be used by investors and creditors to measure the results of business operations.

IRGB 6411. FINANCIAL ENVIRONMENT. (3 Credits)
Basics of Markets, Institutions and Financial Architecture, Time Value of Money, Descriptions of a Modern Firm with separation between ownership and control; Description of Stocks and Bonds; Financial Market History; Stock Valuation models, Bond Valuation; and Foreign Exchange.

IRGB 7001. CONTEMP LEGAL ISS IN BUS ORG. (3 Credits)
This course discusses the basis and structure of business contracts; the creation and characteristics of agencies, partnerships, limited liability companies, and corporations; and the right and liabilities of agents, partners, directors, and shareholders. The course will emphasize director and officer duty.

IRGB 7002. CORPORATE GOVERNANCE. (3 Credits)
This is a team-taught course presenting the critical elements of the role of corporate governance in a modern public corporation from Finance, Legal, Accounting, Organizational, and Strategic perspectives. The course will discuss how investors view corporate governance and how corporate governance influences the value of the firm to its owners. Topics include the Board of Directors, Executive Compensation, Proxy Contests (and legal concepts such as Revelon Duty, Poison Pills), Corporate Fraud etc. The course will discuss recent developments such as the 2002 Sarbanes Oxley Act, Proxy Access, Say on Pay, and the role of the government in the 2008 Financial Crisis. The course will use examples that illustrate the success and the failure of corporate governance in both domestic U.S. and international settings. The course will be mainly case-driven.

IRGB 7003. GLOBAL IND ANALY & STRAT PLAN. (3 Credits)
This course discusses techniques for analyzing the long-term attractiveness of different industries and develops a framework to understand the nature of competition and the relative competitive position of firms within industries. The course emphasizes global factors that affect industry attractiveness and competitive positioning. While this course considers the industry level, it also includes competitive factors of firms within industries to introduce a framework for strategic planning at the firm level.

IRGB 7125. FINL STATEMENT ANALYSIS. (3 Credits)
The course focuses on the impact of financial accounting principles, disclosure standards and alternative accounting practices on financial reports.

IRGB 7140. CONTEMP ISSUES IN FIN REPORT. (3 Credits)
This course familiarizes students with the process of developing Generally Accepted Accounting Principles (GAAP). The course covers the Financial Accounting Standards Boards (FASB) and its interaction with Securities and Exchange Commission (SEC). A major portion of the course is devoted to an analysis of current financial reporting issues being addressed by the FASB and the impact that alternative solutions could have on reported financial results. The course also includes a discussion of various international accounting standard-setting bodies and their roles in financial reporting, domestically and abroad.

IRGB 7321. CORPORATE & SECURITIES LAW. (3 Credits)
This course covers the application of various aspects of securities laws and regulations to the governance of corporations. Specific topics include: the definitions of security, the IPO process, gun jumping, secondary offerings, registrations and reporting requirements, 10b-5 violations, and insider trading.

IRGB 7421. PRINS OF MODERN FINANCE. (3 Credits)
This course focuses on the no-arbitrage principles and valuation fundamental, with applications in Corporate Finance and Portfolio Theory. The course will cover advanced topics in time-value-of-money, Capital Budgeting, Capital Structure, Dividend Policy, Fundamentals of Valuation, and basics of Portfolio Theory. It lays the foundation for the discussion of issues that concern investors.
IRSB 7430. INVESTMENT ANALYSIS. (2 Credits)
IRSB 7455. GLOBAL FINANCIAL MARKETS. (3 Credits)
This course will give students an overview of the global financial markets, their institutions, and the instruments traded in these markets. The course will also give students an exposure to trading mechanisms, e.g. electronic trading, specialist and dealer systems. The course will give students and exposure to investor types (e.g. Pension Funds, Mutual Funds, Hedge Funds, etc) and institutions that exist to deliver investor related services, such as Proxy services, the Institutional Shareholder Services, etc.

IRSB 7500. MEDIA & COMM INDUSTRIES. (3 Credits)
This course surveys traditional and new media industries, assessing information, entertainment, opinion and marketing functions. The course considers legal, technological and marketing/advertising functions. The course focuses on books, newspaper, magazines, radio, television, cable, and digital media.

IRGB 7811. INTERNSHIP - INVESTOR REL. (2 Credits)
IRGB 8999. INDEPENDENT STUDY. (2-3 Credits)
Independent Study.

**Irish Studies (IRST)**

IRST 3409. IRISH LANGUAGE AND CULTURE 1. (4 Credits)
IRISH LANGUAGE AND CULTURE Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attribute:** IPE.

IRST 3412. IRISH AMERICA. (4 Credits)
This course traces the historical experience of Irish emigrants from the mid-17th century to the present day. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attribute:** AMST.

IRST 3418. 20TH CENTURY IRISH WOMEN LITERATURE. (4 Credits)
Introduction to 20th century Ireland and both the role of women and how they were portrayed in literature. Focus on gender roles, sex, and marriage, motherhood and society in a slowly modernizing, independent Ireland. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attribute:** EPC.

IRST 3419. CONTEMPORARY IRISH LITERATURE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IRST 3450. IRISH LANGUAGE AND CULTURE 2. (4 Credits)
This course is a continuation of Irish Language and Culture I and seeks to advance students knowledge of the Irish language. More emphasis will be placed on advancing conversation skills through the use of interactive modern language teaching techniques. The course also aims to provide a greater context of the language's cultural aspects, such as O'cean-n-so song, dance, and folk traditions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

IRST 4999. IRISH STUDIES TUTORIAL. (1-4 Credits)
In consultation with the director of the program, students may take a tutorial in Irish studies.

**Italian (ITAL)**

ITAL 1001. INTRODUCTION TO ITALIAN I. (5 Credits)
An introductory course that focuses on the four skills: speaking, reading, writing and listening providing students with a basic knowledge of Italian linguistic structures, vocabulary and culture, which studied interdependently, comprise the Italian Language.

**Attribute:** ZLB1.

ITAL 1002. INTRODUCTION TO ITALIAN II. (3 Credits)
This course will enhance the reading, writing, speaking and listening skills acquired by students in Introduction to Italian I or from prior study. It will further promote a deeper understanding of Italian and its literary and cultural traditions.

**Attribute:** ZLB1.

ITAL 1003. SPOKEN ITALIAN I. (3 Credits)
The first semester consists of a study of basic Italian grammar and intensive aural-oral practice. The second semester continues the study of grammar and focuses on developing the student's ability to speak and understand standard Italian. No credit toward the language requirement will be given for ITAL 1003 without successful completion of ITAL 1004. A single semester of the sequence may be taken for elective credit. Only offered in Fordham College of Professional and Continuing Studies.

ITAL 1004. SPOKEN ITALIAN II. (3 Credits)
The first semester consists of a study of basic Italian grammar and intensive aural-oral practice. The second semester continues the study of grammar and focuses on developing the student's ability to speak and understand standard Italian. No credit toward the language requirement will be given for ITAL 1003 without successful completion of ITAL 1004. A single semester of the sequence may be taken for elective credit. Only offered in Fordham College of Professional and Continuing Studies.

ITAL 1008. THE LANG AND CULTURE OF ITALY. (3 Credits)
ITAL 1101. NUOVO MONDO: INTRODUCTION TO ITALIAN I. (3 Credits)
For students with no previous knowledge of Italian. Intensive aural-oral practice. Fundamentals of grammar. Conversation. Reading. Two hour lab per week. No credit will be given for ITAL 1101 without successful completion of ITAL 1102.

**Attribute:** MNS.

ITAL 1400. L'ITALIA IERI E OGGI: INTR IT I. (3 Credits)
In this course, students will develop their language skills while exploring topics in Italian culture such as regional diversity, immigration, and legacy of the artistic and political past. Extracurricular activities including visits to museums in New York City, and opera and film nights will give students the opportunity to improve their Italian in a less formal setting, and will engage them in a critical understanding of Italy's culture and artistic tradition. Class conducted in Italian. This course is equivalent to ITAL 1501 Intermediate Italian I and counts towards the fulfillment of the University's language requirement.

**Attribute:** MNS.

ITAL 1501. INTERMEDIATE ITALIAN I. (3 Credits)

**Attribute:** ZLB1.

**Prerequisites:** ITAL 1001 or ITAL 1002.
ITAL 1502. INTERMEDIATE ITALIAN II. (3 Credits)
Review of grammar. Intensive practice in conversation and composition. Reading and discussion of graded literary texts. Conducted in Italian. The second semester of Intermediate Italian consists of an intensive oral and written practice aiming at expanding vocabulary and idiomatic expressions. The course will begin with a review of pronouns (direct, indirect object pronouns, combined pronouns, ci, ne) and verbs (in particular passato prossimo and imperfetto), and will move into the study of more complex linguistic structure including the conditional and subjunctive. Aspects of Italian culture will be presented in readings and activities. Conducted in Italian.
Attribute: ZLB1.
Prerequisite: ITAL 1501.

ITAL 2001. ITALIAN LANGUAGE AND LITERATURE. (3 Credits)
A critical analysis of selected cultural and literary texts; composition, conversation, and review of pertinent grammatical structures.
Attribute: ZLB1.
Prerequisite: ITAL 1502.

ITAL 2400. Acting in Italian. (0 Credits)
Course focuses on improving diction, pronunciation, expansion of vocabulary and conversational skills through the study and performance of dramatic works.
Attribute: THEA.

ITAL 2401. Acting in Italian Residency. (0 Credits)

ITAL 2500. Approaches to Literature. (4 Credits)
A basic course in Italian literature. Close readings in the major forms, prose fiction, poetry and drama, and an introduction to the varieties of critical strategies for reading them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ITAL 2561. Reading Culture Through Literature. (4 Credits)
This course is designed to introduce students to different aspects of Italian cultural tradition and history by closely reading representative literary texts from the early and modern periods, in a variety of genres including poetry, narrative, and drama. Students will acquire a technical vocabulary and practice different interpretive strategies to speak to continue the study of Italian literature and culture at the advanced level. The course's thematic focus, and the primary texts and secondary sources may vary. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: ITAL 2001.

ITAL 2605. Italian Conversation and Composition. (4 Credits)
Composition with emphasis on improvement of grammatical skills and facility in Italian phraseology. Recommended for those students continuing in Italian as majors or minors, whose curricula will include historical surveys of Italian literature or civilization. Emphasized skills include letter writing, descriptions and exposition. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: ITAL 2001.

ITAL 2630. Dialects and Italian. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ITAL 2640. Classics of Italian Cinema. (4 Credits)
In this course we will explore selected masterpieces of Italian cinema focusing on the visual techniques and narrative strategies developed by world-renowned filmmakers such as Rossellini, Fellini, Visconti, Antonioni, Wertmuller, Tornatore, Benigni, and others. We will discuss how historical events, national, cultural and gendered Italian identities, fashion, and political and social issues have been represented or constructed by means of innovative and unique cinematic languages. Conducted in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ITAL 2700. Filming the City Inside and Out: A Cinematic Journey Through Italy. (4 Credits)
This course introduces students to Italian cinema by focusing on the representation of Italian cityscapes and urban life, as well as the dynamic between urban and “peasant” cultures, the urban center and the rural periphery, in modern Italy from the so-called “economic miracle” of the late 1950s to the present, by internationally renowned filmmakers such as Visconti and Antonioni (Milan), Ermanno Olmi (Lombardy), Pupi Avati (Bologna), Fellini (Romagna), Pasolini, Nanni Moretti and Ferzan Ozpetek (Rome), Mario Martone and Matteo Garrone (Naples), among others. At the same time, students will be introduced to the fundamentals of Italian film analysis. Through screenings, critical readings, class discussions, and essay writing, students will develop the appropriate Italian vocabulary and analytical skills to examine a film focusing on its historical and cultural context, and the narrative, visual and sound techniques it employs. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: INST.
Prerequisite: ITAL 2001.

ITAL 2701. Culture and Civilization. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ITAL 2705. The South of Italy. (4 Credits)
In this course, we will explore the rich and diverse cultural production in Southern Italy in the twentieth and twenty-first centuries with the purpose of challenging general assumptions and stereotypes about the “South,” and breaking through the North-South divide that has plagued Italian culture since Italy’s Unification in the 1860s. We will discuss literary texts, visual texts, and music, focusing on the legacy of the past, gender and family relations, urban culture and rural life, the push for modernization, and regional identities versus globalization, among other topics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: INST.

ITAL 2800. Italy and the Arts. (4 Credits)
A comparative approach to the intimate relationship of literature and painting-sculpture of the 1400-1800 in the contract of treaties in the arts and the cultural society in political circumstance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: ITAL 2001.
ITAL 2801. A CULTURAL HISTORY OF ITALY. (4 Credits)
An analysis of the discourses evolved since the Unification (1860) that aim at defining Italy as it is imagined and defined by politics, economics, productivity, media, literature and cinema. The focus will fall in particular on the diverse "worlds" that make up Italy, the character of its regional traditions, its language, its way of life. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ITAL 2805. GODS, DEMIGODS, AND MEN: RENAISSANCE AND BAROQUE ITALIAN THEATER. (4 Credits)
The course is designed to introduce students to the exploration of the theatrical production in Italy during the Renaissance and the Baroque, from Italian theater's rebirth in 15th century Florence to the masterpieces of the 16th century. We will analyze the development of characters and their vision of truth, society and human relations, while investigating notions of subjectivity and gender. We will see how men, heroes, gods or half-human and half-supernatural creatures struggle against their own desire and lust (or against impediments and adverse fortune) in order to manipulate reality and resolve dilemmas. Readings will include plays by major authors such as Angelo Poliziano, Niccolo Macheavelli, Lodovico Ariosto, Torquato Tasso, Giordano Bruno, And Gian Lorenzo Bernini, and Opera librettos, such as the Orfeo by Alessandro Striggio, with music by Angelo Monteverdi. Some plays will be read entirely, others as selection. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ITAL 2910. EMIGRATION IN LITERATURE AND FILM 1850-PRESENT. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ITAL 2999. ITALIAN INTERNSHIP. (2 Credits)

ITAL 3001. THE ART OF TRANSLATION. (4 Credits)
The study of transferring texts from one linguistic code into another; analysis of various elements of texts, literal and figurative meaning, style, syntax, etc. will be the focus of the course as well as hands on practice working with different types of texts translating form English into Italian and vice versa. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ITAL 3010. POLITICS AND POETRY IN THE MIDDLE AGES: THE RISE OF VERNACULAR CULTURE IN THE MEDITERRANEAN. (4 Credits)
This course analyses the development of vernacular culture and literature in the Mediterranean during the Middle Ages. Students will explore the political, historical, and linguistic context within which vernacular languages and cultures emerged between the XI-XIII centuries. Following Dante's On Vernacular language - the first linguistic and poetic "map" of the Middle Ages- students will retrace the interrelations linking the Italian vernacular culture to the other traditions within the "romance" domain in the Mediterranean. With the imperial court of Frederick II in Sicily, the Pope in Rome, and the most powerful centers of trade and finance in Florence and other Italian city-states, the Italian peninsula provides a special standing point for the analysis of the relationship between poetry and power in different political contexts: the court of the emperor Frederick II and the powerful communal republics in center and northern Italy will be the focus of the course. Among the texts, authors, and movements included are: Provencal and Italian trobadours; the "Sicilian School" and the encyclopedic culture at the court of the emperor Frederick II (poetry, law, philosophy, medicine, astronomy, translations); religious literature and the Tuscan School of poetry (S. Francis, Jacopone da Todi, Guittone d'Arenzo); the "New Sweet Style" (Guido Guinizzelli, Guido Cavalcanti, Dante Alighieri). Fulfills the Advanced Literature requirement of the core and satisfies the requirement of Minor and Major in Italian. Cross-listed with MVST and COLI. Taught in English.

ITAL 3011. DANTE AND HIS AGE. (4 Credits)
This course will investigate the evolution of Italian narrative prose from Dante's day including Proveneal and Sicilian lyric, influential philosophical texts, and economic and political changes in 13th-century northern Italy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ITAL 3012. MEDIEVAL STORYTELLING. (4 Credits)
Narrative tradition in medieval Italy from the Novellino to Boccaccio and Sercambi. Taught in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ITAL 3020. RENAISSANCE AND BAROQUE NOVELLA. (4 Credits)
This course will investigate the evolution of Italian narrative prose from the Renaissance to the Baroque. Particular attention will be devoted to the tradition of the unframed short story (Novella Spicciolata), but we will also explore collections of Novelle composed by major authors such as Bandello, Straparola and Basile. Taught in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
ITAL 3021. VICE AND VIRTUE IN MEDIEVAL ITALIAN LITERATURE. (4 Credits)
Informed by Aristotle’s Nicomachean Ethics and Aquinas’ Summa as well as by writings of Andrea Capellanus, Abelard and others, this course discusses the ethical value systems sustained in works by Jacopone, G. D’Arezzo, Donte, Petrouea, Boccaceio, as they first expressed in Poetry and Prose. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

ITAL 3030. CRIMINAL TALES. (4 Credits)
Representation of violence in its political, organized and subversive manifestations in post-war Italy, its historical evolution, its sociological and anthropological interpretations. Films and various literature will be examined. Authors and directors: Rosi, Saviano, Wertmüller, Carofiglio, Camilleri, Mammarella, Ferrara, Salvatore, Giordana, among others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: INST.

ITAL 3050. ARTS AND POLITICAL ITALIAN HUMANISM. (4 Credits)
This course analyzes the main characters of the early humanist movement in Italy. It focuses on arts and politics and presents authors such as Petrarch, Valla, Lorenti de Medres. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

ITAL 3051. SURVEY OF LITERATURE. (4 Credits)
The social and cultural background of Italian literature with selected readings and analysis of some of the most representative authors of the time. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.
Prerequisite: ITAL 2001.

ITAL 3062. ETHICS AND ECONOMIC VALUE IN MEDIEVAL LITERATURE. (4 Credits)
This course introduces students to the literary representation of economic values such as profit, work, and utility as they emerge in medieval texts. Students will analyze these values within the critical perspective of the 13th to 15th century authors as seen in their political, historical, and literary contexts. This course course includes works from early European lyric poetry, and authors such as Dante, Boccaccio, Petrarco, Erasmus, and Leon Battista Alberti. Students will learn to set their discussions in the broad perspective of European intellectual history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

ITAL 3063. SATURIAN SPIRITS: ART AND LITERATURE IN ITALY. (4 Credits)
As an examination of different literary genres of the Italian Renaissance and Baroque (novella, theatre, poetry, autobiography and epic poems), this course will focus on some of the most important courts of the peninsula (Firenze, Urbino, Mantova, Ferrara, Venezia and Roma), and will explore the relation of the visual arts to the literary production of eminent writers and artists (Brunelleschi, Alberti, Pico della Mirandola, Poliziano, Boiardo, Ariosto, Machiavelli, Michelangelo, Leonardo, Cellini, Vasari, Tasso, Striggio, Marino). In addition to engaging in close-readings of key works, students will be encouraged to investigate other art forms such as paintings, sculpture, architecture and music, in an attempt to address the questions: What role did patronage of the arts play during the Renaissance and Baroque? What did it mean to be a writer and an artist in Italy between the 15th and 17th centuries? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

ITAL 3111. NEW ITALIAN CINEMA. (4 Credits)
The representation of social and cultural issues elaborated in the dramatic, multimedia discourse of playwrights and film directors such as Pirandello, Fellini, Moretti; in works that include Six Characters, La Dolce Vita, La Vita e Bella. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ITAL 3120. RENAISSANCE LITERATURE. (4 Credits)
A study of the principal poets and writers of the 15th and 16th centuries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

ITAL 3125. MAGNIFICENCE AND POWER: THE MEDICI AND RENAISSANCE FLORENCE. (4 Credits)
The course is dedicated to the study of the relationship between culture and politics. In particular we will discuss how the practice of power and the exercise of patronage affected Florentine writers in 15th and early 16th centuries, during the period of Medici’s supremacy. It will be central to the course to verify why the Medicean government was surprisingly far from being simply a repressive and propagandistic political regime. Indeed, Florence, during those years, became an extraordinary place for the arts and, in particular, for literature. Many Florentine masterpieces were produced in different genres (novella, theatre, poetry, autobiography, epic poems, dialogue) and were influential in the development and the shaping of 16th century European culture-at-large. This course will focus on the literary production of eminent writers and artists such as, but not limited to, Alberti, Pico della Mirandola, Poliziano, Lorenzo de’ Medici, Luigi Pulci, Machiavelli, Michelangelo. In addition to engaging in close-readings of key works, students will be encouraged to investigate other art forms such as painting, sculpture, architecture and music, in an attempt to address the questions: What role did Medici patronage of the Arts play during the Renaissance in Florence? What did it mean to be a writer and an artist in Florence between the 15th and 16th centuries? Course taught in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.
Prerequisites: ITAL 2500 or ITAL 2561.
ITAL 3215. LOVE AND HONOR IN THE RENAISSANCE COURTS. (4 Credits)
This course will focus on some of the most important courts of the Peninsula (in particular Firenze and Ferrara) and will explore the epic poems of eminent writers such as Pulci, Boccaccio, Ariosto, Tasso, and Marino. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COL.

ITAL 3280. THE ITALIAN SHORT STORY. (4 Credits)
Authors such as Boccaccio, Bandello, Basile, Verga and Pirandello. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ITAL 3450. 20TH CENTURY LITERATURE. (4 Credits)
Analysis of the principal current philosophies of the 20th century in Italy from Modernism to the postwar periods. Major representative authors: D’Annunzio, Moravia, and Calvino. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ITAL 3452. ITALIAN MIGRANT LITERATURE. (4 Credits)
In this course we will read works written by contemporary italophone writers, i.e., authors who have adopted the Italian language initially to document their experience of migration, and later to speak creatively about Italian society, its complex recent history and its current cultural and political challenges, contradictions and potentials. We will ask such questions as: What stories do these writers tell? What is the cultural and political significance of their work for contemporary Italy in the European, Mediterranean and global contexts? We will address issues of representation, identity, gender, race and ethnicity, religious pluralism, citizenship and nationhood, with the aim, on the one hand, of exploring how Italian society has changed (or resisted changing) in the last decades, and, on the other hand, of understanding how these new artistic voices have challenged and enriched the Italian literary canon and cultural establishment. Authors may include Cristina Ali-Farah, Saidou Moussa Ba, Christiana de Caldas Brito, Gabriella Ghermandi, Pap Khouma, Amara Lakhous, Ingy Mubiayi, Igiaba Scego, Ornela Vorpsi, among others. Conducted in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: ITAL 2001.

ITAL 3500. COMEDY AND SATIRE IN ITALIAN CINEMA. (4 Credits)
Commedia all’Italiana or satirical comedy represents a major contribution to world cinema with a significant approach to modifying social injustice, prejudice, and abuses. A broad range of styles and film techniques provide a forum to analyze film language and visual experiences. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COL.

ITAL 3530. THE STAGE AND SOCIETY SINCE 1700. (4 Credits)
Social changes, traditions and reforms, love, family and economics as they are interpreted and cast on the stage by renowned playwrights such as Goldoni, Giacosa, De Filippo, Di Giacomo, Pirandello and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COL.

ITAL 3540. LIBERTY AND TYRANNY 18 AND 19TH CENTURY. (4 Credits)
The dominant thrust of the 18th and 19th century, these complimentary ideas make up the themes of writers such as Alfieu, Foscolo, Leopardi, and Mantoni among others. The course will trace the development of the idea of freedom in the authors mentioned. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ITAL 3542. NATURE ART AND LITERATURE SINCE 1700. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ITAL 3550. ITALIAN UNIFICATION: FILM/LITERATURE. (4 Credits)
Realism and idealism in the achievement of Italian unification analyzed in the works of filmmakers such as Blasetti and Scola, and in writers like Foscolo, Mazzini, Garibaldi, Lampedusa and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COL.

ITAL 3553. ITALY FROM UNIFICATION TO 1945: LITERATURE, CULTURE, AND SOCIETY OF THE MODERN PERIOD. (4 Credits)
This course will focus on major cultural figures such as Carducci, Pascoli, D’Annunzio, Ungaretti, Svevo, Montale, and Calvino, among others, and will explore their relationship with and contribution to the social conditions and developments of their times. Taught in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ITAL 3625. THE MODERN ITALIAN THEATER. (4 Credits)
Italian playwrights such as: Pirandello, Betti, Fabbri, Dr. Filippo Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ITAL 3630. CONTEMPORARY ITALIAN NOVELS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
ITAL 3650. ITALY AT WAR. (4 Credits)
In this course we will read literary works—narrative, theater and poetry—written in Italy during three key periods of its modern history, namely WWI, WWII, and the so-called “years of lead” (late 1960 through the early 1980’s). We will discuss the response of Italian writers and intellectuals to war, Fascism and terrorism by focusing our attention particularly on the techniques that they use to represent, exalt or denounce individual and collective violence, into support or critique extreme ideologies - whether on the right or on the left. In Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, INST.
Prerequisite: ITAL 2001.

ITAL 3660. AVANT-GUARDE MOVEMENTS. (4 Credits)
Avanguardia and the war: arts and literature in 20th century Italy. This course will explore the artistic and intellectual movements in Italy from the beginning of the 20th century to the eve of WWII. It will discuss the influence that the Italian avanguardia – from Futurism to Hermeticism – had on the formation of ideologies that exalted or opposed the war before WWI and led Italy to the second world conflict through the Fascist dictatorship. The course will look at Italian avanguardia in its European context, exploring the relations with the Russian, German, and French intellectual and artistic movements of the early 20th century. A special emphasis will be given to the relation between literature, the visual arts, and theatre. Readings will include texts by D’Annunzio, Marinetti, Rosso di San Secondo, Montale, and Gadda. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

ITAL 3701. ITALIAN WOMEN WRITERS. (4 Credits)
Outstanding Italian women writers such as Colonna, Morra, Deledda, Ginzburg, Morante, Maraini, Loy. Taught in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, WGSS.

ITAL 3901. NARRATIVE AND FILM. (4 Credits)
The development, trends, and interplay of literary texts and Italian film in the history of the Italian cinema from its origins to today. Films by DeSica, Visconti, Bertolucci, Pasolini, Taviani, Bellochio, Rosi, and Tornatore. Literary works by Pirandello, Bassani, Levi, Boccaccio, Cain and Verga. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

ITAL 3910. ITALY TODAY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

ITAL 3920. WORDS ON FIRE: POETRY/SOC. TODAY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ITAL 3980. THE ITALIAN SHORT STORY. (4 Credits)
A study of the evolution of the short story in Italy with relation to style, structure, ideology, and character developments as well as point of view – Boccaccio, Bandelli, Nieve, Pirandello, Maravia among others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

ITAL 4006. DANTE’S COSMOS: MEDIEVAL SCIENCE, THEOLOGY, AND POETRY IN THE DIVINA COMMEDIA. (4 Credits)
This course investigates Dante’s cosmos in the Divine Comedy through medieval science, theology, and poetry. Disentangling the context of the Comedy from Dante’s encyclopedic culture through reading in the disciplines of his time will lead students to a deeper comprehension of the multidimensionality of Dante’s universe than is possible through any singular disciplinary. The course will broaden students’ perception of the medieval cosmos in contrast with contemporary notions of cosmology. Taught in English with readings and writing in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, MVST.

ITAL 4010. ANNI DI PIOMBO / YEARS OF LEAD: CULTURE, POLITICS, AND VIOLENCE. (4 Credits)
The period from the late 1960s to the early 1980s in Italy, known as “anni di piombo” or years of lead, was characterized by intense social and political unrest, and terrorist activities. The 1969 bombing in Piazza Fontana in Milan and the 1980 bombing of the train station in Bologna serve as the tragic bookends of a decade of political violence culminating in the kidnapping and murder of Aldo Moro by the Red Brigades in 1978. In this course, we will study these years by closely examining the cultural production of the time – literature, film and other media. We will pay particular attention to the social and political motivations underlying extremist activism, both left- and right-wing, as represented in literature and the popular press, and to writers’, filmmakers’ and intellectuals’ diverse responses to politically motivated violence, whether to criticize the terrorists themselves or to question the state-sponsored “strategy of tension”. We will also discuss the ways in which these experiences have been revisited and reimagined in recent years, and their relevance for today’s Italy. Taught in English with texts in Italian and English translation. Coursework in Italian for credit toward the Italian major or minor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, EP4, VAL.

ITAL 4800. ITALIAN INTERNSHIP. (2-4 Credits)
ITAL 4998. SENIOR THESIS TUTORIAL. (4 Credits)
Independent research, supervised by a faculty in the language, leading to the completion of a senior thesis.

ITAL 4999. TUTORIAL. (1-6 Credits)
Study of a particular aspect of Italian literature or thought. Independent research and readings. Weekly or bi-weekly meetings with faculty adviser. Designed for majors with permission of instructor.

Updated: 10-11-2017
ITAL 5090. ITALIAN FOR READING. (0 Credits)
This course provides students with the skills for reading Italian. It combines instruction of basic structures of grammar and syntax with the application of techniques in building vocabulary, reading comprehension and translation practice in a collaborative learning setting. Students will read texts from various disciplines in the humanities and social sciences and will gain practical experience in translation and research methods.
Attribute: MVST.

Japanese (JPAN)

JPAN 1001. JAPANESE I. (3-5 Credits)
An intensive introductory course that focuses on the four skills: speaking, reading, writing and listening, providing students with a basic knowledge of Japanese linguistic structures, vocabulary and culture, which, studied interdependently, comprise the Japanese language.
Attribute: ZLB1.

JPAN 1002. INTRODUCTION TO JAPANESE II. (3 Credits)

JPAN 1501. INTERMEDIATE JAPANESE I. (3 Credits)
Through review of grammar, intensive practice in conversation and composition. Reading and discussion of graded literary texts.
Attribute: ZLB1.
Prerequisites: JPAN 1001 or JPAN 1002.

JPAN 1502. INTERMEDIATE JAPANESE II. (3 Credits)
This continuation course finishes the grammar review and provides further intensive practice in conversation and composition. Reading and discussion of graded literary texts.
Attribute: ZLB1.
Prerequisite: JPAN 1501.

JPAN 2001. JAPANESE LANGUAGE AND LITERATURE. (3 Credits)
A critical analysis of selected cultural and literary texts; composition, conversation, and review of pertinent grammatical structures.
Attribute: ZLB1.
Prerequisite: JPAN 1502.

Journalism (JOUR)

JOUR 1701. INTRODUCTION TO MULTIMEDIA JOURNALISM WITH LAB. (4 Credits)
(Formerly COMM 2083): A course designed to introduce the student to various fundamentals of journalism today, including writing leads; finding and interviewing sources; document, database and digital research; and story development and packaging. The course also discusses the intersection of journalism with broader social contexts and questions, exploring the changing nature of news, the shifting social role of the press and the evolving ethical and legal issues affecting the field. The course requires a once weekly tools lab, which introduces essential photo, audio, and video editing software for digital and multimedia work. Note: Credit will not be given for both this course and COMM 2082 or COMM 2203. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 1702. INTRODUCTION TO JOURNALISM. (4 Credits)
Note: Credit will not be given for both this course and JOUR 1731.
A course designed to introduce the student to various elements of reporting - including writing leads and articles and finding and interviewing sources - as well as the nature of news, the social role of the press, and the ethical and legal issues that face it. Students are encouraged to submit work to the college newspaper for possible publication. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 1761. THE POWER OF NEWS. (3 Credits)
This course studies the interaction between the American mass media, politics and public policymaking. We will examine some of the most important interactions between the press and politicians to answer questions about the role of media in American society. The point of the course is to demonstrate the power of news by examining in depth some of the most important interactions of media and American government. After all, the media is no longer just an institution that covers the news - the media now actually help shape the political process as an important political institution in their own right.
Attributes: EP1, FRSS, MANR, SSCI.

JOUR 2711. INTERMEDIATE MULTIMEDIA REPORTING. (4 Credits)
This course further develops the skills learned in Introduction to Journalism focusing on how to utilize medium effectively across platforms. Students will gain hands-on experience in multimedia reporting, taking into account the unique strengths of each medium. Students will focus on narrative technique and reporting while learning the technical skills required of each platform. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: JOUR 1701 or JOUR 1702 or COMM 2082 or COMM 2083.

JOUR 2712. INTERMEDIATE PRINT REPORTING. (4 Credits)
This is an intermediate reporting course which focuses on developing investigative skills through the use of human sources and computer-assisted reporting. Students will develop beat reporting skills, source-building and journalism ethics. Students will gather and report on actual news events in New York City. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 2714. RADIO AND AUDIO REPORTING. (4 Credits)
A survey of the historical styles, formats and genres that have been used for radio, comparing these to contemporary formats used for commercial and noncommercial stations, analyzing the effects that technological, social and regulatory changes have had on the medium. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 2722. INTERMEDIATE FEATURE WRITING. (4 Credits)
Developing necessary skills for writing soft news and human-interest feature stories for various news media. Creation of strong ideas, leads, narratives, quotations and interviews, as well as the blending of interesting material and personal writing style, are emphasized. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
JOUR 2725. WRITING WORKSHOP. (4 Credits)
The writing workshop is about writing in all of its forms—press releases, op-eds, movie reviews, short stories, more. There is one writing assignment per week. The emphasis is on writing professionally, for either online or print publications. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 2735. VIDEO JOURNALISM. (4 Credits)
Today, Video Journalists are offered a vast array of outlets and possibilities. From “basic” broadcast, to thousands of cable channels, satellite TV, and the internet. From transmedia to social media, twitters and texts, This and That, all the way to IMAX! What use3d to be called “simply” Television News, today covers a media cornucopia. From the most mundane, to extraordinary facts, fictions, ideas, sounds, pictures, and effects, the sky seems to be the limit. This class will help students bring that down to earth, to give birth to their ideas and imaginations, desires and dreams, in very concrete form. Together, we will explore the vision, the art, and the craft of Video Journalism, and create pieces that will (hopefully) make people sit up, watch, and listen. Stories that will challenge them, make them think, and ideally inspire them to make their lives and the world a better place. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 2786. SPORTS WRITING AND REPORTING. (4 Credits)
In this course, students will read from the canon of great sportswriting, from print to broadcast to digital. To gain practice in this craft, students will also complete original reporting assignments in a range of forms, such as game story, column, feature profile, broadcast script, and live tweeting. The evolution of the sports genre will also be connected to essential social movements, such as civil rights, women’s liberation, and the consequence of big money following the birth of TV. For perspective, specific attention will be paid to the treatment of iconic modern American sports figures, including such seminal athletes as Babe Ruth, Muhammad Ali, Lance Armstrong and Serena Williams. Pre-Req: Introduction to Journalism (JOUR 1701 or COMM 2082 or COMM 2083) or permission of instructor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: JOUR 1701 or COMM 2082 or COMM 2083 or JOUR 1702.

JOUR 2787. FASHION JOURNALISM. (4 Credits)
Fashion Journalism combines beat reporting with an emphasis on the cultural, artistic, social, historical and business aspects of fashion. An in-depth review of the history of fashion journalism sets the stage for students to learn and understand the digital revolution in fashion journalism and marketing, including social media, blogs and websites. Topics to be covered include: Catwalk and trend reporting, fashion criticism, feature and fashion writing. Course will enable students combine the love of writing with the interest in fashion and acquire the skills to become a fashion journalist using different media formats. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: COMM 2082 or COMM 2083 or JOUR 1701.

JOUR 2789. SPORTS BROADCASTING. (4 Credits)
This class will provide a detailed study in all aspects of the sports broadcasting industry. Students will be introduced to a wide array of techniques and philosophies for sports broadcasting, from fundamentals and essentials to advanced learning methods. The course will consist of discussions, critiques, learning exercises, take home assignments and hands-on practice and participation. The course assumes no prior experience in sports broadcasting.

JOUR 3711. ADVANCED MULTIMEDIA REPORTING. (4 Credits)
Advanced Internet Reporting picks up where Introduction to Journalism leaves off, offering students a way to continue their study of multimedia journalism in a converged setting. The class will be project-based, with students completing both breaking news and features assignments. Each story for the course will need to be done in both print and video form. Students will also have the option of producing audio or photo slideshow versions of their reports. Completed projects, with the student’s permission, will be posted on Fordham news sites like that of The Ram and WFUV News. This course differs from COMM 3083, Advanced Television Production (Bronxnet) in that it will also cover print, audio and photo. It differs from JOUR 3717 COMM 3978, Online Journalism, in that it will not focus on blogging or social media. PREREQUISITE: Intro to Journalism with Lab (JOUR 1701 COMM 2083), Intermediate Television Production (JOUR 3716), or permission of instructor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: DTEM.
Prerequisites: COMM 2083 or JOUR 1701 or COMM 3083 or JOUR 3716.

JOUR 3715. WRITING FOR BROADCAST NEWS. (4 Credits)
An overview of the skills required for the writing of news stories for radio and television including hard news and features. This course is designed to strengthen the student’s ability to write clearly, concisely and accurately for broadcast emphasizing critical thinking skills. Storytelling techniques are explored, as well as writing to film/video tape. Students will eventually write to deadline under simulated newsroom conditions. Four credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Outside of class, students will be required to screen specific news programming and submit critical essays evaluating content. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: COMM 2082 or COMM 2083 or JOUR 1701 or Instructor permission.

JOUR 3716. INTERMEDIATE TELEVISION PRODUCTION. (4 Credits)
A practical, intensive course in all aspects of television news production. Early in the semester, the course will focus on teaching students the basic skills needed to create high-quality television news, including how to write for broadcast, shoot video, edit video digitally, and create taped pieces for air. The course will also cover on-camera skills. Later in the semester, students will put their television skills into action by producing entire newscasts, where they will anchor, direct, and produce all the content. In addition, the course will also cover key journalism concepts including interviewing, story research and using online media resources. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ZLB4.
JOUR 3717. ONLINE JOURNALISM. (4 Credits)
(Formerly COMM 3978): Recent shifts in media technologies, corporate structure, and the organization of public life have combined to change the role and the practice of journalism. Exploring these changes as a context, this course will introduce conceptual and practical techniques of reporting, writing, and packaging news for the on-line environment today. Students will learn about and actively participate in doing journalism online. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: DTEM, NMDD, ZLB2.
Prerequisites: COMM 2083 or COMM 2082 or JOUR 1701 or JOUR 1702.

JOUR 3718. ON-AIR REPORTING. (4 Credits)
In this class, students will learn how to craft and present stories for air. The course will include lessons on how to build a news package, how to present for broadcast (both on television and for podcasts), and will include assignments with in-class deadlines. Class will feature visits from working journalists/news personalities in New York City. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 3719. DATA JOURNALISM. (4 Credits)
Obtaining, interpreting, visualizing, and displaying data are essential skills for journalists in the 21st century. This hands-on introductory course in data visualization will help students learn to use data to tell visual stories. Topics discussed will range from where to find data and how to evaluate sources to how to organize data to create visually appealing graphics that tell stories that can be grasped in an instant. Students will critique published visualizations to identify common pitfalls, as they create a data-based story to add to their portfolio. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: NMDD.

JOUR 3723. INTERVIEWS AND PROFILES. (4 Credits)
(Formerly COMM 3081): This course includes intensive work in developing and writing profiles accompanied by readings from Boswell to Mailer. This course will help students develop a personal interview style which complements their individual strengths. Students will examine various interview strategies and learn how to compile their notes into a cohesive and compelling narrative. In-depth critiques of profiles will be provided. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENGL.
Prerequisites: COMM 2083 or COMM 2082 or JOUR 1701 or JOUR 1702.

JOUR 3724. FIRST PERSON JOURNALISM. (4 Credits)
First person journalism is nothing new. As part of the New Journalism movement, reporters like Tom Wolfe and Joan Didion have been infusing their storytelling with subjectivity for decades. Still, the digital shift in journalism and explosion of social media has brought a new wave of first person journalism to the web. This course will explore the history of first person journalism and help students use first person perspective to bring reported pieces to life. Students will look critically at the form to consider the limitations of personal narrative in journalism. On that note, this course will not be limited to personal narratives. Students will also work on reported stories in which their experiences as journalists and citizens impacts their storytelling structure. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 3725. PROFILE AND BIOGRAPHY. (4 Credits)
Analysis and practice in applying the principles of biographical writing with the emphasis on contemporary forms in books and magazines.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 3726. WRITING FOR MAGAZINES. (4 Credits)
(Formerly COMM 3084): Intensive practice in developing ideas into non-fiction pieces intended for general interest or specialized publications. Inquiries, field and library research, interviews, presentation of technical subjects to non-specialists. Students may wish to concentrate on areas in which they have particular interest or expertise. Note: Credit will not be given for both this course and COMM 4201/ JOUR 4727. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENGL, EP3.
Prerequisites: COMM 2083 or COMM 2082 or JOUR 1701 or JOUR 1702.

JOUR 3727. SPECIAL REPORTING: IN-DEPTH REPORTING. (4 Credits)
An in-depth reporting class focused on the production of a newspaper Special Report on a given topic each year. The class will use a team-based approach to develop a multi-element story package, in print format from conceptualization, through research, reporting, writing, editing, production and publication. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 3741. JOURNALISM WORKSHOP: REPORTING. (2 Credits)
(Formerly COMM 2211): A practical workshop course in writing news, features, commentary, reviews, and sports articles, or doing graphics, photography, multimedia and layout. The Rose Hill section is centered on giving students opportunities to write for The Ram, but students can also use the course to improve work being done for the paper, the Fordham Undergraduate Research Journal, Flash, Mode, and other student media at Rose Hill. Students not currently working for student media are also welcome in the Rose Hill section, where they will be taught basics of journalism and given the opportunity to publish articles in The Ram. At Lincoln Center there are four separate sections of the course. Each section has its own focus but all are related to involvement with THE OBSERVER. The sections are: Journalism Workshop/reporting, Journalism Workshop/photography, Journalism Workshop/layout and Journalism Workshop/multimedia.
Attributes: ENGL, NMDD.

Updated: 10-11-2017
JOUR 3742. JOURNALISM WORKSHOP: FNN. (2 Credits)
(Formerly COMM 2212): A practical workshop for students working on Fordham Nightly News. The instructor will help students improve all aspects of broadcast journalism, including scriptwriting, shooting, editing and anchoring. All students in this course must volunteer to work on Fordham Nightly News, and will be producing the day’s show as part of the workshop. NOTE: This is a 2-point class. Students who want a full 4-points of Journalism Workshop to equal a full course toward the major in Communication and Media Studies should also sign up for COMM 2211 concurrently, which focuses on basic journalism reporting skills and print writing. Journalism Workshop will NOT be offered at Rose Hill after Spring 2016.

JOUR 3743. JOURNALISM WORKSHOP: MULTIMEDIA. (2 Credits)
(Formerly COMM 2213): A practical workshop course in writing news, feature, commentary or sports articles, or doing graphics and layout for The Observer. Students will work as writers or on the layout staff.

JOUR 3744. JOURNALISM WORKSHOP: PHOTOGRAPHY. (2 Credits)
(Formerly COMM 2214): A practical course in public media journalism held at WFUV-FM. WFUV is a National Public Radio affiliate station based in Keating Hall on the Rose Hill campus. This workshop covers everything from broadcast writing and interviewing techniques to field reporting and journalism ethics and standards. Students will also spend time behind the microphone learning how to deliver news copy in a clear, conversational manner. The professor, George Bodarky, has extensive experience in commercial and public radio journalism, and has won multiple awards for his work. George is president of Public Radio News Directors Inc. and past president of the New York State Associated Press Board of Directors.

JOUR 3760. THE JOURNALIST AND THE LAW. (4 Credits)
(Formerly COMM 3205): An investigation of the legal concerns of the working journalist: prior restraint, shield law, libel, invasion of privacy, the Freedom of Information Act. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC.
Prerequisites: COMM 1000 or COMM 1010.

JOUR 3763. THE MURROW YEARS: 1938-65. (4 Credits)
This course traces the career and contributions to broadcast journalism of Edward R. Murrow, one of America’s foremost reporters, from his remarkable accounts of London under German bombing attacks to his documentary work on the “See It Now” and “CBS Reports” series.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 3764. TELEVISION NEWS AND TODAY’S WORLD. (4 Credits)
This course examines and analyzes the approaches of the three commercial networks and the Public Broadcasting Service to the major news stories of the day. Each class screens one of the network’s evening news broadcasts and assesses its content, comparing story selection and presentation with the day’s newspaper coverage. Emphasis is placed on students’ comprehension of the week’s salient news developments.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COMC.

JOUR 3765. TELEVISION NEWS. (4 Credits)
An examination of the growth and impact of television journalism. Technological and historical changes, techniques and influences of television news. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 3769. HISTORY OF TELEVISION AND RADIO NEWS. (4 Credits)
Traces the history of electronic journalism, from its infancy in the 1930's to the present day; emphasis on the work of the most prominent broadcast journalists of these decades. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 3772. NEWSMAKING. (4 Credits)
A critical study of news gathering and dissemination processes in the contemporary world with emphasis on their cultural, political, and economic effects in modern society. Factors that determine the worthiness of current events and journalistic interpretations reaching national audiences are considered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 3776. SOCIAL MEDIA FOR JOURNALISTS. (4 Credits)
This is a research and practice-based course on social media, aimed at journalists who will need to understand and use social media. Students will research historical and contemporary innovation relating to social media, and will then develop strategies for creating impact throughout the course of the semester with their own journalistic projects using social media. Readings, discussions, project critiques, and hands-on work will all be used methodologically to allow students to delve into the possibilities of social media. Students will come to understand the power and limitations of social media as both a reporting tools and a tool to aid in the marketing of powerful journalism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Mutually Exclusive: DTEM 3476.

JOUR 3781. ARTS AND CULTURE REPORTING. (4 Credits)
In this course, students will have the opportunity to apply their journalistic skills to the area of art and cultural reporting and criticism, including popular culture (television, movies, pop music, books, etc.) and the fine arts (theater, classical music, dance, and the visual arts, etc.). They will develop an ability to identify, describe, and evaluate for readers/viewers the full range of our culture’s creative output, including live shows and events. This includes recognizing the importance of the historical, social, and political context of what they are reporting on and reviewing. As budding arts and culture journalists, students will learn how to balance being both a reporter and cultural critic, and develop a strong, reliable voice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
JOUR 3782. SCIENCE JOURNALISM. (4 Credits)
At a time when science and technology permeate debates on everything from climate change to stem cell research, to nuclear power to genetically modified foods many Americans lack sufficient understanding of these basic science and health concepts. This course will explore fundamentals in science and medicine reporting emphasizing the essential research and story development skills needed bring complex medical, science and health issues to the general public. It will explore the scientific process, how to evaluate scientific and health information, ethical controversies, and what makes science and medical news.

Students will learn how to break, report, translate, and illuminate scientific information, forging journalism that helps build scientific literacy equal to contemporary challenges. (Prerequisite: COMM 2082 or instructor's permission) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: COMM 2082 (may be taken concurrently) or JOUR 1702 (may be taken concurrently).

JOUR 3783. THEATER JOURNALISM. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CVW.

JOUR 3785. WRITING FOR THE MEDIA. (4 Credits)
Analysis and practice of writing for a variety of print, broadcast, and online media. Exploring different media contexts such as news, entertainment, public relations, and advertising, the approach in this course assumes that media writers tell stories, that they write for multiple formats, and that they engage in ethical activities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 3788. INTERNATIONAL REPORTING. (4 Credits)
For decades an aura has surrounded international correspondents, the corps of reporters who cover foreign governments, war fronts and conflict zones to bring the news out of some of the world's most dangerous, complex and influential places. They risk lives and freedom in the struggle to dig out the truth behind government propaganda and military secrecy, whether in battlefields or presidential palaces or besieged regions. This course will define and explore the underpinnings of international reporting and its evolution from the mid-20th century to the digital age. Students will study and practice reporting, writing and video skills.

We will examine the importance of understanding foreign cultures, histories and languages, discuss the work and lives of major foreign correspondents, and examine where the art of foreign correspondence stands today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: JOUR 1701.

JOUR 4713. AUDIO REPORTING AND PODCASTING. (4 Credits)
This class will teach students how to create professional level audio reports and podcasts. Students will learn the major theories and practices of audio journalism. They will also develop practical skills on how to choose stories for audio journalism, write for broadcast, gather and use sound, interview for audio, edit audio journalism, and promote their work. Students will work on both short- and long-form projects.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: COMM 2082 or COMM 2083 or JOUR 1701 or JOUR 1702.

JOUR 4727. ADVANCED MAGAZINE ARTICLE WRITING. (4 Credits)
Planning, researching, and writing magazine articles. Emphasis is placed on preparing manuscripts of professional caliber. Credit will not be given for both this course and CM 3084 and ENGL 3006. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 4733. PHOTOJOURNALISM. (4 Credits)
American photojournalism emerged in the late 1920s and has an increasing role to play in both news and feature reporting in today's digital world. As online journalism and its audiences take shape, visual storytelling is finding new modes and roles. This course will introduce students to the contemporary practices and production of photojournalism. It will be conducted in a manner similar to the real working world of professional journalism while also touching on the aesthetic, technical, cultural, and historical forces that have shaped its evolution into the present day. Students will be responsible for taking pictures with their own cameras and producing their own digital images, photo slideshows and visual reporting. While the emphasis of the course will be on picture taking and visual storytelling, students will also learn how to edit their own photographs and hot to prepare selected images in Adobe Photoshop.

(Pre-requisite COMM 2082 or JOUR 1702 or instructor's permission) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 4741. PRACTICUM – OBSERVER. (4 Credits)
A practical workshop course in writing news, features, commentary, reviews and sports articles for The Observer, the student newspaper at Lincoln Center. Student will take assignments for The Observer to gain writing experience and clips. In class, students will workshop articles to improve them before publication. We will also address basic journalism skills, including interviewing, researching, and using online-media resources. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

JOUR 4742. PRACTICUM – CAMPUS TELEVISION NEWS. (4 Credits)
This course teaches a way for students to gain practical experience in journalism by working on Fordham's student news broadcast, Fordham Nightly News, under the supervision of a professor. Students will learn to generate stories, research, report, write, shoot, edit and present news on television, using Fordham Nightly News as a learning laboratory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: COMM 2082 or COMM 2083 or JOUR 1701 or JOUR 1702.
JOUR 4743. PRACTICUM – RAM. (4 Credits)
This course teaches provides a way for students to gain practical experience in journalism by working on Fordham's student newspaper, The Fordham Ram, under the supervision of a professor. Students will learn to research, report, write, shoot, edit and design, using The Ram as a learning laboratory. Because The Ram is not just a print newspaper but also exists in digital form, students will have the opportunity to tell stories across multiple platforms. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: COMM 2082 or COMM 2083 or JOUR 1701 or JOUR 1702.

JOUR 4744. PRACTICUM – WFUV. (4 Credits)
This course teaches provides a way for students to gain practical experience in journalism by working in the news department of WFUV, Fordham's public media station, under the supervision of a professor. Students will learn to generate stories, research, report, write, gather and present news on radio and possibly on video and in print, using WFUV as a learning laboratory. Students taking this course should already be involved in the WFUV News Department. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: COMM 2082 or COMM 2083 or JOUR 1701 or JOUR 1702.

JOUR 4745. CAMPUS JOURNALISM PRACTICUM. (4 Credits)
This course teaches provides a way for students to gain practical experience in journalism by working on a student media outlet at Fordham under the supervision of a professor. Students will learn to research, report, write, shoot, edit and/or design, using one of the campus publications as a learning laboratory. prereq: COMM 2082 or permission of instructor Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: COMM 2083 or COMM 2082 or JOUR 1701 or JOUR 1702.

JOUR 4750. VALUES IN THE NEWS. (4 Credits)
Values in the News examines the ethical and moral codes and standards observed, or violated, by the news media in the United States. These standards are under scrutiny in this challenging transition from traditional or legacy media to digital journalism and the advent of various platforms including citizen journalism and social media. Students will analyze contemporary and historical examples of ethical violations and ethical questions in print, television, cable and digital news. The class will research, interpret, analyze and write about these cases and will explore the challenges journalists face trying to adhere to a set of ethical rules. This seminar is writing intensive and requires class debate. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP4, VAL.

JOUR 4766. TELEVISION NEWS INNOVATORS. (4 Credits)
(Formerly COMM 4111): This Interdisciplinary Capstone Course bridges the disciplines of Media Studies and History. It surveys the most prominent figures in the history of electronic journalism—producers, executives, anchors, correspondents—and explains how their work shaped the course of American history. Innovators whose work is studied include Edward R. Murrow, Walter Cronkite, Ted Koppel, Barbara Walters, Mike Wallace, Ed Bradley, Roone Arledge, Ted Turner and Roger Ailes. We discuss the historical episodes covered by these innovators including World War II, McCarthyism, the Civil Rights movement, the Vietnam War, the Iran Hostage Crisis and the 1991 Gulf War before investigating how the coverage of these events in and of itself affected their outcomes. Sections R01 and R02 meet concurrently. Open only to Rose Hill students. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, FITV, ICC.

JOUR 4767. HISTORY OF WOMEN’S MAGAZINES. (4 Credits)
This course will explore the history and mission of women’s magazines from the 19th century to the 21st century with special emphasis on magazines such as Godey’s Lady’s Book, Lady’s Home Journal, and Cosmopolitan. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, WGSS.

JOUR 4770. MEDIA LAW AND JOURNALISM ETHICS. (4 Credits)
Media Law and Journalism Ethics will introduce students to the legal and ethical issues confronting the media on a daily basis. Journalists, in particular, face complicated decisions as technology changes the way news is produced. With communication tools increasing the speed at which news is gathered and disseminated, media industries are growing more powerful. As the journalism industry shifts from traditional newspapers and broadcasting to social media, podcasts and blogs, the rules and limitations also change. This course will explore ethical principles that govern journalism, such as freedom of expression, the right to privacy and the public’s right to know. Students will develop an understanding of the ethical and legal issues that are unique to journalism in a Democracy, and become more critical consumers of news media.

JOUR 4773. PUBLIC MEDIA. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: COMC.

JOUR 4784. BUSINESS JOURNALISM. (4 Credits)
If money makes the world go round, as the famous saying goes, then following the money is a creative way to discover gripping stories that can make you stand out as a journalist. But how do you find the money angle? This course will teach you to understand business and economics, and also how to tell financial stories creatively. Over the course of the semester, students will learn ways in which they can “follow the money” in order to tell great multimedia stories about people and institutions. Students will also learn about financial concepts and markets including stocks, bonds, and balance sheets. The course assumes no background in economics or finance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: JOUR 1701 or JOUR 1702 or COMM 2082 or COMM 2083.
JOUR 4999. TUTORIAL. (1-4 Credits)
Independent research and readings with supervision from a faculty member.

Journals Law (JNGL)
JNGL 0315. ADV DISPUTE RESOLUT SOCIETY. (1 Credit)
JNGL 0350. JOURNAL. (2 Credits)
"The Journal annually publishes six books addressing policy issues affecting urban areas. The Journal also publishes ADR & the LAW, the leading reference guide to alternative dispute resolution."
Attribute: JD.
JNGL 0351. JOURNAL NOTE. (1 Credit)
JNGL 0352. JOURNAL STAFF. (1 Credit)
JNGL 0780. MOOT COURT COMPETITION. (0 Credits)

Juilliard Exchange (JUIL)
JUIL 050. SIGHTREADING AND MUSICIANSHIP 1. (0 Credits)
JUIL 052. SIGHTREADING AND MUSICIANSHIP 2. (0 Credits)
JUIL 121. EAR TRAINING IA. (2-4 Credits)
JUIL 122. EAR TRAINING IB. (2-4 Credits)
JUIL 221. EAR TRAINING IIA. (2-4 Credits)
JUIL 222. EAR TRAINING IIB. (2-4 Credits)

Jurisprudence (JUGL)
JUGL 0129. ELECTORAL COLLEGE. (2 Credits)
This course will explore the origins of the system; the American context in 1787; the impact on the college of political parties; the hidden defects and dangers in the system that manifested themselves; the workings of the system prior to the Civil War; the post-Civil War history and the rise of close elections and faithless presidential electors; and the engagement of lawyers in changing the system, resulting in passage of a popular vote constitutional amendment by the House of Representatives in 1969. <p>
The course will analyze current proposals to reform the system, including the national popular vote plan; the impact of the media and polls in the functioning of the system; and the understanding of the Electoral College system by the American people. It will also discuss the intersection of the Electoral College with the presidential succession system. <p>
The course will be taught by Professor John D. Feerick, who served as advisor to the 1966-67 American Bar Association Commission on Electing the President and provided the views of the ABA in testimony before Congress during the period 1967-79. He participated in the drafting of the 1969 proposed amendment, is the author of a major article on the subject for the Fordham Law Review, and has spoken widely on the subject before citizen and other groups. <p>
Professor Feerick will be assisted by adjunct Professor John Rogan, who currently co-teaches a clinic on the presidential succession system and is a graduate of Fordham Law School, Class of 2014. There will be several guest speakers. <p>
There will be a take home examination or, alternatively, a paper on some aspect of the system.
Attribute: LLM.

JUGL 0206. RESPONSIBILITIES OF PUBLIC LAWYERS: CONFRONTING ISSUES OF RACE, GENDER, CLASS & SOCIAL CHANGE. (2 Credits)
This course will focus on the relationship of race, gender, and class to different social change strategies and different roles for lawyers as well. We shall explore the role of lawyers in influencing contemporary public policy and the role of legal discourse in framing issues such as access to, the diversity of, and participation within higher education; the use of the criminal justice system as a major instrument of urban public policy; gay marriage issues of assimilation v structural reform; the role of gender within the larger society as well as within communities of color. We shall attempt to identify the ways in which the adversarial dynamics of our legal system influence policy choices between means and ends, the zero-sum nature of conflict, and the role of racial, ethnic, gender and economic hierarchy. We will use interdisciplinary readings, experiential learning and case studies to examine various discourse and social change frames for identifying, reframing and problem-solving concrete social justice issues to facilitate social change. Each student will have the opportunity to work with faculty and with other students to plan and help facilitate one of the class sessions. CLASS IS OPEN to no more than 35 students. THERE WILL BE NO EXAM BUT STUDENTS WILL HAVE THE OPPORTUNITY TO WORK WITH FACULTY AND WITH OTHER STUDENTS TO PLAN AND HELP FACILITATE AT LEAST ONE OF THE CLASS SESSIONS.

JUGL 0213. INTRODUCTION TO ISLAMIC LAW: 21st CENTURY ISLAMIC LAW. (2 Credits)
In view of the pro - democracy events sweeping the entire Arab World , this course will stress the legal aspects of revolution , authority , social justice , and human rights . This course explores the impact of Islam on the following areas: Islam and the other: Justice and Public Policy; Human Rights; Islam and Authority; Jihad; Terrorism; and International Law. A 20 page paper is required. Course grade calculated by paper grade, 80% and class participation, 20%. Attendance is mandatory.
Attributes: INLJ, JD, LAWI, LLM.

JUGL 0216. RACE, SEX, & LOVE. (2-3 Credits)
The U.S. Supreme Court rendered its landmark decision in Loving v. Virginia invalidating prohibitions on interracial marriage more than 40 years ago. But race still plays a significant role in the intimate lives of most Americans. Decisions regarding whom we date, marry, or with whom we enter into other long-term intimate commitments are very much colored by race and prevailing racial norms. This course will consider why this is so by exploring the role that state laws and practices regarding the family and intimate associations have played in the social construction of race and racial identity. We will also consider the influence of race and racial norms on our attitudes about sexual intimacy, gender roles, and commonly-held conceptions of and approaches to issues such as marriage, reproduction, and parenting. Students will be encouraged to explore a range of issues relating to race and intimate associations, including how structural issues affect our intimate choices; the role that state laws bearing on family and intimate relations have played in policing racial identity; and the utility of analogies drawn between race and gender-based restrictions on marriage in the current debate concerning the extension of marriage rights to same-sex couples.
Attribute: INLJ.
JUGL 0226. ISLAMIC LAW IN A CONTEMPORARY WORLD. (2 Credits)
This course targets to define the Islamic jurisprudence “Shari’a” in different life’s aspects (from family law, to criminal, inheritance, contracts, trading...etc). It will highlight from one hand, the Islamic legal system through its main source the Qur’an, and from the other hand it will underline how Shari’a law mixes with civil law in contemporary legal system of Muslim countries through a comparative approach between three legal systems of three different Muslim countries: Egypt, Saudi Arabia and Morocco. <p> Course aims: This course will enable students to:<br>Know about the Islamic jurisprudence<br>Understand the connections and disconnections between Shari’a and civic law<br>Emphasize their knowledge about Shari’a’s contribution to advance the legal system theories and practices<br>Make comparison between the Islamic law and their own legal system<br>Participate on the actual debate on Shari’a Class Format: the Course sessions combine a mixture of interactive lecturing, class discussions and watching videos of key topics. <p> Evaluation and Grading:<br>Participation 25% Final Exam* 75% *The Final Exam will be a presentation of a research paper on one of the course’s topics.

JUGL 0227. ELECTION LAW. (2 Credits)
We will address the basic issues of Election Law, including the two-party system as the foundation of American politics; the constitutional rights of political parties and their members; the rights of minor parties and independent bodies; ballot access issues; voting rights and representative democracy; and election administration, including voting fraud and suppression. We will also focus on issues relating to the nomination and election of President of the United States, including the electoral college; eligibility requirements; impeachment of the President; and succession and disability issues. A paper will be required, and class participation will be factored into the student’s grade.
Attributes: INLJ, PIE.

JUGL 0232. CRITICAL LEGAL THEORIES. (2 Credits)
The course will explore various critical legal theories. These theories have sought to expose the presence of a straight, white, male subject position at the core of Western legal reasoning. As such, the course considers characterizations of the law as objective and impartial with a healthy dose of skepticism. The first half of the semester will involve an introduction to Feminist Legal Theory, Critical Race Theory, and critical legal studies (including elements of Queer Theory and Literary Theory, as they apply to the law). In the second half of the semester, we will revisit some of the foundational cases and major concepts in the core subjects (for our purposes Contracts, Torts, Property, Constitutional Law, and Criminal Law) and view them through a lens informed by the critical theories. Beyond introducing these theories, the seminar will offer an alternative/revisionist reading of some of the fundamental cases and concepts that students learned in their first year, and will explore reasons why mainstreaing the insights of the “Crits” has proven such a challenging undertaking. <p> Course Requirements: Students will be expected to submit several short reaction papers during the semester and a final 12-15 page term paper.
Attributes: INLJ.

JUGL 0275. CANON LAW. (2 Credits)
This seminar will offer law school students a preliminary insight into the structure and internal law of the Roman Catholic Church. It will involve a study of the entire Code of Canon Law of the Latin-rite Church with some references to the Code of Law that governs the Eastern-rite Churches (e.g., the Greek, Maronite, Ruthenian and Ukrainian Catholic Churches). The seminar will begin with a basic history of the Church’s development of ecclesiastical law. The Code of Canon Law will be studied in detail, with topics grouped into the following categories: General norms that govern Church law, including those affecting juridic persons (similar to civil corporations) The status and role of physical persons in the Church, their rights and duties, and an overview of the Church’s fundamental hierarchical structure The Church’s educational mission and structures The sacraments, particularly marriage Property and finances, including norms for alienation of property and for trusts and estates Procedural law, especially that governing marriage annulments Sanctions: the penal law governing delicts (Church crimes) and their punishment.
Attributes: INLJ, JD, LLM.

JUGL 0291. REPRODUCTIVE RIGHTS. (2 Credits)
This course will examine the growing body of law, both domestic and transnational, concerning the regulation of reproductive healthcare, including contraception, abortion, and assisted reproductive technologies. It will explore the limitations imposed on governments’ ability to regulate reproductive healthcare by the U.S. Constitution, foreign constitutions, and international human rights treaties, as well as positive obligations imposed by those instruments to ensure access to services. Special attention will be given to comparative analysis of rationales for the protection of reproductive rights. Students will complete several short reaction papers during the semester and there will be a takehome final exam.
Attributes: INLJ, JD, LAWJ, LLM.
JUGL 0293. HOW JUDGES DECIDE. (2 Credits)
This class will explore a fundamental question of our justice system. Whether a case is a civil or criminal matter, and which will be decided by a jury or a judge, the question of how judges decide any of the myriad issues they confront is critical. The subject is not often explored beyond the simplistic formulation that they figure out the law, apply the facts and then reach a conclusion. But this description ignores all of the essential inputs about just what guides a judge in figuring out the law, and finding the facts and applying one to the other. How does a judge’s personal background influence the decision making process? What choices does a judge have when trying to decide how to interpret a statute? Does popular opinion influence how judges decide cases? Should it? Rather than try to understand these and related questions solely from what academics and critics of the system have said, this class will explore these issues and ideas by talking to Judges about what they do. Federal and state court Judges will be invited to participate in class and to be interviewed by us and you about pre-determined topics. In addition, we will, in advance of such interviews, review the Code of Judicial Conduct, case law and academic literature on each topic. You will be responsible for reading this material in advance of each interview and actively participating in the interviews. Last year’s speakers included the following (this year’s speaker to be posted):

- September 1: Hon. Brian Cogan – Traditional Forms of Persuasion
- September 8: Hon. Denny Chin – Sentencing
- September 15: Hon. John Gleeson (Ret.) – The Government as Litigant
- September 22: Hon. Vincent Briccetti – Umpires
- September 29: Hon. Loretta Preska (C.J.) – Credibility
- October 20: Hon. Jed Rakoff, Hon. John Martin (Ret.) – Outside Research
- October 27: Hon. John E. Jones III – Public Opinion
- November 3: Roberta Kaplan, Esq., Gerald Lefcourt, Esq. – A View From the Bar
- November 10: Hon. Colleen McMahon – Public Opinion
- November 17: Hon. Lewis Kaplan – Parmalat: A Case Study

Attribute: LIDR.

JUGL 0294. FACILITATING RELIGIOUS CONFLICTS. (3 Credits)
In collaboration with the Feerick Social Justice Center, this is a three credit course in which students will have the opportunity to work as part of a pastoral project that involves facilitating the transitions that have resulted from the archdiocese of New York’s closing of approximately 32 parishes. In weekly classes at the law school, students will study legal problem-solving skills that combine elements of negotiation, mediation, systems design, consensus building, fact-finding and facilitation. This course also has a casework component which involves empirical research on individual parishes which have been merged. Students will be required to attend specific facilitation meetings at various parishes. Research materials will be available to students at the Archdiocese offices at 1011 First Avenue, New York, New York. The research will involve the fact finding, brief writing, mediation and consensus building regarding the parish closings. Students will be assigned to a pastoral facilitation team of 4-5 members consisting of a conflict management specialist, one religious sister or brother, a pastor and one layperson. Students will travel to local parishes with their team, observe the facilitation meetings with groups who are concerned about the closing of parishes, take notes of the process, and otherwise generally assist the team in the facilitation process. With references to Canon Law, students will participate in sensitive problem solving for individuals involved in the Cardinal’s decisions and the implications. Students will be evaluated on the quality of their class participation, research reports and participation in facilitation meetings.

JUGL 0295. FEMINIST JURISPRUDENCE. (2 Credits)
This seminar will expose students to the foundations of feminist legal theory, the divergent strands within it, and related theories of sexuality. We will examine how feminist theorists have considered sex, gender, and sexuality in understanding and critiquing our legal system and its norms. The seminar will examine the epistemological underpinnings of the law, which result in the privileging of certain legal concepts and forms of reasoning, and how, consequently, these underlying normative premises make the law appear objective and neutral. We will look at how feminist legal theory has contended with issues related to race, class, sexual orientation, nationality, gender, and culture. We will study how social power shapes the way we know and how this leads to the continued marginalization of certain groups in the political arena. Methodologically, the seminar will focus on foundational texts and use them to engage with contemporary issues in law and society.

JUGL 0299. JURISDICTIONAL COMPETITION. (2 Credits)
This course examines the ability of firms and people to select the law that will apply to their dealings and forum where their cases will be adjudicated; competition by states, countries and private parties to supply law and adjudication; and the legal and theoretical implications of this competition. Specific topics covered include corporate and securities laws, commercial transactions, arbitration, consumer and electronic commerce transactions, trusts, real property, and marriage and family law.

Attribute: LLM.
JUGL 0315. LGBT RIGHTS COLLOQUIUM. (2 Credits)

JUGL 0320. LAW OF DEMOCRACY. (4 Credits)
This course examines the laws that govern our democratic process, including campaign finance reform, voting rights, redistricting, ballot access, election administration, campaign advertising and the role of SuperPACs. The course is a blend of constitutional law, legal history and legal theory. We will focus attention on the different legal theories and the empirical assumptions used by lawyers and judges in key Law of Democracy cases. Because of the centrality of constitutional law, we conduct a series of mock Supreme Court arguments around the key cases. There is a take home exam, but students who wish to do so may write a 30 page research paper. Four-credit classes that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INLJ, LAWJ, LLM.

JUGL 0321. LEGAL ISSUES IN GAMING. (2 Credits)
This seminar will explore the legal aspects, both practical and policy-oriented, of gaming (including gambling) in the United States from the varied perspectives of game developers and operators, game players and the public interest. In some respects, a gaming business encounters the same issues facing any enterprise, but in other respects unique or at least highly specialized legal issues are confronted by this multi-billion-dollar industry. A major focus of the course will be intellectual property rights in characters and images, logos, programming and "look and feel" which present copyright, trademark and patent issues. We also will explore contract and licensing issues in some depth as they relate to distribution and monetization. Additional topics will include: data privacy, terms of use, government regulation, free speech issues, Indian gaming law and liability issues. A paper on an approved topic will be required.
Attributes: JD, LAWT, LLM.

JUGL 0347. JEWISH LAW: SOURC, PRIN, JUSRI. (2-3 Credits)
The five legal sources of Jewish law (Halakhah), namely, interpretation, codification, custom, precedent and reason provide the framework for the course. Amongst the major topics are: the tension between the lexical meaning of a text and its legal significance; the definition and significance of the categories of Biblical Law (Deorayta) and Rabbinic Law (Derabbanan); Rabbinic legislation running counter to Biblical law; important legislative landmarks in Jewish family law; the "chained wife" (Agunah); the use of reason as a justificatory principle; questions of life and death, and the balancing of competing claims to life in tragic choice situations.
Attributes: ICE, INLJ, LLM.

JUGL 0357. INTRODUCTION TO JURISPRUDENCE. (3 Credits)
This introductory course surveys important schools of thought in the philosophy of law from the beginning of the Twentieth Century up to the present day. Key questions in the first part of the course include: What is law? What, if any, is the connection between law and morality? In hard cases brought before top courts, are there right answers? The second part of the course engages philosophically grounded debates about civil disobedience, sexual orientation, and civil rights. Class will be a combination of lecture and discussion. There will be a final examination.
Attributes: JD, LLM.

JUGL 0358. JURISPRUDENCE. (2-3 Credits)
The first part of this seminar is a survey of several major theories and approaches to jurisprudence in the 20th century, theories such as those of H.L.A. Hart, Lon Fuller, John Rawls, and Ronald Dworkin, plus other related topics. We will then turn to some contemporary issues that bear on jurisprudence in a broader sense: Dworkin's recent attempt to resolve conflicts over human rights and terrorism, religion and the state, and redistributive justice, based on principles of human dignity; and Cass Sunstein's warnings about the dangers of "radical judges" and the legal theories they and other judges follow, comparing and contrasting Fundamentalism (originalism), Perfectionism, Minimalism, and Majoritarianism as competing models for court decisions. Other short readings may be assigned. Take-home exam.
Attributes: INLJ, PIF.

JUGL 0359. GENDER AND THE LAW. (2 Credits)
This course provides an overview of gender-related legal issues in the United States. Topics covered in the class include: (i) the definition and relevance of gender and sexuality in the legal context (ii) the interaction between religious and gender/sexual "rights" (iii) constitutional and statutory protections against gender discrimination and the limits of those protections (iv) gender issues in the military (v) reproductive issues including the tension between the rights of pregnant women and "fetal rights" (vi) issues related to gender identity and sexual orientation and (vii) violence on the basis of gender; laws affecting families. Students will be required to write two papers in the class.
Attributes: INLJ, LLM, PIF.

JUGL 0360. MEDIATION & NON-ADVERSARIAL JUSTICE. (3 Credits)
This 3 credit course examines the notion of mediation and explores the language of mediation and conflict resolution through introducing four alternative movements in law: Alternative Dispute Resolution, Restorative Justice, Therapeutic Jurisprudence and Transitional Justice. The six principles which are considered as foundational for alternative movements are: an emphasis on process; an emphasis on constructive conflict intervention; deconstruction and hybridization; a search for an underlying hidden layer; acknowledgement of emotions and relationship; community work and bottom up development. In particular, the course deals with therapeutic lawyering, problem solving courts, victim offender mediation, therapeutic judging and truth and reconciliation committees. A paper is required in lieu of an exam. Students have the option of receiving one extra credit and doing a paper to satisfy the writing requirement.<br>Tuesday & Thursday 9:45 a.m. --12:30 p.m. - 7 week condensed course—Sept 1- Oct. 18 7 week condensed course—Sept 1- Oct. 18 Visiting professor Michal Alberstein<br>Head of the conflict management & negotiation program <br>Bar-Ilan University, Israel.

JUGL 0371. LAW & LITERATURE. (2 Credits)
Is law an objective science, or is it also a form of art, the relationship between the imagination and the written word? This course will examine how law is presented in literature, the way in which law itself can be, and is, literature and finally, how narrative and storytelling combine to allow for a better understanding of the experience of litigants by framing the client's case in narrative terms. The course will also consider the way legal issues are presented in art, the role, power and moral responsibilities of lawyers to tell story of clients, and judges in emphasizing with the circumstances of the litigants, the complexities of the human condition and how such considerations are often left out of judicial opinions but yet form the very heart of literature, the way law and literature can relate to building compassion, forgiveness and a greater capacity to listen to other voices, ideas and cultures.
Attributes: JD, LLM.
JUGL 0393. CATHOLIC PERSPECT CONF RESOL. (2 Credits)
This two credit seminar offers an historical and contemporary account of Catholic perspectives on conflict resolution, war and peace. It examines the evolution of the just war theory from St. Augustine until the present time with particular emphasis on papal documents. Other topics for the course include: the role of the Holy See in international relations and in transitional justice regimes; Catholic peacemaking and peace building traditions; U.S. Catholic approaches to war and peace; the doctrine of humanitarian intervention; Catholic international mediation efforts; and, Catholic non-violence theory.

Attribute: LLM.

JUGL 0601. EDUCATION LAW. (3 Credits)
This course surveys the law governing K-12 schools in the United States. Topics covered will be determined to some extent by student interest, but we will cover at least to some extent school governance, basic school finance, the regulation of student and faculty speech, the regulation of religious expression, the education of children with disabilities, the regulation of private schools, homeschooling, and school choice. Students must write some combination of weekly response papers and a final paper. The course may be used to fulfill the JD writing requirement.

Attributes: INLJ, LLM, PIE.

JUGL 0611. SPECIAL EDUCATION LAW. (2 Credits)
This course is a skills based course in special education law from pre-K-12 schools in the United States. Students will learn to apply federal special education laws to actual students’ cases. Students will represent either a student or a school district in a due process proceeding as part of a mock administrative hearing. Topics covered will be the education of children with disabilities along the continuum of appropriate programs for students with disabilities, spanning a student’s least restrictive environment to residential facilities. Remedies for failing to offer a “free appropriate public education” will be explored, including related services, tuition reimbursement for private schools, and compensatory education awards. Students must submit written assignments most weeks, and will prepare opening statements, examinations of witnesses and a closing argument (post-hearing brief), applying the case law learned to the fact scenario presented.

Attributes: JD, LAW, PIE.

JUGL 0709. SPECIAL VICTIMS: DOMESTIC VIOLENCE & SEX CRIMES. (2 Credits)
This seminar will provide an overview of the “special victims” offenses of domestic violence (DV) and sex crimes. In the first half of the course, students will be exposed to the evolution of domestic violence law and the many difficult issues involved in the prevention, identification, and prosecution of domestic violence crimes, such as orders of protection, successfully building cases against offenders with reluctant witnesses, and providing services to victims. In the second half of the course, we will focus on sex-based offenses, exploring legal developments and issues faced by sex crimes prosecutors and others, such as how to work with sexual assault victims, the role of forensics and DNA, evidentiary issues including rape shield laws, expert witnesses, and Title IX issues at educational institutions.

Attributes: INLJ, LLM.

JUGL 0781. GENDER, SEXUALITY AND THE LAW. (2 Credits)
This seminar will examine how the law has dealt with, applied to, and been enforced on issues relating to sexual orientation and gender identity, and how sexual orientation and gender identity influence the application of legal rules to individuals in our society. The seminar will address the role of the law in shaping the social meaning of sexuality and identity, and how legal rights, protections, and deprivations have evolved based on identities as heterosexual, lesbian, gay, bisexual, and transgender in a number of contexts including employment, education, marriage, sexual expression, family relationships and the military. Throughout the course, we will examine the extent to which assumptions about morality, gender, and race have shaped the law’s approach, and the ways in which the movement for lesbian, gay, bisexual, and transgender rights is different from and similar to other rights movements. The course will emphasize constitutional doctrines, including equal protection, due process/privacy, and freedom of speech and association. Our primary text will be Sexuality, Gender and the Law by William N. Eskridge, Jr. and Nan D. Hunter.

Attributes: INLJ, PIE.

JUGL 0929. MARKET STRUCTURE AND DEMOCRACY. (2,3 Credits)
This course will explore the debates in economic and political theory about the appropriate kinds of market structure that support or undermine democracy. We will read Brandeis, Robert Bork, Shumpeter, and other key theorists of market structure and democracy, and then apply these different theories to modern day structural questions, such as net neutrality, merger rules for cable companies, laws governing electrical utilities, and laws governing separation of functions within banking. It is primarily a theory course, not a practice course, and the student needs no background in antitrust, banking, or telecom. Students must stay abreast of the reading assignments and actively participate in class discussions. Informed discussions and dialogue between and among the students and instructor is the center of the course. Classes will proceed on the assumption that everyone has done the readings and has opinions and perspectives worth sharing. Students will be required to write a term paper of 5,000-8,000 words.

Attributes: LLM, PIF.

JUGL 0291. MKT STRUCTURE & DEMOCRACY. (2 Credits)

Labor (LBGL)

LBGL 0291. COMPARATIVE EMPLOYMENT DISCRIMINATION LAW. (3-4 Credits)
This course will provide an introduction to the landscape of U.S. employment discrimination law, and then proceed to compare its structures to that of a variety of other jurisdictions. The final grade will be based upon classroom participation and a final paper of 15 pages in which the student compares an aspect of the U.S. employment discrimination system to that of another jurisdiction not otherwise discussed in the course materials.

Attributes: ICE, INLJ, JD, LAWB, LAWI, LLM, PIE.
LBGL 0321. SCIENCE OF IMPLICIT BIAS & LAW: NEW PATHWAYS TO SOCIAL JUSTICE. (2 Credits)
Despite cultural progress in reducing overt acts of racism, stark racial disparities continue to define American life. This course will examine why race still matters and what emerging social science can contribute to the legal discussion. The course explores how scientific evidence on the human mind might help to explain why racial equality is so elusive. This new evidence reveals how human mental machinery can be skewed by lurking stereotypes, often bending to accommodate hidden biases reinforced by years of social learning. Through the lens of these powerful and pervasive implicit racial attitudes and stereotypes, the course examines both the continued subordination of historically disadvantaged groups and the legal system’s complicity in the subordination. The course will introduce students to the social science methodology’s examination of bias and explore its strengths, limitations, and possible uses. The final grade will be based upon weekly 1 page Analysis Papers that explore the themes of the reading assignments and propose discussion questions for the class session, along with a Final Paper of approximately 5 pages that assesses how the insights about the science of implicit bias might be utilized to either address the operation of implicit bias in the application of law, or how the science can be used to make anti-discrimination law more effective. Students can alternatively submit a Research Paper for Upper Class Writing credit upon authorization of the paper topic with the Professor.
Attributes: INLJ, JD, LLM.

LBGL 0334. EMPLOYMENT DISCRIMINATION. (2,3 Credits)
This course will examine the law governing employment discrimination, with a focus on the major federal statutes prohibiting discrimination in employment: Title VII of the Civil Rights Act of 1964 (and amendments); the Age Discrimination in Employment Act (and amendments); and the Americans with Disabilities Act (and amendments). We will also cover certain subjects addressed by state laws, including discrimination on the basis of sexual orientation. Topics will include: the nature and meaning of discrimination; disparate treatment vs. disparate impact; burdens and methods of proof; affirmative action; the relationship between antidiscrimination and accommodation; retaliation; procedures for enforcement of antidiscrimination laws; and remedies. Grade based on take-home final exam. Class participation will also be considered.
Attributes: INLJ, LAWB, PIE.

LBGL 0359. LABOR LAW. (3-4 Credits)
PROFESSOR JAMES BRUDNEY: Federal regulation of labor-management relations in the private sector, primarily through the National Labor Relations Act as amended. The course focuses on employee organizational and representational rights; the selection of a collective bargaining representative; the collective bargaining process; contract administration and enforcement; and the union’s duty of fair representation. The course also addresses related issues of US labor law: judicial review of arbitration decisions and promises to arbitrate; successorship and the obligations of a successor employer; and federalism and the preemption of state workplace statutes. (4 credits).
BR PROFESSOR ADITI BAGCHI: This course will introduce the fundamentals of labor law in the United States, comparing the American approach with those of other advanced industrialized democracies. We will study the federal law governing employee collective action, including the law governing organizing, employee-union relations, collective bargaining (including tools of economic pressure), and preemption of state law. We will then consider the appropriate scope of application of the NLRA regime; assess the political economic role of organized labor; consider historical and institutional explanations for American ‘exceptionalism’, and; explore the advantages and disadvantages of American labor law as compared to its alternatives.<p> Attributes: INLJ, JD, LAWB, LLM, PIE.

LBGL 0361. EMPLOYMENT LAW. (3 Credits)
This course will address several key topics in the area of employment law. For example: Is a person who provides labor and/or services an employee or an independent contractor? In what circumstances may a company be an employer although it did not hire and does not pay or directly supervise a worker? When may an owner or manager be individually liable for a corporate violation of an employment law? Is there or should there be a public policy exception to the employment-at-will doctrine? When is expression by a public employee protected by the First Amendment? What duties may an employee owe to his/her current or former employer?<p> What rights of privacy does a current or prospective employee have vis-a-vis his/her employer? Issues will be examined as if presented to a law firm called upon to decide whether to take a case or to litigate a motion for summary judgment. From time to time, class members, working together as a two-person team, may be asked to briefly discuss one side of a given issue with a second two-person team advocating the opposite position on that issue.<p> An examination, probably open-book, will be administered at the end of the semester. Class participation will also be considered in determining grades. Quality will be more important than quantity.
Attributes: INLJ, LAWB, PIE.

LBGL 0375. LABOR & EMPLOYMENT ARBITRATION. (2 Credits)
This course will provide a comprehensive look at the world of labor and employment arbitration – its history, procedures, laws, ethics and practice, with a specific focus toward labor arbitration. This course will address arbitration topics such as discipline and discharge, contract interpretation and due process issues through a wide diversity of materials including judicial decisions and arbitration awards.
Attributes: INLJ, LDE, LIDR, LLM.

Updated: 10-11-2017
LBGL 0471. LABOR LAW: WAGE & HOUR LAWS. (2 Credits)
The wage and hour laws are an important element in the protection of low wage immigrant workers. Many of these new immigrants are vulnerable to exploitation because of their linguistic isolation, low awareness of their legal rights and alien status. The wage and hour laws can in some extent protect these workers by providing for minimum wages and overtime pay and prohibiting child labor and take-home work. These laws cover almost all workers including domestic workers in the home, garment workers in the factory and manual day laborers hired off the street. The wage and hour laws are rarely part of the traditional labor law or employment law curricula of law schools where the focus is on union-management issues and on discrimination. Any student interested in sweatshop labor and the exploitation of immigrant workers needs to understand these laws. <p>The seminar focuses substantively on the Fair Labor Standards Act, 29 U.S.C. § 201 et seq. and on New York Labor Law § §190 et seq. and 650 et seq. in the context of low wage immigrant workers. The course material is a mix of statutory and case law as well as transcripts from actual cases in which the workers speak for themselves. The seminar investigates why the exploitation of these immigrant workers continues despite these laws, administrative enforcement, and the unionization of some of the industries where these practices predominate. Depending on class size and interest, there may be some litigation skills components. Attributes: INLJ, LAWB, LLM, LPI.

LBGL 0521. WORKERS, LAW & CHANGING ECO. (2 Credits)
This seminar explores changes in the economy of the United States—including globalization, high levels of immigration, new ways of structuring the employment relationship, and most recently the economic downturn—and the challenges they pose to the enforcement of the major laws governing workplace standards in this country. The course draws on academic materials, cases, statutes, and documents from practice to understand the current situation and to examine emerging models of litigation, regulatory enforcement, legislation, and labor organization that respond to these transformations and seek to re-establish a floor on wages and working conditions in the context of low-wage work today. Students write three short papers over the course of the semester. There is no final exam. Attributes: INLJ, PIE.

LBGL 0906. EXECUTIVE COMPENSATION AND EMPLOYEE BENEFITS LAW. (2 Credits)
There is perhaps no single more important aspect in an employee's work-life than his or her compensation and benefits. Similarly, from an employer's perspective, determining how best to compensate its employees is of extreme importance. Any in-house general counsel, M&A attorney, securities lawyer or labor and employment attorney must have at least a working familiarity with the laws governing these issues. <p>Students will come away from this class with a high-level general understanding of executive compensation and employee benefits, the market and regulatory forces driving their provision and structure, the benefits of deferring compensation, the aspects of ERISA and the Internal Revenue Code addressing these matters, differences between qualified and non-qualified benefit plans, SEC disclosure obligations regarding executive compensation, and the differences between various forms of equity. Students will also be exposed to and review the elements of employment, severance, retention and change in control agreements and equity arrangements. The final examination will be open book. The exam will consist of multiple choice and short-answer questions. Attribute: LLM.

LBGL 0929. COMPARATIVE EQUALITY AND ANTI-DISCRIMINATION LAW. (2 Credits)
This seminar will examine anti-discrimination laws and equality norms from a global perspective. Specifically, the readings will compare U.S. law with the law of several other legal systems, such as Europe, South Africa, China, Colombia, and Argentina. Coverage includes equality issues in employment, affirmative/positive action, gender parity, marriage, reproductive rights, secularism and the rights of religious minorities, and hate speech. Readings are primarily drawn from cases, codes and constitutions, with additional commentary by legal scholars. The course is organized as a seminar in which students are expected to participate in weekly discussions and to write weekly response essays based on the readings. The grade will be based on class participation (including the response essays), and a final research paper. There will be additional supplemental materials made available via an online course platform. Attributes: INLJ, LAWJ, LLM, PIE.

Language (LANG)

LANG 1502. IB. (3 Credits)

LANG 2001. IB. (3 Credits)

Latin (LATN)

LATN 1001. INTRODUCTION TO LATIN I. (3 Credits)
An introduction to Latin grammar with selected readings. Attribute: MVST.

LATN 1002. INTRODUCTION TO LATIN II. (3 Credits)
This course will enhance the skills acquired by students in Introduction to Latin I or from prior study. It will further promote a deeper understanding of Latin and its literary and cultural traditions. Attributes: MVST, ZLB1.

Prerequisite: LATN 1001.

LATN 1004. INTENSIVE LATIN. (4 Credits)

LATN 1501. INTERMEDIATE LATIN I. (3 Credits)
A continuation of LATN 1002 with an introduction to the reading of texts. Attribute: MVST.

LATN 2001. LATIN LANGUAGE AND LITERATURE. (3 Credits)
An appreciation of the language, literature, and culture of antiquity through original readings in classical Latin authors. Attribute: MVST.

Prerequisite: LATN 1501.

LATN 3000. LATIN POETRY. (4 Credits)
To introduce advanced students of Latin to the lyric poetry of Catullus and Horace through translation, stylistic and metrical analysis and discussion of the poets’ literary tradition. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attribute: COLI.
LATN 3009. HORACE: ODES. (4 Credits)
Readings in and literary analysis of the Odes of Horace. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

LATN 3021. ROMAN LOVE POETRY. (4 Credits)
Readings from the works of Catullus, Ovid, Propertius and Tibullus. Study of Metrics and Poetic Forms. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LATN 3041. OVID. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

LATN 3043. DRAMA IN ANCIENT ROME. (4 Credits)
Close reading of selections from Plautus, Terence and Seneca. The cultural history of Roman drama. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LATN 3050. CICERO’S ORATIONS. (4 Credits)
Reading in the speeches of Cicero. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LATN 3060. READINGS IN VERGIL. (4 Credits)
Readings from Eclogues, Georgics, and Aeneid. Taught in Latin. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

LATN 3061. CHRISTIAN LATIN. (4 Credits)
A study of the language and literature of the late classical and early Christian eras. Taught in Latin. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, AMCS, COLI, MVST, REST.

LATN 3300. ADVANCED LATIN. (4 Credits)
A reading of selections from Ovid’s Amores and his Ars Amatoria, with cultural and literary analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

LATN 3332. SENEC’S LETTERS. (4 Credits)
A select survey of Seneca’s Moral Epistles in Latin. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

LATN 3456. IMPERIAL LATIN BIOGRAPHY. (4 Credits)
A reading of selections from the imperial lives of the "Historia Augusta," with literary and historical analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

LATN 3466. LATE LATIN POETRY. (4 Credits)
A survey of late-antique Latin poetry, in particular Claudian, Ausonius, Rutilius, and the Centones. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: LATN 2001.

LATN 3999. TUTORIAL. (3 Credits)
LATN 4999. TUTORIAL. (1-4 Credits)
Classical Civilization.

LATN 5001. INTRODUCTION TO LATIN I. (3 Credits)
An introduction to Latin grammar with selected readings.

LATN 5002. INTRODUCTION TO LATIN II. (3 Credits)
This course will enhance the skills acquired by students in Introduction to Latin I or from prior study. It will further promote a deeper understanding of Latin and its literature and cultural traditions.

LATN 5003. INTERMEDIATE LATIN. (3 Credits)
A continuation of LATN 5002 with an introduction to the reading of texts.

LATN 5004. LATIN LANGUAGES AND LITERATURE. (3 Credits)
An appreciation of the language, literature and culture of antiquity through original readings in classical Latin authors.

LATN 5006. INTENSIVE LATIN. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LATN 5061. CHRISTIAN LATIN. (3,4 Credits)
LATN 5090. LATIN FOR READING. (0 Credits)
A course designed for graduate students seeking a reading knowledge of Latin in their discipline. Some prior study of Latin is desirable but not necessary.

LATN 5093. ECCLESIASTICAL LATIN. (3 Credits)
A study of the grammatical structure, form, and vocabulary of Church Latin, focussing on the Bible, the Church Fathers, and medieval thinkers.

LATN 5211. LATIN PROSE COMPOSITION. (3-4 Credits)
LATN 5300. ADVANCED LATIN. (3 Credits)
A reading of selections from Ovid’s Amores and his Ars Amatorie, with cultural and literary analysis.

LATN 5456. IMPERIAL LATIN BIOGRAPHY. (4 Credits)
A reading of selections from the imperial lives of the "Historia Augusta," with literary and historical analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LATN 6321. ROMAN ELEGY. (3 Credits)
A survey of Roman Elegy from Gallus to Ovid. A survey of Roman elegy from Gallus to Ovid.

LATN 6332. LUCRETIUS. (3 Credits)
Literary, philosophical, and philological analysis.
LATN 6423. CICERO’S SPEECHES. (3 Credits)
LATN 6453. CAESAR’S COMMENTARIES. (3 Credits)
Readings in the "Commentaries," with a focus on the literary genre and Caesar’s purposes in writing.
LATN 6454. LIVY’S FIRST PENTAD. (3 Credits)
Select latin readings from Livy 1-5 with thematic, historiographical, and literary analysis.
LATN 6455. SALLUST. (3 Credits)
This course offers a close reading and in-depth analysis of the works of Sallust, "the most brilliant author of Roman history" in Tacitus’s opinion (Ann. 3.30.2). Most of the course will be devoted to the study of Sallust’s two fundamental monographs (Bellum Catilinae and Bellum Jugurthinum), but we shall read also selected passages from Sallust’s most ambitious but fragmentary Historiae and from works that were not written by Sallust, but attributed to him. Close attention will be devoted also to Sallust’s language and style, the transmission of his texts, and the fortuna of his work. In addition to the textual work and discussion of issues of translation, we shall focus on the following broader topics: Sallust’s place within the tradition of ancient historiography, the historical context of his works, and the complex relationship between ancient rhetoric and historiography. Additional readings of ancient sources (e.g., Cicero’s Catilinarian Orations, excerpts from Plutarch’s Life of Marius etc.) will be assigned in translation.
LATN 6464. SENeca’S TRAGEDIES. (3 Credits)
We will read five of Seneca’s tragedies; discussing questions of performance, poetics, politics, historical content, and reception.
LATN 6465. GELLiUS AND THE TRADITION OF ROMAN ANTIQUARIANISM. (3 Credits)
This course surveys the Roman tradition of antiquarianism from the second century BCE to the sixth century CE. We will focus in particular on the Attic Nights of Aulus Gellius and read selection from Varro, Verrius Flaccus, Festus, and Isidore.
LATN 6466. LATE LATIN POETRY. (3 Credits)
A survey of late-antique poetry, in particular Claudian, Ausonius, Rutilius, and the Centones.
LATN 6471. SUETONIUS. (3 Credits)
LATN 6521. LATIN PALAEOGRAPHY. (3 Credits)
"From Script to Print." A study of the history and development of Latin handwriting from Antiquity to the Renaissance. Also a study of the manuscripts as book (codicology) and cultural artifacts. Some consideration of textual transmission and critical editing. There will be hands-on practice in reading the various scripts. A study of the history and development of Latin handwriting from antiquity to the Renaissance. Also a study of the manuscript as book (codicology) and cultural artifact. Some attention will be paid to textual transmission and critical editing. Primary emphasis will fall on the reading and recognition of the various scripts, with a final project transcribing transcribing and identifying an original manuscript leaf from the Fordham collection. Advanced students in other fields, with specific research needs, may, with permission, develop their own final palaeographical projects.
LATN 8999. INDEPENDENT STUDY. (1-3 Credits)
LATN 9101. INTRODUCTION TO LATIN I. (0 Credits)
LATN 9102. INTRODUCTION TO LATIN II. (0 Credits)
LATN 9151. INTERMEDIATE LATIN I. (0 Credits)
LATN 9201. LATIN LANGUAGE&LITERATURE. (0 Credits)

Latin American and Latino Studies (LALS)
LATN MTNC. MAINTENANCE-GSAS. (0 Credits)
GSAS Administrative registration to maintain matriculation while away from the University with no contact with faculty, staff or advisors. Attribute: ZAMM.
LATN 0912. REQUIREMENT PREPARATION. (0 Credits)
For Ph.D. and Master’s students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement, such as comprehensive exam, Master’s thesis, or dissertation submission. Attribute: Z410.
LATN 0914. REQUIREMENT PREPARATION IN SUMMER. (0 Credits)
For Ph.D. and Master’s students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).
LATN 1003. BRAZILIAN PORTUGUESE FOR SPANISH-SPEAKERS AND LEARNERS. (3 Credits)
An accelerated introductory course for students with knowledge of Spanish, this course concentrates on aspects of the Portuguese language that are most difficult for Spanish-speakers or learners, such as pronunciation, vocabulary, idioms, grammatical structures that are different from Spanish and particular to Portuguese, and introduces students to Brazilian media and culture.
LATN 1100. AFRO-LATIN AMERICA. (3 Credits)
An introduction to the central themes in the study of people of African descent in Latin America. In considering race and blackness in L. America we will pay attention to the flexibility of racial categories, the importance of gender and class, and the role of visual images in the making of racial identities.
Attribute: GLBL.
LATN 1503. BRAZILIAN PORTUGUESE FOR SPANISH-SPEAKERS AND LEARNERS II. (3 Credits)
An intermediate course for students with knowledge of Spanish, this course focuses on Portuguese language as it contrasts with Spanish. Development of speaking, reading, and listening skills. Special practice in areas of grammar, linguistic structure, pronunciation and idioms that differ from Spanish. Emphasis on Brazilian media and culture. Fulfills the language requirement of the Latin American and Latino Studies major and minor. An elective of the LALS and the Spanish Studies minor.
LATN 2000. CULTURE AND IDENTITY IN FRENCH CARIBBEAN LITERATURE: FROM CHAOS-MONDE TO TOUT-MONDE. (3 Credits)
In this course we will read contemporary francophone literature from Martinique, Guadeloupe and Haiti, translated to English, in an effort to familiarize ourselves with the colonial and post-colonial history of the region, its cultural richness and its literary modes.
LATN 2005. AMERICAN PLURALISM. (4 Credits)
Contemporary and historical studies in the racial and ethnic diversity of American (U.S.) society with a special emphasis on the issues of race relations, migration and immigration and their relation to either (1) the distribution of economic or political power or (2) their cultural manifestations in literature, the arts and/or religion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attributes: AMST, PLUR.

Updated: 10-11-2017
LALS 3305. LATIN AMERICAN THEMES. (4 Credits)
This course allows students to explore ways to synthesize key topics in Latin American and Latino/o Studies (LALS) as an interdisciplinary field of study. It will compare the distinct approaches to these topics of the different disciplines represented by the LALS faculty (including History, Literature, Film Studies, Theology, Art History, Sociology, and Anthropology). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, COMC, COMM.

LALS 3307. SPANISH LINGUISTICS. (4 Credits)
This course focuses on the linguistic study of the Spanish language. The course discusses the formal domains of language structure - including speech sounds and their mental representations, sentence structure and semantic meaning, as well as social realities of language use and language change across different varieties of Spanish in the world. The course is taught in Spanish.
Attribute: ASSC.

LALS 3325. HYBRID FUTURES: A PANORAMA OF MEXICAN SHORT FICTION. (4 Credits)
This course will explore the main themes of Mexican science fiction, from the late nineteenth century to today, using a panoramic approach that encompasses different forms of cultural production and media (literature, film, comics, street art, etc.). Through the science fiction lenses we will examine Mexico’s relation to technology and the processes of modernization, as well as the imagined future of labor, gender, and immigration, among other issues. We will frame Mexican science fiction as part of a larger Latin American tradition, while also discussing the connections to more mainstream (i.e. American and English) visions of the genre. All materials will be available online.
Attribute: ALC.
Prerequisite: SPAN 2500.

LALS 3343. CRIME AND MINORITY RIGHTS. (4 Credits)
This course is designed to present an overview of the problems for decision in the promulgation, invocation, and administration of a law of crimes. Topics include theories of crime, the purpose of punishment, and specific types of crimes. The rights of minorities will be discussed within the context of a viable criminal law. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

LALS 3344. CRIME, LITERATURE, AND LATINOS. (4 Credits)
This course examines the relationship between criminal law and literature. We will study how writers use stories about the law to express ideas of humanity. We will also examine the interplay between law and morality and discuss how authors have viewed the criminal justice system, with particular emphasis on the experience of Latinos. The reading list will include criminal law and criminal procedure law, as well as works by Latino fiction writers such as Bodega Dreams, Carlito’s Way, and House of the Spirits, and by non-Latino writers such as Billy Budd and The Trial. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: COLI.

LALS 3346. LATINOS AND THE MEDIA. (4 Credits)
A seminar and workshop on the impact and influence of the news media on Latin Americans and U.S. Latinos and their image by acclaimed journalist and memoirist, Luisita Lopez Torregrosa, former national editor at The New York Times and author of the critically acclaimed memoirs, Before the Rain: A Memoir of Love and Revolution and The Noise of Infinite Longing. This course will discuss and analyze the impact of negative labels and cultural and social typecasting on news written about Latin Americans and U.S. Latinos. It will also examine sources, such as films, memoirs, and scholarly books, as alternative ways to transform and reinvent these images of Latin Americans and Latinos in the news. Students will learn to analyze the presentation of Latin American and Latino subjects in the news and compose news reports and essays that present more expansive and knowledgeable views of the lives and cultures of Latin Americans and U.S. Latinos. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: FCLC.

LALS 3352. POL ISSUES AND PROCEDURE IN CRIMINAL LAW. (4 Credits)
Utilizing the casebook and problem-solving approaches, this course will study the manner in which criminal laws are created and the effect on minority communities throughout the country. The course will examine such issues as the scope and nature of criminal liability, the insane defense and other defenses to crimes, as well as the purpose and effectiveness of traditional sentencing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LALS 3359. CRIME: A CASE STUDY. (4 Credits)
An exploration of trial advocacy through an examination of a case from its inception to its conclusion. Examines each stage of the criminal justice process, issues related to the rights of minorities, the role race and the police play in the system. Course will culminate in a mock trial after analyzing issues arising from the substantive study of criminal law and procedure. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LALS 3400. SOCIAL REALITY: BOGOTA. (1 Credit)
This one week course in the capital of Colombia, Bogota, will explore contemporary social reality in one of Latin America’s most representative and vibrant cities, with special emphasis on the way this nation’s armed conflict has impacted its population and its modernization process and on current conflict resolution and civic participation through social service-learning projects.

LALS 3401. LATIN AMERICAN SOCIAL REALITY: PUEBLO. (1 Credit)
One-week study tour to Puebla, Mexico. The course will explore the socioeconomic reality of Puebla, Mexico. The city is the main source of Mexican immigrants to New York and has sites important for every major period of Mexican history. The tour will include lectures on history and contemporary issues as well as visits to sites important to the history and culture of Mexico.
LALS 3421. LATIN AMERICAN FICTION. (4 Credits)
A study of Latin American narrative forms. Selected readings from major Latin American writers. Topics such as unity, diversity, magic realism, the search for a national identity, literature and underdevelopment, etc. will be examined in their social and literary context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: GLBL.

LALS 3435. BRAZILIAN LITERATURE AND FILM. (3 Credits)
This course examines some of Brazil's best known cinematic and literary classics in translation. We start with Jose' de Alencar's "tracema" continuing through to works that treat the military dictatorships in Brazil during the 1960's and 1970's. Taught in English.

LALS 3437. AFRO-BRAZILIAN FILM, LITERATURE, AND CULTURE. (4 Credits)
This course examines central themes in Afro-Brazilian film, literature, and culture. We will study the depiction of slavery the depiction of slavery during the construction of syncretic religions such as Candomble and Macumba, the experience of Afro-Brazilian women, the image of favelas or shantytowns and conclude with Afro-Brazilian woman, the music and performance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, GLBL.

LALS 3575. PAINTING THE EMPIRE: UNDERSTANDING THE SPANISH EMPIRE THROUGH ART AND LITERATURE. (4 Credits)
The Golden Age of Spanish art and literature (known as "el Siglo de Oro") coincided with the configuration of Spain as a global empire after the rise of the Habsburg dynasty to the Spanish throne (from around 1550 to around 1650). This course proposes a study of the main social, political and cultural conflicts that conformed that empire from a multidisciplinary perspective that combines the works of the empire's most famous painters (El Greco, Diego Velázquez, José de Ribera, among others) with the works of its most representative writers (Lope de Vega, Miguel de Cervantes, María de Zayas, among others); topics such as the symbolic construction and shaping of space, gender, national identity or social and religious relationships will be approached through a combination of visual and textual representations. The course will also take great advantage of the important collections of Spanish Renaissance and Baroque painting held at several New York institutions such as the Metropolitan Museum of Art of the Hispanic Society of America, including visits to those institutions and field work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: GLBL.

LALS 3600. LATIN AMERICA: CURRENT TRENDS. (4 Credits)
The objective of this course is to help students develop the basic tools for political analysis in the context of an overview of the current political environment and economic circumstances of Latin America's main players. The course will provide information and guidelines for understanding the present situation within each of the main influential countries in the region and the interrelationship among these countries. The relationship with the United States and other extraregional players with increasingly important roles in the region, as well as the influence of the Organization of American States will also be explored. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, PJST.

LALS 3601. LATIN AMERICAN ARCHEOLOGY. (4 Credits)
Latin America is one of the great culture areas of the ancient and modern worlds. The peoples of the region developed unique civilizations long before the arrival of Europeans. This course considers the religion, hieroglyphic writing systems, architecture, political economy, myth, and history of Pre-columbian cultures of Mesoamerica, South America and the Caribbean. We examine the latest archaeological research and primary ethnographic documents to study the Maya, Zapotec, Aztec, Moche, Inca, and Taino culture. A broad historical and geographical sweep allows us a deeper understanding of how the Latin American past continues to shape the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LALS 3602. CROSSING BORDERS: MIGRATIONS, GENDER, SEXUALITY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LALS 3840. LATIN AMERICA THROUGH FILM. (4 Credits)
Major topics of Latin American cultural criticism through an examination of Latin American and Latino film production, with a special emphasis on the documentary as an alternative to mainstream cinema and television. Latin American media theories and cultural criticism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: FITV, INST.

LALS 3930. CONTEMPORARY CUBAN CULTURE STUDY TOUR. (1 Credit)
This one-week, one-credit, spring study-tour course will explore renewed importance of Havana as both a local and global purveyor of culture since the fall of Soviet-style socialism in the 1990’s. It will focus on the city's vibrant contemporary cultural scene in music, art, dance, literature and film as exhibited in museums, galleries, workshops, concert halls, and community centers and will give students a lived sense of the issues, topics and concerns addressed by contemporary Cuban artists in new innovative forms that respond to local conditions of economic transitions and to a globalized world market.
Prerequisite: SPAN 2001.

Updated: 10-11-2017
LALS 4005. QUEER THEORY AND THE AMERICAS. (4 Credits)
Drawing from the often divergent traditions of Anglo and Hispanic America, this course will take an interdisciplinary approach to queer methodologies for cultural and literary studies. Students will encounter foundational queer theoretical texts (both historical and contemporary) as well as novels, plays, and films, and will explore, for themselves, what queerness means and does. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, ENGL, ICC.

LALS 4100. SPEAKING FOR/AS THE OTHER. (4 Credits)
What are the implications of giving voice to those who are “voiceless”? This course explores the role of writing and speaking during the encounter of black, Indian, mestizo and Hispanic cultures in Latin America and Latina/o United States. By examining these cultural encounters, the course examines the political and ethical implications of speaking for and as the other Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, EP4, VAL.

LALS 4200. PRAGMATISM AND IDEOLOGY: LATIN AMERICA. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: GLBL.

LALS 4347. LATINOS: FACT AND FICTION. (4 Credits)
This course uses an interdisciplinary approach to examine the experiences of Latin Americans and Latinos. It employs literature and history to introduce students to the benefits of using multiple ways of acquiring knowledge. It then relies on other academic areas such as art and sociology to reinforce its interdisciplinary. As a capstone course, it allows students to incorporate disciplines from their own academic foundation. It covers topics such as politics, social justice, race, gender, and identity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, ICC.
Prerequisite: SPAN 2500.

LALS 4900. TOPICS IN LATIN AND LATINO STUDIES. (4 Credits)
Advanced study of a Latin American or Latino topic. Must be approved by Chair/Associate Chair. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LALS 4999. TUTORIAL. (1-4 Credits)

LALS 5001. LAT AMER & LATINO CULTRS. (4 Credits)
In-depth study of cultural phenomena (linguistic, literary, artistic, etc) and the intellectual, social and political contexts in which they manifest themselves in Latin America and U.S. Latino communities. The topics will be addressed from historical and contemporary perspectives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, URST.

LALS 5004. TESTIMONY & REVOLUTION: READING TESTIMONIOS BY MEN AND WOMEN FROM CENTRAL & SOUTH AMERICA. (4 Credits)
This course is about how self-consciously radical or ‘revolutionary’ working people (workers and peasants), as well as those middle class protagonists who claim to speak on behalf of the subaltern, see themselves through autobiography/testimonies and how others (historians and social scientists) have chosen to see and represent them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PJST.

LALS 5005. CONTEMPT CUBAN CULT HIST. (3-4 Credits)
An exploration of the cultural transformations that have shaped Cuban society from the Revolution of 1959 to the present-day "special period" of economic change through the examination of its literature and film.

LALS 5006. LATINO NEW YORK. (3-4 Credits)

LALS 5007. WORKING WITH SURVIVORS. (3-4 Credits)

LALS 5008. CUBA:REV,LIT & FILM. (3,4 Credits)
The evolution of Cuban culture as seen in literature and film from the early years of the revolution of 1959 to the contemporary post-Soviet "special period." Literary texts from writers such as Barnet, Morejon, Desnoes, Piners, Lezama Lima, Arenas, Valdes, Ponte, and Pedro Juan Gutierrez will be studied, as well as representative films from directors such as Gutierrez Alea, Sola, and Perez.
Attribute: PJST.

LALS 5010. LATIN AMERICAN MIGRATIONS. (3,4 Credits)
Geographical, cultural and linguistic migration has been a major theme of Latin American fiction since its very beginnings. Throughout the 20th Century, the myth of entering modernity through geographical displacement became the cause of major transformations in the Latin American landscape: from the gradual emptying out of rural areas to the unplanned explosions of cities into megalopolis of overwhelming complexity. In recent decades, even more complex dislocations of culture and identity have flourished with the increasing number of people leaving their country of origin to try their luck elsewhere, either within the continent or in the US, Europe, or Asia. In dialogue with recent critical discourse on migrancy, racism, globalization, hybridity and transnationalism, the Latin American fiction to be read and analyzed in this course will foster a discussion on the rapidly changing dynamics of the multiple cultural and linguistic identities of increasingly nomad Latin Americans of different social, racial and linguistic backgrounds.

LALS 5020. LALS RESEARCH SEMINAR. (3-4 Credits)
This course focuses on the writing of the M.A. capstone and the presentation of the capstone to a peer audience.

LALS 5021. LALS SEM FOR SERV LEARN/RES. (3-4 Credits)

LALS 5035. LATINO JOURNALISM. (4 Credits)
A hands-on reporting and writing workshop with a focus on Latin American and Latino subjects. Students will uncover, investigate and produce pieces on local and international issues of special relevance to Latinos, including news articles, profiles and features. The course will evaluate the local media's reporting on Latino minorities and will examine the work of American foreign correspondents who work in Latin America, as a way to study the region and the job of reporting abroad. Students will also be expected to debate issues examined in news articles and books. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
LALS 5520. LALS RESEARCH SEMINAR. (4 Credits)
The course focuses on the writing of the MA capstone and the presentation of the capstone to a peer audience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LALS 5907. CAR DIASPORAS: LONDON & NY. (4 Credits)
"Caribbean Diasporas: London and New York," This course will compare the experience of immigration and the formation of diasporic communities in two cities with strong connections to the Caribbean. It will explore the causes of and pace of immigration and the complexity of trans-national identities and politics. The topics discussed in depth include: New York and London’s tie to the slave economies of the Caribbean; major Caribbean political exiles in London and New York (Jose Martí, C.L.R. James); and the tensions between national and diasporic identities in the two cities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LALS 6000. LATIN AMERICA: CURRENT TRENDS. (3 Credits)
The objective of this course is to help students develop the basic tools for political analysis in the context of an overview of the current political environment and economic circumstances of Latin America’s main players. The course will provide information and guidelines for understanding the present situation within each of the main influential countries in the region and the interrelationship among these countries. The relationship with the United States and other extraregional players with increasingly important roles in the region, as well as the influence of the Organization of American States will also be explored.

LALS 8999. INDEPENDENT STUDY. (4 Credits)

Legal and Policy Studies (LGPO)

LGPO 0100. FORDHAM PRE-LAW INSTITUTE. (3 Credits)
This course will introduce students to the fundamentals of the U.S. legal system and U.S. law. Topics include Introduction to the U.S. Legal System, Constitutional Law and Legislation/Regulation, Foundations of Private Law, Criminal Justice, Civil Procedure and Litigation, Legal Ethics and Professional Responsibility, and Legal Research and Writing. Classes are taught by Fordham Law School faculty, who will introduce the Socratic method of teaching common in legal education. Optional sessions will prepare students for the law school admissions process, the first year of law school studies, and legal professional development. One class will feature a conversation with law graduates working in various legal positions in the public and private sectors. This course is designed for those contemplating law school but all are welcome.

LGPO 1105. INTRODUCTION TO LEGAL AND POLICY STUDIES. (3 Credits)

LGPO 3000. POLICY AND FEDERAL AGENCIES? WHO MAKES THE RULES YOU LIVE BY?. (4 Credits)
Who makes the rules? An examination of the enormous impact of government agencies on the day-to-day lives of citizens and noncitizens; a comprehensive overview of the myriad government agencies created over the last century to formulate policy and promulgate rules and regulations that implement the laws enacted by Congress; an examination of how these agencies function as an ad hoc fourth branch of government; the intersection of agency rule making with the three branches of government: executive, legislative and judicial, and agency impact on policy development; how the agencies serve as an extension of executive power, generate test cases for judicial review that define the scope of laws and determine whether agency interpretations are within Congressional intent. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LGPO 3010. WRITING AND RATIFICATION CONSTITUTION. (4 Credits)
Written in secrecy and without authority, the US Constitution was nothing more than a mere proposal upon its release to the public in 1787. The Federal Convention (referred to today as the Constitutional Convention) specified that the decision whether or not to establish the new document as the supreme law of the young confederacy was to be in the hands of “We the People” through ratifying conventions – not a unanimous consent the 13 independent state legislatures. This course is an examination of the writing and ratification of the US Constitution, with particular attention to the role of American Revolution ideology, the failures of the Articles of Confederation that led to the Convention, and the monumental political debate that surrounded its ratification. The course includes a substantial online component and an overnight field trip to the National Constitution Center and Independence Mall in Philadelphia. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LGPO 3015. US CONSTITUTIONAL MOMENTS. (4 Credits)
This course is a study of the watershed moments in US Constitutional history. Several times in the history of the United States, the US Constitution has undergone dramatic change, calling into question the meaning and legal definitions of personal rights and liberties. Often, these moments changed the path of civil rights in the country, for example: the passage of the Bill of Rights, the Reconstruction Amendments, and the New Deal era. Students will explore these moments – and the moments change was considered but not accomplished – within the greater historical and legal policy context of the United States. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LGPO 3100. HEALTHCARE IN THE U.S.: A RIGHT OR A PRIVILEGE. (3 Credits)
There is a national debate on health care in the U.S. as the Affordable Care Act with mandated insurance coverage is creating a sea change in the health care industry away from fee-for-service toward performance-based delivery of health care services. This course examines the debate, government’s role in providing health care coverage and services, how to formulate policy and who is entitled to coverage.
LGPO 3200. REGULATING BUSINESS: WHO NEEDS IT?. (3 Credits)
With the implementation of provisions of the Dodd-Frank Wall Street Reform and Consumer Protection Act in the wake of the recent economic downturn, this course will examine the regulatory climate for businesses and corporations in the United States as well as U.S.-based transnational corporations. An analysis of recent trading practices and efforts to regulate previously self-policing financial industry members through pursuit of insider trading investigations by the SEC and other government agencies will be included in the analysis of consumer protection in an assessment of what is the role of government in regulating business.

LGPO 3300. GOVERNMENT AND PUBLIC ADMINISTRATION. (3 Credits)
An overview of the implementation of government policy with the view to prepare individuals for working in the public service. This course will analyze how the management of public programs and policies is accomplished so that government can function and politics is translated into reality. The course will include examination of government decision making and analysis of the policies themselves, the various interest groups and individuals that give rise to these policies and the creation of alternative policies when necessary.

LGPO 3400. BASIC ECONOMIC POLICYMAKING. (3 Credits)
This course surveys the major economic policies made by the government, political influences on economic policymaking, and the consequences of economic policy on politics. Some concepts covered will include macroeconomic policy and indicators (e.g., GDP, inflation and unemployment), fiscal and monetary policy, taxes, regulation and trade, deficits and debts, structural reform, fiscal stimulus vs. austerity and the influences on economic policymaking by the executive, legislative, and judicial branches of government as well as interest groups and the public.

LGPO 3500. EFFECTING CHANGE: ACTIVISM, ADVOCACY, LOBBYING, AND PACS. (3 Credits)
The process of effecting policy change may involve a complex interplay of forces at many levels operating both within and outside government, ranging from individual activists, community organizers advocating on behalf of a cause or group, lobbyists employed by private or corporate special interest groups or political action committees organized to aggregate financial resources to support or block a particular agenda. This course examines the variety of mechanisms utilized to implement policy change, the constraints (or lack thereof) under which they operate and the efficacy of their respective approaches.

LGPO 4999. TUTORIAL. (1-4 Credits)

Legal Writing (LTGL)

LTGL 0106. LEGAL WRITING/RESRCH. (3 Credits)
Training in analysis of legal problems, the legal process, legal writing, and legal research. This is a small-group required course that meets weekly for approximately twelve weeks in the fall semester and eight weeks in the spring. The fall semester focuses on objective writing (law office memoranda) and common law research, while the spring semester concentrates on advocacy writing (briefs) and oral argument skills. Although the number and length of the writing assignments are uniform for all writing sections, the content of the problems varies from professor to professor. Legal research sessions, which meet in a different time slot for six weeks in the fall semester, are conducted by lawyer-librarians on the law library staff. Students learn the process of legal research using basic primary and secondary sources in both print and electronic formats. The course also introduces students to the lawyering skills of interviewing and negotiating.

Attribute: JD.

LTGL 0124. LL.M. DRAFTING FOR TRANSACTIONAL PRACTICE. (2 Credits)
In this skills course, students will learn the foundation skills of negotiation, client management and contract drafting. Students will work through the process of translating deal terms into contract concepts through a series of lectures and in-class drafting sessions. Additionally, students will engage in mock negotiations and client communications. Guest lecturers with substantive area expertise will work with students during drafting sessions on identifying strategies geared toward avoiding litigation. Students will complete a series a drafting and writing assignments and will be responsible for a final group project.<p>Prereqs: None required, but suggested to take contracts for LL.M. as prereq or concurrently.<p>Class meeting dates: 1/19, 1/26, 2/2, 2/23, 3/2, 3/23, 4/6.

Attributes: LAWB, LAWI.

LTGL 0129. DISCOVERY DRAFTING. (3 Credits)
This seminar covers the preparation of civil discovery papers and related documents in a trial court. Students analyze the discovery issues raised by real cases and hypothetical fact patterns, learn how the discovery process fits within the larger pre-trial preparation process, evaluate, critique, and comment on sample discovery-related documents, and prepare various discovery-related documents, such as initial disclosures, interrogatories, requests for production, requests for admissions and deposition outlines. Students will consider special problems related to electronic discovery, expert discovery, and privilege disputes, and will be required to draft court papers common in situations involving those topics, including letters to opposing counsel, privilege logs, and motions to compel. Students will also gain some experience in specific practice skills based on the discovery and court papers drafted.

Attributes: JD, LAW, LDS.

LTGL 0153. SECURITIES REGULATION DRAFTING. (3 Credits)

Attributes: BFS, LAW.

Prerequisites: BUGL 0201 (may be taken concurrently) and SCGL 0417 (may be taken concurrently).

LTGL 0156. ENTERTAINMENT LAW DRAFTING. (3 Credits)

Attributes: IPIS, LAW.

LTGL 0193. ADVANCED LEGAL WRITING SEMINAR. (3 Credits)

Attributes: JD, LAW.

LTGL 0225. LEGAL WRITING AND RESEARCH FOR LLMS. (2 Credits)
http://www.fordham.edu/info/23814/llm_legal_writing_program.

Attribute: LL.M.

LTGL 0226. LEGAL WRITING & RESEARCH for LLMs (ESL). (3 Credits)
Designed for foreign-trained LL.M. students, this course provides an introduction to basic principles of American legal writing and research. Students review American research techniques and prepare documents such as memoranda, contracts, and client letters. This section will be taught using ESL techniques and will include a focus on developing English skills. <p>LL.M. Notes: The course (either with or without the ESL component) is mandatory for LL.M. candidates; enrollment is determined by the Graduate Program. Required for foreign-trained students.

Attribute: LL.M.
LTGL 0230. CRIMINAL LITIGATION DRAFTING. (3 Credits)
http://www.fordham.edu/info/22148/
advanced_legal_writing_program/7316/criminal_litigation_drafting.
Attributes: LDS, PIS.

LTGL 0260. LLM DRAFTING IN IP/IT. (2 Credits)
This course will build on analytical and writing skills and will provide you with opportunities to sharpen your legal analysis through drafting various types of documents commonly used in IP/IT representation, which may include a cease and desist letter, work made for hire agreement, license agreement, on-line agreements such as privacy policy and terms of use, and legal memorandum. We will examine legal arguments, specific provisions and will study the conventions and expectations unique to each of the documents you write. Additionally, we will conduct legal research for the legal memorandum which will also influence the agreements you draft. For various assignments you will negotiate with classmates who represent opposing interests and draft agreements reflecting your negotiations.
Attributes: LAWT, LLM.

LTGL 0301. COMMERCIAL DRAFTING. (3 Credits)
http://www.fordham.edu/info/22148/
advanced_legal_writing_program/7315/commercial_drafting.
Attributes: BFS, LAW.

LTGL 0302. ADVANCED LEGAL WRITING STRATEGIES AND SKILLS. (3 Credits)
The class will focus on enhancing each student’s legal writing strategies and skills by engaging in a critical analysis of the trial and appellate judging processes, with a special focus on the influences impacting judicial decision-making. Students will work from an actual case currently pending in a state or federal appellate court, analyzing a trial record, assessing lower-court decisions, and developing strategies for writing (a) a legal memorandum, and (b) a statement of facts and argument.
Attributes: JD, LAW, LDS, PIS.

LTGL 0310. CIVIL LITIGATION DRAFT. (3 Credits)
http://www.fordham.edu/info/22148/
advanced_legal_writing_program/7314/civil_litigation_drafting.
Attributes: LDS, PIS.

LTGL 0316. FAMILY LAW DRAFTING. (2,3 Credits)
http://www.fordham.edu/info/22148/
advanced_legal_writing_program/7319/family_law_drafting.
Attributes: JD, LAW.

LTGL 0329. UPPER-CLASS LEGAL WRITING WORKSHOP. (2 Credits)
This 2-credit seminar will build on the first-year legal writing course in developing and enhancing basic legal writing skills. The primary focus will be on writing in a clear, organized, precise, and accessible fashion. Class sessions will review basic principles of good writing, covering in particular issues of structure, style, and grammar (and also analysis to the extent that good legal reasoning is essential to good legal writing). The course will consist of a series of short writing assignments in a variety of substantive areas. Students will learn to write objective, non-litigation documents that new lawyers typically produce in practice, including memoranda, letters, client advisories, judicial opinions, and simple contracts. The course will also explore the writing process (prewriting, writing and rewriting) and teach students effective techniques of self-editing. There is no final examination. Enrollment is limited to 12 students.

LTGL 0331. LEGISLATIVE DRAFTING. (3 Credits)
http://www.fordham.edu/info/22148/
advanced_legal_writing_program/7322/legislative_drafting.
Attributes: JD, LAW, PIS.

LTGL 0345. TRUSTS & ESTATES DRAFTING. (3 Credits)
http://www.fordham.edu/info/22148/
advanced_legal_writing_program/7328/trusts_and_estates_drafting.
Attributes: JD, LAW.

LTGL 0351. EMPLOYMENT & LABOR DRAFTING. (3 Credits)
http://www.fordham.edu/info/22148/
advanced_legal_writing_program/7321/labor_and_employment_law_drafting.
Attributes: JD, LAW, PIS.

LTGL 0505. MEDIA LAW DRAFTING. (3 Credits)
http://www.fordham.edu/info/22148/
advanced_legal_writing_program/7323/media_law_drafting.
Attributes: IPIS, JD, LAW.

LTGL 0506. PUBLIC MEDIA DRAFTING. (3 Credits)
http://www.fordham.edu/info/22148/
advanced_legal_writing_program/7324/public_media_drafting.

LTGL 0615. BUSINESS ORGANIZATIONS DRAFTING. (3 Credits)
http://www.fordham.edu/info/22148/
advanced_legal_writing_program/7312/business_organizations_drafting.
Prerequisite: BUGL 0201.

LTGL 0622. INTELLECTUAL PROPERTY DRAFTING. (2,3 Credits)
http://www.fordham.edu/info/22148/
advanced_legal_writing_program/7320/intellectual_property_drafting.
Attribute: IPIS.

LTGL 0690. REAL ESTATE DRAFTING. (2-3 Credits)
http://www.fordham.edu/info/22148/
advanced_legal_writing_program/7325/real_estate_drafting.
Attributes: JD, LAW.

LTGL 0900. WRITING REQUIREMENT. (0 Credits)

LTGL 0901. LLM WRITING REQUIREMENT. (0 Credits)

LTGL 0906. CONTRACT DRAFTING IN SPANISH FOR INTERNATIONAL LAWYERS. (2 Credits)

LTGL 0929. CONTRACT DRAFTING AND NEGOTIATION FOR GRADUATE STUDENTS. (2 Credits)
This course will focus on the basic principles of negotiation and contract drafting. Special emphasis will be placed on financial and commercial contracts. The course will be divided into three parts. First, we will cover the basic principles of effective negotiation. Second, we will cover the basic principles of clear and unambiguous contract drafting including general principles of proper English usage. Finally, we will review and understand specific types of agreements. Particular attention will be given to the US financial system by studying Credit Agreements and other types of agreements typically used in financing transactions. The course is taught through a combination of lectures and hands-on drafting and negotiation exercises.
Attributes: LAWB, LAW.
LTGL 0963. COMMERCIAL CONTRACT DRAFTING IN THE FINANCIAL INDUSTRY (LLM ONLY). (3 Credits)

I. Course Objectives The course is designed to provide international LL.M. students with a basic understanding of commercial contract drafting in the U.S. financial market. The course will review fundamental common law contract principles and will provide the foundational knowledge for the students to be able to draft the principal documents involved in secured lending, structured financing, and derivatives. The course will also discuss contract drafting strategy so as to avoid litigation. The objective of the course is to give the student enough knowledge to be able to hit the ground running after obtaining their first legal position in the U.S. as a financial transactional lawyer after earning their LL.M. degree.

II. Course Format and Procedures The class will be a combination of lecture, class discussion, and negotiation workshop. Students are expected and encouraged to participate.

III. Class Format Each of the fourteen lectures will be divided as follows: 1. Contract Drafting Techniques (1 hour) 2. Financial Transaction subject matter (1.5 hours) 3. Tips for the practicing financial lawyer new to the industry (5-10 mins) 4. Ethics discussion for the newly practicing financial transactions lawyer (5-10 mins) 5. Questions from class members (10 mins)

London Dramatic Academy (LODA)

LODA 3000. INVESTIGATING LONDON: A RESEARCH MODULE. (2 Credits)
The course's main objective is to allow students to explore a specific research topic within the setting of London's rich and diverse cosmopolitan background. The topic will be discussed with the faculty before-hand and allow students to get hands-on research experience. The ultimate goal of the research module course is to produce a tangible piece of work (e.g., research paper, multi-media presentation, artistic contribution, etc.) that will further enhance the student's main academic area of focus.

Attribute: LCLA.

LODA 3005. MODERN ACTING. (3 Credits)
This practical acting course focuses on equipping students with new skills and styles in the craft of acting, enabling them to expand and develop existing abilities by practical work mainly on British plays of the 20th century.

LODA 3007. PRACTICAL SHAKESPEARE ACTING. (3 Credits)
In this course students develop a fluency in Shakespeare's rhetorical style through practical study, performing extracts from Shakespeare plays as well as speaking Sonnet. The course will enable students to place Shakespeare firmly in the context of his own time, as well as in ours.

LODA 3010. ACTING. (6 Credits)
Shakespeare's true rhetorical style is unfamiliar to many. This class gives you a new fluency in language. The work focuses on individual plays as well as on the Sonnets in order to place Shakespeare firmly in his own era as well as in ours. Culminating in a showing of work-in-progress this course also includes a visit to two productions by the Royal Shakespeare company in Stratford-upon-Avon.

LODA 3020. THEATRE HISTORY, LITERATURE & CRITICISM. (3 Credits)
Working mainly on British plays of the 20th Century, students learn new skills and styles that enable them to expand and develop existing abilities. In addition to the regularly scheduled class, students have individual weekly tutorials to work on a wide variety of speeches from a period spanning four centuries, 1600-2000.

LODA 3030. PHYSICAL TRAINING FOR ACTORS. (4 Credits)
Concentrates on the period 1580-1642 enabling students to have a clear sense of the theatre and the audiences for which Shakespeare and his contemporaries wrote. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

LODA 3040. VOICE TRAINING FOR ACTORS (LDA). (3 Credits)
A detailed examination of content and context to a major play from the 20th century and another from the Age of Shakespeare.

LODA 3050. BRITISH 20TH CENTURY FICTION: ASPECTS OF A NATION. (3 Credits)
This course focuses on that slippery notion, British identity, as it is both reflected and constructed in fiction. Students will move chronologically through a series of texts by male and female writers, including some whose "Britishness" is debatable, or at least complicated. Our texts will examine the supernatural, the sexual, the criminal, the financial, the artisitic and the overtly national nature of Britain. Locations will significantly include "elsewhere:" but much of the fiction is set not only in Britain, but London, so that students may examine the settings in detail for themselves. It is hoped that we may have a visit from the writer.
LODA 3060. BRITISH CULTURE. (3 Credits)
British Culture aims, in a practical and academic sense, to introduce students from the United States to the historical and social development of specific aspects of British culture using London itself as the classroom. Topics covered are: British Theater, concentrating mainly on Shakespeare and his ongoing influence on actors and acting from the 17th century to the present; British Art from Hogarth to Hockney, taught at the National and several other galleries and museums; British Architecture, which will entail examining the architecture of three iconic buildings together with their historical context and influence, and the British Novel, focusing on three representative works of different periods.

LODA 3070. 20TH CENTURY BRITISH HISTORY. (3 Credits)
An understanding of the history of the UK is vital to make sense of current events-from the loss of Empire, to wars, through immigration, Britain’s history is fascinating, and richly complex subject to study in country. This course examines how Britain has responded to political, economic, social and cultural forces during the 20th Century and how it is developing in the 21st Century. Topics analyzed and discussed will include: changing perceptions about the role of the state; the decline of empire; the effect of two world wars; economic strategies; multiculturalism, and gender. Using interdisciplinary examinations of social, economic and political history, the course will evaluate how the lives of ordinary British people have changed during the past century.

LODA 3080. BRITISH BROADCASTING TODAY. (3 Credits)
This course will examine the variety and range of programme genres on British TV and radio. Its current ecology will be studied as will its global impact. Reference will be made to the overall principles of British broadcasting and industry structures, which nurture them. New delivery systems, new approaches to regulation and the international market will be considered, as will scheduling issues. The course will begin with a survey of the development of the British broadcasting system, contrasting it with the US model.

LODA 3090. ANALYZING AND EXPLORING THE GLOBAL CITY: LONDON-MODERNITY, EMPIRE AND GLOBALIZATION. (3 Credits)
Cities around the world are striving to be "global". This course focuses on the development of one of the greatest of these global cities, London, from the nineteenth through to the twenty first century and investigates the nature and implications of it’s “globality” for it’s built environment and social geography. We will examine how the city has been transformed by the forces of industrialisation, imperialism and globalisation and consider the ways in which London and it’s inhabitants have been shaped by their relationships with the rest of the world. Students will gain insight into London’s changing identity as a world city, with a particular emphasis on comparing the city’s imperial, post-imperial, and transatlantic connections and the ways in which past and present, local and global intertwine in the capital. The course is organised chronologically: themes include the Victorian metropolis; London as an imperial space; multicultural London; London as a commercial centre of imperial, and transatlantic connections and the ways in which past and present, local and global intertwine in the capital. The course is organised chronologically: themes include the Victorian metropolis; London as an imperial space; multicultural London; London as a commercial centre of global capitalism; the impact of the Olympics; future scenarios of urban change. The course will mix classroom work with experiential learning, and will be centred on field trips to sites such as the 2012 Olympic sites, Whitehall, Greenwich, Spitalfields and Docklands in London's East End to give students the opportunity to experience it's varied urban geographies first hand and interact with these sites in an informed and analytical way.

LODA 4000. ALEXANDER TECHNIQUE. (0 Credits)
LODA 4010. ADV BRITISH THEATRE ACTING. (6 Credits)
LODA 4030. ADVANCED MOVEMENT. (3 Credits)
LODA 4040. ADVANCED VOICE TRAINING. (3,4 Credits)
This course will continue with an intensive voice training to further advance skills required by actors. Students continue to learn how to integrate various techniques (relaxation, breathing, alignment, pitch and resonance, tone, pace, range and articulation skills). This course will give the student opportunity to develop, individually as well as in a group, skills in precision of diction and variety of tone, and to help to develop an authentic voice.

LODA 4100. THEATRE OBSERVATION. (3 Credits)
The student will observe a whole professional rehearsal process from first read through final rehearsal; meet with experienced professional actors and director; observe them at work, question them and analyze the whole creative process. Students are expected to keep a journal of these rehearsals which will be graded as part of this course.

LODA 4800. LONDON INTERNSHIP. (1 Credit)
Participants in the London Internship Program will be enrolled in this section to meet UK immigration requirements for interns.

Management Science (Graduate) (MGGB)

MGGB 76A0. SUSTAINABILITY MINDSET. (3 Credits)
This course is for individuals ready to take on the greatest set of career and life challenges any of us will face: the challenges created by changes in the world’s climate and in the ecosystem which supports life on this planet. We will develop ways to take advantage of opportunities created by these changes and to avoid some of the problems they are already creating for our lives and careers. To do so we will develop “sustainability mindset” based upon awareness, passion, and action. The course will be in workshop format and is designed to work equally well for individuals with deep knowledge of climate-change/global-unsustainability and for those without such knowledge—the only thing needed is a commitment to take a hold of your life and to make a difference in the world. GLOBAL SUSTAINABILITY COURSE.
Attribute: ABGS.
Prerequisite: MGGB 6613.

MGGB 76AA. TRANSNATIONAL MGT & SYS OPER. (3 Credits)
The operations function for both manufacturing and service organizations is studied with the objective of the simultaneous optimization of the quality and productivity of the operating systems. Prerequisite: MGGB 6613.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 76AB. PERSONAL LEADERSHIP DEVELOPM’T. (3 Credits)
A study of personal leadership development. Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 76AD. QUANT METH & DECISION ANALYSIS. (3 Credits)
A study of quantitative methods and decision making analysis. Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.
MGGB 76AE. TURNAROUND MANAGEMENT. (1.5,3 Credits)
In today's demanding and fast-paced environment, there is a premium on individuals who can produce outstanding results on a continuing basis. Business as usual is not sufficient to sustain organizational vitality over the long term. Increasingly, leaders are expected to deliver growth and productivity improvements while satisfying clients, motivating employees, and meeting the needs of a myriad of internal and external stakeholders. This course is designed to prepare students to lead organizations to higher levels of performance by applying critical elements of leadership theory and practice. Using actual cases and a variety of learning experiences, as discussed below, students will become familiar with, among other things, the following themes and their interrelationships: # Role of Leaders in Effecting Change # Motivating People For High Performance # Effective Time Management/ Meeting Dynamics # Building a Culture of Integrity and Ethical Behaviour # Strategy Development and Execution # Collaborative Decision Making # Organizational Alignment # Measuring Performance- “The Balanced Scorecard” # Developing Communication Skills # Balancing Stakeholder Interests # Personal and Professional Development. Prerequisite: MGGB 6613.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 76AF. CAREER MANAGEMENT. (3 Credits)
A study of career management. Prerequisite: MGGB 6613.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 76AG. MANAGING INNOVATION CHANGE. (3 Credits)
This course is geared towards deepening the understanding of the challenges, the techniques and the burdens associated with initiating and implementing major change in an organization. Prerequisite: MGGB 6613.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 76AH. GETTING GREEN DONE. (3 Credits)
A study of getting green done. Prerequisite: MGGB 6613.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 76AI. MANAGING TRANSNATIONAL FIRM. (3 Credits)
Organizations are complex systems. Different theories of designing structure and processes of such organizations are presented. The elements of the global competitive environment within which such organizations operate and ways of relating to this environment. Prerequisite: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 76AJ. GLOBAL LEADERSHIP 21ST CENTURY. (3 Credits)
A study of global leadership in the 21st century. Prerequisite: MGGB 6613.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 76AK. CORP ENVIRONMENT SUSTAINABILITY. (3 Credits)
A study of corporate environmental sustainability. Prerequisite: MGGB 6613.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 76AL. THE TOTAL QUALITY WAY OF LIFE. (3 Credits)
A study of the total quality way of life. Prerequisite: MGGB 6613.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 76AM. INDUSTRY ANALYSIS. (3 Credits)
A study of industry analysis. Prerequisite: MGGB 6613.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 76AN. SUSTAINABILITY IMMERSION SEMINAR. (3 Credits)
During spring break, we spend nine days with communities, agencies, and individuals in southern Mexico who are exploring sustainable economic development. Prerequisite: MGGB 6613.
Attribute: ABGS.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 76AP. PROJECT MANAGEMENT. (3 Credits)
This course is designed to enhance the MBA’s understanding of the theory and reality of decision making at the most senior levels of the corporate organization. It will focus on decision making among the Board of Directors, CEO/CFO and other senior management in a variety of contexts and will include international as well as U.S. perspectives. In addition to lectures and case studies, current CEOs, CFOs and Directors will share their experiences with the class. Prerequisite: MGGB 6613.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.
MGGB 76AT. GLOBAL SUSTAINABILITY. (3 Credits)
This seminar is for individuals ready to become leaders in grappling with the most challenging issue of the 21st Century: dealing with the realities of the new world that is already being shaped by climate change and the many other aspects of global unsustainability. Guest speakers, readings, case discussions, and team projects will assist seminar members in finding and dealing with the business opportunities and risks created by climate changes and related aspects of global unsustainability. Prerequisite: MGGB 6613.

Attribute: ABGS.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 76AU. EMERGING MARKETS & SUSTAINABILITY. (3 Credits)
Emerging markets increasingly provide innovative models for sustainable business practices. This immersion trip, the third in a series for GBA students, will provide opportunities to encounter organizations in Peru which produce such innovations. We shall be in Peru over the midterm break. Before and after the trip, we shall hold seminar sessions for readings, guest lecturers, and trip preparations. In Peru, we shall live as a community through the resources of Community Links, Inc., a long-term partner of Fordham and many other schools engaged in such projects. Prerequisite: MGGB 6613.

Attributes: ABGS, ABIB.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 76AV. DEV THE SUSTAINABILITY MINDSET. (3 Credits)
This hands-on workshop/seminar is designed for individuals ready to take leadership roles in contributing to solutions to our species’ greatest challenge – dealing with the climate-change/global-unsustainability situation already impacting our lives, careers, businesses, and societies. It meets three Saturdays spread across the Spring term with two virtual meetings between the Saturdays. Prerequisite: MG 6613.

Attribute: ABGS.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 76AW. LEADERSHIP & TRUST. (3 Credits)
This course will cover some evolving concepts of leadership and then concentrate on how leaders build trust among followers and other stakeholders and how they architect high trust teams and organizations. The course will be centered around Dr. Hurley’s new book The Decision to Trust which was named one of the best leadership books of 2011 by the Washington Post. Prerequisite: MGGB 6613.

Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 76AX. STRATEGIC MANAGEMENT & PHARMACEUTICAL IND. (3 Credits)
This course will introduce students to the skills and techniques in researching highly regulated industries using the pharmaceutical industry as an example. The industry is going through major transformations with the basic business model being threatened. This course will analyze the reasons for this and will help in defining newly emergent business models in the Pharmaceutical industry. The uncertainties created by turbulence in the political, economic, social and technoscientific systems will be highlighted as will the creative solutions being attempted. Prerequisite: MGGB 6613.

Attribute: ABHM.

MGGB 76AY. GLOBALIZATION, HEALTHCARE AND THE MARKET. (3 Credits)
This course will describe the different elements of the healthcare system and highlight the role of the payers, providers, patients, healthcare service workers and the industry (pharmaceutical, devices, supplies and diagnostics) within the context of a larger social system governed by local regulations and different demographic realities. While the emphasis will be on the United States key differences with other systems such as in Europe, Canada, Brazil and China will also be presented. The role of key associations in the US such as the AMA, IOM, PhRMA, patient advocacy groups and unions will be described. Emerging trends in the system in the United States will be presented as will the impact of other countries on the US.

Attribute: ABHM.
Prerequisites: GBA Waiver Fundamentals Mgmt with a score of 070 or MGGB 6613.

MGGB 76AZ. MANAGING FOR BUSINESS & BETTER WORLD. (3 Credits)
AYF - This course presents business from cultural, political, and philosophical perspectives. It introduces conceptual frameworks and provides practical solutions necessary for addressing 21st century management issues. This course will be offered as weekend intensive. This course will count toward Global Sustainability designation. Not open to students who have taken: MGGB 769M or CMGB 759M: Managing and Communicating Global Sustainability.

Attributes: ABGS, ABIB.
MGGB 76BA. DEMING’S THEORY OF ORGANIZATIONS. (3 Credits)
Students explore the management thinking of W. Edwards Deming in the context of management thinking generally, and management practice currently. Students read and conduct research as individuals and in small groups, comparing and contrasting, writing and discussing Deming’s ideas and how they apply in the business world today. By the end of the course, students should understand Deming’s theory of organizations and management, be able to articulate it, and help others understand how it could be used in companies today.

MGGB 76BB. STUDIES IN QUALITY MANAGEMENT. (3 Credits)
MGGB 76BC. JUDGMENT & DECISION MAKING. (3 Credits)
Decision-making is a central human activity, but how good are we at it? Scientific evidence suggests that our decisions are often biased and flawed, resulting in disappointing or even disastrous outcomes. This course draws upon contemporary research in economics and psychology to answer two questions: (1) how should we rationally approach decision-making, and (2) why is it that our actual decision-making is so often irrational? PREREQUISITE: MGGB-6613.

Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

Updated: 10-11-2017
MGGB 76BD. LEADERSHIP UNDER FIRE. (3 Credits)
Behavioral economics and best practices in strategy have shown us that pressure and uncertainty strongly influence leaders' decision making. This course uses film, fiction, and case material to understand when leaders' decisions can suffer and how they can change their approaches to achieve optimal results. Participants will leave the course knowing specific strategies to make and manage critical decisions under the most difficult conditions. This course will especially highlight the decisions made in a single case, the Battle of Gettysburg. We'll reconstruct battlefield decisions made under intense pressure with incomplete information. Besides film and readings, the course will include a daylong ‘rolling seminar’ during which we’ll travel to the Gettysburg battle site, during a class weekend, to understand those decisions and to experience the conditions under which they were made.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 76BE. LEAD & BUILD TRUST ORG. (3 Credits)

MGGB 76BF. SOCIAL INNOVATION WORKSHOP. (3 Credits)

MGGB 76BG. NEW MODELS OF MGMT. (3 Credits)
This new course will explore the management systems, management processes, and global context required for the 21st-century. There is ample evidence that the "business as usual" management systems, processes, leadership, and goals of the 20th century are inappropriate for the realities of the 21st-century. Building upon the conceptual framework of three technologies (systems) of managing - traditional management, managing for quality and productivity, and managing for global sustainability - this course will explore the possibilities and emerging realities of management systems and leadership for global sustainability. Particular attention will be paid in the course to developing among class members the management skills necessary for this new system of managing and, most importantly, the mindset necessary to provide leadership for this emerging future.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 76BH. HIST OF INTERNATIONAL BUSINESS. (3 Credits)
History of International Business explores the transition from an agrarian to a modern business economy of four nations: China, Russia/Soviet Union, Germany, and Japan. Each of these nations came to understand that economic modernization was vital for true independence in the world of the nineteenth and twentieth centuries. How they faced their unique challenges shaped the futures of their nations, often bringing down governments and forcing radical reformation of their societies. History of International Business will explore these efforts and relate them to the continuing challenges of the twenty-first century economy.

MGGB 76BI. TEAM DYNAMIC:CO-LOC&VIRT TEAM. (3 Credits)

MGGB 76BJ. FROM MANAGING CREATIVITY TO LEADING INNOVATION-A SURVEY COURSE. (3 Credits)
Knowing how and where to innovate and do so in a way that is sustainable financially, socially and environmentally makes you invaluable to any employer. In this course you will learn tools and gain insights that can equip you to understand the process of innovation at a deeper level, understand its complexity and the multiple levels it can and needs to occur to be successful (including individual creativity, product/service innovation, business model innovation, governance innovation, social/sustainable innovation at the systems level).

MGGB 76BK. THE ROSE PROGRAM. (3 Credits)
This course is intended for students who want to learn more about regulation in the financial services industry and want to get actively involved in shaping the regulatory space. Top performing project teams will present their proposals to a panel of Wall Street executives and will be invited to Washington, DC (all expenses paid) to present to regulators. Prerequisite: MGGB 6613.
Prerequisite: MGGB 6613.

MGGB 76BL. HISTORY OF LABOR IN AMERICA. (3 Credits)
This course will examine the development of the labor movement in America starting with its colonial roots in the eighteenth century, through the rapid growth of the movement in the nineteenth century as America industrialized, to the increasing politicization of the movement as it reached the height of its influence in the twentieth century and ending with an analysis of the modern decline of organized labor. Discussions will include the changing legal climate within which the unions operated, the often hostile business climate against which the unions organized, and the struggles against internal corruption within the unions. PREREQUISITE: MGGB 6613.
Prerequisite: MGGB 6613.

MGGB 76BM. INNOV IN BUSINESS & ENERGY. (3 Credits)
This course aims to frame and critique opportunities for business to create innovations in energy systems. It discusses how contemporary energy systems have evolved and how energy infrastructures vary across regions of the world. It also examines how business decision makers can think about choices of energy and energy systems by encouraging students to think broadly in terms of innovation possibilities.
Attribute: ABGS.

MGGB 76BN. JESUIT LEADERSHIP & CULTURE. (3 Credits)
Experience the Spiritual Process that made Saint Ignatius of Loyola; Reflect and Discern on your own Leadership Style and how it compares to the Jesuit Culture of Leadership; Understand the Importance of Team Building in recreating a successful Walking Pilgrimage; Learn the Foundation of Jesuit History.

MGGB 76BO. URBAN LAB. (4.5 Credits)
This interdisciplinary course explores groundbreaking issues in urban research with the goal of inspiring new ways to think about the city's future and Fordham's role in helping to shape that future. The course includes a lab component focused on applied research and scholarship, deep engagement with the urban community, and the development of innovative solutions. Students will work with civic and community organizations, public agencies and urban experts to identify, evaluate, and implement effective policies and programs in specific topic areas.

MGGB 76BP. CURRENT TOPICS IN HEALTHCARE. (3 Credits)
Healthcare management operates in a very dynamic environment. As healthcare policies change with new administrations so do the priorities of providers and payers. The patients feel the impact of these changes the most while the industry has to continuously re-assess the validity of its business models. Further, new technologies, scientific breakthroughs and system innovations keep healthcare administrators on their toes. This course provides an opportunity to discuss the most prevalent issues in healthcare as they are happening. Guest lecturers and professors provide their views on different challenges that the healthcare industry faces including policy, operations, risk taking and decision-making uncertainties and the developing solutions. Students will participate in these discussions and do a final paper on one of the topics of their choosing. Each formal lecture will be followed by one or two in-depth discussion sessions.

Updated: 10-11-2017
MGGB 76BQ. ENTREPRENEURSHIP BUBBLE. (3 Credits)
Entrepreneurship Bubble: Coworking, Incubators, Startup contests, and the Purpose Bubble—This course provides a focus on the entrepreneurial and innovation bubbles as well as the shortcomings of startup structures. Topics include sources of funding and organizing such as: incubators, coworking spaces, open floor plans, angel investors, venture capital, IPO’s, and governmental mechanisms. Upon completion, students will be able to effectively analyze the weakness of an entrepreneurial venture and innovation processes.

MGGB 76BR. HEALTH CARE OPERATIONS MGT. (3 Credits)
Health Care Operations Mgt is a discipline that integrates scientific principles of operations management to determine the most effective and efficient methods to support patient care delivery. The biggest challenge in health care is to provide high quality care while at the same time keeping cost down. As such, all health care sectors must be driven by process management, quality improvement, information technology, knowledge management, and resource alignment. This course addresses the challenge in many ways, from the design of patient flow to streamlined process, from resource management to supply chain management, from quality control to patient safety, from forecasting to capacity planning, from continuous improvement to project mgmt.

MGGB 76BS. BLOCKCHAIN: INDUSTRY DISRUPTOR & CREATOR. (3 Credits)
Blockchain (the technology underlying Bitcoin and Ethereum) is a transformative technology that will up-end existing industries and spawn completely new ones. In this course, students will study the fundamentals of blockchain and examine its potential impact on industries as diverse as banking, energy, music and non-profits.

MGGB 76A. LEADERSHIP FOR THE 21ST CENTUR. (3 Credits)
The challenges of leading organizations, especially businesses, in the current era are vast. Globalization requires competitive strategies and cultural sensitivity, the worsening environmental crisis calls for sustainable practices, and increasing social problems and inequalities increase pressure for social responsibility beyond traditional profit making. Many current management paradigms have to be rethought and remodeled to deal with these challenges effectively. In this course we look at challenges to organizations on the systemic level (environmental and social pressures), the organizational level (employee commitment and stakeholder trust), and the individual level (happiness) and examine ways of dealing with them proactively. Prerequisite: MGGB 6613.
Attribute: ABGS.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 76B. LEADERSHIP FOR UNCERTAIN TIMES. (3 Credits)
We will study time tested techniques to learn how to flourish in times like these of uncertainty and change. Using the great thinkers as our guide, we will attempt to develop strategies of survival to face today’s new realities. Taking a multidisciplinary approach to leadership, readings will include Managing in Times of Great Uncertainty by Peter Drucker; Mastery by George Leonard; selections from Mary Parker Follett; James Collins, Marshall McLuhan and Edgar Allen Poe. Prerequisite: MG 6613.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 76C. SPRTL&REL CONTRIB GLOBAL SUS. (3 Credits)
In the spirit of the “Stockdale Paradox” (Collins, 2001), this seminar is for folks who are willing “to confront the brutal facts” of climate change and global (un)sustainability and “yet (will) never lose faith” that we can still take meaningful actions to mitigate many of the tragic consequences of our parent’s and grandparent’s (and our professors) failures to heed the warnings contained in such books as The Limits to Growth (1972). The seminar accepts that climate change and global (un)sustainability are very, very serious situations, are intertwined with many of the other pressing issues of the new millennium, and are calls to action for all of us. That is, the issues of financial and economic crisis in America and around the world, the enormous inequality of wealth in the world and in America, deforestation, desertification, ocean warming, melting glaciers, the progressive disappearance of species, the mutual tragedy of international terrorism, etc., are intertwined with the issues of climate change and global (un)sustainability and are yours and my problems to be dealt with today—not merely someone else’s problems to be solved for us in some distant future. The seminar is one of a series of seminars and courses devoted to developing tools and concepts for contributing to a more sustainable world and to taking actions to make such contributions. THEME: The seminar/workshop’s theme is that the global (un)sustainability situation can usefully be viewed as a “spiritual problem” and that spiritually (and religiously) based actions can be “part of the solution.” PURPOSE: The purpose of the seminar is to find out how such spiritually (and religiously) based actions can be taken and to help to bring them into being. CONTENT: The seminar will focus on (1) how the wisdom of the world’s great spiritual and religious traditions call for actions to reverse the tragic ways of being in the world that have taken our spesious to the very precarious position we are now in (and that has already led to the recent extinction of many other species—the sixth great extinction—the first created by mankind), (2) what is currently being done by various spiritual and/ or religious groups to create a more sustainable world, (3) what more could be done to leverage the ability of the world’s great spiritual and religious traditions to make even greater contributions, and (4) what the seminar members can do now to make these greater contributions happen. Prerequisite: MG 6613.
Attribute: ABGS.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 76D. MGT SKILLS FOR ENTPRPRNRS. (3 Credits)
This is a survival course for the owner who is directly responsible for the customers and the employees. The course will examine small businesses that have succeeded and the techniques used to achieve this status. The successful implementations of these techniques are the result of good management. We will then examine the people skills needed for a successful implementation. Prerequisite: MGGB 6613.
Attribute: ABEP.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 76E. INTL SUSTAINABILITY-MEXICO. (3 Credits)
During spring break, we spend nine days with communities, agencies, and individuals in southern Mexico who are exploring sustainable economic development. Prerequisite: MGGB 6613.
Attributes: ABEP, ABGS.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 76F. SPORTS MARKETING. (3 Credits)
A study of sports marketing. Prerequisite: MGGB 6613.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.
MGGB 769G. THE EVOLUTION OF BUS IN 20TH C. (3 Credits)
Evolution of Business explores the economic development of three
nations—Russia/Soviet Union, Germany and Japan—from the late
nineteenth century through the mid twentieth century. The course
emphasizes interrelationship between the governments of each nation
and their business communities—analyzing the impacts of the different
government policies on the business environment. Prerequisite: MG
6613.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a
score of 070.

MGGB 769H. KNOWLEDGE MANAGEMENT. (3 Credits)
A study of knowledge management. Prerequisite: MG 6613.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a
score of 070.

MGGB 769J. SOCIAL ENTREPRENEURSHIP. (3 Credits)
This course discusses ways of creating social value through the
principles of entrepreneurship. Prerequisite: MGGB 6613.
Attributes: ABEP, ABGS.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a
score of 070.

MGGB 769K. HISTORY OF BUSINESS. (3 Credits)
This course will focus on the interrelationships between the business
community and the development of the United States of America. The
course is divided into three sections that will cover such topics as
the colonization of America by the Europeans, industrialization in the
United States and the civil war and creating an environment of business
regulation. Prerequisite: MGGB 6613.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a
score of 070.

MGGB 769L. EMOTIONAL INTELLIGENCE. (3 Credits)
A study of emotional intelligence. Prerequisite: MGGB 6613.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a
score of 070.

MGGB 769M. MGMT & COMM FOR GLOB SUST: SOC & ENV
RESPONSIBLE BUS. (3 Credits)
This is a foundation course for those interested in learning about
global business sustainability and power and influence strategies that
are effective within business organizations and in the marketplace.
Readings, guest lectures, films, and case studies of for-profit companies
and entrepreneurial ventures will demonstrate the strategic decision-
making, communication, and negotiation challenges and opportunities
faced by corporate leaders and entrepreneurs as they develop more
socially and environmentally responsive business models. Power
and influence strategies and skills related to effecting change toward
global sustainability will be emphasized. The course will help class
members become change leaders driving organizational change of
any kind (economic, environmental, social, and other). This course is not
a “read-and-take-the-exam course.” Instead, class members will
develop and present (orally and in writing) an individual project – for
example, an analysis of a particular company’s or sector’s change
strategy, or a proposal for advancing change in their own company or
other organizational setting. We seek students seriously committed
to learning how to use problem analysis, stakeholder mapping, and systems
thinking to diagnose business opportunities and obstacles, and then
apply strategic decision making, communication, and negotiation skills to
make change happen. Prerequisite: MG 6613. Also offered as CM 759M.
Attribute: ABGS.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a
score of 070.

MGGB 769N. INTERNATIONAL MANAGEMENT. (3 Credits)
The most important entity in international business today is the
multinational corporation (MNC). Its strategies, structures, and
processes are largely the context within which everything else in
international business takes place. This course provides an in-depth and
current understanding of the strategies, structures, and management
processes that are associated with MNCs. International strategies and
organizational designs are currently in a period of high transition. To a
large extent, the dominant designs of the recent past are gone, and new
dominant designs have not yet emerged. It would appear that there is
currently a lot of experimentation going on in multinational corporations,
both in terms of strategy and, even more, in terms of organizing to
implement such strategy. No one knows when this period of transition
might come to an end or what the dominant organizational forms will
look like when this occurs. As a result of the above situation, the course
seeks to provide students with the conceptual knowledge required to
understand and critically evaluate what is going on in international
firms today. It is not a time to blindly study best practices or the latest
thing firms are attempting to do. The approach will be to first study and
discuss the theoretical frameworks that exist and then attempt to apply
these to international cases and current situations. The goal is to develop
insight and capability that has lasting value, even in a field that continues
to change rapidly. The course should be of value to anyone interested
in managing or working within a multinational corporation. Prerequisite:
MGGB 6613.
Attribute: ABIB.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a
score of 070.

MGGB 769O. INNOVATION: CURRENCY OF COMPET. (3 Credits)
A study of innovation and currency of competition. Prerequisite:
MGGB 6613.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a
score of 070.

MGGB 769P. CHANGING LEADERSHIP PARADIGMS. (3 Credits)
In this course we look at challenges to organizations on the systemic
level (environmental and social pressures), the organizational level
(employee commitment and stakeholder trust), and the individual
level (happiness) and examine ways of dealing with them proactively.
Prerequisite: MGGB 6613.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a
score of 070.

MGGB 769Q. CORPORATE SUSTAINABILITY. (3 Credits)
This course is for students who want to understand how businesses
incorporate environmental and socially responsible agendas into their
management and marketing strategies. Prerequisite: MGGB 6613.
Attribute: ABGS.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a
score of 070.

MGGB 769R. SUSTAINABILITY MARKETING. (3 Credits)
A study of sustainable marketing Prerequisite: MGGB 6613.
Attribute: ABGS.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a
score of 070.
MGGB 769S. CREATIVITY & ENTREPRENEURSHIP. (3 Credits)
Many different factors contribute to becoming a successful entrepreneur. Prominent among these factors are the ability to think creatively and the skill at operationalizing the results in innovative ways. This seminar will take a close look at these abilities and skills to explore how 'creativity' contributes to entrepreneurial success. The course has several components. Prerequisite: MG 6613.

Attribute: ABEP.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 769T. ME, INC. (3 Credits)
If you were to conduct your life like a well-run business, what would it look like? The key to unlimited personal and professional success in daily life is in incorporating the best practices of exceptional companies into everyday living. This course begins by sharing basic business principles of the most successful and enduring companies and how they can be applied to your personal life. From there, this practical course will show you how to envision the kind of success you want and craft an "exceptional living plan"—much like a business plan—that will get you there.

Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 769U. CORPORATE DEVELOPMENT. (3 Credits)
A study of corporate development. Prerequisite: MGGB 6613.

Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 769V. APPLYING SUCCESSFUL BUS PRACT. (3 Credits)
Overall, this course will help students build their careers while managing the delicate balance between personal and professional interests.

Prerequisite: MGGB 6613.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 769W. ARTS & GLOBAL SUSTAINABILITY. (3 Credits)
A study of arts and global sustainability

Prerequisite: MGGB 6613.

Attribute: ABGS.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 769X. CORPORATE GOVERNANCE. (3 Credits)
A study of corporate governance. Prerequisite: MGGB 6613.

Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 769Y. VALUE INNOVATION. (3 Credits)
This course will introduce students to blue ocean strategy and value innovation: the strategic logic of high growth. Students will learn how to develop value innovation strategies that reshape industries and lead to the creation of new market space. The course will include lectures, class team work, and case studies. Prerequisite: MGGB 6613.

Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 769Z. ALLIED EFFORT. (3 Credits)
A study of allied efforts in management. Prerequisite: MGGB 6613.

Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 869A. LEADERSHIP FORUM. (1.5 Credits)
Do you think you can lead? Leading in today's complex environment is probably more of a challenge than at any other time in our history. The challenge is distinguishing between a true leader and a good manager. Additionally, how do leaders handle work/live balance? The Fordham Leadership Forum brings together many successful CEOs to articulate their road to success and the obstacles they needed to overcome as well as great institutional leaders who will discuss how fortuity lead to their becoming heads of their respective institutions. Who should take this course? If you intend to eventually run a company, begin your own, or move up within the institution in which you are presently employed, this is probably the right course for you. Sander Flaum is well known as a leader within the pharmaceutical industry having been the Marketing Head of a large pharmaceutical company as well as CEO of the No. 2 global advertising agency in healthcare. He now runs a marketing and sales effectiveness firm which also trains the "rising stars". Prerequisite: MG 6613.

Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 869B. LEADING GLOBAL CORPORATIONS. (1.5 Credits)
In this course we will focus on three specific areas: managing large-scale organizational change, creating cultures of integrity for sustainable growth and developing the inner qualities of the global leader.

Prerequisite: MGGB 6613.
Attribute: ABIB.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 869C. TRANSNATIONAL MINDSET. (1.5 Credits)
Transnational mindset for the GPMBA students.

Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 869D. RESEARCH FOR FINAL PROJECT. (1.5 Credits)
Under the guidance of a faculty member(s), students will work as a team to analyse and dissect issues and generate recommendations for each group member and their specific action plan. This course will thus allow for some type of "return on investment" for the student. Prerequisite: MGGB 6613.

Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 869E. IRAQ WAR STRATEGIC LEARNING 1. (1.5 Credits)
Iraq War-Strategic Learning 1 (1.5 credits) - An Analysis of the War in Iraq. For this course you can take one or two of the class meetings listed below. Dr. Hurley will specify which additional readings and assignment you will do from the list. Module 1: Tuesday Nov 15 9am to 1pm A politics and stakeholder perspective on the War in Iraq Module 2: Tuesday Nov 15 7pm to 10pm Decision making biases applied to the War in Iraq Module 3: Wednesday Nov 16 10am to 5 pm Strategy formulations and the War in Iraq (Process and Approaches) Module 4: Thursday Nov 17 9am to 5pm Strategy Execution and the War in Iraq Prerequisite: MGGB 6613.

Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.
MGGB 869F. IRAQ WAR STRATEGIC LEARNING 2. (1.5 Credits)
Special Topics: Iraq War-Strategic Learning 1 (1.5 credits) - An Analysis of the War in Iraq. For this course you can take one or two of the class meetings listed below. Dr. Hurley will specify which additional readings and assignment you will do from the list. Module 1: Tuesday Nov 15 9am to 1pm A politics and stakeholder perspective on the War in Iraq Module 2: Tuesday Nov 15 7pm to 10pm Decision making biases applied to the War in Iraq Module 3: Wednesday Nov 16 10am to 5 pm Strategy formulations and the War in Iraq (Process and Approaches) Module 4: Thursday Nov 17 9am to 5pm Strategy Execution and the War in Iraq Prerequisite: MGGB 6613.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 869G. ENTR & NEW BUSINESS START-UPS. (1.5 Credits)
Focuses on the initiation and development of the first stages of a new business. Students are required to search out business opportunities and develop a business plan. Examines the particular problems of new business start-ups, emphasizing financing arrangements. Prerequisite: MGGB 6613.
Attribute: ABEP.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 6610. INTRO TO MODERN MANAGEMENT. (1 Credit)
This course introduces students to the current challenges managers are facing. It provides frameworks of competing theories on human nature and explores their consequences for managing organizations.
Mutually Exclusive: MMGB 6610.

MGGB 6613. FUNDAMENTALS OF MGMT. (3 Credits)
MBA CORE COURSE Presents theories of designing the structure and processes of organizations, as well as the elements of the global competitive environment within which such organizations operate and ways of relating to this environment. Explores critical issues related to the individual and the firm. Focuses on defining management's role and responsibilities in the continual improvement of quality, productivity, and the competitive position of the enterprise.
Mutually Exclusive: MMGB 6613.

MGGB 6627. OPERATIONS MANAGEMENT. (3 Credits)
MBA CORE COURSE Studies the operations of both manufacturing and service organizations with the objective of simultaneously optimizing the quality and productivity of the operations systems. Develops techniques for strategic planning and system design, such as quality control, aggregate and capacity planning, project planning, scheduling and control, material and inventory management and just-in-time production.
Mutually Exclusive: MMGB 6627.

MGGB 7600. ANATOMY OF DECISIONS. (3 Credits)
Examines how modern managerial support systems are evolving from a reliance on data and information to the utilization of knowledge and wisdom. This transition both demands and creates new approaches to decision-making.

MGGB 7601. FUND MGMT ACROSS CULTURES. (4.5 Credits)
MGGB 7603. GROWING THE FIRM TO MULTINAT'L. (4.5 Credits)
MGGB 7605. PROCESS CONTROL. (3 Credits)
Introduces and, in an applied framework, examines modern statistical evaluation and control methods to enhance the performance of all productive processes. To improve such processes, managers must evaluate ever-present variability to determine process stability and distinguish normal fluctuations from special disturbances. Prerequisite: MGGB 6627.
Prerequisites: MGGB 6627 or GBA Waiver Operations Mgmt with a score of 070.

MGGB 7610. LEADERSHIP AND CHANGE. (3 Credits)
Prepares students to meet the requirements of today's economy, where leadership demands a combination of personal capabilities and insights, as well as in-depth knowledge of organizational change processes and practices. Through readings, cases, class discussions, self-assessment exercises, and leader-directed learning projects, participants gain important insights into their own management style and develop essential knowledge and skills for successful implementation of major change initiatives. PREREQUISITE: MG 6613.
Attribute: ABEP.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 7614. MGMT OF SYSTEMS & OPERATIONS. (4.5 Credits)
MGGB 7615. CROSS CULTURAL NEGOTIATION AND COMMUNICATION. (3 Credits)
Explores how cultural differences and international settings affect business communication and negotiation—key skills for managers who seek to get solutions accepted and implemented. The dimension of culture is used to increase the student-managers' self-awareness and reflection and to build flexibility in their conceptual understandings and skills. Emphasizes specific strategies, styles and techniques that help the negotiator/communicator.
Attributes: ABGS, ABIB.

MGGB 7616. TRAINING AND DEVELOPMENT. (3 Credits)
An introduction to preparing, offering, and evaluating interventions for personnel training and organizational development. Topics include needs assessment, adult learning, instructional design, and transfer of training from the corporate classroom to the work site.

MGGB 7617. ASSESSMENT IN HUMAN RESOURCES. (3 Credits)
Prepares students to conduct measurements, assessments, and reports of human resources programs and practices. Topics include job analysis, organizational development surveys, compensation reviews, organizational culture, and benchmarking.

MGGB 7618. ORGANIZATION THEORY. (3 Credits)
While discussion of business is often couched in economic terms, more often than not business is influenced by sociological and psychological factors. In this class, you will study the key dimensions of what is known as "Macro OT" (sociological perspectives) and "Micro OT" (psychological perspectives). Macro OT coverage will include Institutional Theory (legitimacy, certifications, and isomorphism), Network Theory (structure, position, tie type and network dynamics), and Social Movement Theory & Media Construction (performances). Micro OT coverage will include Search Theory and Organizational Learning Theory (exploration vs. exploitation), Decision-making Biases (confirmation bias, anchoring, etc.) and Agency Theory (monitoring and incentive alignment). Other Meso Theoretical Constructs covered include Identity, Myths and Artifacts, Roles and Deviance/Conformity.
MGGB 7619. LEADING ORGANIZATIONAL CHANGE. (3 Credits)
Students learn to analyze organizational environments to identify challenges and constraints, to understand stakeholders’ attitudes about the status quo, to understand and manage change according to several change models, and to align business strategies with organizational systems and structures. Elements of strategy, planning, and implementation are included.

MGGB 7621. STUDIES IN QUALITY MGMT. (3 Credits)
Applies knowledge of Quality Management to actual human systems, either at the place of students’ employment or elsewhere. Working individually or in teams, students prepare Quality Management-related studies and present their final reports to faculty members or client companies. Prerequisites: MG 7605 and MG 7610.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 7622. CONSULTING SKILLS. (3 Credits)
Students develop the skills involved in each phase of the consultation process: contracting with clients, gathering critical performance data, diagnosing the information for improvement opportunities, providing feedback to the client, and building strategies for intervention. This course prepares students for different types of client-consultant relationships, internally and externally.

MGGB 7623. CONTEMPORARY ISSUES IN HR. (3 Credits)
This course provides an in-depth exploration of a current topic, issue, or practice in the area of strategic human resource analysis. The course uses cases, readings, and applied exercises to examine the topic and its implications for HR practice.

MGGB 7625. TEAM DYNAMICS. (3 Credits)
Focuses on examining and developing interpersonal skills consistent with modern business’s evolution toward an integrated, self-managing, team-oriented structure. This structure emphasizes group problem-solving, interpersonal communication and leadership among peers. There are two face-to-face class sessions. The rest of the class is taught through asynchronous online modules. Prerequisite: MG 6613.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 7626. BIMBA: GLOBAL POLICY. (4.5 Credits)

MGGB 7635. INTL DIMENSIONS OF BUS. (3 Credits)
Uses case studies to explore various strategies of participation in the global business environment and the ways in which multinational corporations and transnational cooperative ventures create new managerial challenges and opportunities. Prerequisites: MGGB 6613 and FNGB 6411.
Attribute: ABIB.
Prerequisites: (MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070) and (FNGB 6411 or GBA Waiver Fin Environment with a score of 070).

MGGB 7637. ENTREPRENEURIAL MINDSET. (1.5,3 Credits)
Focuses on the initiation and development of the first stages of a new business. Students are required to search out business opportunities and develop a business plan. Examines the particular problems of new business start-ups, emphasizing financing arrangements. (Former title Entrepreneurship and New Business Ventures)
Attributes: ABEP, ABGS.

MGGB 7638. CAREER MANAGEMENT. (3 Credits)
Helps students plan and control their personal and career development by surveying theoretical concepts and research findings. Through discussions, case analyses and interpretation of diagnostic tests, students acquire the personal insights necessary to complete a self-assessment and career/life plan.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 7641. BRITISH ECONOMY & BREXIT. (3 Credits)
This intensive course is designed to give students an in-depth understanding of Brexit including the implications for the British economy and the companies that operate in it. Students meet three times as a class in preparation for travel to England, scheduled for May 10-20, 2017. This course may count toward a Finance or Management concentration. Please see your program director or dean-adviser for further registration information.

MGGB 7642. MOTIVATION & MANAGEMENT. (3 Credits)
Concentrates on prominent theories of motivation, as well as implementation skills needed to deal with issues such as evaluation and feedback, compensation and incentives and cultural and group influences. Emphasizes intrinsic Motivation Theory, referring to the innate desire to be effective at one’s job. Uses day-to-day exchanges with employees, including those apparently suffering from a lack of motivation. Reviews current research linking managerial styles and group productivity. Prerequisite: MG 6613.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 7660. STRATEGY. (3 Credits)
MBA CORE COURSE Focuses on defining an organization’s mission, establishing its objectives, developing strategies for achieving those objectives and assuring implementation and continual updating of long-term plans. As the capstone of the MBA Program, this course integrates the knowledge and skills developed in the core courses. (Previous title: Business Policy)
Mutually Exclusive: MMGB 7660.

MGGB 7661. STRATEGY. (3 Credits)
This course introduces the strategic management framework integrating the perspectives of different functional areas in understanding a firm’s performance. Learning goals involve the development of diagnostic reasoning skills, the practice of strategy communication skills and the application of a toolkit to analyze issues relevant to the development of an appropriate strategy for a firm. Lectures, case studies and project work are part of the pedagogy of this course.

MGGB 7670. MGM OF HUMAN RESOURCES. (3 Credits)
Studies the personnel function in private and public organizations from the viewpoint of the manager. Topics include recruiting, employment, wage and salary administration, management development, performance appraisal, job evaluation and design, career development, employee turnover, manpower planning, training and affirmative action.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

Updated: 10-11-2017
MGGB 7671. INDUSTRY ANA & STRAT PLN. (3 Credits)
Discusses techniques for analyzing the long-term attractiveness of different industries and develops a framework to understand the nature of competition and the relative competitive position of firms within industries. Emphasizes global factors that affect industry attractiveness and competitive positioning. In particular, highlights the impact of differences in and the competitive advantages of nations and trade, as well as the development of global standards for the long-term profit potential of industries. While this course emphasizes the industry level, it also includes competitive factors of firms within industries to introduce a framework for strategic planning at the firm level. Prerequisites: MGGB 6627 and FNGB 6411 and MKGB 6710.
Attributes: ABIB.
Prerequisites: (FNGB 6411 or GBA Waiver Fin Environment with a score of 070) and (MGGB 6627 or GBA Waiver Operations Mgmt with a score of 070) and (MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070).

MGGB 7673. STRATEGY IMPLEMENTATION. (3 Credits)
Addresses how managers turn strategy into reality. Increasing evidence suggests that the best companies in globally competitive industries excel through superior implementation of strategy more often than through possession of a superior strategy. Key issues addressed include the acquisition, allocation, and use of resources; organizing for performance; selecting and motivating individuals; and controlling strategy implementation. Prerequisite: MGGB 6627.
Attributes: ABEP, ABGS, ABIB.
Prerequisites: MGGB 6627 or GBA Waiver Operations Mgmt with a score of 070.

MGGB 7675. STRATEG MGMT INNOV & TEC. (3 Credits)
Investigates the theoretical and practical issues of managing innovations and technology to achieve competitive advantage. Case studies provide an understanding of how technologically-dependent organizations succeed. Prerequisites: MGGB 6627 and FNGB 6411 and MKGB 6710.
Attribute: ABEB.
Prerequisites: (MGGB 6627 or GBA Waiver Operations Mgmt with a score of 070) and (FNGB 6411 or GBA Waiver Fin Environment with a score of 070) and (MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070).

MGGB 7677. SYST DYNAMICS (IB). (3 Credits)
Introduces the group model-building process that world-class firms use to improve their institutional learning and performance. Role-playing games and live case studies challenge participants' strategic thinking about global transformations. Course participants build very user-friendly graphical computer models of international Business (IB) strategic situations to generate new insight about transnational strategy design and implementation. Prerequisite: MG 6613.
Attributes: ABGS, ABIB.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 7678. STRAT MGMT GLOBAL SUPPLY CHAIN. (3 Credits)
Increased globalization, the growth of the Internet and the potential for e-commerce have changed the way firms compete. Innovations in the management of supply chains have given rise to new business models and new sources for value creation in a firm. Collaborative information technology-enabled commerce (e-commerce) is likely to change conventional thinking regarding supply chains. Supply chain management (SCM) represents a philosophy of doing business that stresses processes and integration. It is a system approach to managing the entire flow of information, materials, and services from raw materials suppliers through factories, warehouses and distribution channels to the end-customer. Managers must understand how to optimize the value-creating potential of supply chains by understanding how they work, the impact of new technologies, and their design/redesign. This course prepares students for these tasks and covers operational coordination within a firm; inter-function, inter-firm, and international coordination; the role of new information technologies; and the role of supply chain intermediaries. This is a team-taught course featuring lectures, cases, and simulations. Prerequisite: MGGB 6613.
Attributes: ABGS, ABIB.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 7679. SYSTEM DYNAMICS II (IB). (3 Credits)
Introduces the group model-building process that world-class firms use to improve their institutional learning and performance. Role-playing games and live case studies challenge participants’ strategic thinking about global transformations. Course participants build very user-friendly graphical computer models of international Business (IB) strategic situations to generate new insight about transnational strategy design and implementation.

MGGB 7699. SPEC TOPICS IN SYS MGMT. (1.5-3 Credits)
Offered from time to time, this course permits faculty and students to explore a management systems topic of particular interest. The specific topic and prerequisites are announced at the time the course is offered.

MGGB 7811. MANAGEMENT INTERNSHIP. (1-3 Credits)
This course is intended for students with a Management internship for this trimester that wish to receive academic credit for it. The course will begin with an orientation session and will be followed by additional meetings with students. The course instructor will provide additional details to enrolled students.

MGGB 8000. CROSS-CULTURAL MGMT. (1.5-4.5 Credits)

MGGB 8610. SEMINAR IN MANAGEMENT. (3 Credits)
Offered from time to time, this seminar is designed to give advanced students opportunities to conduct integrative research, writing, and discussion on selected issues in managing complex organizations. Under faculty supervision, in-depth studies are conducted by students, either individually or in groups. May be offered for fewer than three credits. Prerequisites: MGGB 6613 AND TWO MANAGEMENT SYSTEM ELECTIVES.
Prerequisites: MGGB 6613 or GBA Waiver Fundamentals Mgmt with a score of 070.

MGGB 8999. INDEPENDENT STUDY. (3 Credits)
Management Science (Undergraduate) (MGBU)

MGBU 2142. STATISTICAL DECISION-MAKING. (3 Credits)
MGBU 3223. PRINCIPLES OF MANAGEMENT. (3 Credits)
This course introduces the student to the management process within an organization. Special emphasis is placed on the role of the first line supervisor in balancing, coordinating and integrating individual and organizational needs. Other subjects covered are the development of management thought, the role of the supervisor as a decision maker and the processes of planning, organizing, leading and controlling organizational activities.

Attribute: BUMI.

MGBU 3226. SPECIAL TOPIC: EXPLORING ENTREPRENEURSHIP. (3 Credits)
An introductory course that allows students to discover and grasp the nuances of entrepreneurship - particularly how to think, feel, and act differently - which are the three cornerstones of the new Entrepreneurship program. Using a variety of reading assignments, case studies, and interactive projects, students will learn how to identify and evaluate potential business ideas, push the limits of their imagination and creativity, challenge the status quo, and learn to embrace change.

Attributes: ENT, NMDD.
Prerequisites: MGBU 3223 or MGBU 3222 or MGBU 3224.

MGBU 3227. SPECIAL TOPIC: INNOVATION AND RESILIENCE. (3 Credits)
This course focuses on the process of innovation, including the resilience required to weather inevitable ambiguity, risk, mistakes, and even failures along the journey. Topics include: identifying opportunities, managing creativity, evaluating ideas, decision making in uncertain environments, and resilience.

Attributes: ENT, NMDD.
Prerequisite: MGBU 3226.

MGBU 3228. SPECIAL TOPIC: EXECUTING ENTREPRENEURIAL VISION. (3 Credits)
An action-oriented course that requires students to a) develop and continually improve upon a solid-but dynamic-business plan, and b) go beyond the classroom to launch a new venture. This course should be taken as the capstone course of the Entrepreneurship concentration as it integrates what has been learned and built in previous courses and challenges students to transform their business ideas into legitimate businesses.

Attribute: ENT.
Prerequisites: MGBU 3226 and MGBU 3227.

MGBU 3233. ST: START-UP VENTURE EXPERIENCE. (3 Credits)
Intern duty and weekly seminar during which students analyze their work experience with a faculty member. Selected readings, case analysis, and written projects. The course will be taught in a business incubator, and include interaction with startup entrepreneurs. The focus will be real world exposure to the issues and uncertainty that exists for a startup with limited resources.

MGBU 3234. ST: HOW TO CHANGE THE WORLD. (3 Credits)
Do you long to live with meaning and purpose, applying your talents to what really matters to yourself and the world? This class explores "mission" in life through social entrepreneurship to make this world a better place. We will examine sustainable businesses, fair-trade and mission-driven leaders, while exploring our own missions.

MGBU 3235. ST: INSIDE TECH VENTURES. (3 Credits)
This experiential course is designed to give students the opportunity to gain an in-depth look and understanding of tech-based ventures from inception to exit. The merging of Entrepreneurship and Technology is - and will continue to be - the foundation of business for the foreseeable future. The course includes a one week intensive in Silicon Valley (required) hosted by NASDAQ Entrepreneurial Center. The overall objective is for students to be better prepared to take on a leadership role in a tech-based venture to maximize profitability and impact.

MGBU 3236. ST: THE START UP CALLED YOU: UNLEASHING YOUR LEADERSHIP POTENTIAL. (3 Credits)
Choosing a meaningful career or "discovering one's calling" can be a challenging and tricky process requiring self-awareness and leadership skills to navigate one's path to career success. In this course, a follow up to The Principles of Management, students learn theoretical frameworks and research-based methodologies and techniques to address these challenges effectively. Course objectives include skill improvement in utilizing insights regarding one's talents and career aspirations to create a personal brand, conveying one's unique value as well as improvement in networking and opportunity creation.

Prerequisite: MGBU 3223.

MGBU 3237. ST: LEADERSHIP FORUM. (1.5 Credits)
MGBU 3430. SPECIAL TOPIC: SUSTAINABLE BUSINESS. (3 Credits)
Foundations of Sustainable Business. This course will provide a general overview of the problems and opportunities provided by the challenges of sustainable management. Students will learn what it means to manage for planet, people and profit simultaneously. In the first part of the class, students will be exposed to the context of business in the 21st century and learn how strategies of the 20th century need to be rethought. In the second part of the class, students will examine the traditional perspectives on the organization (business) and how it needs to be rethought to successfully address the challenges of sustainable management. We will examine business strategy, supply chain management, and the supporting functions of finance, accounting, marketing, communications and information technology.

Attribute: ENST.

MGBU 3433. INDUSTRIAL RELATIONS AND PERSONNEL MANAGEMENT. (3 Credits)
An advanced treatment of issues, problems and techniques in personnel management. Findings from the behavioral sciences are applied to the problems and practices of human resource management in organizations. The course utilize small group and organization-theory as frameworks for analyzing the latest methods in the areas of selection, training, compensation, collective bargaining and performance measurement.

MGBU 3436. Capitalism and Its Alternative. (3 Credits)
What is the philosophical foundation of capitalism? What are the viable alternatives to capitalism? This course considers answers to these questions from the fields of economics, political theory, and humanistic management. Authors covered include Adam Smith, Milton Friedman, and FA Hayek.
MGBU 3438. OPERATIONS AND PRODUCTION MANAGEMENT. (3 Credits)
The operations function within an organization is responsible for managing the process flow that an organization has to use to produce a product, deliver a service, or both. Operations managers are responsible for the design, the daily operation, and the improvement of these processes. This course provides an introduction to the field of operations management: to understand the key decisions and to see how these decisions directly impact an organization’s competitiveness and market performance. Pre-requisite: MGBU 2142. STATISTICAL DECISION-MAKING.

Prerequisites: MGBU 2142 or HPCB 4703 or ECON 2142.

MGBU 3441. ST: INTRO HEALTH CARE SYSTEMS. (3 Credits)
This course will describe the different elements of the healthcare system and highlight the role of the payers, providers, patients, healthcare service workers and the industry (pharmaceutical, devices, supplies and diagnostics) within the context of a larger social system governed by local regulations and different demographic realities. While the emphasis will be on the United States key differences with other systems such as in Europe, Canada, Brazil and China will also be presented. The role of key associations in the US such as the AMA, IOM, PhRMA, patient advocacy groups and unions will be described. Emerging trends in the system in the United States will be presented as will the impact of other countries on the US.

Prerequisite: MGBU 3223 or MGBU 3222 and MGBU 3224.

MGBU 3442. ST: HEALTH CARE OPERATIONS MGT. (3 Credits)
Health Care Operations Mgt is a discipline that integrates scientific principles of operations management to determine the most effective and efficient methods to support patient care delivery. The biggest challenge in health care is to provide high quality care while at the same time keeping cost down. As such, all health care sectors must be driven by process management, quality improvement, information technology, knowledge management, and resource alignment. This course addresses the challenge in many ways, from the design of patient flow to streamlined process, from resource management to supply chain management, from quality control to patient safety, from forecasting to capacity planning, from continuous improvement to project mgt.

MGBU 3446. SPECIAL TOPIC: SOCIAL ENTREPRENEURSHIP. (3 Credits)
This course discusses ways of creating social value through the principles of entrepreneurship. Social entrepreneurship is a rapidly developing movement that is blurring the boundaries between government, business, and the NGO sector. Social entrepreneurs are individuals with innovative solutions to society’s most pressing social problems. Rather than leaving societal needs to the government or business sectors, social entrepreneurs find what is not working and solve the problem, spread the solution, and change the system by persuading entire societies to take new leaps. We study examples of successful social entrepreneurs, such as Mohammad Yunus (Nobel Laureate, 2006), and identify patterns that promote positive social change. We will also engage in Social Business Plan writing based on the students’ project ideas.

Attribute: PJST.

MGBU 3447. ST: CURRENT TOPICS HEALTHCARE. (3 Credits)
Healthcare management operates in a very dynamic environment. As healthcare policies change with new administrations so do the priorities of providers and payers. The patients feel the impact of these changes the most while the industry has to continuously re-assess the validity of its business models. Further, new technologies, scientific breakthroughs and system innovations keep healthcare administrators on their toes. This course provides an opportunity to discuss the most prevalent issues in healthcare as they are happening. Guest lecturers and professors provide their views on different challenges that the healthcare industry faces including policy, operations, risk taking and decision-making uncertainties and the developing solutions. Students will participate in these discussions and do a final paper on one of the topics of their choosing. Each formal lecture will be followed by one or two in-depth discussion sessions.

Prerequisite: MGBU 3441.

MGBU 3448. HEALTH BUSINESS PRACTICUM. (3 Credits)
This course offers students concentrating in Healthcare Management to do an internship at an approved healthcare institution or conduct research on a specific topic at Gabelli’s Global Healthcare Innovation Management Center.

Prerequisite: MGBU 3441.

MGBU 3450. ST: MANAGING IMPRESSIONS IN ORGANIZATIONS: RESEARCH IN MANAGEMENT (Fitness Integrated Learning). (3 Credits)
This course introduces students to research in impression management within the organizational behavior field in management. It aims to improve students’ understanding of scholarly research effort in defining impression management concepts, theories, methodological techniques, and findings, as well as to improve students’ analysis and usage of impression management in the workplace. This course is also designated as Fitness Integrated Learning (FIL), which is an innovative way of teaching and learning course material while students are engaged in a physical activity of spinning. The class will take place in the Spinning studio at the McGinely Center. Students will be riding stationary bikes at their own effort level throughout the duration of the class.

Prerequisite: MGBU 3223.

MGBU 3454. ST: DESIGN THINKING. (3 Credits)
Design thinking is an iterative problem-solving process of discovery, ideation, and experimentation that, when combined with business models, provides decision-makers with effective tools for innovation and transformation. This hands-on course will guide students in the use of a variety of design-based tools and techniques to clarify and solve human-centered organizational, business, and public service challenges.

MGBU 3550. ST: FILM, CHARACTER & LEADERSHIP. (3 Credits)
This course uses the inherent power of the cinema to better clarify the topics of character and character-based leadership.

Prerequisites: MGBU 3223 or (MGBU 3222 and MGBU 3224).

MGBU 3552. ST: THE ROSE PROGRAM. (3 Credits)
This course is intended for students who want to learn more about regulation in the financial services industry and want to get actively involved in shaping the regulatory space. Top performing project teams will present their proposals to a panel of Wall Street executives and will be invited to Washington, DC (all expenses paid) to present to regulators.
MGBU 3560. ST: STUDY TOUR ITALY. (3 Credits)
This course is designed to provide students with an opportunity to combine academic study of international business and on-site corporate visits to international firms and exchange markets. International visitations provide students with the ability to observe the implementation of business theories into practice. Students are further enriched by cultural trips to renowned landmarks of Florence/Rome, Italy coupled with opportunities to experience other regions of the country.
Attributes: GLBB.
Prerequisite: MGBU 3223.

MGBU 3562. ST: SINGAPORE GLOBAL IMMERSION: ENTREPRENEURSHIP, INNOVATION AND ECONOMIC DEVELOPMENT. (3 Credits)
Innovation is generally believed to be a major driver of economic growth and development as it may increase the output of an economy for a given level of input. Entrepreneurs play an important role in translating technological inventions into commercially viable innovations, thereby contributing to economic growth and development. While this account of economic development seems simple enough to understand by policy makers, countries significantly vary in terms of prosperity and economic development.

MGBU 4001. FAIR TRADE AND MICROFINANCE. (3 Credits)
This course examines the structure of Fair Trade as an alternative form of commerce which specifically expresses solidarity with the poor. The course is concerned with running all aspects of a small Fair Trade business. The class acts as employees on a team which seeks to make profit sustainably, yet effectively. Readings support a greater understanding of the realities of poverty.
Attributes: GLBB, PJST.

MGBU 4003. SPIRITUALITY & FAIR TRADE. (3 Credits)
This course is designed to ignite a spiritual awareness of economic injustice which ultimately motivates action, large or small. We begin by exploring the mechanisms of poverty, and looking at alternative forms of commerce. We look at why Fair Trade is able to answer some of the human rights issues associated with poverty. Readings highlight spiritual leadership from the past, and the models for action that their life stories provide. How should business students evaluate their lives and their careers? What might "solidarity with the poor" mean, in a variety of contexts.
Attributes: GLBB, PJST.

MGBU 4004. ENTREPRENEURSHIP AND FAIR TRADE. (3 Credits)
This course focuses on the entrepreneurial response to economic injustice, as expressed in the Fair Trade movement. The class will be divided into teams, to consult with emerging Fair Trade businesses in the New York area, ongoing throughout the semester. Against this backdrop we will learn from problem solving methods of entrepreneurs who have involved themselves with using business structures as a means of fighting poverty.
Attributes: GLBB, PJST.

MGBU 4005. ST: FAIR TRADE ENTREPRENEURSHIP. (3 Credits)
Fair trade is a global response to social injustice and poverty. Whether it is capital for "startups" or markets for fair trade coffee, the fair trade movement promotes socially and environmental responsibility business practices here and abroad. This course reviews the fair trade movement's successes and failures to find alternatives to business as usual that reduce poverty and build a sustainable global economy. Students focus on country specific examples of fair trade and microfinance social innovation that reduce poverty by creating viable livelihoods. Marketing, insurance, finance and management can all be applied to build a socially justice and sustainable global economy. "We urgently need a humanism capable of bringing together the different fields of knowledge, including economics, in the service of a more integral and integrating vision" Pope Francis argues in his recent Encyclical Letter, this course explores this vision.
Attributes: GLBB, INST.

MGBU 4441. STRATEGY. (3 Credits)
This integrated course brings together the student's previous study of the functional areas of business. The course focuses on the activities of the chief executive's top management group in defining the objectives and goals of the organization and in developing programs for the achievement of those goals. Major attention is devoted to the sophisticated, contemplative action of top-level decision makers.

MGBU 4443. SPECIAL TOPIC: PERSONAL LEADERSHIP. (3 Credits)

MGBU 4476. ST: CROSS CULTURAL NEGOTIATION. (3 Credits)
This course exposes students to the legal, ethical, and practical challenges of negotiating globally. It develops negotiation skill sets and enhances appreciation of the impacts of cultural difference and international institutional settings on business negotiations. Case-based simulations offer the opportunity to refine in practice the concepts learned in reading and films. Students will emerge from the course better prepared to work in multi-cultural teams and business settings.
Attributes: GLBB, INST.

MGBU 4488. ST: SPORTS MANAGEMENT. (3 Credits)
An in-depth treatment of special topics in sports management, that integrates the sport industry and strategic management, will be explored through the use of case studies, lectures, and projects. Sport management programs that train people for positions in such areas as professional sports, coaching, college athletics, fitness centers, officiating, marketing, and sporting goods manufacturing will be highlighted.

MGBU 4507. PROJECT MANAGEMENT. (3 Credits)
This course provides the project management skills needed to develop information and communications systems on time and within budget. It concentrates on methods and issues of organizing, planning and controlling projects, and the use of computer-based project management tools.

MGBU 4999. INDEPENDENT STUDY. (1-3 Credits)

Mandarin Chinese (MAND)

MAND 1001. INTRODUCTION TO MANDARIN I. (5 Credits)
An introductory course that focuses on the four skills: speaking, reading, writing, and listening providing students with a basic knowledge of Chinese Linguistic structures, vocabulary and culture, which, studied interdependently, comprise the Chinese Language.
Attribute: ZLB1.
MAND 1002. INTRODUCTION TO MANDARIN II. (3 Credits)
This course will enhance the reading, writing, speaking and listening skills acquired by students in Introduction to Chinese I for prior study. It will further promote a deeper understanding of Chinese.
Prerequisite: MAND 1001.

MAND 1103. MANDARIN I FOR HERITAGE SPEAKERS. (3 Credits)
An introductory course for Mandarin Chinese heritage speakers that focuses on improving their reading and writing proficiency. Students will expand their vocabulary and develop their aural-oral skills. Completion of this course prepares students for Intermediate Chinese I, or 1501.

MAND 1501. INTERMEDIATE MANDARIN I. (3 Credits)
Attribute: IPE.
Prerequisites: MAND 1001 or MAND 1002.

MAND 1502. INTERMEDIATE MANDARIN II. (3 Credits)
Prerequisite: MAND 1501.

MAND 1551. BUSINESS MANDARIN. (4 Credits)
Development of communication skills in everyday and business context with attention to vocabulary building, grammar review, conversation, and composition. Reading and discussion of literary, cultural, and business-related texts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MAND 1999. TUTORIAL. (1 Credit)

MAND 2001. MANDARIN LANGUAGE AND LITERATURE. (3 Credits)
A critical analysis of selected cultural and literary texts: composition, conversation, and review of pertinent grammatical structures.
Attribute: ZLB1.
Prerequisite: MAND 1502.

MAND 2500. APPROACHES TO LITERATURE. (4 Credits)
An intensive reading course in the major genres (prose, fiction and drama) of Mandarin Chinese literature. A basic introduction to literature in Mandarin Chinese and to the varieties of critical strategies for reading its forms or genres. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: MAND 2001.

MAND 2550. READING CHINESE SHORT STORIES. (4 Credits)
This course will introduce students to the narrative of well-known 19th and 20th-century Chinese writers such as Lu Xun, Bing Xin and others. Upon completion of the course, students will have acquired a basic knowledge of modern Chinese literature and will have further enhanced their speaking, reading and writing skills in Mandarin Chinese. Taught in Chinese. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: MAND 2500.

MAND 2601. MANDARIN CONVERSATION AND COMPOSITION. (4 Credits)
This course is designed for advanced mandarin learners to improve their listening, speaking, reading, and writing proficiency. It will enable the learners to acquire up-to-date spoken Chinese by introducing contemporary TV series, mini plays, and movies. Students will also produce written texts based on the materials covered in class. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MAND 2620. CHANGING CHINA. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: MAND 2001.

MAND 2650. ADVANCED BUSINESS MANDARIN. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: MAND 2001.

MAND 2670. ORIGIN AND DEVELOPMENT OF SINO-AMERICAN RELATIONS. (4 Credits)
This course examines the origin and development of Sino-American relations by reading newspaper reports and writers’ and ordinary people’s reflections and recollections, and by discussing films related to the issue. By the end of the course, students will better understand the bilateral relations and the impact that Sino-American relations have on both China and the USA. This course will further develop students’ language skills, especially reading and speaking. Taught in Chinese. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, AMST, COLI.
Prerequisite: MAND 2001.

MAND 3002. TOPICS IN CHINESE CULTURE. (4 Credits)
This course is designed for intermediate high and advanced Chinese learners. The aims of the course are 1) to further develop students’ language proficiency in all areas: listening, speaking, reading and writing and 2) to increase students’ awareness and appreciation of Chinese culture. Students will learn various aspects of contemporary Chinese society and compare Chinese cultural practice products and perspectives with their own culture to enhance understanding of Chinese people and culture. Class discussions will be held and reading and writing assignments will be assigned regularly to help students improve their skills in articulating Chinese in spoken and written forms. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC.
Prerequisite: MAND 2500.

MAND 3020. LEARN CHINESE THROUGH FILM. (4 Credits)
It is a course designed for advanced Chinese learners, who successfully completed Mandarin 2500 or equivalent to continue developing their skills in listening, speaking, reading, and writing through studying Chinese films and to achieve a better understanding of Chinese culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.
Prerequisite: MAND 2500.
MAND 3040. TOPICS IN MANDARIN CHINESE LITERATURE. (4 Credits)
This course examines the rich tradition of Mandarin Chinese literature form 1900 to present. Readings include a variety of genres in Mandarin Chinese, such as short stories, critical essays, poetry and screen plays. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, INST, PJST.
Prerequisite: MAND 2500.

MAND 3050. CHINA IN THE HEADLINES: AN ADVANCED NEWSPAPER READING COURSE IN MANDARIN CHINESE. (4 Credits)
This course will have students reading skills in formal written Chinese through studying texts, such as, new reports, editorial essays, and transcripts of interviews. A variety of students will also develop listening and speaking skills through watching news clips and discussion and debate over top stories in Chinese media. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisite: MAND 2001.

MAND 3055. CHINA AND GLOBALIZATION. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, INST.

MAND 4999. TUTORIAL. (3,4 Credits)

MAND 9101. INTRO TO MANDARIN I. (0 Credits)
MAND 9152. INTERMEDIATE MANDARIN II. (0 Credits)
MAND 9201. MANDARIN LANGUAGE & LITERATURE. (0 Credits)
MAND 9305. CHINA IN THE HEADLINES. (0 Credits)

Marketing (Graduate) (MKGB)

MKGB 76AR. STRATEGIC PRICE MANAGEMENT. (3 Credits)
MKGB 77AA. MARKETING DECISION MODELS. (3 Credits)
Demonstrates the benefits of using systematic analytic and modeling based approach to marketing decision-making and equips. Enables students to work on marketing data with a heavily applied approach and construct models to aid managerial decisions about which strategies to choose. Prerequisite: MKGB 7730.
Prerequisite: MKGB 7730.

MKGB 77AB. E-BUSINESS STRATEGIES & APPL. (3 Credits)
Introduces students to concepts, issues and technologies essential to conducting business in information-enabled economies. Students will look at the transformation of traditional marketplaces into electronic market spaces, from traditional supply chains to virtual alliances and industrial webs, from traditional product focus to mass customization. Reviews common E-Business applications, such as customer relationship management, Enterprise Resource Planning(ERP), e-procurement, supply chains and web portals. Issues discussed include the reactions of consumers to e-retailing, regulatory and tax concerns, use of vertical and horizontal exchanges in managing supplier-customer interactions, security and privacy concerns, digital rights managements and mobile commerce. This course has a global perspective: many cases studies focus on international issues in a variety of business sectors, including retailing, financial services and information services. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 77AC. STUDY TOUR ISTANBUL. (3 Credits)
This course focuses on doing business and marketing in (and of) Turkey by allowing students to personally experience business practice and culture in Turkish market. Students meet as a class periodically during the trimester and engage in independent activities focused around assignments and preparation for a week trip to Istanbul in Spring. The selection of readings, assignments, lectures, and films is designed to insure that students obtain a thorough understanding of the issues and opportunities involved in doing business in Turkey. Prerequisite: MKGB 6710.
Attribute: ABB.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 77AD. UNDERSTANDING LA MKTS. (3 Credits)
This course focuses on the successes of prominent business families throughout South America. Students will learn about the successes and failures of these businesses while emphasizing the role of marketing in different South American countries. Students meet as a class several times prior to and after the study tour and will engage in independent studies, preparing students for a two week trip to South America in March. The selection of readings, assignments, lectures, and films will be designed to ensure that students obtain a thorough understanding of the issues and opportunities involved in successful business development in South American countries. Students will travel throughout South America, including: Santiago Chile, Cordoba Argentina, Buenos Aires Argentina, Porto Alegre and Sao Paulo, Brazil. Students will meet as a class with local businesses, focusing on prominent business families, in order to learn first-hand about South American business. The class will also visit a variety of cultural and historical sites and will take classes while in these countries. The tour encourages students and faculty to share their observations and thoughts throughout the tour. Interested students should contact Fordham FAB at fordhamfab@gmail.com to seek admission to the study tour. Prerequisite: MKGB 6710.
Attribute: ABB.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

Updated: 10-11-2017
MKGB 77AE. RETAIL STRATEGIES. (3 Credits)
This course examines the retailers from the perspective of the entire firm, allowing students to integrate topics covered in other disciplines with new material specific to retailers’ challenges and tools. Topics covered include: retail strategy and branding; market, trading-area location analysis, consumer patronage behavior, demand and sales forecasting, merchandise planning and management, integrated retail communications, customer service, advertising, store image, pricing, and analysis of emerging forms of new retail competition. PREREQUISITE: MKGB-6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 77AF. SERVICES MARKETING. (3 Credits)
This course provides in-depth analysis of the unique challenges and opportunities in marketing services to consumers and businesses. Students learn to identify, create and develop winning services marketing strategies. Topics include positioning services in the marketplace, developing the right target market for service companies, buyer behavior and delivery of service quality in both consumer and business markets. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 77AG. STUDY TOUR:CUBA. (1.5 Credits)
As European, Chinese, and Latin American firms build there, Cuba is looking for domestic models that will preserve its egalitarian tradition and its rich historic culture. In this study tour, through class meetings, assigned readings, guest speakers and visiting Cuba, students will learn about this unique culture and economy while it is faced with the challenges of a socialist economic system developing a budding entrepreneurial private sector.
Prerequisites: MKGB 6710 or MIGB 6710.

MKGB 77AH. THE ART OF SOCIAL BUSINESS. (3 Credits)
Social Media is not a technology, a tool, or a trend; it is a fundamentally new way for businesses to connect with all of the people that matter at an unprecedented scale. People have embraced social platforms faster than any other form of communication, forcing organizations to ultimately reconstruct their business models. The course will provide students with a foundation of new social business practices across different industries. It will introduce new concepts and theories on how to transform existing business structures or develop new models that are social and personalized at the core. Students will learn how all disciplines within companies, especially marketing and marketing-related functions, are now being socialized (e.g. Marketing, Advertising, New Product Development, HR, Finance, R&D, Operations, etc.) The course will also address how a company’s culture is impacted by creating more connectivity across employees and its customers. Specific areas that will be covered include: Brand and Media Management, Creative and Advertising, Data and Measurement, which will also touch upon consumer privacy. Course work will include readings, in-depth discussions, and three group projects. PREREQUISITE: MKGB-6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 77AI. INNOVATION IN BUS & ENERGY. (3 Credits)
The purpose of the course is to frame and critique opportunities for business to create innovations in energy systems. Consequently, the course will seek to induce the student to learn about energy systems in different parts of the world, as well as energy systems supporting different sectors of contemporary economies. This course will encourage students to think broadly, which should influence how to gather information and determine what information to gather as specifying context is key to understanding whether an innovation could be viable.
Prerequisite: MKGB 6710.
Attribute: ABGS.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 77AJ. MARKETING LABORATORY. (3 Credits)
This course is based on a simulation to get students in virtual and simulated market environment for data driven, strategic marketing decisions. The Marketing laboratory (ML) presents a context rich environment, beginning with an initial scenario (some history), the teams work through plans, execution, and adaptation to the vagaries of an environment that changes as teams begin to pursue their various strategies, and opportunities to compete against, collaborate with, and even ignore other teams in the space. Prerequisite: MKGB 7730.
Prerequisite: MKGB 7730.

MKGB 77AK. MULTIPLATFORM ADVTG SALES. (3 Credits)
This course will apply to anyone interested in the Sales, Advertising, Marketing and Product Management professions. The content is designed to educate students on what it takes to be successful in today's highly competitive and complex advertising sales profession. Students will be provided with an overview of multiplatform advertising properties including print, digital, social and TV, as well as analytics related to advertising sales and audience metrics. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 77AL. INNOV IN BUSINESS & ENERGY. (3 Credits)
This course aims to frame and critique opportunities for business to create innovations in energy systems. It discusses how contemporary energy systems have evolved and how energy infrastructures vary across regions of the world. It also examines how business decision makers can think about choices of energy and energy systems by encouraging students to think broadly in terms of innovation possibilities.
Attribute: ABGS.

MKGB 77AM. DIGITAL MARKETING. (3 Credits)
Digital Marketing is designed to provide students with a thorough knowledge of the digital marketing process. Throughout this course, students will be taught various digital marketing techniques and strategies so they have will have a strong knowledge base once this course is complete.
Prerequisite: MKGB 6710.

MKGB 779A. CORPORATE ENVIRONMENT SUSTAINBLT. (3 Credits)
A study of corporate environmental sustainability. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.
MKGB 779B. NEW VENTURE PRACTICM. (3 Credits)
This course develops the skills necessary to evaluate and create a new venture. You will learn how to sell the endeavor effectively through written and verbal presentations. This course will introduce you to the unique issues inherent to effectively evaluating business opportunities, as either an intrapreneur or entrepreneur... and as an investor, within start-ups or established companies. In today's competitive environment, size of company does not define entrepreneurship. Companies like Apple Computer, FedEx and Wal-Mart have maintained excellent cultures of entrepreneurship despite decades of phenomenal growth. On the other hand, large companies usually find their most aggressive competitors to be start-ups. But the failure rate of start-ups is absurdly high. In this course, you will learn why Entrepreneurship is a form of Strategy. Prerequisite: MK 6710.

Attribute: ABEP.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 779C. STUDY TOUR: MKTG IN BRITAIN. (3 Credits)
Study tour: London England Prerequisite: MKGB 6710.

Attribute: ABB.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 779E. ENTERTAINMENT MARKETING. (3 Credits)
A study of marketing in entertainment. Prerequisite: MKGB 6710.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 779F. MKTG WONDERS/BLUNDE. (3 Credits)
This course requires each student to pick a firm / institution that developed a new product (good or service) or repositioned an existing product and then (a) achieved outstanding success or (b) scored no success with the marketing plan. The course requires several oral presentations as the student discovers the genesis of the new product and reports on the historic timeline of the product's product life cycle, from introduction through growth, maturity, and decline (assuming growth occurred). Prerequisite: MK 6710.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 779G. STUDY TOUR:TURKISH/MIDDLE EAST. (3 Credits)
Study Tour: Istanbul Turkey Prerequisite: MKGB 6710.

Attribute: ABB.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 779I. DATA-DRIVEN MARKETING DECISIONS. (3 Credits)
The course aims at offering students advanced analytical marketing and decision making skills in order to help them address marketing managerial decisions. Adopting a "learn by doing" approach, the course provides students with hands-on training that will allow them to simulate data-driven marketing decisions and formulate sound recommendations. More specifically course objectives are to: • Bring more science to the art of marketing decision making. The course will expose students to the emerging facet of "scientific" marketing (marketing by the numbers) and get them to experience data-driven marketing decisions. • Develop students' knowledge and skills to close the gap between managerial decisions on one hand and the available data and analytical techniques on the other hand. • Provide students with hands-on training in data-driven marketing decisions in a broad range of areas of marketing-related topics including segmentation, positioning, targeting, promotion, customer life-time value, and retailing. Introduce students to contemporary areas including web analytics and social networks analysis Pre-requisite: MK 7730 .

Prerequisite: MKGB 7730.

MKGB 779J. QUALITATIVE RESEARCH METHODS. (3 Credits)
This course delves into the different qualitative research methods including one on one interviewing, triads, dyads, focus groups and ethnographies. We will also review the latest technological advancements in qualitative methodologies including, on-line bulleting boards, chat rooms, on-line communities and advanced strategy labs. Prerequisite: MKGB 6710.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 779K. SUSTAINABILITY MARKETING. (3 Credits)
A study of sustainability marketing. Prerequisite: MKGB 6710.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 779M. DATA-DRIVEN CASE STUDIES MKTG. (3 Credits)
A study of data driven case studies in marketing.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 779N. SPORTS MARKETING. (3 Credits)
It is estimated that the sports industry generates over $200 billion a year in revenue and it is still growing. Sports products are more than just the sporting event, the athlete and the arena and now encompass items such as sporting goods and equipment, licensed merchandise and clothing lines, collectibles and memorabilia, personal training/fitness centers and health services, sports camps and instruction as well as sports information and media. In addition, sports products include the successful and strategic management of operations/facilities, overseeing revenues and investments as well as bringing events to the attention of the public through advertising, sales, promotion and sponsorships. This course is designed to provide the sport business student with an overview of the major marketing issues facing the sports industry. As one can see, this is a diverse and growing industry centered around THE ASSOCIATION OF SPORT. With this as a background, this course will focus on the industry, the market opportunities and strategies for seizing those opportunities. Prerequisite: MKGB 6710.

Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.
MKGB 779O. CORPORATE SUSTAINABILITY. (3 Credits)
This course is for students who want to understand how businesses incorporate environmental and socially responsible agendas into their management and marketing strategies. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 779P. CUSTOMER RELATIONSHIP. (3 Credits)
A study of customer relationships. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 779Q. CHINESE MINSET/MKKTG PRACTICE. (3 Credits)
A study of chinese mindset. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 779R. ENTREPRENEURSHIP/PHILANTHROPY. (3 Credits)
A study of entrepreneurship in marketing Prerequisite: MKGB 6710.
Attribute: ABEP.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 779S. MKT’G EXECUTIVE OF THE FUTURE. (3 Credits)
Many have stated that the marketing executive is the new key figure. The continually changing business environment coupled with rapidly evolving marketing processes point to the critical need for well-trained marketing executives. The trends indicate that current marketing professionals and/or “practitioners of marketing” are and will be expected to carry on an even greater share of the responsibility of business growth and development in the future. As a result, the strategic development of the marketing executive who can not only improve the effectiveness of the marketing function but who can also meet the challenges of tomorrow has become more important, than ever before, in today’s business paradigm. With this as a background, this course is interdisciplinary in nature and will explore multiple methods to develop the Marketing Executive of the Future from a business development, cultural, holistic, relevant to “product” part of marketing mix and management. It focuses on an even greater share of the responsibility of business growth and development in the future. As a result, the strategic development of the marketing executive who can not only improve the effectiveness of the marketing function but who can also meet the challenges of tomorrow has become more important, than ever before, in today’s business paradigm. With this as a background, this course is interdisciplinary in nature and will explore multiple methods to develop the Marketing Executive of the Future from a business development, cultural, holistic, innovative, ethical, and fellowship perspective. Prerequisite: MK 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 779T. MARKETING MGT & STRATEGY. (3 Credits)
Introducing the fundamental concepts and processes essential for marketing goods, and services in today's competitive environment. This course presents an integrated framework on how such strategic decision should be made. The course is anchored on three tools: Strategic Marketing Theory, Computer Simulation and Application and Cases. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 779U. HOSPITALITY MARKETING. (3 Credits)
A study of hospitality marketing. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 779V. STRATEGIC PRODUCT PLANNING. (3 Credits)
This course aims to introduce students to product planning process, including product line and mix strategies. It covers topics that are relevant to “product” part of marketing mix and management. It focuses on the development and application of value-enhancing strategies used by successful product managers Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 779W. GREEN MKTG & SUSTAINABILITY. (3 Credits)
Green marketing practices are rapidly changing and with them the analytical tools needed in 2011—where every company wants to be green, where communications are dominated by social media and where serious corporate sustainability efforts are global. Students will learn • What the green marketing tools and concepts are and how they can be fully integrated into marketing and management strategies • How major corporations have transformed their entire companies into green ones • How to use well-established, robust analytics to separate greenwashing from serious efforts • What policy level green marketing and management jobs are available in Fortune 200 companies. Prerequisite: MK 6710.
Attribute: ABGS.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 779X. STRATEGIC PRICE MANAGEMENT. (3 Credits)
The objective of this course is to provide students with the fundamental skills needed to optimally manage prices. The course capitalizes on the three anchoring points: (a) Techniques for analysis of consumer research data related to prices and market demand; (b) Ability to integrate consumer research findings into optimal price recommendations; (c) Strategic management of prices in order to maximize profitability in competitive markets. The course will utilize a combination of lectures, hands-on-in-class exercises, computer simulations, and case studies in order to develop students’ applied skills in pricing. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 779Y. MULTICULTURAL MARKETING. (3 Credits)
This course delves into how marketers can successfully reach multicultural markets. There will be an overview of marketing principles and a discussion of the impact of race, ethnicity and culture on consumer behavior. The course will take a deep dive into the important marketing considerations for the 3 major multicultural target groups in the U.S. specifically, Hispanic Americans, African Americans and Asian Americans. Through this highly interactive class, students will be educated on the evolving role of marketing in today’s diverse culture. Students will learn tools for marketing to Hispanic American, African-American and Asian-American market segments, and analyze and understand the nuances of multicultural marketing communication. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 779Z. APPLIED MKT’G RESEARCH PROJECT. (3 Credits)

MKGB 879A. FASHION MARKETING. (1.5 Credits)
This course examines the marketing mix through the lens of the fashion industry. Topics to be covered include merchandising, new product development with an emphasis on private label and celebrity brands, customer loyalty programs, and licensing. We will also explore the key issues and challenges of the fashion business model and discuss emerging trends such as m-commerce, social media and apps. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879B. MARKETING ANALYTICS. (1.5 Credits)
In this course, we will use a hybrid lecture and work problem format to ensure you gain proficiency with all key business metrics used in global marketing departments to guide the active management of their brands/ businesses. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.
MKGB 879C. TRADITIONAL AND ONLINE DISTRIBUTION STRATEGY. (1.5 Credits)
This course will examine the latest channel design models and identify the core decision areas and the critical contemporary issues associated with the management of traditional and online distribution channels. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879D. SOCIAL MEDIA MARKETING. (1.5 Credits)
This course aims to provide students with pragmatic and managerial insights into using various social media tools as part of marketing plans and business strategy. This course will examine the ways companies and individuals can identify social media sites that appeal to their target audience, develop their voices and get closer with customers. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879E. LUXURY MARKETING. (1.5 Credits)
This course will provide excellent support for those planning a career in luxury marketing, brand management, retailing and distribution and communications. It covers areas such as history and trends of the luxury sector; marketing of luxury goods and services; strategy evaluation for luxury businesses; luxury consumer behavior, luxury product and brand management; luxury marketing communications and retailing and channel management within the luxury sector. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879F. PRODUCT INNOVATION&RENOVATION. (1.5 Credits)
This mini-course provides a comprehensive "inside" overview of bringing consumer products to market. Topics will include idea generation, strategy, business case analysis and commercialization. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879G. RETAIL BUYING & MERCHANDISING. (1.5 Credits)
This course explores the creative, financial and analytical aspects of merchandising and buying. During this mini-course students will build a merchandise assortment for the fall 2012 season while exploring: The fundamentals of retail math The nuts and bolts of Inventory management and sales performance/analysis The influence of fashion trend The impact of historical performance The importance of merchandise planning and store allocation Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879H. ENTERTAINMENT AS MKTG TOOL. (1.5 Credits)
This course offers a solid understanding of how marketers and media suppliers interact while utilizing branded entertainment and various content platforms in pursuit of reaching today's consumers through multiple touch points at home, at work and throughout the marketplace. Primary focus will be given to understanding how branded entertainment plays a critical part in the marketing and media mix and how it has evolved into one of the most effective tools used by mainstream marketers today. It is during the project development process that entertainment marketing is created, utilized and evaluated as part of the advertiser's overall marketing effort. Each class of the seven-week program will focus on a particular aspect of this process. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879I. SERVICES MARKETING. (1.5 Credits)
Services account for over 75% of the GDP in the U.S. and, even in a difficult economic environment, many service sectors are growing rapidly. Yet, because services are intangible, marketing these businesses can be complex and challenging. In this course students will learn how to identify, create and develop winning service marketing strategies. Marketing principles and buyer behavior as applied to services will be covered from both consumer and business-to-business perspectives. Emphasis will be on real-world case studies and students will work on projects which will focus on their areas of professional interest. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879J. MANAGING CUSTOMER CENRITICITY. (1.5 Credits)
Customers are the most valuable assets of many firms. This course is designed to introduce students to the fundamentals of managing customer relationships; the discipline of getting, keeping and growing profitable customers. Students will explore the relevance of customer-centricity to creating a successful organization. The course will examine methods to initiate, develop, implement, and evaluate customer-focused initiatives. The goals of the course are to increase student competency levels in understanding of the role and relevance of customer-centricity in an organization, and understanding implementation, organizational, and customer issues surrounding customer relationship management. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879K. EVENT MARKETING. (1.5 Credits)
Event Marketing is a significant and powerful component in the world of Integrated Marketing. It is vital to PR campaigns, product launches and building brands; and just as with more traditional disciplines, Event marketing is a medium to acquire new customers and establish brand loyalty. Students in this class will learn fundamental principles of event marketing, various ways event marketing is utilized in today's marketplace, core category essentials including strategy, creative end production, and the measurement of the success of an Event Marketing campaign. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879L. MARKETING TO YOUNG CONSUMERS. (1.5 Credits)
This course examines special considerations in developing and marketing products designed for infants, preschoolers, kids and tweens. Topics include: Concept/product development and testing with children and the youth and advertising to the children among others. Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.
MKGB 879M. CAUSE MARKETING. (1.5 Credits)
As consumers continue to expect companies to improve our world, social issues are being integrated into core business strategies. Many established firms and start-ups are developing and selling products through an approach of “social innovation.” And a wide range of companies are moving “cause marketing” to the center of their marketing strategies. This course focuses on purpose-driven marketing that enhances brand equity. The course is designed to examine interrelated areas such as corporate social responsibility, non-profit organizations, social innovation and green marketing. Applications to be discussed include positioning, branding, new product platforms and advertising to expand students’ ability to think creatively and critically about managing brands. Prerequisite: MK 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879N. PRESENTING MKTG INSIGHTS. (1.5 Credits)
In today’s information-rich society, there is no shortage of data and analysis methods available to marketers. A more pressing problem today is how to parse that information and communicate it effectively to audiences including consumers or decision-makers responsible for authorizing marketing programs. This mini-course will be structured around three components: Narrate, Visualize, and Share. In “Narrate,” students will learn principles of using storytelling as a persuasion tool. In “Visualize,” students will learn how to effectively show data and interactive data visualizations. Finally, in “Share,” students will learn how to combine your narration and visualization skills to resonate with audiences and gain support for your ideas. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879O. MARKETING OF HIGH TECH PRODUCTS. (1.5 Credits)
This course will examine the particular considerations of marketing high technology products and services in a business-to-business environment. Such deals require a consultive (some say “consultative”) approach, have long sell cycle, involve multiple decision makers, and engage all of your business skills—knowledge of strategy, organizational behavior, industry analysis, and financial analysis. The principles examined in this course may be applied to sales of complex products, projects, or services (such as consulting). The format of the course will be presentation of main principles, discussion of case studies, and open seminar format when we may discuss students’ experiences in this field. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879P. SCIENCE OF SHOPPING. (1.5 Credits)
This course will examine the anthropological dimensions of retail shopping from four interconnected perspectives: practical, relational, socio-economic and sensory-physical. Students will learn the pragmatics of shopping – how people manage to navigate a store; they will explore shopping malls in terms of self-identity, social class and feelings of community; they will look at the rituals of Christmas shopping; they will evaluate the sensory dimensions of a store in experiential shopping. From exploring the interplay of these variables, students should receive a practical and theoretical understanding of the retail experience for consumers and its importance to our culture. Students will read a range of materials, write essays and conduct primary ethnographic research in shopping locations. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879R. PSYCHOLOGY OF PRICING. (1.5 Credits)
When is it better to price a product at $3.99 compared to $4.00? Should an e-tailer include shipping charges in their products’ prices or add them separately? Among a marketer’s tools, price is arguably the most important because it is the only one that represents revenue, rather than a cost, to the firm. Yet decisions like these are often wrought with complexity and uncertainty. This mini course brings structure to the issue through explorations of consumers’ beliefs, feelings, and behaviors with respect to prices and pricing tactics. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879S. MANAGING PEOPLE AS BRANDS. (1.5 Credits)
This course investigates how companies create and manage brands from individuals ranging from celebrities to athletes, and to politicians. It looks at very different personal brands and their positive or negative impact on the businesses. Informal, intensely participatory and highly interactive class sessions will offer an introduction to experts that have created and/or remedialized people as brands. It will also create “personal-workshop” climate for student self-branding purposes. PREREQUISITE: MKGB-6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879T. MKTG WITH BIG DATA. (1.5 Credits)
“Big data” describes the enormous numbers of large data sets that are generated through social media, client payment systems, consumer buying patterns and GPS satellite mapping. This course will discuss utilized to manage the terabytes of data produced daily, the methods used to spot trends, and the myriad ways that Big Data can enhance marketing strategies and optimize the ROI of a firm’s marketing budget. PREREQUISITE: MKGB-6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879U. CONSUMER SOCIAL RESPONSIBILITY. (1.5 Credits)
This mini-course is aimed at exploring the consumer’s role in shaping the social environment and, as such, focuses on demand-side issues of social responsibility. At the end of this course, students should have a better understanding of how the tools of marketing can be used to prompt socially responsible consumption As a result, students should better understand themselves both as business people and as individuals. Prerequisite: MKGB 6710.
Attribute: ABGS.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879V. MULTIPLATFORM ADVTG SALE. (1.5 Credits)
This mini-course will apply to anyone interested in the Sales, Advertising, Marketing and Product Management professions. The content is designed to educate students on what it takes to be successful in today’s highly competitive and complex advertising sales profession. Students will be provided with an overview of multipractical advertising properties including print, digital, social and TV, as well as analytics related to advertising sales and audience metrics. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 879W. CUBA IN TRANSITION. (1.5 Credits)
Cuba is looking for business models and partnerships that will preserve its egalitarian tradition and its rich historic culture. In this course, through class meetings, assigned readings, and guest speakers, students will learn about the unique Cuban culture and economy that is faced with the challenges of a socialist economic system developing a budding entrepreneurial private sector.
Corequisite: MKGB 6710.
MKGB 6710. CUSTOMER-DRIVEN MARKETING. (3 Credits)
MBA CORE COURSE This course introduces students to marketing both as a company orientation and as a company function, and emphasizes why and how successful marketing needs to be customer-driven. Interactive class discussions focus on the role and importance of marketing for the entire organization, individuals and society at large. Students learn how marketing interacts with other business functions within a company, as well as how marketing contributes to both the company bottom-line and customers’ well-being. Topics covered include the strategic marketing process; the creation, communication, delivery and exchange of value; market segmentation, targeting, and positioning; and the marketing mix. Lectures, comprehensive case analyses, in-class exercises, and team projects are used to provide a complete understanding of customer-driven marketing practices within a global framework. (Previous title: Marketing Management). PREREQUISITE: BEGB 6220.
Prerequisites: BEGB 6220 or GBA Waiver Managerial Eco with a score of 070.
Mutually Exclusive: MMGB 6710.

MKGB 7720. CONSUMER BEHAVIOR. (3 Credits)
Analyzes the latest social science research and theories to better understand consumer behavior. Special attention is directed to applications in managerial decision-making. Topics including motivation, learning, memory, perception, attitude formation and change and decision-making are covered to explain and predict how consumers behave in the marketplace. Prerequisite: MKGB 6710.
Attribute: ABGS.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 7721. MARKETING MANAGEMENT FOR CHINA. (4.5 Credits)
MKGB 7722. ADVANCED MARKETING SEMINAR. (3 Credits)
MKGB 7723. STRATEGIC BRANDING. (3 Credits)
Demonstrates the strategic importance of branding by focusing on the various ways the brands acquire and sustain value in the marketplace. Analyzes relevant and comprehensive theories, and all the necessary tools, ideas and concepts to uncover the brands’ identities and help managerial branding decisions. Topics discussed include socio-cultural perspectives on branding and brand management, emotional branding, financial considerations and consequences of branding decisions. Prerequisite: MK 6710. PREVIOUSLY TITLED: BIG BRAND MARKETING.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 7724. UND THE CHINESE MARKET. (3 Credits)
Focuses on doing business in (and of) China by allowing students to personally experience business practice and culture in this major global market. Explores the knowledge and understanding of the historical, economic, social and cultural context of Chinese business. Provides an understanding of business issues in a foreign setting with an exposure to the local people, businesses and social and government agencies. Co-requisite: MKGB 6710.
Attribute: ABIB.
Prerequisites: MKGB 6710 (may be taken concurrently) or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 7730. MARKETING RESEARCH. (3 Credits)
Provides a fundamental understanding of marketing research methods and their applications, offering perspectives from both the provider and user of information needed for managerial decision-making. Discusses the marketing research process with an emphasis on the identification, collection, analysis and dissemination of data. Topics include problem definition, the use of secondary data, various quantitative and qualitative methods, preparation and evaluation of surveys, and basics of data analysis. Prerequisites: MKGB 6710 and DGGB 6820. REQUIRED COURSE FOR MARKETING CONCENTRATION.
Prerequisites: (MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070) and (DGGB 6820 or GBA Waiver Statistics with a score of 070 or DGGB 6830).

MKGB 7746. BUSINESS TO BUS MKTG. (3 Credits)
Examines marketing as it is applied to business markets and organizational buying/selling with an emphasis on how they differ from consumer markets. Discusses specific issues and problems faced by firms in having organizations as customers. Basic marketing issues as market identification and segmentation, pricing, logistics, advertising and sales promotion are explored within the business-to-business environment. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 7750. GLOBAL MARKETING. (3 Credits)
Examines proven theories and practices of global marketing, as well as the research tools and techniques that can help marketers develop strategic decisions in global markets. Provides a comprehensive overview of global marketing environment and the critical factors involved in choosing the appropriate market-entry strategies for selected foreign markets. Demonstrates successful marketing practices from various emerging markets and regions. Prerequisite: MKGB 6710.
Attribute: ABIB.
Prerequisites: MKGB 6710 (may be taken concurrently) or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 7755. INTEGRATED MKTG COMM. (3 Credits)
Analyzes the planning, execution and measurement of advertising programs, with a focus on the creation of an advertising campaign and media planning. Topics include the role of advertising within the marketing mix, tools, techniques and processes used in creating advertising strategy, media planning, legal issues and ethical considerations in advertising. Guest speakers complement classroom experience and discuss their specialties, as necessary. Prerequisite: MKGB 6710; Recommended Prerequisite: MKGB 7720. (Formerly Advertising and Media Planning.)
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 7765. SALES MANAGEMENT. (3 Credits)
Focuses on personal selling and salesforce management in the context of large and small organizations. Examines the sales process and its relationship to overall marketing strategy, evaluation of salesforce performance and the function of sales manager. Explores such topics as sales planning, forecasting as well as recruiting, selecting, motivating and compensating a salesforce. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

Updated: 10-11-2017
MKGB 7775. MKTG OF FINL SERVICES. (3 Credits)
Provides a scientific understanding of tactics and strategies associated with the marketing of financial services. Emphasizes the role of industry deregulation, intensified competition, and the emergence of new technologies and products on the emerging marketing practices used by financial services institutions. Explore consumers’ unique decision-making styles in financial matters, the effects of technology deployment, and the fiduciary constraints that guide marketing activities in the markets for commercial banking services, mutual funds, investment banking services, insurance and other forms of financial services. Prerequisite: MK 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 7782. COMM CORP IMAGE RESPONSIBILITY. (3 Credits)
Analyzes various means and tactics available to public relations practitioners and demonstrates the value of pragmatic public relations activities for businesses. Explores social and ethical concerns about generating publicity and how resulting public perceptions can create or deepen corporate crises. Current practices of planning for and managing crises are demonstrated via a number of guest speakers. Prerequisite: MKGB 6710. Also offered as CMGB 7531.
Attribute: ABGS.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 7785. MKTG OF FINL SERVICES. (3 Credits)
Provides a scientific understanding of tactics and strategies associated with the marketing of financial services. Emphasizes the role of industry deregulation, intensified competition, and the emergence of new technologies and products on the emerging marketing practices used by financial services institutions. Explore consumers’ unique decision-making styles in financial matters, the effects of technology deployment, and the fiduciary constraints that guide marketing activities in the markets for commercial banking services, mutual funds, investment banking services, insurance and other forms of financial services. Prerequisite: MK 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 7792. COMM CORP IMAGE RESPONSIBILITY. (3 Credits)
Analyzes various means and tactics available to public relations practitioners and demonstrates the value of pragmatic public relations activities for businesses. Explores social and ethical concerns about generating publicity and how resulting public perceptions can create or deepen corporate crises. Current practices of planning for and managing crises are demonstrated via a number of guest speakers. Prerequisite: MKGB 6710. Also offered as CMGB 7531.
Attribute: ABGS.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 7795. MKTG OF FINL SERVICES. (3 Credits)
Provides a scientific understanding of tactics and strategies associated with the marketing of financial services. Emphasizes the role of industry deregulation, intensified competition, and the emergence of new technologies and products on the emerging marketing practices used by financial services institutions. Explore consumers’ unique decision-making styles in financial matters, the effects of technology deployment, and the fiduciary constraints that guide marketing activities in the markets for commercial banking services, mutual funds, investment banking services, insurance and other forms of financial services. Prerequisite: MK 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 7799. SPEC TOPICS: MARKETING. (1.5-3 Credits)
These courses are offered from time to time to permit faculty and students to explore a marketing topic of particular interest. The specific topic and prerequisites are announced when the course is offered. Note: Some of the MKGB 7799 Special Topics in Marketing courses are designed as Entrepreneurship courses. Prerequisite: MKGB 6710.
Prerequisites: MKGB 6710 or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 7811. MARKETING INTERNSHIP. (1-3 Credits)
This course is intended for students with a Marketing internship for this trimester that wish to receive academic credit for it. The course will begin with an orientation session and will be followed by additional meetings with students. The course instructor will provide additional details to enrolled students.

MKGB 8701. MARKETING ANALYTICS. (1.5 Credits)
Provides students with a hands-on experience with using various analytical methods and tools to explore digital marketing, including social media marketing and google analytics.
Prerequisite: MKGB 6710 (may be taken concurrently).

MKGB 8702. EXPERIMENTAL DESIGN. (1.5 Credits)
This course will familiarize students with principal research methods used in qualitative research in marketing from both a theoretical and a practical perspective. It will prepare students in the skills, techniques, and knowledge necessary to undertake and/or evaluate various qualitative research methods. By the end of this course, students will get a better understanding of key aspects involved in designing and conducting qualitative research through assigned readings, class discussion, and research projects. Prerequisite: MKGB 7730.
Prerequisite: MKGB 7730.

MKGB 8703. QUALITATIVE RESEARCH. (1.5 Credits)
This mini-course exposes students to a variety of marketing metrics including those related to brand performance in-store (e.g., Nielsen measures used in CPG/brand management) and on-line and the use of those marketing metrics in marketing decision making. The course will cover basic data manipulation and analysis of secondary data from syndicated sources such as Nielsen and IRI. Co-requisite: MKGB 6710. REQUIRED COURSE FOR MARKETING CONCENTRATION Offered in Fall/Spring only.
Prerequisites: MKGB 6710 (may be taken concurrently) or GBA Waiver Marketing Mgmt with a score of 070.

MKGB 8704. EXPERIMENTAL DESIGN. (1.5 Credits)
In this course students will learn how to design an experimental study, carry out an appropriate statistical analysis of the data, and properly interpret and communicate the analyses. Topics to be covered include design of experiments, prevalent experimental techniques and instrumentation, data collection, and various statistical analysis techniques. Prerequisite: MKGB 7730.
Prerequisite: MKGB 7730.

MKGB 8705. DIGITAL MARKETING ANALYTICS. (1.5 Credits)
Provides students with a hands-on experience with using various analytical methods and tools to explore digital marketing, including social media marketing and google analytics.
Prerequisite: MKGB 6710 (may be taken concurrently).

MKGB 8799. SPEC TOPICS: MARKETING MINI. (1.5 Credits)
MKGB 8999. INDEPENDENT STUDY. (1.5-3 Credits)
Marketing (Undergraduate) (MKBU)

MKBU 3225. MARKETING PRINCIPLES. (3 Credits)
Marketing's role within an organization is to develop products or services that have value to potential customers, to estimate that value and price accordingly to distribute the goods efficiently and to communicate their value and availability effectively. This course introduces students to techniques and theories that help the marketer to accomplish these tasks, whether for a mom-and-pop store or a global or multinational manufacturer.

Attribute: BUMI.

MKBU 3431. SALES MANAGEMENT. (3 Credits)
American businesses spend substantial sums on personal selling and employ over 6.4 million people in sales and sales-related jobs. This course studies the field in depth with an analytical approach to organizing and managing the sales function, personnel, development, forecasting, budgeting, communication ethics and the role of government. Selective cases relate theory and practice. Independent (but supervised) research by students is encouraged.

Prerequisite: MKBU 3225.

MKBU 3432. ST: FASHION MARKETING. (3 Credits)
"This course examines the marketing mix through the lens of the fashion industry. Topics to be covered include merchandising, new product development with an emphasis on private label and celebrity brands, customer loyalty programs, and licensing among others. Students will also explore the key issues and challenges of the fashion business model and discuss emerging trends such as m-commerce, social media and apps".

Prerequisite: MKBU 3225.

MKBU 3434. INTEGRATED MARKETING COMMUNICATION. (3 Credits)
Advertising is the most pervasive element of the marketing mix: the average American family of four is exposed to 1,500 advertising messages a day! Students will study the role of advertising in the marketing communications mix, allocating the promotional budget and developing advertising strategy: product positioning, creative development, media planning, research and control, legal issues and ethical considerations. Students will apply theories to case discussion and develop a full-fledged competitive advertising campaign for a potential "client." Since MKBU 3434 is an upper-level business course, credits for this course can only come from accredited business schools (AACSGB guidelines) and not from similarly titled courses from liberal arts colleges.

Attributes: COMC, COMM, NMDD.

Prerequisite: MKBU 3225.

MKBU 3435. CONSUMER BEHAVIOR. (3 Credits)
An interdisciplinary approach to the study of consumer behavior and motivation. Topics include behavioral science findings and their implications in the marketing mix; socioeconomics, demographic and cultural influences; theories of promotion and communication; consumer behavior models; attitude measurement; perception and consumerism.

Prerequisite: MKBU 3225.

MKBU 3436. ST: THE BUSINESS OF FASHION. (3 Credits)
This course explores the dynamic business of fashion which is a significant contributor to the economy of NYC and the United States and is one of the largest employers in our country. Topics discussed will include: textiles, fibers, fabrics, leather and fur as well as product development, fashion enterprises, unique channels of distribution, retailing, merchandising, globalization, the buying and selling of fashion products. Students will also learn basic business concepts such as: forms of business, entrepreneurship, management, human resources, marketing, financial information, and socially responsible behavior and ethical issues in fashion. Whenever possible, guest speakers and visits to fashion-centric exhibits and points-of-interest will be incorporated into course-related activities.

MKBU 3437. DIRECT MARKETING. (3 Credits)

MKBU 3438. RETAILING. (3 Credits)
The retail merchandising function is examined. Topics covered include: retail strategy, trading-area analysis, store location, market analysis and sales forecasting, merchandise planning and management, retail advertising, store image, pricing and analysis of emerging forms of new retail competition.

Prerequisite: MKBU 3225.

MKBU 3439. ST: BRANDING. (3 Credits)
This course examines the strategic importance of branding by focusing on the various ways the brands acquire and sustain value in the marketplace. It analyzes relevant and comprehensive theories, ideas and concepts to demonstrate how managers can make strategic branding decisions. Students learn about socio-cultural perspectives on branding and brand management, financial considerations and consequences of branding decisions.

Prerequisite: MKBU 3225.

MKBU 3440. GLOBAL MARKETING. (3 Credits)
This course addresses the need for global approaches to today's business by focusing on product design, promotion, distribution channels and pricing strategies that are tailored to diverse international cultural, political, competitive and economic environments. Specific attention is placed on the feasibility of import/export, and national or global policies regarding marketing issues.

Attribute: GLBB.

Prerequisite: MKBU 3225.

MKBU 3441. MARKETING RESEARCH. (3 Credits)
A practical approach to the study of research principles and procedures as an important tool of marketing, stressing the role of research in planning, operating and controlling marketing activities. Problems are examined from the perspective of managerial decision making in the age of computers. Analytical and qualitative techniques and their applications to "live" cases are emphasized. Credit will not be given for both this course and DCBU 3430-Design of Experiments. Students concentrating in marketing may not substitute DCBU 3430 for this course.

Prerequisite: MKBU 3225.

Updated: 10-11-2017
MKBU 3442. ST: MARKETING CONSULTING. (3 Credits)
Small groups of students—maximun 3—will work with organizations on a real life marketing problem. The students will work, with the host organization, but not necessarily at the organization premises, towards a solution. The solution will be formally presented at the end of the semester to the host organization. Additionally the students will be able to draw on a tutor who is an experienced Marketing professional who will provide academic and practical support. This could be in any area of marketing, for eg: Research; Product Development; Communications; Internet. The students will be responsible for finding a host organization. This will be part of the grading criteria.

MKBU 3444. ST: CHINESE CULTURAL COMPETENCY. (3 Credits)
China is governed by culture as well as by government. This course is designed to give Fordham students a competitive edge in marketing through and exploration of cultures—American and Chinese. Preconceptions, misperceptions and expectations are presented from both sides, allowing students to find a common ground for effectively marketing a product and negotiating business deals. In a series of interactive meetings, students are presented with a background on each topic and then carry through to active role-playing, dialogue, and written response demonstrating their understanding of the differences between American and Chinese cultural nuances, points-of-view and expectations.
Attribute: GLBB.
Prerequisite: MKBU 3225.

MKBU 3445. ST: MARKETING ANALYTICS. (3 Credits)
The course introduces students to a variety of marketing metrics and analyses. Students will be exposed to syndicated sources of data such as Nielsen and IRI, as well as the techniques for manipulating and analyzing primary data.
Prerequisite: MKBU 3225.

MKBU 3446. MARKETING IN CHINA. (3 Credits)
This course provides students with knowledge needed to develop and execute a successful marketing strategy in China and is divided into three modules: Overview of Chinese history, culture and government, and the economy referred to as capitalism with Chinese characteristics; Chinese business etiquette and its role in developing relationships with government officials, members of other organizations, and individuals; marketing strategy planning and execution, including knowledge of first and second tier markets. Students are challenged to explore their personal beliefs and perceptions, employing self-assessment and role playing techniques and debate social issues from all points of view. Implications for other high-context hierarchical cultures are explored.
Attribute: GLBB.
Prerequisite: MKBU 3225.

MKBU 3448. ST: SOCIAL MARKETING. (3 Credits)
This learning-by-doing course introduces students to the marketing dimensions of social innovation and sustainable business. Course projects address the full spectrum of marketing activities from conducting market research and identifying market opportunities to improving existing services and developing new services.
Prerequisite: MKBU 3225.

MKBU 3449. ST: CUSTOMER EXPERIENCE MGT. (3 Credits)
This course aims to teach students the discipline, methodology and process used to comprehensively manage a customer’s exposure, interaction and transaction with a company, product, brand or service. It offers an integrated framework for managing customer experiences that would create a competitive advantage for companies.

MKBU 3450. ST: MARKETING ENTREPRENEURIAL VENTURES. (3 Credits)
The entrepreneurial ventures don't have the time, staff, or money for strategy development, testing, and sequential marketing campaigns. Nonetheless, marketing is critically important. This course will introduce students to theories and best practices in marketing for entrepreneurial ventures. Students will analyze and discuss relevant case studies, and they will apply their learning in assignments and group projects.
Prerequisite: MKBU 3225.

MKBU 3451. ST: STRATEGIC PRODUCT PLANNING. (3 Credits)
This course aims to introduce students to product planning process, including product line and mix strategies. It covers topics that are relevant to “product” part of marketing mix and management. It focuses on the development and application of value-enhancing strategies used by successful product managers.
Prerequisite: MKBU 3225.

MKBU 3452. ST: MKTG&INNOVATION IN ENERGY. (3 Credits)
The purpose of the course is to frame and critique opportunities for business to create innovations in energy systems. Consequently, the course will seek to induce the student to learn about energy systems in different parts of the world, as well as energy systems supporting different sectors of contemporary economies. This course will encourage students to think broadly, which should influence how to gather information and determine what information to gather.
Prerequisite: MKBU 3225.

MKBU 3453. ST: INNOVATION & RESILIENCE. (3 Credits)
This course focuses on the process of innovation, including the resilience required to weather inevitable ambiguity, risk, mistakes, and even failures along the journey. Topics include: identifying opportunities, managing creativity, evaluating ideas, decision making in uncertain environments, resilience.

MKBU 3454. ST: DESIGN THINKING. (3 Credits)
Design thinking is an iterative problem-solving process of discovery, ideation, and experimentation that, when combined with business models, provides decision-makers with effective tools for innovation and transformation. This hands-on course will guide students in the use of a variety of design-based tools and techniques to clarify and solve human-centered organizational, business, and public service challenges.

MKBU 3455. BUSINESS ANTHROPOLOGY IN GLOBAL CONTEXT. (3 Credits)
Business anthropology is a growing field of study and an emerging professional market, globally. Anthropology holds that there are many different and complex social and cultural ways of ordering life. This course will instruct students on ways to develop and understand local consumer behavior for global brand reach, devise brand strategies for specific markets, and understand brands from a local point of view.
Prerequisite: MKBU 3225.

MKBU 3456. GLOBAL CONSUMER BEHAVIOR. (3 Credits)
This course studies consumer behavior in a global context with an interdisciplinary approach. Topics include behavioral science findings and their implications in the marketing mix; socioeconomics, demographic and cultural influences; theories of promotion and communication; consumer behavior models; attitude measurement; perception and consumerism.
Prerequisite: MKBU 3225.
MKBU 3457. BUS ANTHROP IN GLOBAL CONTEXT. (3 Credits)
Business anthropology is a growing field of study and an emerging professional market, globally. Business leaders increasingly find that insights from anthropology are necessary to reduce complexity and rethink what they can offer their customers on their terms. This course will instruct students on ways to develop and understand local consumer behavior for global brand reach, devise brand strategies for specific markets, and understand brands from a local point of view.
Prerequisite: MKBU 3225.

MKBU 3458. ST:GLOBAL SUSTAINABILITY MKT. (3 Credits)
This course aims to provide the knowledge and skills necessary to successfully market sustainable products and services in global markets. It examines global trends and issues that influence the success of sustainability marketing and discusses the role it plays for global companies. Students learn about the key elements of developing a successful marketing approach for sustainable offerings in global markets.
Prerequisite: MKBU 3225.

MKBU 3459. CROSS CULTR CONSUMER INSIGHT. (3 Credits)
This course applies theories of anthropology and ethnography to the study of consumer insights in a cross-cultural context. Topics include the study of cultures and subcultures, ethnographic research designs, customer immersion, and contemporary ethnocentric writing.
Prerequisite: MKBU 3225.

MKBU 4101. ST: PSYCHOLOGY OF PRICING. (1.5 Credits)
When is it better to price a product at $3.99 compared to $4.00? Should an e-tailer include shipping charges in their products' prices or add them separately? Among a marketer's tools, price is arguably the most important because it is the only one that represents revenue, rather than a cost, to the firm. Yet decisions like these are often wrought with complexity and uncertainty. This mini course brings structure to the issue through explorations of consumers' beliefs, feelings, and behaviors with respect to prices and pricing tactics.
Prerequisite: MKBU 3225.

MKBU 4102. ST: FASHION MARKETING. (1.5 Credits)
This course examines the marketing mix through the lens of the fashion industry. Topics to be covered include merchandising, new product development with an emphasis on private label and celebrity brands, customer loyalty programs, and licensing. This course will also explore the key issues and challenges of the fashion business model and discuss emerging trends such as m-commerce, social media and apps.
Prerequisite: MKBU 3225.

MKBU 4105. ST: SERVICES MARKETING. (3 Credits)
Services account for over 75% of the GDP in the US and, even in a difficult economic environment, many sectors are growing rapidly. This course will provide in-depth analysis of the challenges and opportunities in marketing services to consumers and businesses. Students will learn how to identify, create and develop winning service marketing strategies. Topics will include marketing principles, buyer behavior and delivery of service quality from both consumer and business-to-business perspectives.
Prerequisites: (MKBU 3225 or MKCL 3225 or MKCB 3225).

MKBU 4107. ST: SCIENCE OF SHOPPING. (1.5 Credits)
The Science of shopping will examine the anthropological dimensions of retail shopping from four interconnected perspectives: practical, relational, socio-economic and sensory-physical. Students will study the pragmatics of shopping — how people manage to navigate to a store; they will explore shopping malls in terms of self-identity, social class and feelings of community; they will look at the rituals of Christmas shopping; they will evaluate the sensory dimensions of a store in experiential shopping. Form exploring the interplay of there variables, students should receive a practical and theoretical understanding of the retail experience for consumers and its importance to our culture.

MKBU 4108. ST: MARKETING TO YOUNG CONSUMERS. (1.5 Credits)
This course examines special considerations in marketing products designed for infants, preschoolers, kids and tweens. Topics to be covered include concept/product testing with children, advertising to children, the parent vs. child as decision maker, and the role of peer influence on decision making.
Prerequisite: MKBU 3225.

MKBU 4109. ST:REVEALING CONSUMER INSIGHTS. (1.5,3 Credits)
This course aims to teach students about revealing insights and underlying themes from vast consumer data to identify opportunities for improving consumer products, brands and services. Students will learn to discover insights and overall consumer trends and use them to make strategic marketing decisions.
Prerequisite: MKBU 3225.

MKBU 4111. ST:CUBA IN TRANSITION. (1.5 Credits)
Cuba is looking for business models and partnerships that will preserve its egalitarian tradition and its rich historic culture. In this course, through class meetings, assigned readings, and guest speakers, students will learn about the unique Cuban culture and economy that is faced with the challenges of a socialist economic system developing a budding entrepreneurial private sector.

MKBU 4441. MARKETING STRATEGY. (3 Credits)
Students exercise the business skills they have developed in previous course work in all functional fields by applying these techniques and theories to a series of marketing challenges. Case analysis and discussion present an integrated approach to decision making that will achieve corporate objectives.
Prerequisite: MKBU 3225.

MKBU 4442. ST: MKTG FINCL SERVICES. (3 Credits)
The objective of this course is to provide an understanding of the successful strategies associated with the marketing of financial services. Financial services have witnessed a significant growth in marketing activity during the past five years due to industry deregulation, intensified competition, and the emergence of new technologies and products. These changes have made it critical for business students who anticipate being active in financial services to expand their skill sets and to explore new approaches for successful marketing of these services. Many of these approaches are found through systematic exploration of opportunities arising from the financial decision making styles of consumers the dynamics by which technology will be influencing consumer choices in the near future. This course is intended for students who anticipate becoming active marketers of financial services at some point in their careers. Having completed this course, students should be able to manage consumer marketing activities for a wide array of financial services organizations.

Updated: 10-11-2017
MKBU 4443. SPECIAL TOPIC: PERFORMING ARTS IN THE 21ST CENTURY. (3 Credits)
To chart careers with the widest possible scope for their talent, performers must understand the economic system in which they operate. This course provides a basic understanding of the complex business of the arts, through a series of guest lectures by managers of orchestras, theater, dance, and opera companies, record companies, etc. No business experience is required. Offered in collaboration with the Julliard School on their campus at Lincoln Center.
Attributes: COMC, COMM, THEA.
Prerequisite: MKBU 3225.

MKBU 4446. SPECIAL TOPIC: ENTERTAINMENT MARKETING. (3 Credits)
This is a survey course addressing the fundamental planning and strategic concepts and processes essential for marketing entertainment goods and services in today's competitive domestic and global environments.
Prerequisites: (MKBU 3225 or MKCL 3225 or MKCB 3225).

MKBU 4451. SPECIAL TOPIC: DATA DRIVEN MARKETING DECISIONS. (3 Credits)
The course aims at offering students advanced analytical marketing and decision making tools in order to help them solve typical marketing managerial situations. It will allow students to simulate data driven marketing decisions and formulate sound recommendations. The course will deal with lectures that will immediately be applied to case studies and in-class exercises.
Prerequisite: MKBU 3225.

MKBU 4454. SPECIAL TOPIC: SPORTS MARKETING. (3 Credits)
The entertainment sector is a major industry. Within that sector, sports activities are targeting a number of demographic and other segments of the population. While some sports (collegiate and professional) are quite successful in their marketing strategies, others struggle to gain or to hold their audience within a competitive market place. This course evaluates the marketing mix of those sports teams and institutions that are successful and assesses the marketing ingredients of those sports activities that are struggling to gain a larger or profitable share of the audience.
Prerequisite: MKBU 3225.

MKBU 4457. ST: CB CONSULTING PROJECT. (3 Credits)
A team of undergraduate students will have the opportunity to participate in a one semester project acting as consultants in an advisory role. Students will be given a consulting project and asked to complete a plan for a final course of action for which a company can undertake. Students will apply their academic and individual expertise to the development of this plan.

MKBU 4458. SPECIAL TOPIC: INTRODUCTION TO PUBLIC RELATIONS. (3 Credits)
Strategic and tactical approaches are given to public relations as a business and as a business/management tool. Emphasis is on planning and executing public relations programs and activities, including relations with the news media and other external communications as well as internal/organizational communication.
Prerequisite: MKBU 3225.

MKBU 4459. ST: MARKETING THE ARTS. (3 Credits)
Learn how to incorporate marketing techniques, public relations and advertising to develop specific strategies targeting new audiences. These classes will stress how to communicate, present materials and create events that will identify and stimulate new participants. Samples of materials and case studies will be utilized. Selected communities will be analyzed and techniques discussed to best involve them in audience development. For this course, "the Arts" will include theater, dance, museums, painting and the plastic arts. Guest speakers will add both theoretical and practical insights.

MKBU 4462. ST: GLOBAL IMMERSION: ROME. (3 Credits)
This class aims to teach how a city as a whole could be incorporated into the marketing mix and be used for marketing purposes. It is a mix of rigor and eclecticism delivered in an accessible manner, in historical city of Rome. Class meetings prior to departure will be comprised of lectures focused on the class model, as well as film screenings to provide context and prepare students for their experience in Rome.

MKBU 4463. ST: GLOBAL IMMERSION IRELAND. (3 Credits)
This study tour course focuses on doing business in Ireland and the European Union by allowing students to personally experience business practices and culture in this major global market. Students meet with faculty and periodically during the preceding semester to discuss reading assignments and tour arrangements. Students travel to Ireland in early January, to meet as a class with local businesses, advertising agencies, the U.S.-Irish Chamber of Commerce, government agencies, and manufactureres and retailers.
Attribute: GLBB.

MKBU 4465. ST: STUDY TOUR IN PARIS. (3 Credits)

MKBU 4477. ST: STUDY TOUR TO SPAIN. (3 Credits)
This course includes travel to Spain for business and cultural site visits as well as pre-travel lectures, assigned readings, pre-travel exam, company research assignments, and a final research paper.
Attribute: GLBB.

MKBU 4484. ST: STUDY TOUR OF TOKYO. (3 Credits)
This class aims to teach how a city as a whole could be incorporated into the marketing mix and be used for marketing purposes. It is a mix of rigor and eclecticism delivered in an accessible manner, in an extraordinary mega city of Tokyo. Class meetings prior to departure will be comprised of lectures focused on the class model, as well as film screenings to provide context and prepare students for their experience in Japan.
Prerequisite: MKBU 3225.

MKBU 4485. ST: STUDY TOUR ICELAND. (3 Credits)
Students will have the opportunity to learn firsthand the journey Iceland has taken from a country in the middle of a major financial crisis in 2008, to a new era of economic growth beginning in 2011 with growth in GDP as well as declined trends in unemployment. Visits to a variety of marketing/business related companies, both domestic and foreign, will focus on marketing to a segment of the EU that is still in the process of transforming a challenging situation into a country with an improved consumer confidence. A visit to Iceland's capital, Reykjavik, will be a representation of the marketing difficulties that once faced this now thriving city. In addition to business visits, cultural visits will enable students to understand the impact that this financial crisis has had on the social/cultural environment. Students will experience what many regard as“ One of Europe's Recovery Success Stories”
Prerequisite: MKBU 3228.
MKBU 4505. E-COMMERCE. (3 Credits)
This course introduces students to concepts, issues and technologies for transacting electronic business. Topics include use of Internet and Web technologies for interacting with customers and suppliers, electronic business-to-business and business-to-consumer transactions, capturing and processing transactions online, electronic publishing and entertainment, electronic payment, and settlement systems, security and privacy, encryption and firewalls and corporate intellectual property protection. Prerequisite: INSY 2300 or INSY 2400.
Prerequisites: INSY 2300 or INSY 2400.

MKBU 4706. HONORS PROJECT 2 - MARKETING. (3 Credits)
Honors project in Marketing.

MKBU 4999. INDEPENDENT STUDY. (1-4 Credits)

Marketing Intelligence (MIGB)

MIGB 779H. MARKETING DECISION MODELS. (3 Credits)

MIGB 779Z. APPLIED PROJECT. (3 Credits)

MIGB 6710. CUSTOMER-DRIVEN MARKETING. (3 Credits)
This course introduces students to marketing both as a company orientation and as a company function, and emphasizes why and how successful marketing needs to be customer-driven. Interactive class discussions focus on the role and importance of marketing for the entire organization, individuals and society at large. Students learn how marketing interacts with other business functions within a company, as well as how marketing contributes to both the company bottom-line and customers’ well-being. Topics covered include the strategic marketing process; the creation, communication, delivery and exchange of value; market segmentation, targeting, and positioning; and the marketing mix. Lectures, comprehensive case analyses, in-class exercises, and team projects are used to provide a complete understanding of customer-driven marketing practices within a global framework.

MIGB 7720. CONSUMER BEHAVIOR. (3 Credits)
Analyzes the latest social science research and theories to better understand consumer behavior. Special attention is directed to applications in managerial decision-making. Topics including motivation, learning, memory, perception, attitude formation and change and decision-making are covered to explain and predict how consumers behave in the marketplace. Prerequisite: MIGB 6710.
Prerequisite: MIGB 6710.

MIGB 7732. DATA DRIVEN MKTG DECISIONS. (3 Credits)
Analyzes the latest social science research and theories to better understand consumer behavior. Special attention is directed to applications in managerial decision-making. Topics including motivation, learning, memory, perception, attitude formation and change and decision-making are covered to explain and predict how consumers behave in the marketplace. Prerequisite: MIGB 6710.
Prerequisite: MIGB 6710.

MIGB 7785. MARKETING STRATEGY. (3 Credits)

MIGB 8701. MARKETING ANALYTICS. (1.5 Credits)
Exposes students to a variety of marketing metrics including those related to in-store and online brand performance (i.e., Nielsen measures used in CPG/brand management) and the use of those metrics in marketing decision-making. Covers basic data manipulation and analyses of secondary data from syndicated sources, such as Nielsen and IRI. COREQUISITE: MIGB 6710.
Prerequisite: MIGB 6710.

MIGB 8702. EXP CAREER DEV PORTF I. (0 Credits)

MIGB 8703. REVEAL CONSUMER INSIGHTS. (1.5 Credits)

MIGB 8704. QUALITATIVE RESEARCH. (1.5 Credits)

MIGB 8705. APPLIED CRM. (1.5 Credits)

MIGB 8706. EXPERIMENTAL DESIGN. (1.5 Credits)

MIGB 8707. LANGUAGE OF CONSUMERS. (1.5 Credits)

MIGB 8708. JOB ANALYSIS. (0 Credits)

MIGB 8709. DIGITAL MARKETING ANALYTICS. (1.5 Credits)
Provides students with a hands-on experience with using various analytical methods and tools to explore digital marketing, including social media marketing and google analytics.
Prerequisite: MIGB 6710.

MIGB 8712. EXP CAREER DEV PORTF II. (0 Credits)

MIGB 8722. EXP CAREER DEV PORTF III. (0 Credits)

MIGB 8730. INTRO TO MARKETING RESEARCH. (1.5 Credits)
Provides a fundamental understanding of marketing research methods and their applications, offering perspectives from both the provider and user of information needed for managerial decision-making. Discusses the marketing research process with an emphasis on the identification, collection, analysis, and dissemination of data. Topics include problem definition, the use of secondary data, various quantitative and qualitative methods, preparation and evaluation of surveys, and basics of data analysis. Prerequisite: MIGB 6710.
Prerequisite: MIGB 6710.

MIGB 8731. SURVEY & QUESTIONNAIRE DESIGN. (1.5 Credits)
Provides the framework, skills, and tools to develop valid and reliable marketing research techniques. Working in support of marketing objectives, this course examines practical executions of research surveys with consumers and businesses. Enables students to structure and scale research surveys with a variety of implications and methods of analysis, measurement, and evaluation. Prerequisite: MIGB 6710.
Prerequisite: MIGB 6710.

MIGB 8999. TUTORIAL. (1.5 Credits)

Master's Seminar (Gabelli) (MSGB)

MSGB 809A. ADV PRES AND PUBLIC SPEAKING. (1.5 Credits)
A course on advanced skills in public speaking and presentation skills.
Attribute: ESL.

MSGB 809B. ADV CORPORATE COMMUNICATIONS. (1.5 Credits)
A course on advanced communication skills in the corporate environment.
Attribute: ESL.

MSGB 6801. CAREER DEVELOPMENT BOOT-CAMP 1. (0 Credits)
Designed for the MBA cohort to participate in numerous personal and professional development activities to enhance employability and ensure "career readiness." Students will be required to attend a recruitment overview, complete a career assessment and attend a related small group discussion session, complete an Excel workshop, and meet with a career adviser at least once per term to fulfill the career check-in component of the course.

Updated: 10-11-2017
MSGB 6802. CAREER DEVELOPMENT BOOT-CAMP 2. (0 Credits)
This course builds on the foundation laid in boot camp 1. In order to ensure further career readiness, students will take part in a workshop to help them develop cross-functional leadership skills and participate in a presentation skills workshop as well as a negotiations skills workshop. Students are also required to meet with a career adviser at least once per term to fulfill the career check in component of the course.

MSGB 8099. SPECIAL TOPICS. (1.5 Credits)
Broad base seminar course.

Mathematics (MATH)

MATH 12AB. TRANSFER CALCULUS AB. (3 Credits)

MATH 12BC. TRANSFER CALCULUS BC. (3 Credits)

MATH 0100. MATH 0100 EFFECTIVE MATHEMATICAL THINKING. (2 Credits)
A preparatory course to assist students in PCS with the analytical, computational and reasoning skills necessary to succeed in further mathematics courses including Finite Mathematics. Emphasis is on the use of problem solving tools and critical thinking. Topics include numeration, algebra, functions and graphs, probability and sets, logical thinking, and patterns and sequences. This course does not satisfy the mathematical reasoning core curriculum requirement.

MATH 1000. PRECALCULUS. (3 Credits)
This course does not fulfill the Mathematics reasoning portion of the Curriculum. The course is designed to allow students entry into calculus courses.

MATH 1001. MATH FOR BUSINESS: PRECALCULUS. (3 Credits)
A preparatory course to assist students at GSB to take Math for Business: Calculus. Topics include inequalities; linear, polynomial, rational, exponential, logarithm and inverse functions and their graphs; distance, lengths and area of simple regions. This course does not satisfy the mathematical reasoning core area requirement.

MATH 1002. BEATS, VIBRATION AND HARMONY; A MUSICAL PLAYBILL TO MATHEMATICS. (3 Credits)
This course covers classic mathematical concepts found in music. Part one of the course considers consonance and dissonance from the perspective of mathematical properties of trigonometric functions. In the second part of the course, we study combinations of pitches and use these combinations to explain the unique sound characteristics of well-known instruments. The final part of the course deals with the tuning of musical scales and describing symmetries that arise in musical composition. Successful students will be able to use mathematics to explain musical sounds from their everyday experience. They will understand the motivations that led to modern tuning systems and be able to contextualize instrumentation and patterns in contemporary music. The material does not assume a background in Calculus or music theory, and the lectures include experimental demonstrations.

MATH 1003. APPLIED STATISTICS. (3 Credits)
This course covers basic statistical methods such as correlation and regression analysis. Illustrations are taken from a variety of fields. Practical experience with statistical software. Prerequisite: MATH 1203 or equivalent.

MATH 1100. FINITE MATHEMATICS. (3 Credits)
Solutions to systems of linear equations, counting techniques including Venn diagrams, permutations, combinations, probability, Bayes theorem, Markov chains. This course is designed to introduce general liberal arts students to the use of mathematics as a tool in the solution of problems that arise in the "real world". Applications will be chosen from areas such as business, economics, and other social and natural sciences. These applications will be based upon mathematical topics chosen from a field called Finite Mathematics. Specific topics to be covered may include Linear Programming, Probability, Statistics, and Finance. The only prerequisites are arithmetic, elementary algebra, and graphing, which students should already be familiar with from previous high school or college courses and/or the Mathematics Workshop. It will be presumed that students possess basic skills in these areas.

Attribute: MCR.

MATH 1108. MATH FOR BUSINESS: FINITE. (3 Credits)
Open only to CBA students. Solutions to systems of linear equations, elementary matrix theory, linear programming, elementary counting techniques, probability, mathematics of finance.

MATH 1109. MATH FOR BUSINESS: CALCULUS. (3 Credits)
Open only to CBA students. Calculus for business majors. Topics include derivatives of polynomial, rational, exponential and logarithm functions. Curve sketching and optimization problems. The definite integral. Applications are drawn from business and economics.

MATH 1198. HONORS BUSINESS MATH. (4 Credits)
Review of Calculus. Solutions of systems of linear equations using matrix algebra. Discrete and continuous probability. Applications to business. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MATH 1203. APPLIED CALCULUS I. (3 Credits)
Calculus for nonscience majors. Topics include derivatives of polynomial, rational, exponential, and logarithm functions. Curve sketching and optimization problems. The definite integral.

Attributes: ENVS, MCR.

MATH 1204. APPLIED CALCULUS II. (3 Credits)
A continuation of MATH 1203. Topics include derivatives of trigonometric functions, methods of integration and applications, calculus of functions of several variables, Lagrange multipliers. Prerequisite: MATH 1203 or equivalent.

Prerequisite: MTEU 1203.

MATH 1205. APPLIED STATISTICS. (3 Credits)
Course designed for students in fields that emphasize quantitative methods. It includes calculus based preliminary probability material followed by introduction to the basic statistical methods such as estimation, hypothesis testing, correlation and regression analysis. Illustrations are taken from a variety of fields. Practical experience with statistical software. Prerequisite: MATH 1203 or equivalent.

Attribute: ENVS.

Prerequisite: MATH 1203.

MATH 1206. CALCULUS I. (4 Credits)
Calculus for science and math majors. Functions, limits, continuity, Intermediate Value Theorem. The derivative and applications, antiderivatives, Riemann sums, definite integrals, the Fundamental Theorem of Calculus. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENVS, MCR.
MATH 1207. CALCULUS II. (4 Credits)
A continuation of MATH 1206. The definite integral, area, volumes, work. Logarithm, inverse functions, techniques of integration, Taylor polynomials. Prerequisite: MATH 1206 or equivalent. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: MATH 1206 or MATH 12AB or MATH 12BC.

MATH 1700. MATHEMATICAL MODELLING. (4 Credits)
This course shows how discrete and continuous mathematical models can be built and used to solve problems in many fields. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENVS.
Prerequisites: MATH 1206 or MATH 1207.

MATH 1800. INTERNSHIP. (1 Credit)

MATH 1999. SERVICE LEARNING-1000 LEVEL. (1 Credit)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

MATH 2001. DISCRETE MATHEMATICS. (4 Credits)
Topics include elementary logic, set theory, basic counting techniques including generating functions, induction, recurrence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: MATH 1206 or MATH 1207.

MATH 2004. MULTIVARIABLE CALCULUS I. (4 Credits)
The calculus of sequences and series, power series, uniform convergence, vector methods of solid geometry, vector valued functions, functions of several variables, partial derivatives, gradients, Lagrange multipliers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: MATH 1206 or MATH 1207.

MATH 2005. MULTIVARIABLE CALCULUS II. (4 Credits)
This is a continuation of MATH 2004. Topics include vector fields and their derivatives, multiple integrals, line and surface integrals, and the theorems of Gauss, Green and Stokes. Additional topics, as time permits, may cover one or more of the following: differential forms, functions of a complex variable, equations of fluid mechanics, or mean and Gauss curvature.
Prerequisite: MATH 2004.

MATH 2006. LINEAR ALGEBRA I. (4 Credits)
Topics include systems of linear equations, Real and complex vector spaces, linear independence, dimension, linear transformations, matrix representations, kernel and range, determinants and eigenvalues. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: MATH 1206 or MATH 1207.

MATH 2007. LINEAR ALGEBRA II. (4 Credits)
Topics include polynomials, linear independence, dimension, linear transformations, matrix representations, kernel and range, determinants and eigenvalues. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: MATH 2006.

MATH 2008. LINEAR ALGEBRA III. (4 Credits)
Topics include inner product spaces, canonical forms, coding theory.

MATH 2009. LINEAR ALGEBRA IV. (4 Credits)
Topics include polynomials, linear independence, dimension, linear transformations, matrix representations, kernel and range, determinants and eigenvalues. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: MATH 2008.

MATH 2010. LINEAR ALGEBRA V. (4 Credits)
Topics include polynomials, linear independence, dimension, linear transformations, matrix representations, kernel and range, determinants and eigenvalues. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: MATH 2009.

MATH 2011. PROGRAMMING FOR MATH AND SCIENCE. (4 Credits)
Basic Python programming and scripting and basic algorithms of linear algebra. Students will develop their own Python implementations of these algorithms, which form the basis of many computational methods in the sciences. The course is accessible to students in the physical and social sciences, computer science and math. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: CISC 1600.

MATH 3001. LINEAR ALGEBRA II. (4 Credits)
Topics include vector spaces over arbitrary fields, triangular form, Jordan canonical form, inner product spaces, coding theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: MATH 2001 and MATH 2006.

MATH 3002. DIFFERENTIAL EQUATIONS. (4 Credits)
Topics include existence and uniqueness theorems for ordinary differential equations, linear differential equations, power series solutions and numerical methods. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: MATH 2004.

MATH 3003. REAL ANALYSIS. (4 Credits)
Analysis on the real line. Topics include cardinality of sets, limits, continuity, uniform continuity, sequences of numbers and functions, modes of convergence, compact sets and associated theorems. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MATH 3004. COMPLEX ANALYSIS. (4 Credits)
Topics include complex numbers and mappings, analytic functions, Cauchy-Riemann equations, Cauchy integral theorem, Taylor and Laurent series expansions, residue theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: MATH 2004.

MATH 3005. ABSTRACT ALGEBRA I. (4 Credits)
Topics include well ordering and induction, unique factorization, modular arithmetic, groups, subgroups, Lagrange's theorem, normality, homomorphisms of groups, permutation groups, simple groups. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: MATH 2001 and MATH 2006.

MATH 3006. PROBABILITY. (4 Credits)
Topics include discrete and continuous probability models in one and several variables, expectation and variance, limit theorems, applications. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
MATH 3007. STATISTICS. (4 Credits)
Topics include sampling distributions, estimation, testing hypotheses, analysis of variance, regression and correlation, nonparametric methods, time series. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: MATH 3006 and MATH 2004.

MATH 3008. NUMBER THEORY. (4 Credits)
Topics include divisibility and related concepts, congruencies, quadratic residues, number theoretic functions, additive number theory, some Diophantine equations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: MATH 2001.

MATH 3009. MATHEMATICS OF FINANCE. (4 Credits)
The market for options, a type of contract in finance, has grown quickly in the past fifty years. In this course we will explore the Nobel Prize-winning Black-Scholes-Merton model for valuing these contracts. We will introduce basic notions of probability (such as Brownian motion) as well as basic notions from finance (such as the No Arbitrage Principle) and use these to derive and solve the Black-Scholes equation. Prerequisite: Math 2004. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: MATH 2004.

MATH 3010. SCIENTIFIC COMMUNICATION. (4 Credits)
Students develop skills in written and oral communication needed to produce scientific articles, monographs and presentations that are accomplished in both form and content. The course covers both the use of LaTeX to produce work that meets the highest standards of design and typography, and the techniques of writing, organization, and scholarly citation needed to ensure that this work accurately embodies, effectively communicates, and professionally documents the author's scientific thought. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MATH 3012. MATH OF INFINITY. (4 Credits)
Elementary set and function theory. Notion of counting infinite sets, including Hilbert's infinite hotel. Cardinality and infinite cardinals. Cantor's work on infinite sets. Additional topics may include: well-ordered sets and math induction; prime number generators; the Riemann zeta function; logic and meta-mathematics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MATH 4004. TOPOLOGY. (4 Credits)
Topics include open sets and continuity in metric spaces and topological spaces, subspaces and quotient topologies, compact sets, connected sets. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MATH 4006. NUMERICAL ANALYSIS. (4 Credits)
Prerequisites: MATH 1700 and MATH 2006. Topics include approximation of functions, interpolation, solution of systems of equations, numerical integration, and solutions to different equations, error analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: MATH 2004 and MATH 2006.

MATH 4009. TOPICS IN GEOMETRY. (4 Credits)
This course focuses on the study of Euclidean and Non-Euclidean geometries using both axiomatic and discovery based approaches. We review some of the basics in logic and study some of the proofs presented in Euclid's Elements before focusing on more advanced topics. We may use Geometer's Sketchpad in making discoveries and conjectures. We will study the history of the parallel postulate, the discovery of Non-Euclidean Geometry and the attendant philosophical implications. We will build models and focus on some interesting properties in hyperbolic geometry. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: MATH 2004.

MATH 4020. DIFFERENTIAL GEOMETRY. (4 Credits)
This course introduces the geometry of curved spaces in many dimensions, which are the basis of subjects such as Einstein's theory of gravitation. Topics include manifolds, tangent spaces, the Gauss map, the shape operator, curvature, and geodesics. Prerequisites: MATH 2004 and MATH 2006. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: (MATH 2004 or MTEU 2004 or MTRU 2004 or MTLU 2004) and (MATH 2006 or MTRU 2006 or MTEU 2006 or MTLU 2006).

MATH 4022. PARTIAL DIFFERENTIAL EQUATION. (4 Credits)
This course is an introduction to the theory of partial differential equations. The course covers first hyperbolic, heat and wave equations, Poisson's equation and harmonic functions. Topics include Poisson's integral formulas, the method of characteristics, the method of images, maximum principles and barriers and series solutions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: MATH 2005 or (MATH 2006 and MATH 3002).

MATH 4999. INDEPENDENT STUDY. (1-4 Credits)

MATH 5001. PROBABILITY. (4 Credits)
An introductory course in probability theory intended for schoolteachers working on a graduate degree in mathematics education. It presents standard probability topics: combinatorial probability, overview of basic random variables, limit theorems. The course includes pedagogical components such as lesson studies focusing on effective presentation of probability topics in the classroom. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
MATH 5003. GEOMETRY. (4 Credits)
This course focuses on the study of both Euclidean and Non-Euclidean Geometry using axiomatic and discovery based approaches. It is intended for teachers working on a graduate degree in mathematics education. The course includes a pedagogical component such as lesson studies focusing on effective presentation of geometry topics in the classroom and the use of GSP. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Medieval Studies (MVST)

MVST 3057. MEDIEVAL GERMAN LITERATURE: POTIONS, PASSIONS, PLAYERS, AND PRAYERS. (4 Credits)
This course will introduce students to the rich literary and cultural heritage of Medieval Germany. The texts will all be read in English translation, but we will go over some passages in their original languages in class to catch some of the flavor of the Medieval German. Topics covered will include pre-Christian charms, the epic of the Nibelungs, love poetry, and urban carnivale plays. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, GERM.
Prerequisite: GERM 2001.

MVST 3102. MEDIEVAL WOMEN WRITERS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 3210. KING, COURT, AND CRUSADE: WRITING KNIGHTLY LIFE IN THE HIGH MIDDLE AGES. (4 Credits)
This course will view the medieval world through a lens provided by the life and writings of one man, John of Joinville (d. 1317). John was a knight, a crusader, and a close friend of King Louis IX of France (canonized as Saint Louis). He wrote a Life of Saint Louis that is rich with information about his own life, as well as the saintly king's. We will use the Life to open an examination of key themes in the knighthood experience in the high middle ages, including: power, faith, the crusades, noble culture, family and social relations. It will also consider the usefulness of biography-autobiography in understanding the past.
Attributes: AHC, HIST.

MVST 3500. THE KNIGHTS OF THE ROUND TABLE. (4 Credits)
In this course, we will look for the traces of King Arthur and his Knights in modern-day London and its environs. Reading the foundational texts of Arthurian literature right where it all happened, we will be able to go to the sites and see the artifacts that remain. We will be reading excerpts from the early annals and chronicles, which laid the foundation for Arthur's fame in history, and we will follow the exploits of some of the most prominent members of the Round Table as they were depicted in medieval literature: Sir Gawain, the ladies' man (Sir Gawain and the Green Knight, Geoffrey Chaucer's "Wife of Bath's Tale), Sir Perceval, the Grail Knight (Chretien de Troyes, Perceval), Sir Tristrem, the knight who fell in love with his uncle's wife, (Gottfried von Strassburg, Tristan and Isolde) and Merlin the sorcerer (in the modern rendition by Mary Stewart, The Crystal Cave). We are planning excursions that will take us to Winchester to have a look at the tangible, wooden, "Round Table," Stonehenge, the mystical stone circle associated with Merlin and his craft, and Canterbury, the destination of the most important pilgrimage on English soil. In London, we will visit Westminster Cathedral, the British Library, Museums holding Arthurian artifacts, and the Crypt of St. Martin-in-the-Fields for some brass rubbing and afternoon tea. This immersion into medieval culture will allow us to read Arthurian literature in a way uniquely possible in London. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
**MVST 3535. BUILDING THE IDEAL CITY. (4 Credits)**
This course introduces students to the investigation of the role that economic concepts such as profit, work, utility, and exchange play in defining the ideal city as a realizable political project. Students will investigate ethical and economic concepts and their interrelation in the debate on the best form of State and government that developed from antiquity to modern American Utopian Communities. The course includes texts from various sources, philosophical, theological, society developed in time and influence modern political thought. The course focuses on the impact of the socio-economic doctrines of the Church in shaping the idea of a possible, realizable, ideal city.

**Attribute:** AHC.

**MVST 3700. MEDICINE, MAGIC, AND MIRACLES: SICKNESS AND HEALTH IN THE EARLY MIDDLE AGES. (4 Credits)**
This course provides an introduction to the systems of learned medicine of western Europe from Late Antiquity to the High Middle Ages. Using a wide range of sources, including medical texts, hagiography, liturgy, and modern scientific studies, we will explore the distinctions between medical theory and practice, the relationship of secular and ecclesiastical authorities to the compilation of medical knowledge and the fundamental question of what constitutes medicine and what does not. In addition, we will consider the changing definition of illness and health through an investigation of medieval responses to the cataclysm of the Black Death. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attribute:** AHC.

**MVST 3701. ROYAL SAINTS OF MEDIEVAL EUROPE: POLITICS, LITURGY AND GENDER. (4 Credits)**
This course investigates how kings and queens became saints during the European Middle Ages, alongside broader debates about medieval notions of sanctity, gender, and power. Using varied sources including hagiography, liturgy, chronicles, and material culture, we will explore the reasons why royal saints were remembered and the ways they were venerated in the celebrations of the Church. Through a series of case studies, we will also consider the uses of royal saints as propaganda by church and secular authorities to legitimize their rule, promote ongoing Christianizing efforts, and engender zeal for the Crusades.

**MVST 3800. CLOISTERS, CASTLES, AND KINGS: MEDIEVAL BAVARIA. (4 Credits)**
This course will explore medieval secular and church history as it manifested itself in the literature and culture of Bavaria. Includes a study abroad component. Spring break visit to Regensburg and Munich. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attributes:** ALC, COLI, GERM, MLL.

**MVST 4003. WAR AND PEACE: JUST WAR THEORY. (4 Credits)**
This is a Senior values seminar, usually offered in Philosophy. It is a course in applied ethics. It will involve the application of a normative ethical theory to the moral problems associated with war. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attribute:** HIST, ICC.

**MVST 4005. THE MEDIEVAL TRAVELER. (4 Credits)**
This course follows the routes of pilgrims, crusaders, merchants, nobles and peasants as they charted a course for lands of promise and hoped-for prosperity. In Medieval Traveler, we will read selections from the diaries, chronicles, and historical literature written by and about travelers in the Middle Ages. We will begin and end with travelers who sought miracles, marvels, and new trading routes on the cusp of the known world. We will focus in particular on the practicalities of medieval travel, and well as the reasons for traveling: the sacred, the profane, and everything in between. This will be an interactive class, be prepared to discuss and debate issues of interest. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attributes:** ENGL, GLBL, HIST, ICC, OCST, REST.

**MVST 4006. DANTE’S COSMOS SCIENCE, THEOLOGY AND LITERATURE. (4 Credits)**
This course investigates Dante’s cosmos in the Divine Comedy through medieval science, theology, and poetry. Disentangling the context of the Comedy from Dante’s encyclopedic culture through reading in the disciplines of his time will lead students to a deeper comprehension of the multidimensionality of Dante’s universe than is possible through any singular disciplinary. The course will broaden students perception of the medieval cosmos in contrast with contemporary notions of cosmology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attributes:** IIC, ITAL, MLL.

**MVST 4007. MEDIEVAL FOUNDATIONS OF MODERNITY. (4 Credits)**
This course retraces the foundations of modern consciousness in Petrarch’s works through poetry and philosophy. Students will concentrate on Petrarch’s library and philosophical works to explore the passage from a medieval to a humanist vision of the self and of the world. The interdisciplinary approach of the course will provide a deeper understanding of Petrarch’s ideas on the educative role of the intellectual, the crisis of scholastic thought, and the emergence of a new perception of the self. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attributes:** COLI, ICC, ITAL.

**MVST 4008. MEDIEVAL AUTOBIOGRAPHIES. (4 Credits)**
Although writing about oneself is often considered classical or modern, and autobiography was not classified as a genre until the eighteenth century, a handful of medieval clerics, monks, mystics, nobles and merchants wrote about their own lives. These autobiographical accounts, and the conventions and societies that shaped them are the topic of the course. By asking both the questions of genre, narrative voice, subjectivity and authorship usually posed by literary analysis, and the historical questions of what such sources about past authors, audiences and the societies that read and copied the lives, the goal is to understand autobiography and the sources themselves from an interdisciplinary perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attributes:** HIST, ICC.


**MVST 4009. MEDIEVAL JERUSALEM.** (4 Credits)
What has made Jerusalem so beloved to - and the object of continual strife for - Jews, Christians, and Muslims? This course will explore the ancient and medieval history of Jerusalem, from its Jebusite inhabitants before the time of King David through Suleiman’s construction of the modern city walls in the 1540s. Students will learn to analyze a variety of literature, through which we will explore the themes of sacred space, conquest, destruction and lament, pilgrimage and religious political. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attributes:** ICC, JWST, MEST, OCST, REST.

**MVST 4654. MEDIEVAL LONDON.** (4 Credits)
This course draws on material and documentary sources to explore the townscape of medieval London-its wards, streets, and buildings- and the social life of its people, including their daily routines, work, and rituals. We will examine such documentary sources as chronicles, charters, and wills, along with material evidence from human skeletons, excavated houses and churches, coins pottery and clothing.

**Attributes:** HIST, ICC.

**MVST 4998. STUDY TOUR: MEDIEVAL SPAIN.** (4 Credits)
One of the great medieval pilgrimage routes, the Camino de Santiago crosses northern Spain from the passes of the Pyrenees to Santiago de Compostela. This study-tour will consider the legends of the Camino, some of its many surviving monuments, and the modern revival of the pilgrimage by walking for two weeks with the peregrinos/-as from Leon to Santiago de Compostela. This class will meet periodically at Fordham before the walk to discuss reading assignments and prepare. A journal is required at the end of the course. Fees and travel costs not included. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attributes:** EP3, ICC.

**MVST 4999. INDEPENDENT STUDY.** (1-9 Credits)

**MVST 5024. MEDIEVAL POLITICAL THOUGHT.** (3-4 Credits)

**MVST 5031. BYZANTIUM, ISLAM AND THE WEST.** (4 Credits)
This course is a seminar specifically designed around an exhibition at the Metropolitan Museum of Art opening in March 2012. Byzantium and Islam: Age of Transition (7th-9th century). The exhibition offers a unique opportunity to study not only the impact on the visual arts of the interaction of the Byzantine and Islamic cultures at this critical historical period, but also to examine the art of architecture of Carolingian France and Visigothic Spain from this perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**MVST 5050. WORLD OF LATE ANTIQUITY: INTRO TO HISTORY, ART AND CULTURE.** (4 Credits)
This course offers an introduction to the history, art and culture of the Late Antique world from the third to the sixth century. We will explore the older narratives of decline in this period alongside powerful alternatives proposed by scholars more recently, drawing on both primary sources and monuments and critically examining the secondary literature that studies them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attribute:** CLAS.

**MVST 5070. MANUSCRIPT CULTURE.** (4 Credits)
Introduction to principles, materials, and study of medieval manuscripts and primary documents as well as to problems of evaluation of the cultural contexts of their production and use. Ancillary topics will include manuscript illumination, the resources of codicology and paleography, the preparation and evaluation of modern editions, the assessment of readership and patronage, material philology and the materialism of the middle ages, the development of libraries. Students will do hands-on work with primary sources at the Morgan Library, the rare book collection of the New York Public Library, and the rare books and manuscripts collection in Walsh Library. Final projects will be tailored to the students' primary research areas and expertise. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**MVST 5077. EDITING MEDIEVAL TEXTS.** (4 Credits)
This is a course in the theory and practice of editing, especially as it relates to medieval texts, with most of the examples coming from Middle English. We'll give attention to documentary, historical, and aesthetic approaches, and we will spend some time exploring digital methods and concerns. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**Attribute:** ENGL.

**MVST 5078. MEDVL BOOKS & MATERIALS.** (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**MVST 5095. MEDIEVAL PILGRIMAGE.** (4 Credits)
Pilgrimage will be conceptualized broadly, entertaining a variety of aims for travel and also considering the pilgrimage form as a purely conceptual exercise as well as a journey with more practical aims. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**MVST 5100. CULTURES OF MUSIC AND SOUND IN THE MEDIEVAL WORLD.** (4 Credits)
Music and Sound enriched every facet of pre-modern life, liturgy and ritual above all. This interdisciplinary seminar introduces medievalists - especially those without formal musical education- to the cultures of medieval and Renaissance music. It should enable students from any discipline to engage music and the sonic more fully in their research and teaching. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**MVST 5200. MEDVL IBERIAN LIT & SOC.** (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

**MVST 5201. THE RENAISSANCE OF THE 12TH CE.** (4 Credits)
This graduate seminar explores the religious, intellectual, literary, and cultural contours of the "long" 12th Century with equal weight given to the diversity of medieval sources that survive and to modern historiographic interpretations. The class will include visits to the Coisters museum and to the Morgan library. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
MVST 5205. COURT CULTURE MED IBERIA. (4 Credits)
This course will explore the cultural, social, political and religious tensions that helped to form medieval Iberian courtly communities from the 10th to the 15th centuries. The unique situation of Iberia during this period, when the centralization and consolidation of sovereignty occurred in different religious and cultural contexts (Islamic and Christian) and political territories (Castile, Aragon) allows for a diverse, rich and contrasted analysis of medieval court culture. Our approach will be multidisciplinary and include literary texts, artistic manifestations, legal codes, religious writings, and chronicles. Among the courts to be studied will be the Omeyyid court of the 10th century Cordoba, the Muslim kingdoms of 11th century Granada and Zaragoza, the Christian courts of Alfonso X of Castile and Jaume I of Aragon, and the late medieval court of Isabella Ferdinand. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5300. OCCITANIA: LANGUAGE AND POWER. (3 Credits)
This course introduces students to the cultural world of a medieval "south": Occitania. Texts in Old Occitan include documentary writing, historical narrative, and the poetry of the troubadours. Topics include urban/rural communities, gender and power, the Albigensian crusade and its aftermath and the beginning of vernacular book production.

MVST 5305. Writing East: Outremer and Identity in the Middle Ages. (4 Credits)
As the stage for the central events of the Gospel narrative, the lands of the eastern shore of the Mediterranean long occupied a central place in the collective imagination of Latin western Europe. Over the course of the Middle Ages, however, increasingly frequent encounters resulting from trade, pilgrimage, and crusade not only enriched the European image of the East, but vastly enhanced the significance to how medieval Christians approached the eastern Other. This course will trace the rise of a discourse of differences centered in what was called in England and France, "Outremer," the land beyond the sea. Together with medieval literary productions, histories, letters and travel narratives, we will read works from the growing body of scholarship on this important topic.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5570. MEDIEVAL CRUSADES. (4 Credits)
This course adopts an interdisciplinary approach to the study of the medieval crusades in the Levant, southern France, Iberia, and the Baltic, with attention paid to the Islamic and Byzantine perspectives. The sources to be discussed include chronicles, charters, sermons, literary texts, songs, and hagiography, as well as architectural and artistic monuments and objects. Among the themes to be treated are crusader motivations, crusades and memory, European 'colonization', women and family in crusading society, crusading liturgies, the military orders, and diplomacy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 5707. Meditation, Contemplation, and the Spiritual Senses. (4 Credits)
The late Middle Ages saw an astonishing proliferation of texts, practices, and styles of devotion seeking to draw human beings closer to God through the body. New emphasis on Christ's humanity and Aristotelian natural philosophy prompted the rediscovery of the five corporeal senses and their cognitive processes in devotional literature. In this course, we will examine the languages, knowledges, desires, and anxieties surrounding the senses in a diverse corpus of texts, probing them for their theological import as much as for their literary design. Major authors: Aristotle, Augustine, Origen, Hugh of St. Victor, Bonaventure, Richard Rolle, Chaucer, Margery Kempe, Meditationes Vitae Christi.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 6209. THEMES IN PRECONQUEST LIT. (4 Credits)
This course is an advanced-level seminar on the language and literature of Anglo-Saxon England. We will read (in Old English) texts including poetry, homilies, saints' lives, and chronicles. Substantial attention will also be given to Anglo-Saxon palaeography and relevant critical literature, with the aim of providing students with the resources needed for the scholarly study of OE. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 6232. FR OF ENG: DOC & LIT CULT. (4 Credits)
This course focuses on law, mercantile, medical and other forms of documentary and civic texts in the French of England, as well as literary texts, both the well-known and the under-researched: texts with Middle English versions will be included wherever possible. For newcomers to the subject, a linguistic practicum, which should be regarded as obligatory, is offered in the hour preceding the class meeting: some knowledge of modern French is a must. Some linguistic work together with seminar student presentations and discussion takes place in each class. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 6700. MEDIEVAL SCHOLASTICISM. (4 Credits)
This interdisciplinary graduate course will provide an introduction to the history, theology, and philosophy of the Scholastic movement in the High Middle Ages. Topics to be considered include: the economic, social, political, religious, and educational transitions that together constitute the "renaissance of the twelfth century"; the rise of open urban schools and the development of the university; and characteristic modes of thought and discourse in scholastic theology and philosophy. Thinkers to be examined include Anselm of Canterbury, Hugh and Richard of St. Victor, Peter Abelard, the school of Laon, Peter Lombard, Albert the Great, Thomas Aquinas, Bonaventure, John Duns Scotus, and William of Ockham. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MVST 8100. INTERNSHIP FOR MEDIEVALISTS. (1 Credit)
This is the obligatory tutorial to be taken in conjunction with any internships taken at libraries, museums, or other institutions of professional interest to medievalists. The student will meet with the instructor regularly to reflect on their internship experience and document their work in an appropriate format (journal, blog etc)
MEST 8500. INDEPENDENT RESEARCH. (1-4 Credits)
MEST 8501. INDEPENDENT RESEARCH. (1 Credit)
MEST 8999. TUTORIAL. (4 Credits)

Middle East Studies (MEST)

MEST 1999. TUTORIAL. (1 Credit)

MEST 2000. INTRODUCTION TO THE MODERN MIDDLE EAST. (4 Credits)
A multidisciplinary introduction to the modern Middle East and North Africa from the perspectives of history, anthropology/sociology, economics, political science and international affairs. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, JWST.

MEST 2400. MIDDLE EAST DILEMMAS. (4 Credits)
This course examines intellectual, political, and social change and reaction to it in the Middle East from 18c to the 21c. Focus is on the impact of the West, the transformation of identities, the constancy of tradition, the establishment of modern nation-states, and the effects of globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MEST 2600. MEDIEVAL ISLAM. (4 Credits)
This course surveys the rise of Islam in Arabia and its spread throughout the Mediterranean and beyond. It examines Muslim civilization and its institutions in the medieval period, the impact of Turkic and Mongol invaders, and the rise of the Ottoman and Safavid Empires. Emphasis is on the political and cultural role of the religious and military classes, on the impact of Islam on gender and minorities, and on the various exchanges with Christendom. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MEST 3324. ISRAEL IN FICTION AND FILM. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: CO1.

MEST 3500. MODERN EGYPT. (4 Credits)
This course will survey the transformation of Egypt from the end of the 18th century to the present. A dormant Ottoman province when Napoleon Bonaparte invaded it in 1798, by the end of the 19th century, Egypt had turned into the region's entrepot while evolving as a center of political and cultural dynamism. During the Cold War, the country emerged as the USSR's main client in the Middle East until the Camp David Accords of 1979 when it became a strategic partner for the US. Topics to be covered include British economic and French cultural imperialism; the genesis and growth of Egyptian nationalism; urbanization; gender issues; foreign resident minorities; the Muslim Brotherhood; the formation of a modern indigenous bourgeoisie; Nasser's revolution, its impact, and his pan-Arabism; Sadat's domestic and regional policies, crony capitalism under Mubarak; and the re-Islamization of society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: GLBL.

MEST 3501. MODERN TURKEY AND IRAN. (4 Credits)
This course will assess the ideas, events, and personalities that contributed to the transformation of the Ottoman and Persian Empires into modern Turkey and Iran respectively in the past two centuries. Topics examined comparatively will include the impact of the west, the internal forces of modernization, Islamist and other reactions to such developments, the formation of nationalist identities, authoritarian transition to modern democracy in Turkey and Islamist republic in Iran education, industrialization, urbanization, religion, and mass politics, gender and minorities, and the impact of regional dynamics since the end of World War II. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MEST 3502. PALESTINE-ISRAEL CONFLICT. (4 Credits)
This course examines the issues, events, and personalities that shaped dynamics between Jews and Palestinians from 19th-century nationalism to the present. Topics include land and its symbolism, religious identity, political aspirations and frustrations, the origins and consequences of wars, as well as regional and global interplay. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, JWST.

MEST 3620. ISLAM IN AMERICA. (4 Credits)
This course will examine the history of Islam and the experience of Muslims in American from the time of the slave trade to the present day. Through a close analysis of both primary and secondary materials, students will explore – through speaking and writing exercises – the rich diversity of US Muslim communities and their multi-faceted contributions to the global umma and the formation of an “American Islam”. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP3, PLUR.

MEST 3701. URBAN THEATRE DANCE AND MUSIC. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: GLBL, INST.

MEST 3702. URBAN THEATRE, MUSIC, DANCE: CULTURE AND THE FORMATION OF MIDDLE EAST IDENTITIES. (4 Credits)
Performances, productions, and some museum and gallery trips will enable students to witness bold, artistic works of the Middle East as seen through the lens of the art world of urban New York and Paris. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MEST 3800. INTERNSHIP. (3 Credits)

MEST 3901. THE MIDDLE EAST IN FILM. (4 Credits)
Using documentaries and features from Algeria to Yemen, this course examines politics, religion, gender, and minorities as well as love, comedy, and music, sometimes all together, and their impact on the region's diverse societies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
Military Science ROTC (MLSC)

MLSC 1001. LEADERSHIP LABORATORY I. (0 Credits)
Provides practical experience within the setting of a military organization to develop discipline and team work. The course provides opportunities to apply learned leadership principles and to plan, instruct and practice military skills such as drill and ceremonies, marksmanship, communications and physical fitness. Students in the Basic Course are organized into squads and platoons under the supervision of Advanced Course cadets. Senior cadets are responsible for Basic Course training and logistics and function as officers within the cadre battalion. Cadets who will attend ROTC National Advanced Leadership Camp are provided with an intensive program of military and leadership skills enhancement and assessment under cadre direction.

MLSC 1002. LEADERSHIP LABORATORY I. (0 Credits)
Provides practical experience with in the setting of a military organization to develop discipline and team work. The course provides opportunities to apply learned leadership principles and to plan, instruct and practice military skills such as drill and ceremonies, marksmanship, communications and physical fitness.

MLSC 1101. INTR LDRSHIP & US ARMY 1. (0 Credits)
This is an introductory course open to all students without obligation. It focuses on the military as a profession and examines its organization, ethics and values. The course explores the responsibilities and impact of leadership and the rules, customs and traditions of military service. Students are introduced to the fundamentals of land navigation, physical fitness, drill and ceremonies, first aid and public speaking.

MLSC 1201. BASIC LDRSHIP & MGMT II. (0 Credits)
Open to all students without obligation. The course explores leadership principles, decision-making and team building. Students are introduced to tactical systems and the field environment. Students learn advanced techniques in land navigation, terrain association, and first aid. Students also begin their program in professional military reading.

MLSC 2001. LEADERSHIP LABORATORY II. (0 Credits)
Provides practical experience within the setting of a military organization to develop discipline and team work. The course provides opportunities to apply skills such as drill and ceremonies, marksmanship, communications and physical fitness. Students in the Basic Course are organized into squads and platoons under the supervision of Advanced Course cadets. Senior cadets are Leadership Camp are provided with an intensive program of military and leadership skills enhancement and assessment under cadre direction.

MLSC 2002. LEADERSHIP LABORATORY II. (0 Credits)
Provides practical experience within the setting of a military organization to develop discipline and team work. The course provides opportunities to apply learned leadership principles and to plan, instruct and practice military skills such as drill and ceremonies, marksmanship, communications and physical fitness.

MLSC 2101. BASIC LDRSHIP DEVEL-PH 1. (3 Credits)
Open to all students without obligation. Continues the basic leader development process. The course focuses on applying the fundamentals of leadership and team-building skills. Students gain an understanding of small team dynamics and the roles and responsibilities of junior leaders. The course further reinforces the ideals of service, ethics and values and develops students' confidence in their own skills, knowledge and attributes.

MLSC 2201. BASIC LDRSHIP DEV PHASE II. (3 Credits)
Open to all students without obligation. The course continues the application of leadership and team-building principles. Proficiency in individual skills and leadership abilities is assessed during situational training to evaluate students in leadership roles. Advanced techniques in problem analysis, sound decision making, planning and organizing, delegation, control and interpersonal skills. Advanced small team operations, movement techniques and tactics are emphasized.

MLSC 3001. LEADERSHIP LABORATORY III. (0 Credits)
See MSBU 4001 for description.

MLSC 3002. LEADERSHIP LABORATORY III. (0 Credits)
Provides practical experience within the setting of a military organization to develop discipline and team work. The course provides opportunities to apply learned leadership principles and to plan, instruct and practice military skills such as drill and ceremonies, marksmanship, communications and physical fitness.

MLSC 3101. ADV LDRSHIP & MGMT-PH 1. (0 Credits)
Expands and refines the leader development process. This is an intensive program to prepare cadets for tasks, skills and responsibilities associated with Advanced Camp. Cadets are trained and evaluated on the full range of leadership skills and attributes. Written and oral communication skills, motivational behavior, interpersonal skills, administrative procedures, decision-making and military field skills are emphasized. Must be taken in conjunction with MSBU 3001.

MLSC 3201. ADV LDSP & MGMT PHASE II. (3 Credits)
Expands on the skills introduced in MSBU 3101 and incorporates increasingly challenging situations involving military technical, tactical and leadership skills. Advanced training in marksmanship and physical fitness is emphasized. Course culminates with several field training exercises where students are placed in simulated combat and evaluated on performance. Course is designed to bring cadets to peak proficiency in physical conditioning and leadership ability. Must be taken in conjunction with MSBU 3001.
MLSC 4001. LEADERSHIP LABORATORY IV. (0 Credits)
Provides practical experience within the setting of a military organization to develop discipline and team work. The course provides opportunities to apply learned leadership principles and to plan, instruct and practice military skills such as drill and ceremonies, marksmanship, communications and physical fitness. Students in the Basic Course are organized into squads and platoons under the supervision of Advanced Course cadets. Senior cadets are responsible for basic course training and logistics, and function as officers within the cadet battalion. Cadets who will attend ROTC Advanced Camp are provided with an intensive program of mental and leadership skills enhancement and assessment under cadre direction.

MLSC 4002. LEADERSHIP LABORATORY IV. (0 Credits)
Provides practical experience within the setting of a military organization to develop discipline and team work. The course provides opportunities to apply learned leadership principles and to plan, instruct and practice military skills such as drills and ceremonies, marksmanship, communications and physical fitness.

MLSC 4101. CMD/STF TRAIN & MGMT-PH1. (0 Credits)
Refines military skills and knowledge to the precommissioning level. Senior students assume leadership roles as cadet commanders, staff officers, or staff assistants responsible for the planning, coordination and execution of all cadet training and operations. Training focuses on Army legal, administrative, and logistical systems and training methodologies. It reinforces individual competencies and maximizes opportunities for practical application of leadership skills. Must be taken in conjunction with MSBU 4001.

MLSC 4201. CMND & STF TRNG & MGT II. (4 Credits)
Culminates the leader development process at the precommissioning level. Designed to prepare cadets for transition from cadre to Second Lieutenant. Instruction seeks to expand the frame of reference. Cadets examine ethical and legal issues related to being an officer and continue to improve their leader and decision-making skills. Several practical exercises and field training events supplement classroom instruction. Must be taken in conjunction with MSBU 4001. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MLSC 4999. TUTORIAL. (3 Credits)

Modern Languages (MLAL)

MLAL 1010. SPANISH COLONIALISM THROUGH FILM. (3 Credits)
Study of US and foreign cinematographic representations of Spanish imperialism and conquest, accompanied by readings and pertinent Colonial chronicles in translation.
Attributes: EP1, EP2, LALS, MANR.

MLAL 1100. INTRODUCTION TO LINGUISTICS. (3 Credits)
An introduction to linguistics, the study of language. The course surveys the core domains of theoretical linguistics including phonology, syntax, and semantics as well as select areas of applied linguistics. Taught in English.
Attributes: CLAS, COFI, ENGL.

MLAL 1210. LITERATURE AND SOCIETY. (3 Credits)

MLAL 1230. HISTORY AND THE NOVEL: DON QUIJOTE AND MODERN LITERATURE. (3 Credits)

MLAL 1240. TRAGEDY AND COMEDY. (3 Credits)

MLAL 1250. TRADITION OF STORY-TELLING. (3 Credits)

MLAL 1500. INTRODUCTION TO PSYCHOLINGUISTICS. (3 Credits)
An introduction to psycholinguistics, also called the psychology of language. The course focuses on how the mind and brain acquire and process language across the lifespan and in different populations. Taught in English.

MLAL 2000. T&C: REMEMBERING ITALY'S LONG CENTURY IN LITERATURE, FILM, AND MUSIC. (3 Credits)
This course examines the way in which the literary and artistic forms of modern Italy represent political and social movements such as revolution, unification, modernization, and migration. We will focus on texts from the 19th, 20th and 21st centuries that utilize differing modes--such as fiction, nonfiction, film, poetry, and music--and we will analyze how these texts draw upon, reflect and refashion the meaning of historical events. In juxtaposing texts of different types, we will explore the mechanisms by which symbols and ideas are inherited through and adapted to differing contexts. Taught in English.
Attributes: EP2, TC.
Prerequisite: ENGL 1102.

MLAL 2100. ADVANCED GERMAN GRAMMAR. (4 Credits)
The course is designed to help students gain more insight into the structure of the German language and to further develop and strengthen their knowledge of German grammar. Survey and practice of German grammar as well as more advanced features of German syntax and style. Course will be conducted in English with readings and exercises in German. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: GERM 2001.

MLAL 2601. RUSSIAN CONVERSATION AND COMPOSITION. (4 Credits)
This course provides intensive practice of spoken and written language with an emphasis on vocabulary building and idiomatic fluency. The course uses various media from film to news sources in order to expand students' familiarity with contemporary Russian culture. Recommended for students interested in pursuing upper-level Russian literature and culture courses. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MLAL 2820. GERMAN TEXTS ON FILM. (3 Credits)
Subtle: Parallels and doppel ganger. This course investigates identity through parallels lives and uncanny encounters.
Attribute: COFI.
MLAL 3000. GENDER AND SEXUALITY STUDIES. (4 Credits)
This course investigates contemporary theories of gender and sexuality from a range of disciplinary perspectives. The course explores how gender and sexuality function as dimensions of social identity, difference, inequality, and power. Students will be introduced to a range of theoretical schools that concern a range of identities, respond to earlier theoretical formulations, and engage activism and historical experiences. Students will be introduced to concepts such as the social construction of gender, queerness, gender difference, intersectionality, universalism, identity politics, reproductive justice, materialist and/or versus symbolic theories, masculinity studies, critical race theory, sex positivity and pornography studies, and a range of feminist accounts of gender. The course foregrounds feminist, queer, critical race, postcolonial, and other critical scholarly literatures and methods. While it focuses on the contemporary period (after 1975), the course surveys a range of theories, situating them in social and political context. Disciplinary focus may vary from year to year, but the interdisciplinary character of the field will be retained. Taught in English. Coursework in Spanish for credit toward the Spanish major or minor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, LALS, PLUR, SPAN, WCSS.

MLAL 3001. THE ITALIAN AMERICAN EXPERIENCE IN LITERATURE AND FILM. (4 Credits)
The Italian American experience has found cogent and compelling expression in numerous works of fiction, poetry, drama and cinema. The rich documents left by immigrants from the earliest times to the contemporary writers provide a rich body for exploring styles, achievements, traditions and, generally, the life of Italian Americans and their changing status and civic concerns. The course discusses the representation of Italian American identity, stereotypes, family relationships, sexual mores, political and social values. The contribution of Italian Americans to the various art forms of the American world will be highlighted. The discussions will include theories from the most recent ethnic studies. Authors and critics to be studied are Di Donato, Tusiani, Mangione, Aridizzone, Puzo, Barolini, Stella, Gardaphè, Marazzi, Scorsese, among others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MLAL 3007. SPANISH LINGUISTICS. (4 Credits)
This course focuses on the linguistic study of the Spanish language. The course surveys the formal domains of linguistics - including phonetics, phonology, syntax, semantics, and sociolinguistics — with an exclusive focus on the Spanish language. The course is taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. 
Attribute: ALC.

MLAL 3010. POLITICS AND POETRY IN THE MIDDLE AGES: THE RISE OF VERNACULAR CULTURE IN THE MEDITERRANEAN. (4 Credits)
This course analyses the development of vernacular culture and literature in the Mediterranean during the Middle Ages. Students will explore the political, historical, and linguistic context within which vernacular languages and cultures emerged between the XI-XIII centuries. Following Dante’s On Vernacular language - the first linguistic and poetic “map” of the Middle Ages- students will retrace the interrelations linking the Italian vernacular culture to the other traditions within the “romance” domain in the Mediterranean. With the imperial court of Frederick II in Sicily, the Pope in Rome, and the most powerful centers of trade and finance in Florence and other Italian city-states, the Italian peninsula provides a special standing point for the analysis of the relationship between poetry and power in different political contexts: the court of the emperor Frederick II and the powerful communal republics in center and northern Italy will be the focus of the course. Among the texts, authors, and movements included are: Provencal and Italian trobadours; the “Sicilian School” and the encyclopedic culture at the court of the emperor Frederick II (poetry, law, philosophy, medicine, astronomy, translations); religious literature and the Tuscan School of poetry (S. Francis, Jacopone da Todi, Guittone d’Arezzo); the “New Sweet Style” (Guido Guinizzelli, Guido Cavalcanti, Dante Alighieri). Fulfills the Advanced Literature requirement of the core and satisfies the requirement of Minor and Major in Italian. Cross-listed with MVST and COLI. Taught in English with coursework in Italian for credit in Italian. ITAL 2500 or ITAL 2561 or Instructor’s Permission Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, ITAL, MLL, MVST.
Prerequisites: ITAL 2500 or ITAL 2561.

MLAL 3022. PRINCIPLES OF WORLD LANGUAGE LEARNING AND TEACHING. (4 Credits)
This course will introduce undergraduate students to a variety of frameworks that inform good practices for foreign language learning and teaching. We will examine the implications of different views of the learner and the learning process on the teaching of world languages. We will discuss how different teaching methodologies respond to different learning contexts, needs, and purposes and we will be actively engaged in connecting theories and actual teaching practices with respect to various levels of instruction. Taught in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MLAL 3040. CHINESE LANGUAGE AND SOCIETY. (4 Credits)
This course will familiarize students with major topics concerning Chinese language and society. We will explore the ways in which the language helps shape and is shaped in turn by the social, cultural, historical and political situations in China. Conducted in English. Coursework in Chinese for credit toward the Mandarin Chinese minor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
MLAL 3043. MODERN CHINESE LITERATURE. (4 Credits)
Survey of modern Chinese literature: this course will introduce students to major writers and canonical works from China's modern period. We will discuss formal aesthetics, historical contexts, cultural upheaval and transformation, gender and class relations, family and kinship, as well as dialogues between national and regional imaginaries. All readings in English (students may opt to read in Chinese). No previous knowledge of China or Chinese required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, GLBL.

MLAL 3045. WOMEN IN CHINESE LITERATURE AND SOCIETY. (4 Credits)
In this course we will examine issues of gender and representation in the context of Chinese society. We will explore the roles that women have played in China, how women are portrayed in various Chinese texts and genres - poetry short stories and novels, and films - and how Chinese women write about themselves and others. This course is taught in English and no prior knowledge of Chinese is required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, INST.

MLAL 3047. CHINESE CULTURE: TRADITIONS AND TRANSFORMATION. (4 Credits)
This course provides a broad introduction to Chinese culture from earliest times to the contemporary period. Students will engage with diverse genres including philosophical texts, Buddhist sutras, folklore, modern fictions, films and visual materials. We will explore topics on Chinese culture, including philosophical and religious systems, the status of art, gender roles, encounters between tradition and modernity, and legacies of Maoism. All readings in English (students may opt to read in Chinese). No previous knowledge of China or Chinese required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, GLBL.

MLAL 3057. MEDIEVAL GERMAN LITERATURE: POTIONS, PASSIONS, PLAYERS, AND PRAYERS. (4 Credits)
This course will introduce students to the rich literary and cultural heritage of Medieval Germany. The texts will all be read in English translation, but we will go over some passages in their original languages in class to catch some of the flavor of the Medieval German. Topics covered will include pre-Christian charms, the epic of the Nibelungs, love poetry, and urban carnaval plays. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, GERM, MVST.
Prerequisite: GERM 2001.

MLAL 3060. MAGIC AND REALITY IN RUSSIAN LITERATURE. (4 Credits)
Explores the traditions of Mysticism and the Fantastic in Russian literature. By analyzing magical motifs both as an exploration of the inexplicable and as an artistic means to counter social and ideological oppression, students will develop their understanding of different periods and aspects of Russian, Soviet and Post-Soviet culture. Selected readings include works by Pushkin, Gogol, Dostoevsky, Bulgakov, Petrushevskaya and Pelevin, among others. Conducted in English.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, INST, OCST.

MLAL 3065. DOSTOEVSKY. (4 Credits)
This course explores the oeuvre of Fyodor Mikhailovich Dostoevsky (1821-1881), one of the greatest Russian novelists and world literature's most insightful psychologists. Select texts include: The Gambler, The Idiot, The Adolescent, The Brothers Karamazov (dubbed by Freud "the most magnificent novel ever written"), several short stories, etc. TAUGHT IN ENGLISH. May count toward Minor in Russian if course work is completed in Russian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: OCST, RUSS.

MLAL 3070. RUSSIAN VISIONS: THE INTERPLAY BETWEEN RUSSIAN LITERATURE AND ART IN MID-19TH/EARLY 20TH CENTURY. (4 Credits)
This interdisciplinary course explores the interaction between the Russian visual arts and Russian literature during two artistically flourishing periods of Russian and early Soviet history in the nineteenth and twentieth centuries. The first is the rise of the daguerreotype in Russia (and photojournalism shortly thereafter) in conjunction with the rise of the Natural School in Russian literature in the 1840s. The second is the pinnacle of the Russian avant-garde (1917-1932: and visual art from several movements such as Constructivism, Zaum, Russian Cubism and Cubo-Futurism) in conjunction with the brilliant work of dissident Soviet writers during this time. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: OCST, RUSS.
MLAL 3080. TOLSTOY, DOSTOEVSKY AND THE MEANING OF LIFE AND DEATH. (4 Credits)
We will read two works — one large book on Russian family life, one short meditation on death — from each of Russia’s two most famous authors: Leo Tolstoy and Fyodor Dostoevsky. We will read Tolstoy’s Anna Karenina (1878) and The Death of Ivan Ilych (1886) and Dostoevsky’s The Brothers Karamazov (1880) and The Dream of a Ridiculous Man (1877). Tolstoy and Dostoevsky are each profound psychologies and religious philosophers. While Tolstoy masters interpersonal and societal relations, Dostoevsky illuminates the extreme ranges of the human psyche. Tolstoy’s Levin in Anna Karenina asks “What is the meaning of life?” and Dostoevsky’s Ivan Karamazov struggles to reconcile God’s creation with the suffering of innocent children. The two novels were written in close proximity of each other and bear fruitful comparisons. Tolstoy’s The Death of Ivan Ilych explores the mind of a prestigious court official who is terminally ill. Dostoevsky’s The Dream of a Ridiculous Man reveals the story of a man who dreams his own death. These two great authors are often pitted against each other, but Dostoevsky himself described Tolstoy’s Anna Karenina as “flawless,” and Tolstoy adored Dostoevsky’s religious teachings in The Brother’s Karamazov expressed through the character of Father Zosima. This course shows how the works of the great Russian writers compliment our understanding of life and death. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

MLAL 3115. HISTORY AND THE NOVEL: DON QUIXOTE AND MODERN LITERATURE. (4 Credits)
Examination of the fundamental character, role and value of the Quixote as the first “modern” novel, as a unique product of Western civilization, and of its immediate influence, imitation and development in other Western literatures and cultures. The evolution and absorption of the Quixote’s Cervantes and Quixotic features by subsequent prominent writers of prose fiction (and drama) will also be analyzed in itself, as a novel, as a theory of the novel, and as a literary exposition of humanity and its values. Taught in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

MLAL 3200. MACHIAVELLI’S UTOPIA. (4 Credits)
In this course we will analyze The Prince as well as Machiavelli’s creative work (e.g., his theatrical piece The Mandrake Root and his short story Belfagor). By adopting an interdisciplinary approach for the examination of both the historical and the artistic context in which Machiavelli lived, we will address the question of how and why The Prince was misinterpreted by Italian and European intellectuals and humanists of Machiavelli’s time, leading to a misperception of many of the text’s core ideas in an historical moment in which Europe was steadily transforming itself into a domain of absolutism (we will read Reginald Pole, Innocent Gentillet, Erasmus, Montaigne, among others). We will retrieve the original cultural context in which Machiavelli wrote: a climate of strong limitation of political creativity and liberty, which lead Machiavelli to compose The Prince (1513 ca.) inspired by an utopian desire for a new leader who could reconcile all the contradictions of Italy. Course taught in English. Coursework in Italian for credit in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, ITAL.

MLAL 3202. ARIOSTO TO GALILEO: THE INVENTION OF MODERNITY IN RENAISSANCE ITALY. (4 Credits)
Ariosto and Galileo represent two chronological ends of a revolutionary intellectual period in the Italian Renaissance culture. Between the years 1516 (date of the first edition of Ariosto's Orlando Furioso) and 1610 (date of edition of Galileo's Sidereus Nuncius), Italian civilization contributed significantly to the shaping of a new idea of reality. The course is dedicated to the study of this particular period in which masterpieces such as the Furioso, Torquato Tasso's pastoral poem Aminta, and his epic poem Jerusalem Delivered, as well as Galileo’s works (Sidereus Nuncius, Copernican Letters, Dialogue Concerning the Two Chief World Systems) become the founding texts of a new realism that questioned and distrusted appearances and, by doing so, prepared the intellectual background where Galileo could develop his new scientific method and discover intellectual models useful for his innovative comprehension of the natural world (with strong implications about the separation of theology and science). Recent scholarship insists on the deep influence that literary humanism had on Galileo’s mind who, no surprise, was a reader, a writer of literature and also a literary critic (for example he wrote about Ariosto and also an incomplete commentary on Tasso’s Jerusalem). The course is therefore dedicated to the study of the relationship of literature to the History of Science with close reading of the above mentioned works and also following an interdisciplinary approach devoted to the exploration of the artistic civilization around Ariosto, Tasso and Galileo. Taught in English with coursework in Italian for credit in Italian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

MLAL 3210. ISLAM AND ITALY. (4 Credits)
From Medieval Sicily to the Renaissance and the modern world, the involvement of Arab culture in Italy has been both varied and enduring in nature. This course examines interaction between these two cultures from the 900s to today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
MLAL 3300. LITERATURES AND CULTURES OF MODERN ISRAEL. (4 Credits)
The course will explore major themes in modern Israeli literature, film, art, and popular culture. Among topics discussed will be the social and cultural dynamics of Israeli history and contemporary life, constructions of identity, questions of ethnicity, nationality, gender, war, and conflict, and more. Texts and assignments will be in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

MLAL 3307. GERMANY AND MIGRATION. (4 Credits)
Migrants have played a role in many countries’ culture. Germans started coming to the U.S. in the 17th century, and about 17% of Americans have German ancestry. Migrants entered Germany starting around the turn of the 20th century, and today about 21% of Germany’s population has a migration background. How do migrants assimilate and learn the language of their new country? What influences do migrants have on a country’s culture and language? In the first part of the semester, we will examine the migration of Germans to the United States, and in the second part we will focus on migration into Germany. Taught in ENGLISH. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

MLAL 3402. INTRODUCTION TO RUSSIAN DRAMA. (4 Credits)
this course examines the modern Russian theatrical tradition from the nineteenth century to the present and explores a range of plays that include works by Pushkin, Gogol, Ostrovsky, Chekhov, Bulgakov, Shvarts, Petrushevskaya, Pelevin, Grishkovets, among others. Conducted in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, OCST.

MLAL 3405. MASTERPIECES OF RUSSIAN FILM. (4 Credits)
Examining some of the most critically acclaimed works of Russian, Soviet, and post-Soviet cinema, students will gain an insight into a variety of historical, cultural, and social contexts through the creative lens of Dziga Vertov, Sergei Eisenstein, Andrei Tarkovsky, Alexander Sokurov, Kira Muratova, Larissa Shepitko, and other Russian-language directors. The course focuses on analyzing cinematic "texts" through critical watching, reading, thinking, and writing. Taught in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, INST, OCST.

MLAL 3410. ARAB CINEMA: HISTORY AND CULTURAL IDENTITY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, INST, MEST.

MLAL 3440. ARABIC LITERATURE IN TRANSLATION. (4 Credits)
A survey of Arabic literature from the 6th century A.D. to the present, this course will explore the development of the literary genres of the Arabic canon, while keeping a keen (and critical) eye on the political, cultural, religious and social circumstances that have accompanied – and, in many cases, given rise to – their development. Some of the questions the course will explore are: What is considered “literature” in the Arabic canon? What is the relationship between literature and politics? What impact has the Quran had on Arabic literature? What is the role of women in the Arabic literary tradition? What kind of dialogue has there been between Arabic and “Western” literatures? What is “commitment” in contemporary Arabic literature? Class discussions will be in English. All readings will be in English translation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, GLBL, MEST.

MLAL 3442. ARAB CULTURE AND NEWS MEDIA. (4 Credits)
The American news media portrays the Arab world as one of endless political upheaval and repression, with a culture shaped strictly by Islam. This course broadens students’ understanding of contemporary Arab societies through the study of Arab TV/radio/print/internet news, propaganda and cartoons from those sanctioned by government-run outlets to those of national-resistance activists, democracy-promoting movements and even jihadists. The news is used in this course to investigate cultural issues, including authority and decision-making, religion, gender and family dynamics, in Arab societies as well as to explore American-Arab relations. Through a study of media, students can compare Arab culture as portrayed by American media and American culture as portrayed by the media in Arab world. The class is conducted in English, with materials in English and Arabic with English subtitles. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, INST, MEST.

MLAL 3450. THE ARAB SPRING IN ARABIC LIT. (4 Credits)
A survey of Arabic literature from 2011 to the present, this course will explore the development of the literary genres of the Arab Spring in the Middle East. What is the relationship between literature and politics? We will read short stories, poetry, graphic novels, blogs, and Facebook pages of prominent literary and social figures, redefining and modernizing the notion of what is literature in order to try and workout whether the revolution could have been predicted, and how it took place. Class discussions will be in English. All readings will be in English translation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, INST, PJST.
MLAL 3474. THE ARAB-ISRAELI CONFLICT: CULTURAL PERSPECTIVES. (4 Credits)
The Arab-Israeli conflict is one of the longest and most controversial conflicts in the world. Through careful analysis of Israeli literature and film, this course provides a nuanced cultural and political history of Arab-Israeli relations. Our texts emphasize the dialectic relationship between art and politics, representation and history, as well as aesthetic and ethics. The course thus explores the effect of art on politics, and the effect of politics on art. Specifically, we examine how art is instrumental in producing 1) "imagined communities" with stable national identities and 2) political resistance that disrupts these hegemonic metanarratives. We also consider the internal dynamics of Israeli society as represented in literature and film, especially tensions between the Jewish-Arab, Ashkenazi-Mizrahi, and religious-secular communities. By analyzing canonical and more contemporary stories, poems, and films (including those by S. Yizhar, Amos Oz, Said Kashua, Mahmoud Darwish, among others) we explore the dialectic between art and politics in Israeli society since 1948.
Attributes: ALC, COLI, JWST, MEST, MLL.

MLAL 3475. OPPOSITIONAL THOUGHT IN ISLAMIC LITERATURE. (4 Credits)
This class will explore various schools of thought and practice in Islamic literature. Works will range from the writings of early Islamic scholars like Al-Ashari, Mutazila, Al-Ghazali, and Rumi to the resurgence of the literalist approach to Islamic scripture in the contemporary Arab world. The course will be taught in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

MLAL 3500. WRITING UNDER GERMAN CENSORSHIP: A CULTURE OF BANNED BOOKS. (4 Credits)
This course examines the politics of censorship of literature in German society during the twentieth century. Books, articles, pamphlets, and magazines have been classified threatening to the regime, they have been seized from libraries and bookstores across Germany, they have been burned on bonfires during nighttime parades, and they were eliminated from all media. Writers and creators have been infiltrated and observed, fined, jailed, tortured or killed in the name of governmental censorship. We will examine a range of systems and orchestrated campaigns of censorship of the Nazi regime as well as the government of the former German Democratic Republic. We will look at the implementation of censorship, and we will read important authors who have been banned or self-censored within the larger context of twentieth-century Germany. Taught in English. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

MLAL 3504. STUDY TOUR: BERLIN TALES: GERMANY’S KIEZ. (4 Credits)
This course will take us on a journey-a journey that will start in the urban sphere of New York City in a classroom reading historical texts and cultural narratives on the metropolis Berlin. But during Spring Break 2012, we will also have a truly unique opportunity of traveling together to discover the actual streets of Berlin, the center of modernity in Germany itself. We will read authors who present conflicting views and engaging perspectives on four distinct Berlin: The Jewish Berlin of the Weimar Republic, Berlin during the Third Reich, the City as the Capital of East Germany, and lastly, Berlin as booming Metropolis of the 21st Century. And together, we will visit Berlin to discover different life styles, the pulse of minorities, and the nostalgic feeling of Ostalgie or present day Berlin. TAUGHT IN ENGLISH. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

MLAL 3535. BUILDING THE IDEAL CITY. ETHICS AND ECONOMICS FOUNDATIONS OF REALIZABLE UTOPIAS. (4 Credits)
This course introduces students to the investigation of the role that economic concepts such as profit, work, utility, and exchange play in defining the ideal city as a realizable political project. Students will investigate ethical and economic concepts and their interrelation in the debate on the best form of State and government that developed from antiquity to modern American utopias.
Attribute: ALC.

MLAL 3600. WOMEN’S VOICES IN GERMAN AND AUSTRIAN LITERATURE. (4 Credits)
This course focuses on the role of women in German and Austrian society in particular on literary and theoretical texts produced by women in the nineteenth, twentieth, and twenty-first centuries. To articulate their ideas and to establish themselves on a public stage, women writers have used different forms of expression over the course of time such as letters, diaries, poems, novellas, political pamphlets, theoretical articles, dramas and essays. We will study the different genres by exploring questions of gender, authorship, personal, national and transnational identities, and the politicization of the private sphere within the cultural context of Germany and Austria. By analyzing literary texts of authors like Lou Andreas-Salome , Else Lasker-Schuler, Anna Seghers, Ingeborg Bachmann, Marlen Haushofer, Monika Maron, Herta Muller and Julia Franck and drawing on visual arts, film, and feminist theory, we will still situate German-speaking women writers with a global context. Topics to be considered in relation to the literary texts are women as writers and artists, sexuality and bodies, friendship and intimacy, politics and political activism, as well as writing and identities. TAUGHT IN ENGLISH. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, GERM, WGSS.

MLAL 3607. TOPICS IN MULTILINGUALISM. (4 Credits)
This course discusses the historical and contemporary underpinnings of multilingualism in the globalized world. The course content includes discussion of empirical social and cognitive research on multilingualism as well as multilingual language education and policy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, GLBL, LALS.
MLAL 3624. MUSIC AND NATION IN THE ARAB WORLD. (4 Credits)
Though music is a domain of individual expression, it may also reflect
or respond to social, cultural and historic influences of a time and place.
This course explores the ways in which music acts as an expression
of national identity in the Arab world. It considers this relationship in
a region where the idea of nation has multiple meanings, and where
conflicting factors such as regional diversity and the notion of pan-
Arabism exists. Specifically, the course focuses on how particular types
of music, including the Aleppian, Waslah, Al-Qasida al-qhinaiy, and Al-
Muwashah, have affected the development and embodiment of national
identity in the 20th century. Course materials are presented in English,
however students of Arabic language are encouraged to Four-credit
courses that meet for 150 minutes per week require three additional
hours of class preparation per week on the part of the student in lieu of
an additional hour of formal instruction.
Attributes: ALC, COLI, MEST.

MLAL 3701. VILLAINS, VAMPS AND VAMPIRES: AN INTRODUCTION TO
GERMAN CINEMA. (4 Credits)
Film is a powerful art form and means of communications. The messages
embedded in the mesmerizing images often escape us, and we miss the
opportunity to understand something about the culture that produced
it. With this class we will attempt to explore 20th and 21st Century
ideas and concepts of German identity, culture, history and politics
through German film analysis and readings around the topics and genres
of villains, vamps and vampires. Each of these genres deals with our
most primal nature and its fears: our nightmares, our vulnerability, our
alienation, our revulsions, our terror of the unknown, our fear of death,
our loss identity, and last but not least our often ambiguous relationship
to power and sexuality. With this course we intend to read German Cinema
through these genres from its inception in the 1890’s until the present.
It includes an examination of early expressionist and avant-garde films
from the classic German cinema of the Weimar era, fascist cinema,
postwar rubble films, New German Cinema from the classic German
Cinema from the 1970’s, post 1989 heritage films as well as 21st Century
German Films. TAUGHT IN ENGLISH. Four-credit courses that meet for
150 minutes per week require three additional hours of class preparation
per week on the part of the student in lieu of an additional hour of formal
instruction.
Attributes: ALC, AMST, COLI.

MLAL 3710. FIN-DE-SIECLE VIENNA: KLIMT, CAFES, AND CEMETERIES.
(4 Credits)
Vienna at the turn of the 19th to the 20th century was an important
center for intellectuals, artists, architects, the opera and literature as
well as the sciences not only for Austria, but for the rising movement
of Modernism in Europe at large. In Vienna, this intellectual ferment
was played out less in universities or elite salons but rather in the cafes
and artist studios of their time. There, the Viennese celebrated life and
pleasure but also concerned themselves with death quite happily; they
sing and write about it, play with it and build monuments to it. This
course will examine various aspects of the Viennese contribution to
the birth of Modernism and address the most important authors and
artists of their time. We will discuss Jugendstil and Impressionism,
the architecture of Adolf Loos and Otto Wagner, authors like Arthur
Schnitzler, Robert Musil, and Hugo von Hofmannsthal, and give
an introduction to the psychoanalysis of Sigmund Freud, whose
"Interpretation of Dreams" and "Studies on Hysteria" left their mark on the
period. But most excitingly of all during spring break of 2015, we will also
have the truly unique opportunity of traveling together to discover the
actual streets of Vienna, visit the "Zentralfriedhof" and marvel at Gustav
Klimt’s "Beethovenfries" at the "Wiener Secession". Taught in German.
Four-credit courses that meet for 150 minutes per week require three
additional hours of class preparation per week on the part of the student
in lieu of an additional hour of formal instruction.
Attributes: ALC, INST.

MLAL 3800. CLOISTERS, CASTLES, AND KINGS: MEDIEVAL BAVARIA. (4
Credits)
This course will explore Medieval secular and church history as it
manifested itself in the literature and culture of Bavaria. Includes a
study abroad component. Spring break visit to Regensburg and Munich.
Four-credit courses that meet for 150 minutes per week require three
additional hours of class preparation per week on the part of the student
in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, GERM, MVST.

MLAL 3820. MEMORY AND IDENTITY IN MODERN ITALY. (4 Credits)
This course focuses on the historical and cultural process of nation
building in the 19th- and 20th-century Italy. Particular attention will be
paid to the formation and conceptualization of an Italian national identity
as presented or questioned in literary works by Bufalino, Consolo, Levi,
Morante, Sciascia and Tomasi di Lampedusa, and films by Blasetti,
Rossellini, Scola, the Taviani brothers and Visconti. Conducted in English.
Four-credit courses that meet for 150 minutes per week require three
additional hours of class preparation per week on the part of the student
in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.

MLAL 3822. THE ARABIAN NIGHTS. (4 Credits)
This course will examine the cycle of stories, known as the Arabian
Nights or 1001 Nights. In the first half of the course we will read some
of the major tales cycles and study the relevant historical and cultural
contexts. In the second half of the course we will consider a number of
adaptations- novels, plays, and films- that have been inspired by
the Nights. Class discussion will be in English. All readings will be in
English and in English Translation. Four-credit courses that meet for
150 minutes per week require three additional hours of class preparation
per week on the part of the student in lieu of an additional hour of formal
instruction.
Attributes: ALC, COLI, MEST.

MLAL 3999. TUTORIAL. (3 Credits)
Independent research and reading with supervision from a faculty
member.

Updated: 10-11-2017
MLAL 4005. QUEER THEORY AND THE AMERICAS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

MLAL 4010. ANNI DI PIOMBO / YEARS OF LEAD: CULTURE, POLITICS, AND VIOLENCE. (4 Credits)
The period from the late 1960s to the early 1980s in Italy, known as "anni di piombo" or years of lead, was characterized by intense social and political unrest, and terrorist activities. The 1969 bombing in Piazza Fontana in Milan and the 1980 bombing of the train station in Bologna serve as the tragic bookends of a decade of political violence culminating in the kidnapping and murder of Aldo Moro by the Red Brigades in 1978. In this course, we will study these years by closely examining the cultural production of the time – literature, film and other media. We will pay particular attention to the social and political motivations underlying extremist activism, both left- and right-wing, as represented in literature and the popular press, and to writers’, filmmakers’, and intellectuals’ diverse responses to politically motivated violence, whether to criticize the terrorists themselves or to question the state-sponsored "strategy of tension". We will also discuss the ways in which these experiences have been revisited and reimagined in recent years, and their relevance for today’s Italy. Taught in English with texts in Italian and English translation. Coursework in Italian for credit toward the Italian major or minor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, EP4, ITAL, VAL.

MLAL 4347. LATINOS: FACT AND FICTION. (4 Credits)
This course uses an interdisciplinary approach to examine the experiences of Latin Americans and Latinos. It employs literature and history to introduce students to the benefits of using multiple ways of acquiring knowledge. It then relies on other academic areas such as art and sociology to reinforce its interdisciplinary. As a capstone course, it allows students to incorporate disciplines from their own academic foundation. It covers topics such as politics, social justice, race, gender, and identity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, ICC, LALS.

MLAL 4999. TUTORIAL. (2,4 Credits)
Independent research and reading with supervision from a faculty member.

MLAL 8999. INDEPENDENT STUDY. (4 Credits)

Music (MUSC)

MUSC 1100. INTRODUCTION TO MUSIC HISTORY. (3 Credits)
This course presents a survey of music history, with a focus on developing the skills of thinking and writing critically about music. Students will learn to listen in a focused way and relate what they hear to issues of musical "meaning" and general culture. Students will learn some technical vocabulary that will help them describe or advocate for any music they encounter, and they will apply this vocabulary to examples throughout the semester, for instance a Beethoven Symphony or a Duke Ellington jazz arrangement. Sections may have different focuses in terms of geography or chronology.
Attributes: FACC, FRFA.

MUSC 1101. OPERA: AN INTRODUCTION. (3 Credits)
Through recordings and in live performance, this course studies the changing form of musical theater called opera. It focuses on skills to analyze an opera’s basic elements: the drama, the words, the music, the voices, the staging. It surveys the history of opera from its beginnings around 1600 to the present, emphasizing the works of Mozart, Verdi, Wagner, and Puccini. And it fosters critical thinking in placing the development of opera in its intellectual, social, and cultural contexts.
Attributes: FACC, FRFA.

MUSC 1210. MUSIC FOR DANCERS I. (3 Credits)
This two-course sequence develops general knowledge of the major historical periods, styles and genres of western music, as well as familiarity with world music. It also provides critical tools to understand the basic components of music: melody, harmony, rhythm, texture, tempo, dynamics, instrumentation. To cultivate musicality, class taught, in part, through practical application: singing and rhythm exercises, elementary score reading etc. Open to B.F.A. students only.

MUSC 1211. MUSIC FOR DANCERS II. (3 Credits)
This two-course sequence develops general knowledge of the major historical periods, styles and genres of western music, as well as familiarity with world music. It also provides critical tools to understand the basic components of music: melody, harmony, rhythm, texture, tempo, dynamics, instrumentation. To cultivate musicality, class taught, in part, through practical application: singing and rhythm exercises, elementary score reading etc. Open to B.F.A. students only.

MUSC 1221. FLUTE ENSEMBLE. (1 Credit)
Weekly rehearsals, coaching, and semester-end performance for flute choir, in which the chamber music literature for flute ensemble is explored. Pass/Fail only. Lab fee.

MUSC 1230. CHAMBER MUSIC INSTRUCTION. (1 Credit)

MUSC 1231. CHAMBER MUSIC INSTRUCTION. (1 Credit)
Consists of ten weekly coachings for ensembles of 3-5 musicians (can be instrumental, vocal, or a combination of the two). Interested students should contact the Dept. of Art History and Music for more information. Groups are formed at the start of the semester and includes an end-of-semester performance. Pass/Fail only. Lab fee.

MUSC 1232. CHAMBER MUSIC INSTRUCTION. (1 Credit)

MUSC 1233. CHAMBER MUSIC INSTRUCTION. (1 Credit)

MUSC 1234. CHAMBER MUSIC INSTRUCTION. (1 Credit)

MUSC 1235. CHAMBER MUSIC INSTRUCTION. (1 Credit)

MUSC 1236. CHAMBER MUSIC INSTRUCTION. (1 Credit)

MUSC 1237. CHAMBER MUSIC INSTRUCTION. (1 Credit)

MUSC 1238. CHAMBER MUSIC INSTRUCTION. (1 Credit)

MUSC 1239. CHAMBER MUSIC INSTRUCTION. (1 Credit)

MUSC 1241. CONCERT CHOIR-ROSE HILL. (1 Credit)
Rehearsal and performance of selected choral music. Requirements include regular attendance at two weekly rehearsals, dress rehearsals, and regularly scheduled performances. By audition and permission of the instructor. Interested students should contact Campus Ministry for more information. For Rose Hill-based students. Pass/Fail only.

MUSC 1242. CONCERT CHOIR-LINCOLN CENTER. (4 Credits)
Rehearsal and performance of selected choral music. Requirements include regular attendance at two weekly rehearsals, dress rehearsals, and regularly scheduled performances. By audition and permission of the instructor. Interested students should contact Campus Ministry for more information. For Lincoln Center-based students. Pass/Fail only.
MUSC 1243. CHAMBER SINGERS. (0 Credits)
Rehearsal and performance of selected choral music. Requirements include regular attendance of weekly rehearsals, dress rehearsals and scheduled performances. By audition and permission of the instructor. Pass/Fail only.

MUSC 1244. CHAMBER SINGERS. (2 Credits)
Students earn two credits for Chamber Singing by taking MULU 1243 and then successfully completing this course in the following semester. Requirements include regular attendance of weekly rehearsals, dress rehearsals and scheduled performances. By audition and permission of the instructor. Pass/Fail only. (Sequence MULU 1243-1244 may be repeated once)

MUSC 1260. VOCAL INSTRUCTION: CLASSICAL. (1 Credit)
A sequence of private weekly lessons in classical voice, available for credit to all students. Students' progress is monitored by the department. Pass/Fail only. Lab fee.

MUSC 1261. VOCAL INSTRUCTION: JAZZ. (1 Credit)
A sequence of private weekly lessons in jazz voice, available for credit to all students. Students' progress is monitored by the department. Pass/Fail only. Lab fee.

MUSC 1262. INSTRUMENTAL INSTRUCTION: PIANO CLASSICAL. (1 Credit)
A sequence of private weekly lessons in classical piano, available for credit to all students. Students' progress is monitored by the department. Pass/Fail only. Lab fee.

MUSC 1263. INSTRUMENTAL INSTRUCTION: PIANO JAZZ. (1 Credit)
A sequence of private weekly lessons in jazz piano, available for credit to all students. Students' progress is monitored by the department. Pass/Fail only. Lab fee.

MUSC 1264. INSTRUMENTAL INSTRUCTION: GUITAR CLASSICAL. (1 Credit)
A sequence of private weekly lessons in classical guitar, available for credit to all students. Students' progress is monitored by the department. Pass/Fail only. Lab fee.

MUSC 1265. INSTRUMENTAL INSTRUCTION: GUITAR JAZZ. (1 Credit)
A sequence of private weekly lessons in jazz guitar, available for credit to all students. Students' progress is monitored by the department. Pass/Fail only. Lab fee.

MUSC 1266. INSTRUMENTAL INSTRUCTION: FLUTE. (1 Credit)
A sequence of private weekly lessons in flute, available for credit to all students. Students' progress is monitored by the department. Pass/Fail only. Lab fee.

MUSC 1267. INSTRUMENTAL INSTRUCTION: CLARINET. (1 Credit)
A sequence of private weekly lessons in clarinet, available for credit to all students. Students' progress is monitored by the department. Pass/Fail only. Lab fee.

MUSC 1268. INSTRUMENTAL INSTRUCTION: BRASS HORNS/SAXOPHONE. (1 Credit)
A sequence of private weekly lessons in a brass instrument, available for credit to all students. Students' progress is monitored by the department. Pass/Fail only. Lab fee.

MUSC 1269. INSTRUMENTAL INSTRUCTION: VIOLIN/VIOLA. (1 Credit)
A sequence of private weekly lessons in violin/viola, available for credit to all students. Students' progress is monitored by the department. Pass/Fail only. Lab fee.

MUSC 1270. INSTRUMENTAL INSTRUCTION: CELLO. (1 Credit)
A sequence of private weekly lessons in cello, available for credit to all students. Students' progress is monitored by the Department. Pass/Fail only. Lab fee.

MUSC 1271. CONCERT BAND INTERNSHIP. (4 Credits)
Rehearsal and performance of selected band music. Requirements include regular attendance at rehearsals and performances. By audition and permission of the instructor. Pass/Fail only.

MUSC 1272. CONCERT BAND INTERNSHIP. (4 Credits)
Instrumentalists may earn 4 credits by participating in the band for 4 consecutive semesters. Students register for MUSC 1271 in the first 3 semesters and MUSC 1272 in the 4th semester. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 1280. INSTRUMENTAL INSTRUCTION: MISCELLANEOUS. (1 Credit)

MUSC 1281. ORCHESTRA INTERNSHIP. (0 Credits)
Rehearsal and performance of selected orchestral music. Requirements include regular attendance at rehearsals and performances. By audition and permission of the instructor. Pass/Fail only.

MUSC 1282. ORCHESTRA INTERNSHIP. (4 Credits)
Instrumentalists may earn 4 credits by participating in the orchestra for 4 consecutive semesters. Students register for MUSC 1281 in the first 3 semesters and 1282 in the 4th. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 1291. JAZZ ENSEMBLE. (1 Credit)
The Jazz Ensembles are hosted in collaboration with Jazz at Lincoln Center (JALC) and meet weekly in the Irene Diamond Education Center at JALC (20 West 60th St). The ensembles are taught by Fordham University instructors and focus on a wide range of jazz styles and levels for each ensemble. Students will have the opportunity to work with Fordham University instrumental instructors, JALC teaching artists, and other special guests throughout the semester. All Chamber Jazz Ensembles perform a concert at the end of the term. Credit toward the music major/minor ensemble performance requirement is offered. Attribute: Z207.

MUSC 1292. JAZZ ENSEMBLE. (1 Credit)
The Fordham Jazz Ensembles are hosted in partnership with Jazz at Lincoln Center (JALC) and meet weekly in JALC studio spaces (20 West 60th St.). The ensembles are taught by JALC and Fordham University instructors focusing on a wide range of jazz styles for each ensemble. Students will have the opportunity to work with Fordham University instrumental instructors, JALC Teaching Artists, and other special guests throughout the semester. All Jazz Ensembles perform a final concert at the end of the semester. Credit toward the music major/minor ensemble performance requirement is offered. Attribute: Z207.
MUSC 1293. JAZZ ENSEMBLE. (1 Credit)
The Fordham Jazz Ensembles are hosted in partnership with Jazz at Lincoln Center (JALC) and meet weekly in JALC studio spaces (20 West 60th St.). The ensembles are taught by JALC and Fordham University instructors focusing on a wide range of jazz styles for each ensemble. Students will have the opportunity to work with Fordham University instrumental instructors, JALC Teaching Artists, and other special guests throughout the semester. All Jazz Ensembles perform a final concert at the end of the semester. Credit toward the music major/minor ensemble performance requirement is offered.

MUSC 1294. JAZZ ENSEMBLE. (1 Credit)
The Fordham Jazz Ensembles are hosted in partnership with Jazz at Lincoln Center (JALC) and meet weekly in JALC studio spaces (20 West 60th St.). The ensembles are taught by JALC and Fordham University instructors focusing on a wide range of jazz styles for each ensemble. Students will have the opportunity to work with Fordham University instrumental instructors, JALC Teaching Artists, and other special guests throughout the semester. All Jazz Ensembles perform a final concert at the end of the semester. Credit toward the music major/minor ensemble performance requirement is offered.

MUSC 1295. JAZZ ENSEMBLE. (1 Credit)
The Fordham Jazz Ensembles are hosted in partnership with Jazz at Lincoln Center (JALC) and meet weekly in JALC studio spaces (20 West 60th St.). The ensembles are taught by JALC and Fordham University instructors focusing on a wide range of jazz styles for each ensemble. Students will have the opportunity to work with Fordham University instrumental instructors, JALC Teaching Artists, and other special guests throughout the semester. All Jazz Ensembles perform a final concert at the end of the semester. Credit toward the music major/minor ensemble performance requirement is offered.

MUSC 1296. JAZZ ENSEMBLE. (1 Credit)
The Fordham Jazz Ensembles are hosted in partnership with Jazz at Lincoln Center (JALC) and meet weekly in JALC studio spaces (20 West 60th St.). The ensembles are taught by JALC and Fordham University instructors focusing on a wide range of jazz styles for each ensemble. Students will have the opportunity to work with Fordham University instrumental instructors, JALC Teaching Artists, and other special guests throughout the semester. All Jazz Ensembles perform a final concert at the end of the semester. Credit toward the music major/minor ensemble performance requirement is offered.

MUSC 1297. JAZZ ENSEMBLE. (1 Credit)
The Fordham Jazz Ensembles are hosted in partnership with Jazz at Lincoln Center (JALC) and meet weekly in JALC studio spaces (20 West 60th St.). The ensembles are taught by JALC and Fordham University instructors focusing on a wide range of jazz styles for each ensemble. Students will have the opportunity to work with Fordham University instrumental instructors, JALC Teaching Artists, and other special guests throughout the semester. All Jazz Ensembles perform a final concert at the end of the semester. Credit toward the music major/minor ensemble performance requirement is offered.

MUSC 1298. JAZZ ENSEMBLE. (1 Credit)
The Fordham Jazz Ensembles are hosted in partnership with Jazz at Lincoln Center (JALC) and meet weekly in JALC studio spaces (20 West 60th St.). The ensembles are taught by JALC and Fordham University instructors focusing on a wide range of jazz styles for each ensemble. Students will have the opportunity to work with Fordham University instrumental instructors, JALC Teaching Artists, and other special guests throughout the semester. All Jazz Ensembles perform a final concert at the end of the semester. Credit toward the music major/minor ensemble performance requirement is offered.

MUSC 1300. CHAMBER ORCHESTRA. (1 Credit)
The Chamber Orchestra is a Lincoln Center-based musical ensemble open to all students, University wide. The group will hold weekly rehearsals culminating in one or more performances each semester. The Chamber Orchestra invites all orchestral instruments to join, including string, woodwind, brass, and percussion players. Both 0- and 1-credit options are available.

MUSC 1301. JAZZ ORCHESTRA. (1 Credit)
The Fordham Jazz Orchestra is open to students interested in learning about and performing music by great jazz composers and arrangers, including Duke Ellington, Benny Carter, Thad Jones, Count Basie, Dizzy Gillespie, Mary Lou Williams, Charles Mingus, John Clayton, and Wynton Marsalis, among others. The Jazz Orchestra will provide ensemble, sectional, and solo experience in a big band jazz format. Improvisation is encouraged, but not required for participation. The Jazz Orchestra is hosted by Jazz at Lincoln Center (JALC) and meets weekly in the Irene Diamond Education Center at Jazz at Lincoln Center (20 West 60th St). Members will have the opportunity to work with Fordham University instrumental instructors, JALC Teaching Artists, and other special guest artists. The Jazz Orchestra will perform a concert at the end of the term. Credit toward the music major/minor ensemble performance requirement is offered.

Attribute: ZCGO.

MUSC 1999. TUTORIAL. (1 Credit)

MUSC 2014. JAZZ: A HISTORY IN SOUND. (4 Credits)
This course studies jazz historically from the turn of the 20th century to the present, through both the shifting relations between white and black cultures in America, and the changes in musical tastes and practices over time. It considers the development of New Orleans, Swing, bebop, modal, fusion, and contemporary jazz styles, with special attention to the contributions of Armstrong, Ellington, Parker, Davis and Coltrane. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, PLUR, URST.

MUSC 2022. BROADWAY MUSICALS. (4 Credits)
This course studies Broadway's musical theater in its ever-changing forms. It surveys the history of musicals from the 19th century to the present, drawing on the work of influential figures such as the Gershwin brothers, Rodgers & Hammerstein, and Stephen Sondheim. It focuses on skills to analyze how books, lyrics, and music work in a musical. And it fosters critical thought in probing how musicals reflect and engage the political, economic, and social concerns at given moments in American culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AMST.

MUSC 2025. AMERICAN POPULAR MUSIC. (4 Credits)
Music not only reflects the history and cultures of the US, it shapes them. This course takes a tour of American musical styles, from those of indigenous groups before the arrival of Europeans, to the present in NYC. We will analyze musical styles and consider broader issues including: African-American experience, commerce and mass media, "high" vs. "low" culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: OSS.
MUSC 2031. ROCK AND POP MUSIC SINCE WORLD WAR II. (4 Credits)
Rock and pop music have played key roles in Western culture for over half a century. This course considers the roots and musical features of rock and related styles, their changing status within "mainstream" culture, and the musical and ethical issues they raise. From the R&B music of the early 1950's to the British Invasion, punk, disco, rap, alternative and the spread of electronica, pop musicians have moved billions of people, while raising questions about race, gender, generation gaps, commercialism, and globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

MUSC 2048. WORLD MUSIC AND DANCE. (4 Credits)
This course will take an approach based on the premise that to study music is to study people, community, history, religion, politics and dance, as well as to study musical styles, forms and instruments. This approach provides the student with an appreciation of the sound, power and meaning of music as it exists within culture. Previously titled Worlds Of Music. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: GLBL.

MUSC 2060. SACRED SOUNDS: MUSIC AND RELIGION IN CULTURE AND TIME. (4 Credits)
Music gives voice to our deepest hopes and fears, beliefs and uncertainties; it is therefore central to many religions. In this course we will deepen our musical knowledge through an exploration of music and spirituality. We will examine musical practices spanning many centuries and several religious traditions: Judaism, Christianity (Catholic, Orthodox, and Protestant), Islam, Hinduism, and Buddhism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 2120. INTRODUCTION TO MUSIC THEORY. (4 Credits)
Intro to Music Theory is a course designed for the student who wants to learn the basics of reading music notation (music written on the staff using treble and bass clefs), as well as the fundamentals of music theory such as scales, keys and key signatures, and intervals. This course assumes little to no formal musical training, and students need not be able to read music before taking this class. Students who do read music already, but lack some knowledge in theory fundamentals, are also encouraged to take this course. This class is a pre-requisite to Music Theory I (MUSC 2145) for those with no formal music theory training.

MUSC 2121. EAR TRAINING. (4 Credits)
Ear Training is an aural skills class designed to enhance the student musician’s ability to hear music in context as well as increase fluency in sight-reading and performance. Students will learn to both recognize by ear, and sing on command, the diatonic intervals, as well as training in rhythm and solfège. While there is no course pre-requisite, students must be fluent in reading music and have some knowledge of music theory fundamentals, such as the topics covered in Introduction to Music Theory (MUSC 2120).

MUSC 2140. KEYBOARD FUNDAMENTALS: A MUSIC-THEORY APPROACH. (3 Credits)
An intensive hands-on course in the basic skills necessary for the expression of musicianship at the keyboard. First, we learn to read, write, and interpret the fundamental elements of music theory: pitch, clef, and interval; rhythm and meter; scales and key signatures. Then, we apply these tools to the analysis and realization of triads and seventh chords, using both Roman numerals and jazz lead-sheet notation. No prior background assumed.
Corequisite: MUSC 2141.

MUSC 2141. KEYBOARD LAB. (1 Credit)
Offered in conjunction with MUSC 2140. This practical lab focuses on applying music-theoretical skills at the keyboard: playing diatonic scales and chord progressions; mastering specific compositions from the classical repertoire; developing a reliable sense of rhythm and meter; acquiring basic improvisational strategies and the technique of realizing jazz and popular styles from lead sheets.
Corequisite: MUSC 2140.

MUSC 2145. MUSIC THEORY I. (4 Credits)
Music Theory I is the first in a series of three required semester-long courses designed to offer a comprehensive overview of the theory of tonal music, especially of classical music during the Common Practice era, but also relating to the other genres, such as jazz and popular music. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 2146. MUSIC THEORY II. (4 Credits)
Music Theory II is a continuation of the required three-course music theory sequence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: MUSC 2145.

MUSC 2147. MUSIC THEORY III. (4 Credits)
This course is the last in the required three-course music theory sequence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: MUSC 2146.

MUSC 2148. MUSIC THEORY IV. (4 Credits)
This final music theory course focuses on further exploration of counterpoint, musical forms, and advanced analytical approaches. Students will study imitative counterpoint, such as fugal writing, the Sonata Principle in the 19th and 20th centuries, and will learn to write about music using technical language. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: MUSC 2147.

MUSC 2222. MUSIC COMPOSITION. (4 Credits)
This class will engage in the study of instrumental music composition covering a wide range of stylistic approaches and historical genres. Students will compose several short musical works over the course of the semester culminating in a final project that will be performed in a workshop setting by professional musicians. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: MUSC 2145 and MUSC 2146.
MUSC 2231. INTRODUCTION TO JAZZ IMPROVISATION. (4 Credits)
Introduction to the practice of jazz improvisation including scales, chords, transcription, stylistic analysis and performance. Students will play through exercises in class and transcribe solos for their own instruments. Open to all students regardless of background and experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 2300. ELECTRONIC MUSIC AND MUSIC PRODUCTION. (4 Credits)
An introduction to the creation, editing, and sequencing of electronic and recorded music using MIDI, computer software, sampling, and audio recordings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 3110. MUSIC BEFORE 1600. (4 Credits)
This course spans 2000 years: from Pythagoras and Ancient Greek musical culture, to the birth of a commercial music industry in Renaissance Italy. We will examine carefully a number of musical worlds in order to extend our abilities as listeners, writers, analysts, and musicians. We will combine a study of musical style and technique with discussions of mysticism, gender and sexuality, morality, science, economics (class, commerce, and colonialism), and art and architecture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: MVST, REST.

MUSC 3121. BAROQUE MUSIC: MUSIC BETWEEN ANCIENTS AND MODERNS. (4 Credits)
Musicians of the Baroque era (c. 1600-1750) distinguished themselves through the creation of distinctively modern sounds even as they found inspiration in the past: Monteverdi, Vivaldi, Handel, Bach (and their contemporaries) created music that continues to be performed. To understand what music meant during the Baroque, and what Baroque music might mean to us today, we will combine a study of musical style and technique with discussions of: sexuality, science and the occult, drama, morality, religion, class, colonialism, and the cultural upheavals of the Enlightenment. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 3122. MUSIC, ENLIGHTENMENT, AND REVOLUTION. (4 Credits)
From the 1750's to Beethoven's music in the early nineteenth century, this course examines the cultural issues of this crucial period in music history and their reflection in the compositions of such composers as Pergolesi, Gluck, Haydn, Mozart, and Beethoven. It considers how changing ideas about nature, government, social class, improvisation, dance, and language—as well as national rivalries, war, and technological advances—shaped the music that has come to represent the "classical" era in European art music. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 3123. MUSIC IN THE ROMANTIC CENTURY. (4 Credits)
Most of our current behaviors and beliefs with respect to Western music were first shaped in the cultural discourse of the 19th century. This course examines these as part of the interactions of 19th-century music composition, performance, and criticism with the major social, intellectual and cultural movements of the age, focusing on the work of Beethoven, Rossini, Berlioz, Wagner, Verdi, Brahms and Mussorgsky. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI.

MUSC 3124. MUSIC IN THE 20TH CENTURY. (4 Credits)
Beginning with the innovations of Mahler, Debussy, Schoenberg, and Stravinsky, this course traces the main developments in the history of the 20th century Western music to the present. It examines both the music and its engagement with such social and cultural issues as the challenge of modernism; the technological revolution, high vs mass culture, art in democratic and totalitarian societies; and the impact of jazz, popular and world music. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

MUSC 3800. INTERNSHIP. (3 Credits)

MUSC 4800. MUSIC AND NATIONALISM. (4 Credits)
Since modern nationalism first emerged in the eighteenth century, music has been used in many ways by nationalists to shape and to stand for their cultural and political claims. This interdisciplinary course will examine how music helped motivate the earliest interest in "folklore," and how "classical" and even recently "popular" musics have drawn on these foundations. We will examine how historians, musicologists, folklorists, composers, sociologists and others have treated music in this context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

NSCI 1010. PHYSICAL SCIENCES: FROM PAST TO PRESENT. (3 Credits)
Designed to introduce the non-science major to the development of concepts and theories in chemistry and physics. Topics will include atomic theory, interactions of energy and matter, light, and astronomy. Laboratory sessions will complement the lecture topics.

Attribute: PSCI.
Prerequisites: MATH 1100 or MATH 1203 or MATH 1206 or CISC 1100 or CISC 1400 or CISC 1600.

NSCI 1020. PHYSICAL SCIENCE: TODAY'S WORLD. (3 Credits)
This course will introduce the non-science major to the applications of physics and chemistry to medical, industrial, and environmental issues. Laboratory sessions will complement the lecture topics.

Attributes: ENST, PSCI.
Prerequisites: MATH 1100 or MATH 1203 or MATH 1206 or CISC 1100 or CISC 1400 or CISC 1600.

Natural Science (NSCI)
NSCI 1030. HUMAN FUNCTION AND DYSFUNCTION. (3 Credits)
Introduces the non-science major to intrinsic and extrinsic factors affecting the human body. Topics include genetic engineering, neuroscience, behavior, and disease. Laboratory sessions will complement the lecture topics.
Attributes: BIOE, LSCI.
Prerequisites: NSCI 1010 or NSCI 1020.

NSCI 1040. PEOPLE AND THE LIVING ENVIRONMENT. (3 Credits)
Introduces the non-science major to the place of humans in global biological systems. Topics include principles of population and community ecology, learning and behavior, evolution and sustainability. Laboratory sessions will complement the lecture topics.
Attributes: ENST, LSCI.
Prerequisites: NSCI 1010 or NSCI 1020.

NSCI 1050. HEALTH AND DISEASE I. (3 Credits)
Designed to introduce the non-science major to basic and applied physics and chemistry impacting human health. Topics include: radiation, medical imaging, pharmacology, toxicology, and biochemistry. Laboratory sessions will complement the lecture topics. This is the first of a two-course sequence. Health and Disease II (NSCI 1051) must be taken to complete the Physical and Life science core requirements.
Attribute: PSCI.
Prerequisites: MATH 1100 or MATH 1203 or MATH 1206 or CISC 1100 or CISC 1400 or CISC 1600.

NSCI 1051. HEALTH AND DISEASE II. (3 Credits)
Designed to introduce the non-science major to basic and applied life sciences as they impact human health. Topics to include diseases associated with genetic, pathogenic, immunologic and neurologic dysfunction, and current and future treatments of these disorders. Laboratory sessions will complement the lecture topics. This is the second of a two-course sequence that fulfills the science core requirement.
Prerequisite: NSCI 1050 (may be taken concurrently).

NSCI 1321. GENERAL CHEMISTRY LECTURE I. (4 Credits)
An introductory course covering treachemical bonding, thermochemistry, properties of gases. Lecture: three hours; recitation: one hour. (Every Fall.)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENVS, ZLB3.
Corequisite: NSCI 1331.
Prerequisite: MATH 1203 (may be taken concurrently).
Mutually Exclusive: CHEM 1321.

NSCI 1322. GENERAL CHEMISTRY LECTURE II. (4 Credits)
A continuation of NSCI 1321. Properties of liquids, solids and solutions; chemical kinetics, equilibria, and thermodynamics. Lecture: three hours; recitation: one hour. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENVS.
Corequisite: NSCI 1332.
Prerequisite: NSCI 1321.
Mutually Exclusive: CHEM 1322.

NSCI 1331. GENERAL CHEMISTRY LAB I. (2 Credits)
The laboratory to accompany NSCI 1321. Lab fee.
Attributes: ENVS, ZLB3.
Corequisite: NSCI 1321.
Prerequisite: NSCI 1331.

NSCI 1332. GENERAL CHEMISTRY LAB II. (2 Credits)
The laboratory to accompany NSCI 1322. Lab fee.
Attributes: ENVS, ZLB3.
Corequisite: NSCI 1322.
Prerequisite: NSCI 1331.

NSCI 1403. GENERAL BIOLOGY LECTURE I. (3 Credits)
Theoretical and experimental aspects of biology through study of structural and functional interrelationships of the cellular and organismal levels. Chemical and cellular basis of life, integrating and functional systems and maintenance of homeostasis. Lecture: three hours. (Every Fall)
Attribute: ENVS.
Corequisite: NSCI 1413.
Mutually Exclusive: BISC 1403.

NSCI 1404. GENERAL BIOLOGY LECTURE II. (3 Credits)
Attribute: ENVS.
Corequisite: NSCI 1414.
Prerequisites: NSCI 1403 or NSCI 1423.
Mutually Exclusive: BISC 1404.

NSCI 1413. GENERAL BIOLOGY LAB I. (2 Credits)
The laboratory to accompany NSCI 1403. Lab fee.
Attributes: ENVS, ZLB3.
Corequisite: NSCI 1403.

NSCI 1414. GENERAL BIOLOGY LAB II. (2 Credits)
The laboratory to accompany NSCI 1404. Lab fee.
Attributes: ENVS, ZLB3.
Corequisite: NSCI 1404.

NSCI 1423. CONCEPTS IN BIOLOGY LECTURE I. (3 Credits)
Theoretical and experimental aspects of the biology of animals emphasizing structural and functional interrelationships at the cellular and organismal levels. Topics include cellular and biochemical basis of life, functional anatomy, neurobiology and homeostasis. Lecture: three hours. (Every Fall)
Corequisite: NSCI 1433.

NSCI 1424. CONCEPTS IN BIOLOGY LECTURE II. (3 Credits)
Theoretical and experimental aspects of the biology of animals emphasizing structural and functional aspects of self-perpetuation. Topics include reproduction, heredity, behavioral biology, evolution and organism-environment interactions. Lecture: three hours. (Every Spring)
Corequisite: NSCI 1434.
Prerequisites: NSCI 1423 or NSCI 1403.

NSCI 1433. CONCEPTS IN BIOLOGY LAB I. (2 Credits)
The laboratory to accompany NSCI 1423. Lab fee.
Attribute: ZLB3.
Corequisite: NSCI 1423.

NSCI 1434. CONCEPTS IN BIOLOGY LAB II. (2 Credits)
The laboratory to accompany NSCI 1424. Lab fee.
Attribute: ZLB3.
Corequisite: NSCI 1424.
Prerequisite: NSCI 1433.
NSCI 1501. GENERAL PHYSICS LECTURE I. (3 Credits)
The fundamental physics course for majors in natural sciences. A study
of physical quantities, phenomena, and laws in mechanics, heat and
sound. Lecture: three hours; recitation: one hour. (Every fall.)
Corequisite: NSCI 1511.
Prerequisites: MATH 1203 or MATH 1205.

NSCI 1502. GENERAL PHYSICS LECTURE II. (3 Credits)
The continuation of General Physics I with studies in electromagnetism,
optics, relativity, atomic and nuclear physics. Lecture: three hours;
recitation: one hour. (Every spring.)
Corequisite: NSCI 1512.
Prerequisite: NSCI 1501.

NSCI 1511. GENERAL PHYSICS LAB I. (1 Credit)
The laboratory to accompany NSCI 1501 and NSCI 1061. Lab fee.
Attribute: ZLB3.
Corequisite: NSCI 1501.

NSCI 1512. GENERAL PHYSICS LAB II. (1 Credit)
The laboratory to accompany NSCI 1502 and NSCI 1062. Lab fee.
Attribute: ZLB3.
Corequisite: NSCI 1502.
Prerequisite: NSCI 1511.

NSCI 1999. TUTORIAL. (1 Credit)

NSCI 2010. GLOBAL ECOLOGY LECTURE. (3 Credits)
An introduction to the principles of ecology, with emphasis on global
environmental problems of the present day. The interaction of biological
principles with social, political and economic systems. Selected topics
include the ecology of global habitats, population biology, air and water
pollution, waste disposal and environmental impacts. (Fall, even years).
Attributes: ENST, ENVS.
Prerequisites: NSCI 1030 or NSCI 1040 or NSCI 1051 or NSCI 1404.

NSCI 2011. GLOBAL ECOLOGY LAB. (2 Credits)
The laboratory to accompany NSCI 2010. Lab fee.
Attribute: ENST.
Prerequisite: NSCI 2010 (may be taken concurrently).

NSCI 2018. BIOLOGY OF AGING. (3 Credits)
The emphasis in this course is on present knowledge regarding
biological, anatomical, physiological, and cytological changes in people
during the aging process. Topics include somatic mutation, cancer
and changes in the genetic material, immune systems in aging, free
radicals, hormones, sensory systems, neurobiology of aging, and possible
directions for future research.
Prerequisites: NSCI 1404 or NSCI 1424.

NSCI 2030. NEUROSCIENCE. (3 Credits)
Introduction to chemical bases of psychology, neurodegenerative and
behavior disorders. Structure/function of endogenous and exogenous
neuroactive agents, neuropeptides, genetic susceptibility, receptor theory;
current research on depression, schizophrenia, obsessive-compulsive
behavior, eating disorders and neuroimmunology. (Spring- even years.)
Prerequisites: (NSCI 1000 and NSCI 1100) or (NSCI 1322 and (NSCI 1404
or NSCI 1424)).
Mutually Exclusive: BISC 4532.

NSCI 2040. RESEARCH DESIGN AND ANALYSIS. (3 Credits)
Modern methods in the natural sciences generate an embarrassment
of riches with respect to data. Scientists need effective methods for
acquiring, interpreting, and presenting data. This course provides an
overview of the theory and practice of data handling in the modern
natural sciences. Topics will include efficient and effective study designs,
statistical and graphical aids to summarizing, presenting, and drawing
conclusions from data, and accessing and drawing conclusions from
biological data bases. The course will reflect the fact that the data
handling today is heavily computer based. (Spring, every year)

NSCI 2060. ENVIRONMENT: SCIENCE, LAW, AND POLICY. (3 Credits)
Using problem-based investigations and case studies, students will
examine scientific, legal and policy aspects of selected topics. The
course includes field trips to environmentally sensitive sites and guest
speakers.
Attribute: ENVS.
Prerequisites: NSCI 1404 or NSCI 1040.

NSCI 2122. IMMUNOLOGY LECTURE. (3 Credits)
(Formerly NSCI 2012 or 2022.) An introduction to the concepts of
immunology, including theory, clinical applications and techniques.
Mutually Exclusive: NSCI 2012.

NSCI 2141. VERTEBRATE ANATOMY LECTURE. (3 Credits)
(Formerly NSCI 2041.) The origin, relationships and anatomy of
vertebrates. Current concepts in evolutionary theory. Emphasis
is given to mammals, particularly humans. A systems approach
is used to consider the embryological origins as a guide to the
anatomical structures in the adult. Prerequisites: NSCI 1404 and 1414;
Recommended: NSCI 3154.
Corequisite: NSCI 2841.
Prerequisites: (NSCI 1404 and NSCI 1414) or HPLC 1604.
Mutually Exclusive: NSCI 2041.

NSCI 2800. INTERNSHIP. (2 Credits)

NSCI 2822. IMMUNOLOGY LAB. (2 Credits)
(Formerly part of NSCI 2022.) Optional lab for NSCI 2122 Immunology.
Lab fee.
Attribute: ZLB3.
Corequisite: NSCI 2122.

NSCI 2841. VERTEBRATE ANATOMY LAB. (2 Credits)
(Formerly part of NSCI 2041.) Lab for NSCI 2141, required. Lab fee.
Attribute: ZLB3.
Corequisite: NSCI 2141.
Prerequisites: NSCI 1404 and NSCI 1424.

NSCI 2999. NATURAL SCIENCE TUTORIAL. (2 Credits)

NSCI 3014. MOLECULAR ECOLOGY LAB. (2 Credits)
This course will introduce students to the field of Molecular Ecology,
the use of molecular methods to address evolutionary, behavioral,
conservation, and ecological questions. This laboratory course will
provide hands-on training in molecular ecology experimental and
analytical skills. In addition, students will gain experience in experimental
design, the critical evaluation of the scientific literature and in written and
oral scientific communication. This will be accomplished in the context of
semester projects that the students design and implement.
Attribute: ZLB3.

Updated: 10-11-2017
NSCI 3121. ORGANIC CHEMISTRY LECTURE I. (4 Credits)
(Formerly NSCI 3021.) Comprehensive organic chemistry course which includes an understanding of how structure relates to activity, pi bond chemistry, stereochemistry, elimination versus substitution reactions, and an introduction to infrared and nuclear magnetic resonance spectrosopies, and mass spectroscopy.

Attribute: ENVS.
Corequisite: NSCI 3821.
Prerequisite: NSCI 3122.
Mutually Exclusive: CHEM 2521.

NSCI 3122. ORGANIC CHEMISTRY LECTURE II. (4 Credits)
(Formerly NSCI 3031.) A continuation of NSCI 3121. Topics include electrophilic aromatic substitution carbonyl chemistry, condensation reactions, UV and mass spectroscopy, proteins, carbohydrates and lipids. Every spring. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENVS.
Corequisite: NSCI 3822.
Prerequisite: NSCI 3121.

NSCI 3133. GENETICS LECTURE. (3 Credits)
(Formerly NSCI 3023 or 3033.) This course will examine aspects of genetics including the biological basis of inheritance, the molecular and cellular biology of genes, genetic engineering, and evolution and population genetics. We will focus on classic and cutting edge genetic experiments, tools, and model organisms in order to understand fundamental genetics principles and to explore real-world applications in medicine, agriculture, and industry.

Attribute: ENVS.
Prerequisites: (NSCI 1404 and NSCI 1414) or (HPLC 1604) and (NSCI 1331 and NSCI 1332).
Mutually Exclusive: BISC 2539.

NSCI 3154. CELL AND DEVELOPMENT BIOLOGY LECTURE. (3 Credits)
(Formerly NSCI 3054 or 3044.) Study of growth, patterning, and differentiation in multicellular organisms, with an emphasis on vertebrate and invertebrate model organisms. This course discusses our current understanding of how multicellular organisms are formed based on experiments in classical embryology, cell biology and developmental genetics. This course emphasizes interpretation and analysis of experiments. (Spring, even years)

Prerequisites: NSCI 1404 and NSCI 1414 and NSCI 1322 and NSCI 1332.
Mutually Exclusive: BISC 3754.

NSCI 3821. ORGANIC CHEMISTRY LAB I. (2 Credits)
(Formerly NSCI 3022.) A laboratory course introducing the student to the experimental techniques of organic chemistry. Lab Fee.

Attributes: ENVS, ZLB3.
Corequisite: NSCI 3121.
Mutually Exclusive: CHEM 2541.

NSCI 3822. ORGANIC CHEMISTRY LAB II. (2 Credits)
(Formerly NSCI 3032.) A continuation of NSCI 3821. Lab Fee.

Attribute: ZLB3.
Corequisite: NSCI 3122.
Mutually Exclusive: CHEM 2542.

NSCI 3833. GENETICS LAB. (2 Credits)
(Formerly part of NSCI 3033.) Optional lab for NSCI 3133 Genetics. Lab fee.

Attribute: ZLB3.
Corequisite: NSCI 3133.
Prerequisites: (NSCI 1404 and NSCI 1414) or (HPLC 1604) and (NSCI 1331 and NSCI 1332) and (NSCI 3133 (may be taken concurrently) or NSCI 3023).
Mutually Exclusive: BISC 2549.

NSCI 3854. CELL AND DEVELOPMENT BIOLOGY LAB. (2 Credits)
(Formerly part of NSCI 3054.) Optional lab for NSCI 3154 Cell & Development Biology. Lab fee.

Attribute: ZLB3.
Corequisite: NSCI 3154.

NSCI 3999. TUTORIAL. (3 Credits)
Independent research and reading with supervision from a faculty member.

NSCI 4032. NEUROBIOLOGY LABORATORY. (2 Credits)
Laboratory course designed to complement Neuroscience (NSCI 2030) or Physiology Without Lab (NSCI 4022).

Prerequisites: NSCI 2030 (may be taken concurrently) or NSCI 4112 (may be taken concurrently).

Mutually Exclusive: NSCI 4812.

NSCI 4080. PHARMACOLOGICAL CHEMISTRY. (3 Credits)
This course presents the chemistry of molecular recognition between drugs and their targets (receptors, ion-channels, enzymes and nucleic acids) and how this information is used to design new drugs with specific biological functions. In addition to traditional theories of structure and function in drug design, the course will include the most recent research publications in nanoparticle drug delivery, pharmacogenetics (the study of genetic factors and gene-environment interactions that influence drug delivery, bio-availability, metabolism, clearance, and toxicity) and innovative methods for treating cancer. Ethical considerations of the use and misuse of drugs will also be addressed. Prerequisites NSCI 3031 or NSCI 3122.

Prerequisite: NSCI 3031.

NSCI 4081. NEUROCHEMISTRY. (3 Credits)
This course explores the function of the nervous system on the chemical level, with emphasis on the structure and function of the neurotransmitters and their receptors and psychoactive drugs of use and abuse.

Prerequisite: NSCI 3031 (may be taken concurrently).

NSCI 4112. ANIMAL PHYSIOLOGY LECTURE. (3 Credits)
(Formerly NSCI 4012 or 4022.) Processes by which homeostasis is maintained particularly in humans. Basic cell properties; development of biopotentials; the integrating systems: nerve, muscle, and endocrine; and the functional systems: cardiovascular, respiratory, digestive, reproductive, and excretory. Prerequisites: NSCI 1404 and NSCI 1414 or NSCI 1424 and 1434, NSCI 1322 and NSCI 1332; strongly recommended: NSCI 2141.

Attribute: ENVS.

Prerequisites: (NSCI 1404 and NSCI 1414) or (NSCI 1424 and NSCI 1434) and NSCI 1322 and NSCI 1332.
Mutually Exclusive: NSCI 4012.
NSCI 4143. ADVANCED MICROBIOLOGY LECTURE. (3 Credits)
(Formerly NSCI 4043.) Study of structural and functional characteristics of bacteria, fungi, viruses, and unicellular and multicellular eukaryotic animal parasites. Topics will include cell structure, physiological pathways, microbial genetics, disease mechanisms, and ecology. Laboratory experiments will acquaint students with techniques of isolation, culture, and identification of organisms from soil, water, food, and air; bacterial genetics and ecology.
Attributes: ENVS, ZLB3.
Corequisites: NSCI 4843.
Prerequisites: (HPLC 1604 or NSCI 1404 and NSCI 1414) and NSCI 1322.
Mutually Exclusive: NSCI 4043.

NSCI 4144. MICROANATOMY LECTURE. (3 Credits)
(Formerly NSCI 4044.) Microscopic anatomy of mammalian cells and tissues. Theoretical analysis and practical techniques illustrate the interrelationships of structure and function in tissues and organs. Histological slides and histochemical preparations will be used to identify and correlate structure with physiological/biochemical activities. Spring, odd years.
Corequisite: NSCI 4844.
Prerequisites: NSCI 1404 and NSCI 1414.
Mutually Exclusive: NSCI 4044.

NSCI 4153. BIOLOGICAL CHEMISTRY LECTURE. (3 Credits)
An introduction to the chemistry of biological molecules (carbohydrates, proteins, polynucleic acid and their constituents, and lipids), emphasizing their biosynthesis and role as biostructural building blocks. Other specialized topics to be covered include enzyme kinetics, mechanism and regulation; energy conversion and dynamics. (Every fall) Prerequisite: NSCI 3031 or NSCI 3122.
Attribute: ENVS.
Prerequisite: NSCI 3031.
Mutually Exclusive: CHEM 4221.

NSCI 4176. MOLECULAR BIOLOGY LECTURE. (3 Credits)
(Formerly NSCI 4076.) This course covers the biology of the gene, including regulation and mechanism of replication, transcription and translation as well as principles of genetic engineering. The course emphasizes interpretation and analysis of experiments. The laboratory focuses on analysis and manipulation of DNA and RNA. (Spring, odd years)
Corequisite: NSCI 4876.
Prerequisites: NSCI 3122 and NSCI 3133 and NSCI 4143.
Mutually Exclusive: BISC 3752.

NSCI 4222. SCIENCE, TECHNOLOGY, AND SOCIETY VALUES. (4 Credits)
This course serves as a capstone seminar for senior majors. Students will explore original literature, the relationship of the natural sciences to other disciplines, and ethical considerations in the sciences. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENVS.

NSCI 4812. ANIMAL PHYSIOLOGY LAB. (2 Credits)
(Formerly part of NSCI 4012.) Optional lab for NSCI 4112 Animal Physiology. Lab fee.
Attribute: ZLB3.
Corequisite: NSCI 4112.
Mutually Exclusive: NSCI 4032.

NSCI 4843. ADVANCED MICROBIOLOGY LAB. (2 Credits)
(Formerly part of NSCI 4043.) Lab for NSCI 4143, required. Lab fee.
Corequisite: NSCI 4143.

NSCI 4844. MICROANATOMY LAB. (2 Credits)
(Formerly part of NSCI 4044.) Lab for NSCI 4144, required. Lab fee.
Attribute: ZLB3.
Corequisite: NSCI 4144.

NSCI 4853. BIOLOGICAL CHEMISTRY LAB. (2 Credits)
(Formerly NSCI 4065.) A one-semester laboratory course to familiarize advanced students with the research techniques applied to proteins and nucleic acids. Included are subcellular fractionation, spectrophotometry, gel electrophoresis, centrifugation, and column chromatography. Lab fee. (Every semester) Prerequisites: NSCI 3031 or NSCI 3122; corequisite NSCI 4153 or NSCI 4065.
Attribute: ZLB3.
Corequisite: NSCI 4153.
Mutually Exclusive: CHEM 4231.

NSCI 4876. MOLECULAR BIOLOGY LAB. (2 Credits)
(Formerly part of NSCI 4076.) Lab for NSCI 4176, required. Lab fee.
Attribute: ZLB3.
Corequisite: NSCI 4176.

NSCI 4999. TUTORIAL. (1-4 Credits)
As above, except that a laboratory project under faculty supervision is an integral component of the course. One course may be counted as a laboratory elective in the major. (Every semester)

Naval ROTC (NAVY)

NAVY 1100. NAVAL LABORATORY I. (0 Credits)
Midshipmen are provided the opportunity in laboratory to develop personally while participating in activities as a team leader or team member. Naval Science Laboratories are a blend of academic lectures on naval theory and naval administration and practical training in physical readiness, military discipline, and an appreciation of the customs and traditions of the Naval Service. Approximately two hours each week, usually held on Wednesdays at 16:00 (4 p.m.) at the SUNY Maritime College campus each semester. All NROTC midshipmen, STA-21 and MECEP students are required to attend.

NAVY 1101. NAVAL ORIENTATION. (0 Credits)

NAVY 1102. HISTORY OF SEA POWER. (3 Credits)

NAVY 2200. NAVAL LABORATORY II. (0 Credits)

NAVY 2201. NAVAL LEADERSHIP I. (2 Credits)
A comprehensive study of organizational behavior and management in the context of the naval organization. Senior year, fall semester, for Navy Option midshipmen. (Maritime NVSC 401.) Degree credit through CBA.

NAVY 2202. MARINE ENGINEERING. (3 Credits)

NAVY 2204. NAVIGATION AND NAVAL OPERATION I. (3 Credits)
Piloting and celestial navigation including theory, principles, procedures, the use of charts, visual and electronic aids, and the theory and operation of magnetic and gyro compasses. Celestial navigation is covered in depth. Practical skills are developed. Topics include tides, currents, effects of wind and weather, plotting, use of navigation system, and day's work in navigation. Required of all Navy Option NROTC midshipmen. Sophomore year, spring semester. Degree credit through CBA. (Maritime NVSC 211).
NAVY 3330. NAVAL LABORATORY III. (0 Credits)
NAVY 3332. NAVAL OPERATIONS. (0 Credits)
NAVY 3333. NAVAL SHIP SYS I (ENGINEERING). (3 Credits)
NAVY 3334. NAVAL WEAPONS SYSTEMS. (3 Credits)
Modern naval weapons, attention is given to airborne, surface systems. The facets of command, control, integration. Required of all Navy Option, CBA. (Maritime NYSC 303)
NAVY 3331. EVOLUTION OF WARFARE. (3 Credits)
NAVY 3332. AMPHIBIOUS WARFARE. (3 Credits)
NAVY 4400. NAVAL LABORATORY IV. (0 Credits)
NAVY 4402. NAVAL LEADERSHIP II. (2 Credits)
NAVY 4403. NAVIGATION & NAVAL OPER II. (3 Credits)

New Media and Digital Design (NMDD)

NMDD 1001. EXPLORE NEW MEDIA AND DIGITAL DESIGN. (3 Credits)
This course critically explores notable histories, geographies and practices of digital design. Students will gain an understanding of fundamentals of contemporary design paradigms, internet architecture and governance and the politics of designing media that operates at intimate, local and global scales.

NMDD 1800. INTERNSHIP. (1 Credit)

NMDD 3020. EXPLORATIONS IN DIGITAL STORYTELLING. (4 Credits)
This class explores storytelling in emerging platforms. From the still image and the soundscape, we will evolve to discuss digital filmmaking, game design and interactive web narratives. Integrated workshops in cinematography, sound and video editing, and other storytelling technologies will enable students to create story projects of their own. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMC, COMM, DTEM, CVW.

NMDD 3220. INTRODUCTION TO GAME NARRATIVE. (4 Credits)
Students will examine how game stories motivate players and propel games from beginning to end. By examining games old and new, analog and digital, students will identify themes and narrative strategies while the class offers both design and technology instruction to enable them to create their own game stories. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMM, DTEM, FITV.

NMDD 3308. PROFESSIONAL SOCIAL MEDIA. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMC, COMM, DTEM, JOUR.

NMDD 3338. DIGITAL STRATEGY FOR CAUSE MARKETING. (4 Credits)
This course provides a comprehensive overview of the current landscape of digital cause marketing. Students will have a chance to explore the variety of tools, best practices and strategies commonly found in the industry while taking a deep dive into case studies of digital content marketing for social causes in action. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

NMDD 3450. USER EXPERIENCE DESIGN: DESIGN FOR EMPOWERMENT. (4 Credits)
This course focuses on how human-centered design and participatory design methods can be used as approaches to empowerment. Students will gain a hands-on experience with conducting user research, synthesizing findings into insights, ideating, sketching, rapid prototyping, and validating concepts with users. Course reading, discussions, and activities will be organized into a user-experience project to help students get out and interact with real users, needs, and challenges.
Attribute: DTEM.

NMDD 3880. DESIGNING SMART CITIES. (4 Credits)
“Smart Cities” represents the rapid integration of digital media and communication networks into all modes of urban living and the reorientation of urban economies toward digital industries. This course combines an introduction to smart urbanism with a community-based research and design project for service-learning credit. Students gain experience in the field both conducting a digital needs assessment and designing digital networks that prioritize access, empathy and local participation. (Community service required.) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMC, COMM, DTEM, JOUR.

NMDD 3890. DATA VISUALIZATION AND REPRESENTATION. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: DTEM.

NMDD 3900. INTERNSHIP SEMINAR. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

NMDD 4600. SENIOR CAPSTONE SEMINAR. (4 Credits)
A seminar and hands-on working group for senior capstone projects in the New Media and Digital Design program Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: NMDD 1001.

NMDD 4800. INTERNSHIP. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

NMDD 4999. TUTORIAL. (4 Credits)
New York Real Estate Institute (REAL)

REAL 1000. NEW YORK LANDLORD TENANT LAW. (0 Credits)
The course will cover laws concerning residential and non-residential tenancies; the rights and obligations of owners and occupants; lease provisions of rent-regulated apartments and commercial properties; termination of the landlord-tenant relationship, including legal proceedings.
Attribute: Z35B.

REAL 1100. PROPERTY MANAGEMENT AND MANAGING RISK. (0 Credits)
A basic overview of real estate management and asset insurance coverage and methodology. The topics will cover the financial reporting, budgeting, insurance coverage and premiums, leasing, operations and maintenance (MEP), tenant/employee/employer relationship, computer and security technology.
Attribute: Z35B.

REAL 1200. FAIR HOUSING. (0 Credits)
This course covers basic fair housing principles which salespersons and brokers are expected to know and practice. The course also examines the Federal, State, local and regulatory codes that shape fair housing as we know it.
Attribute: Z35A.

REAL 1300. CONSTRUCTION PROJECT MANAGEMENT. (0 Credits)
Provides a comprehensive approach to understand the dynamics of the construction business structure, how to formulate a reputable company, solve the puzzle as to how to review and prepare for the business plan, bidding process, understand the RFI, RFQ and RFP procedures.
Attribute: Z35C.

REAL 1400. ZONING COMPLIANCE AND URBAN DEVELOPMENT. (0 Credits)
A basic review of the origin, implementation, and enforcement of NYC zoning regulations. The class covers the zoning issues facing each community, zoning maps, land use regulations, definition of F.A.R., building envelope, building accessories, sprinkler requirements, real estate taxes, historic preservation, green building tech.
Attribute: Z35B.

REAL 5014. NEGOTIATION IN REAL ESTATE. (1.5 Credits)
This course provides an introduction to negotiation along with a strong foundation in a number of key concepts, including the three major roles of the conflict specialist, theories of communication and conflict, approaches to negotiation and their limitations, private versus court-centered approaches to resolving conflict and psychological biases and barriers in addressing conflict. Students explore new roles for conflict specialists with an eye towards preparing themselves to engage in various negotiation scenarios that arise in the real estate industry.

REAL 5016. ETHICAL ISSUES IN REAL ESTATE. (1.5 Credits)
Students in this course study how ethics are considered from various points of view: historically, relationally and transactionally. In a series of different situations commonly occurring in the real estate industry, students consider the ethical issues present and then evaluate the adequacy of the real world responses to those issues.

REAL 5102. REAL ESTATE RISK AND PORTFOLIO MANAGEMENT. (3 Credits)
This course discusses the theory and principles of investments and portfolio management. Students acquire a working knowledge of the risks associated with individual real estate investments, such as asset-specific underwriting, credit evaluation, and tenant credit risk and then explore advanced topics including portfolio selection, calculation of efficient sets, and portfolio performance evaluation for the holding entity.

REAL 5104. THE REAL ESTATE DEVELOPMENT PROCESS. (3 Credits)
This course provides a practical analysis of the phases of the real estate development process including conceptualization, site acquisition, planning and design, construction, financing, leasing and marketing. Leadership, management and control of the development team are featured issues.

REAL 5106. REAL ESTATE ASSET MANAGEMENT. (3 Credits)
Students learn how to develop an investment strategy and an actionable asset management plan based on that strategy for increasing the value of real estate assets under management on behalf of ownership. Students examine acquisitions, leasing, operations, budgets, capital expenditures, repositioning, refinancing, dispositions and distressed foreclosure workouts using financial modeling, underwriting, risk analysis, and performance benchmarking concepts and tools. The decision-making process will be examined from the property, asset and portfolio management perspectives.

REAL 5108. REAL ESTATE CREDIT ANALYSIS AND UNDERWRITING. (3 Credits)
Students learn how to underwrite and structure commercial real estate (CRE) loans for the acquisition, development and construction of income-producing properties. A combination of market, risk and financial analysis tools will be used to assess commercial investment properties and borrower credit worthiness, and to make prudent, defensible lending decisions.

REAL 6002. REAL ESTATE DEVELOPMENT FEASIBILITY STUDY. (3 Credits)
This course examines the components of a real estate development feasibility study report. Students refine leadership, team and presentation skills to deliver a comprehensive and persuasive report on a currently available real estate project.

REAL 6004. ADAPTIVE REUSE AND SUSTAINABILITY. (1.5 Credits)
Utilizing sustainable principles and building practices, this comprehensive course challenges students to think critically about reusing existing building stock and maintaining historic structures. It encourages adaptive reuse by owners and developers entering the design review process. The goal is to help developers think critically about the opportunities presented by adaptive reuse.

REAL 6006. DEVELOPMENT PROJECT LEADERSHIP, MANAGEMENT AND COMMUNICATIONS. (1.5 Credits)
Gain essential leadership, management and reporting skills and strategies to effectively control the design and construction process, ensuring that every decision is made in the owner’s best interest. Become acquainted with different types of reporting, and learn best practices and tools needed to improve performance, standards and timely project delivery.
REAL 6008. AFFORDABLE HOUSING. (1.5 Credits)
In this course, students acquire an understanding of the history and current state of affordable housing in the US in general and NYC in particular. Students learn from a combination of formal lectures and interviews with past and current industry participants and leaders. The focus of the course is examine the multiple factors that must be addressed in the planning and execution of affordable housing projects.

REAL 6010. INFRASTRUCTURE PROJECT FINANCE. (1.5 Credits)
This course presents the financial and legal principles of project and infrastructure finance. The increasing demand for infrastructure projects including roads, airports, conventional and alternative (renewables) power generation and health and education facilities has positively affected the growth of privately and publicly funded infrastructure investments, thus the existence, improvement or creation of infrastructure is critical to any real estate project.

REAL 6012. GLOBAL REAL ESTATE INVESTMENT. (1.5 Credits)
This course provides a comparative and critical approach to undertaking international real estate transactions, investments and development projects by providing a framework for analyzing real estate investments across borders within specific markets.

REAL 6014. LAND USE LAW. (1.5 Credits)
Real estate development is profoundly impacted by land use law and environmental regulations. A successful developer must navigate through land use controls, federal, state and city environmental regulations, landmark and historic preservation restrictions and community concerns, in addition to building and fire codes and other safety regulations.

REAL 6016. REAL ESTATE ENTREPRENEURSHIP BUSINESS PLANNING. (1.5 Credits)
This course integrates the concepts, tools and practices of entrepreneurship. Students learn to be superior opportunity assessors and shapers, to understand the integration of people and process in entrepreneurship, to write, articulate and present a new venture execution plan, to understand the alternatives and trade-offs in financing, starting and operating a venture, and to gain a better understanding of their personal entrepreneurial capabilities.

REAL 6020. INTERNSHIP. (1.5 Credits)

REAL 6022. SPECIAL TOPICS IN REAL ESTATE. (1.5 Credits)
These courses, which will be offered periodically, are designed to enhance the student's educational experience by supplementing the standard array of courses with topics that are very highly specialized. Areas of study will include real estate finance, investment and development. In most cases, they will be of interest to those students who desire a more intense exposure to a particular field of study.

REAL 6100. APPLIED PROJECT. (3 Credits)
The Applied Project capstone course provides for a comprehensive application of core, flex core and elective course principles, concepts, and professional practice to real world real estate investment projects.

REAL 6200. RESEARCH PROJECT (THESIS). (3 Credits)
Students work with a qualified supervisor to conduct research, collect data, analyze, test their hypotheses and write up their findings. The finished thesis must demonstrate the student’s ability to conduct comprehensive research and articulate original ideas and thought processes that make a practical contribution to the existing body of knowledge in the field of real estate.

Organizational Leadership (ORGL)

ORGL 2000. THEORIES OF LEADERSHIP. (4 Credits)
Designed to provide a context for the beginning student in the Organizational Leadership major, this course presents a range of theoretical perspectives and a common vocabulary for discussing leadership. It includes an analysis of historical concepts and contemporary theories, focusing on the idea of leadership and the contributions of several disciplines to our understanding of it. Designed to provide a context for the beginning student in the Organizational Leadership major, this course presents a range of theoretical perspectives and a common vocabulary for discussing leadership. It includes an analysis of historical concepts and contemporary theories, focusing on the idea of leadership and the contributions of several disciplines to our understanding of it. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ORGL 2300. ISSUES IN HUMAN RESOURCE MANAGEMENT. (4 Credits)
An overview of current issues in human resource management in organizations. Topics include: career development, recruitment, retention, training, interviewing, performance appraisal and improvement, employee relation, technology, legal issues, compensation, motivation, ethics, work-life balance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ORGL 2500. ORGANIZATIONAL BEHAVIOR, CHANGE, AND LEADERSHIP. (4 Credits)
This course will explore individual and group behavior in organizations. Scholarly perspectives, theoretical framework, practitioner methods, measurement instruments within the field of organizational behavior and change management will be presented. Course academic content and skills exercises emphasize the social, psychological, and cultural dynamics and practices influencing individual and group behavior. Key focus areas of the course include theories of organizational behavior, cultural change models, and the leader's role in assessing, facilitating and achieving change. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ORGL 2600. MEDIATION, NEGOTIATION, ALTERNATIVE DISPUTE RESOLUTION. (4 Credits)
A review of the history principles and practices of ADR (Alternative Dispute Resolution) including mediation, negotiation, arbitration, conflict resolution--increasingly used in all areas of society (Law, Business, Family). Combines lectures and exercises. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ORGL 2700. ORGANIZATIONAL COMMUNICATION. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
ORGL 2800. U.N. AND POLITICAL LEADERSHIP. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PJST.

ORGL 2900. ENTREPRENEURSHIP. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PCGR 6310. LEADING WITH EMOTIONAL INTELLIGENCE. (4 Credits)
Leading with emotional intelligence is the capacity for effectively recognizing and managing our own emotions and those of others. It is self-awareness and self-management, social awareness, and social management and other items. The course relates IQ to organizational effectiveness and personal success. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PCGR 6440. PAST COUNSELING SKILLS. (3 Credits)
This course addresses theological and spiritual issues in the field of pastoral care and counseling and proposes a theological method for reflecting on these issues.

PCGR 6382. SOC & CUL FOUND OF COUNSELING. (3 Credits)
This course will explore the multicultural dimensions of counseling. It will elaborate the social and cultural goals of therapy from this perspective. Various theories, research and practice of counseling will be developed, including the spiritual dimensions of the theory.

PCGR 6384. PROF ETHICS/PAST COUNS. (3 Credits)
An exploration of critical issues in the ethical practice of counseling and psychotherapy, this course addresses the roles and responsibilities of the professional counselor. Using case studies and small group work, we will explore potential ethical conflicts and methods of ethical reasoning, as students develop skills to work through ethical conflicts in the counseling setting.

PCGR 6386. PAST COUNSELING THEORY. (3 Credits)
Faith and ministry of pastoral counseling. Consideration of religious resources and identity, theories of the counseling process and practical issues of therapeutic relationship, contract, setting, referral, etc.

PCGR 6390. PSYCHOPATHOLOGY & DIAGNOSIS. (3 Credits)
The course will introduce students to the basics of psychopathology and psychological diagnosis for use in clinical and pastoral work. This course is designed to help students cultivate the ability to think critically and creatively about psychopathology and diagnosis “on the ground,” so that they can work from a diagnostic standpoint that is human, flexible, empathic, and non-judgmental, with a focus on the real person one meets in the consulting room or ministry setting. Within this framework, the course will cover interviewing and assessment skills, DSM 5 categories, ethical considerations, character/personality issues, and pastoral assessment. Weekly case studies will be used to practice the art of diagnostic formulation, with an eye toward treatment planning and case formulation.

ORGL 4000. LEADERSHIP CONCEPTS AND CASES. (4 Credits)
This course combines historical examples with vision into the future of organizational development to identify the qualities and responsibilities that will dramatically redefine and improve leadership performance in today’s rapidly changing world of work. This course, through case study analysis, will help students identify and understand fundamental shifts in leadership development shifts that are essential if organizations are to grow and prosper. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

ORGL 4999. LEADERSHIP TUTORIAL. (1-5 Credits)

Pastoral Counseling (PCGR)

PCGR 6310. HUMAN GROWTH & DEVELOPMENT. (3 Credits)
This course will explore the development from birth and adolescence through the tasks and crisis of middle and later life. Stage theories, cognitive, social and emotional development will be the focus of this course. Special consideration will be given to spiritual life issues throughout the development process.

PCGR 6380. THEOL P. C. & SPIRIT CARE. (3 Credits)
This course addresses theological and spiritual issues in the field of pastoral care and counseling and proposes a theological method for reflecting on these issues.

PCGR 6382. SOC & CUL FOUND OF COUNSELING. (3 Credits)
This course will explore the multicultural dimensions of counseling. It will elaborate the social and cultural goals of therapy from this perspective. Various theories, research and practice of counseling will be developed, including the spiritual dimensions of the theory.

PCGR 6384. PROF ETHICS/PAST COUNS. (3 Credits)
An exploration of critical issues in the ethical practice of counseling and psychotherapy, this course addresses the roles and responsibilities of the professional counselor. Using case studies and small group work, we will explore potential ethical conflicts and methods of ethical reasoning, as students develop skills to work through ethical conflicts in the counseling setting.

PCGR 6386. PAST COUNSELING THEORY. (3 Credits)
Faith and ministry of pastoral counseling. Consideration of religious resources and identity, theories of the counseling process and practical issues of therapeutic relationship, contract, setting, referral, etc.

PCGR 6390. PSYCHOPATHOLOGY & DIAGNOSIS. (3 Credits)
The course will introduce students to the basics of psychopathology and psychological diagnosis for use in clinical and pastoral work. This course is designed to help students cultivate the ability to think critically and creatively about psychopathology and diagnosis “on the ground,” so that they can work from a diagnostic standpoint that is human, flexible, empathic, and non-judgmental, with a focus on the real person one meets in the consulting room or ministry setting. Within this framework, the course will cover interviewing and assessment skills, DSM 5 categories, ethical considerations, character/personality issues, and pastoral assessment. Weekly case studies will be used to practice the art of diagnostic formulation, with an eye toward treatment planning and case formulation.

PCGR 6410. PSYCHOLOGY & RELIG/SPIR. (3 Credits)
This course explores spirituality and religious experience from a psychological viewpoint. The theories of Freud, Jung, Winnicott, and others are engaged in order to understand how our psychology affects our religious lives and vice-versa. Using text, experiential exercises, and critical reflection, we will engage our own religious history and traditions, and explore what it means to be a fully alive human being.

PCGR 6420. MARRIAGE/FAMILY THERAPY. (3 Credits)
A systemic approach to family treatment. A survey of the major contributors to the field, using videotape demonstrations of family sessions. Genograms will be used to explore family-of-origin issues.

PCGR 6440. PAST COUNSELING SKILLS. (3 Credits)
Integrates humanistic counseling theory with intragroup practice. Focus on the listening skills of attending, accurate empathy, clarifying and focusing. Use of audio and video. No audit. (three hours).

PCGR 6510. ADVANCED LIFE SPAN ISSUES & CAREER COUNSELING. (3 Credits)
This course explores the advanced lifespan issues of adulthood, through the lens of pastoral and clinical care. Specific focus will be given to issues of career and vocation.

PCGR 7330. ASSESSMENT & APPRAIS OF INDIV. (3 Credits)
This course of study presumes a working knowledge of family systems theory and practice. the theoretical approach employed for individual and family functioning will be structural, solution focused and narrative family therapy. The course will focus on the clinical assessments and presentation by both students and course instructor of real family interactional issues. There will be the consideration of the impact of culture and cultural differences in understanding and responding to the patterns of family interactions.
PCGR 7410. RESEARCH METHODS IN PC. (3 Credits)
This course will be a review of research in pastoral counseling. It will introduce basic concepts and methods of qualitative research, consider ways of studying change as a result of pastoral care and counseling interventions and programs, and familiarize students with basic skills in evaluating research literature.

PCGR 7420. DEATH DYING & BEREAVEMENT. (3 Credits)
Focus on integrating theoretical knowledge, ministerial skills and personal experiences in relation to specific topics and issues. Not just how to minister, but how one goes about explaining the meaning of loss, death and grief.

PCGR 7422. GROUP PROCESS: TH & TECH. (3 Credits)
An experiential and didactic introduction to group process. Group-as-a-whole, interpersonal and general group models. Applications to the different forms of pastoral ministry. Limited enrollment (three hours). (No audit).

PCGR 7426. GROUP PROCESS/DYNAMICS. (3 Credits)
This course will meet weekly for three hours. The first hour will be experiential and two hours will focus on various Group theories, group facilitation, group leadership and an understanding of the challenges that may occur in setting up groups. The various stages of Group development will be explored. Students will be required to apply to the theory to an actual group and/or apply it to a group that will be part of their ministry. Basic skills, Counseling Theories are prerequisites for this course.

PCGR 7471. CLINICAL INSTR/INTEGR PROC. (3 Credits)
This course is designed to accompany the Field Placement for students in the Clinical Pastoral Counseling 60-Credit Program. Students will engage current approaches to counseling and psychotherapy in dialogue with their own clinical work. Classes will focus on the presentation of students' clinical work in connection with relevant topics in the clinical literature, addressing such matters as transference and countertransference, addictions treatment, spiritual issues, and working with trauma. The aim of the course is to integrate previous classroom work and clinical experience, so that students are prepared to begin work as professional counselors and therapists.

PCGR 7472. CLINICAL INSTR INTEGR PROC II. (3 Credits)
This continuation course is designed to accompany the field placement for students in the clinical pastoral counseling 60 Credit Program.
Prerequisite: REGR 6839.
Prerequisite: REGR 6839.

PCGR 8999. TUTORIAL. (6 Credits)

Pastoral Ministry (PMGR)

PMGR 6510. THEOLOGY OF MINISTRY. (3 Credits)

PMGR 6612. MINISTRY WITH LATIN@S. (3 Credits)
This course presents a comprehensive introduction to the principal issues related to U.S. Latin@ Christianities from an ecumenical perspective. The course is divided into three parts: The Landscape of Latin@s in the U.S., Latin@s and the Churches, and Hispanic Ministries. Among the topics covered are: the history of the principal Latino groups in the U.S. (Mexicans, Puerto Ricans, Cubans, Dominicans, and Central Americans), the churches’ responses to Latin@s, parish ministry, youth ministry, the sacraments, popular religiosity, and an introduction to U.S. Latin@/Hispanic theology.

PMGR 6613. U.S. LATIN@ THEOLOGY. (3 Credits)
This course presents an introduction to the theological output of US Latin@ theologians from an ecumenical perspective. We begin with an overview of US Latin@ Theology as a contextual theology and then proceed topically looking at US Latin@ Catholic theology, U.S. Latina Feminist theology, and US Latin@ Protestant theology.

PMGR 6616. LATIN@ PREACHING. (3 Credits)
A practicum in preaching to Latino congregations with review of the pertinent literature on different preaching styles and Latino audiences. Facility in Spanish required.

PMGR 6617. LATIN@ SPIRITUALITY. (3 Credits)
This course presents an introduction to the way Latinos and Latinas live-out their relationship or faith in God or spirituality. While the focus of the course will be on Latino Christian spirituality—both Catholic and Protestant—attention will also be paid to non-Christian Latino spiritualities, especially Santería. We begin with an overview of the variety of spiritualities practiced by Latinos and Latinas and then proceed topically looking at popular Catholicism, the Latino celebration of the sacraments, Marian devotion (especially to Our Lady of Guadalupe), New Ecclesial Movements (especially the Charismatic Renewal and the Neo-Catechumenal Way, Mainline Latino Protestant spirituality, and Latino Pentecostalism.

PMGR 6618. HISP FAMILY MINISTRY & CATECHE. (3 Credits)
Latinas/os are deeply religious, and their way of experiencing God and life is often different from that of the U.S. mainstream culture. This course will study the lived reality of U.S. Hispanic families. It will challenge participants to critically reflect, analyze and articulate in what ways family ministry and family catechesis is embodied in families and faith communities today; to explore what helps or hinders religious development within families, and the responsibility of church and society to foster growth in faith; to explore experientially based frameworks for ministering with Latino communities; and to nuance their role as religious educators. Our conversation partners will include the writings of U.S. Hispanic theologians and religious educators.

PMGR 6620. MODELS OF PASTORAL THEOLOGY. (3 Credits)

PMGR 6650. ETHICS IN PASTORAL MINISTRY. (3 Credits)
Ethics in Pastoral Ministry is an online course that addresses ethical conduct in ministry for professionals working in a supervisory or leadership capacity with emphasis on legal issues and moral decision-making. The course will focus on the formation of conscience as it relates to the self, ministry, and society. It includes case studies and the application of ethical principles to real-life situations as well as the study of theory. It is theoretical, establishing a theological basis for ethical conduct and moral decision-making, and practical, giving students skills and resources to deal with the various issues they may encounter in ministry.

PMGR 6780. ANALYSIS FOR MINISTRY. (3 Credits)
Analysis for Ministry is a graduate seminar that seeks to assist ministers of the Gospel to reflect on the context of their pastoral practice in light of Catholic social teaching and social science analysis. Readings will focus on social justice concerns at the global, national and local level.

PMGR 7510. THEOLOGY OF MINISTRY. (3 Credits)
DMIN Students Only.

PMGR 7616. LATIN@ PREACHING. (3 Credits)
A practicum in preaching to Latino congregations with review of the pertinent literature on different preaching styles and Latino audiences. Facility in Spanish required.

Updated: 10-11-2017
PMGR 7617. LATIN@ SPIRITUALITY. (3 Credits)
This course presents an introduction to the way Latinos and Latinas live-out their relationship or faith in God or spirituality. While the focus of the course will be on Latino Christian spirituality—both Catholic and Protestant—attention will also be paid to non-Christian Latino spiritualities, especially Santería. We begin with an overview of the variety of spiritualities practiced by Latinos and Latinas and then proceed topically looking at popular Catholicism, the Latino celebration of the sacraments, Marian devotion (especially to Our Lady of Guadalupe), New Ecclesial Movements (especially the Charismatic Renewal and the Neo-Catechumenal Way, Mainline Latino Protestant spirituality, and Latino Pentecostalism. This course is for Doctor of Ministry students only and will require doctoral level participation and additional research/writing elements.

PMGR 7628. PAST & PRACT THEOLOGY. (3 Credits)

PMGR 7650. ETHICS IN PASTORAL MINISTRY. (3 Credits)
Ethics in Pastoral Ministry addresses ethical conduct in ministry for professionals working in a supervisory or leadership capacity with emphasis on moral decision-making. The course will focus on the formation of conscience as it relates to the self, ministry, and society. It includes case studies and the application of ethical principles to real-life situations as well as the study of theory. It is theoretical, establishing a theological basis for ethical conduct and moral decision-making, and practical, giving students skills and resources to deal with the various issues they may encounter in ministry.

PMGR 7688. SPEC TOPICS: PASTORAL STUDIES. (3 Credits)
Reserved for special courses in Pastoral Studies.

PMGR 7713. U.S. LATIN@ THEOLOGY. (3 Credits)
This course presents an introduction to the theological output of US Latin@ theologians from an ecumenical perspective. We begin with an overview of US Latin@ Theology as a contextual theology and then proceed topically looking at US Latin@ Catholic theology, U.S. Latina Feminist theology, and US Latin@ Protestant theology. This course is for Doctor of Ministry students only and will require doctoral level participation and additional research/writing elements.

PMGR 8030. CAPSTONE: PASTORAL STUDIES (MA). (3 Credits)
The concluding capstone course for all students in the M.A. Pastoral Studies degree.

PMGR 8530. EVANGELIZATION: FAITH& CULTURE. (3 Credits)
This course will introduce students to the opportunity and challenge of the "New Evangelization" by studying the history, theology, and practice of evangelization. Students will learn fundamental principles of rhetoric and communications practice in order to consider or imagine what eloquentia perfecta would look like today.

PMGR 8628. PAST & PRACT THEOLOGY. (3 Credits)

PMGR 8632. RESEARCH SEMINAR: PASTORAL THEOL & PRACTICE. (3 Credits)
Study of particular problems and issues in pastoral theology and practice through probing pastoral experiences, theological reflection, and examination of methods and approaches. Students will prepare a ministry paper, demonstrating their theological knowledge and pastoral expertise with appropriate application to a selected pastoral problem or issue.

PMGR 9999. ST TUTORIAL-PASTORAL MINISTRY. (3 Credits)
This course is reserved for students pursuing a special research topic in Pastoral Ministry with the approval of the area faculty and Dean.

Peace and Justice Studies (PJST)

PJST 1800. INTERNSHIP. (1 Credit)

PJST 3110. INTRODUCTION TO PEACE AND JUSTICE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PJST 3210. REVELATION: NIGHTMARE OF GOD. (4 Credits)
The Book of Revelation is rich in imagery, symbolism, numerology, hidden codes, and apocalyptic overtones. Its storytelling devices, universal themes and subtext of remaining faithful to causes despite persecution, provide metaphors to interpret the biblical text in light of current world events. What insights can the book provide about historical and contemporary peace and justice struggles reported in the media? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PJST 3220. PEACE MAKING IN SCRIPTURE. (4 Credits)
In a time of war we will take a close look at scriptural alternatives. Both Hebrew and Christian bibles offer such alternatives through the Prophets and Jesus. We shall study key passages on the subject of peace and peacemaking from the major Prophets: Isaiah, Jeremiah, Ezekiel and Daniel. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PJST 3230. BIBLICAL WOMEN OF PEACE. (4 Credits)
The course will look at 15 women of the Bible: Eve, Tamar, Miriam, Deborah, Naomi, Ruth, The Queen of Sheba, Huldah, Hannah, Ester, Abigail, the Blessed Virgin Mary, Mary Magdolene, Lydia and Salome and their role in biblical peacemaking with an eye on current peace and justice issues. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PJST 3320. POEMS BY POETS IN TORMENT. (4 Credits)
An examination of poetry of religious or political (or simply prohuman) resistance, written by poets from a variety of cultures who have been surveilled, exiled, jailed, tortured, disappeared, sent to gulags or outright killed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PJST 3321. POETRY OF RESISTANCE. (4 Credits)
How does poetry help a world in crisis and social upheaval? What role does the poet play in historic social movements? We look at poetry from a variety of cultures and assess its contribution to the discourse of social justice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
PJST 3322. PAN-AMERICAN POETIC REBELLION. (4 Credits)
This course focuses on the creation of a Pan-American poetic language of rebellion, against the constricting poetic forms of the past, and against political repressions. Iconoclastic poets such as Walt Whitman, Ruben Dario, Pablo Neruda, Allen Ginsburg, and others, form a line of influence, on each other, and every other poet who has come after them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: LALS.

PJST 3323. BIBLICAL WOMEN OF PEACE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: LALS.

PJST 3324. GENDER, SPIRITUALITY, AND THE BIBLE. (4 Credits)
An exploration of the way in which gender plays a role in the Spiritual lines of Biblical personages, and how their spirit has been handed down through the storytelling of generations to the present biblical reality. An in depth study of the lines of David, Jonathan, Naomi, Ruth, Amar, Paul, John the Beloved disciple and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PJST 3325. THE NEWS IN POEMS. (4 Credits)
What's the good of poetry in a world of crisis? Why bother? Can poetry actually do anything? W.H. Auden said that "poetry makes nothing happen," and William Carlos Williams wrote that "it is difficult to give the news in poetry." He added, however, that "thousands die each day for lack of what is found there," and Auden, that poetry survives in place where the corporate mind never goes. This course will consider poetry of religious, political, or simply pro-human resistance, written by poets from a variety of cultures who have been marginalized, servilled, exiled, jailed, tortured, disappeared, sent to gulags or outright killed. No previous knowledge or extensive reading of poetry is presupposed, only a desire to read poetry relevant to our lives. We will begin with the three weeks of exercises in the reading of poetry, to develop a common vocabulary with which to discuss the poems and deepen our understanding of poetry's place in the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PJST 3999. TUTORIAL. (1-4 Credits)
Independent research and reading with supervision from a faculty member.

PJST 4970. COMMUNITY SERVICE/SOCIAL ACTION. (4 Credits)
This course will deepen students understanding of the meaning of community service and social action in America and challenge them to confront the moral issues and social commitments necessary to be members of a just democratic society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, EP4, LALS, SL, SOCI, URST, VAL.

PJST 4990. CONFLICT RESOLUTION AND JUSTICE CREATION. (4 Credits)
This course examines the psychological, social, and philosophical foundations of peacemaking and conflict resolution drawing on theories and experience from sociology and philosophy, and to some extent theology. The course will include experiential exposure to workshops on conflict resolution and non-violent social action techniques, drawn from social justice organizations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

PJST 4999. TUTORIAL. (1-4 Credits)
Independent research and reading with supervision from a faculty member.

Philosophy (PHIL)

PHIL MTNC. MAINTENANCE-PHILOSOPHY. (0 Credits)

PHIL 0912. REQUIREMENT PREPARATION. (0 Credits)
For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement, such as comprehensive exam, Master’s thesis, or dissertation submission.

Attribute: Z410.

PHIL 0914. REQUIREMENT PREPARATION IN SUMMER. (0 Credits)
For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

PHIL 0925. PHD QUALIFY PAPERS-PHILOSOPHY. (0 Credits)

PHIL 0930. PHD COMPREHENSIVE EXAMINATION-PHILOSOPHY. (0 Credits)

PHIL 0932. MASTER'S SPECIAL PROJECT. (3 Credits)
Students in the M.A. program have the option of completing a three-credit special project. Faculty members will evaluate the special project on a Pass/Fail basis.

PHIL 0936. MASTER'S COMPREHENSIVE EXAMINATION-PHILOSOPHY. (0 Credits)

PHIL 0938. MASTERS THESIS. (6 Credits)
Students in the M.A. program have the option of completing a six-credit thesis. Faculty members will evaluate the thesis on a High Pass/Pass/Fail basis.

PHIL 0940. LOGIC EXAMINATION. (0 Credits)

PHIL 0950. PROPOSAL DEVELOPMENT. (1 Credit)

PHIL 0960. PROPOSAL ACCEPTANCE. (3 Credits)

PHIL 0970. DISSERTATION MENTORING- PHILOSOPHY. (0 Credits)
The Philosophy Ph.D. student is required to register for Dissertation Mentoring, which has a 3 credit fee, the semester after the student’s proposal is accepted.

Attribute: Z407.

Updated: 10-11-2017
PHIL 1000. PHILOSOPHY OF HUMAN NATURE. (3 Credits)
A philosophical reflection on the central metaphysical and epistemological questions surrounding human nature, which includes discussion of some or all of the following problems: the body/soul distinction and the mind/body problem; the problem of knowledge, (relativism, skepticism, the objectivity of knowledge, faith and reason); free will and determinism; and self and society (subjectivity, personhood, sociality, historicity and tradition). At least 60 percent of each section of the course is devoted to readings from Plato, Aristotle, Augustine or Aquinas, and Descartes. Each section includes some writings by at least one contemporary figure. Selected sections will be offered as Eloquencia Perfecta I seminars.

Attribute: FRPT.

PHIL 1003. LOST INTERLOCUTOR: PHILOSOPHY OF HUMAN NATURE. (3 Credits)
This course examines the philosophical views of pre-Socratic thinkers, Plato, Aristotle, Augustine, Aquinas, Descartes, and Ignatius of Loyola and their connections to contemporary science, religion, and Jesuit education. We analyze primary texts, critique theories, compose philosophical arguments, and critically challenge the thinking of multiple perspectives. These skills comprise the greater philosophical tradition that stems from the ancients to us today. Salient themes of our lives — knowledge, understanding, truth, falsity, doubt, goodness, mortality, reality, evidence, belief, love — stir fundamental questions that need systematic investigation in order to make sense of our human nature and give greater purpose to life. Since this Manresa course satisfies the FCRH Freshman Eloquencia Perfecta I requirement, it stresses critical spoken dialogue and writing-intensive assignments. It also consists of interactive (and fun) out-of-class learning experiences, and the professor even feeds you at most of these.

Attributes: ENST, ENVS, PJST, SRVL, URST.

PHIL 1010. INTRODUCTION TO CRITICAL THINKING. (3 Credits)
The course is intended to sharpen a student's ability to think clearly, consistently, critically, and creatively. The course objective considers principles of sound judgment and helps students learn how to recognize and analyze arguments present in ordinary spoken and written language, how to distinguish correct reasoning from incorrect reasoning, and how to construct valid, sound arguments.

PHIL 1999. SERVICE LEARNING-1000 LEVEL. (1 Credit)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

PHIL 2999. TUTORIAL. (2 Credits)
Independent research and reading with supervision from a faculty member.

PHIL 3000. PHILOSOPHICAL ETHICS. (3 Credits)
This course involves philosophical reflection on the major normative ethical theories underlying moral decision making in our everyday lives. The principal focus of the course is a systematic introduction to the main normative ethical theories, i.e., eudaimonism, natural law ethics, deontological ethics, utilitarianism, virtue ethics, and feminism. The differences among these approaches are illuminated by studying various moral issues. In each section of the course, at least half the readings will be selected from Aristotle and Kant. Each section will include writings by at least one contemporary figure.

Attribute: PETH.

Prerequisites: PHIL 1000 or PHIL 1001 or PHIL 1002 or PHIL 1003 or HPRH 1002.

PHIL 3109. ENVIRONMENTAL ETHICS. (4 Credits)
This senior values seminar surveys major theories in environmental ethics dealing with our moral duties regarding nature: for example, environmental stewardship, sustainable development, environmental justice, ecological virtue ethics, animal rights, biocentrism, Leopold's land ethic, and ecological feminism. It has not only philosophical but also scientific, economic, political, and design dimensions as it deals with such topics as global warming, alternative energy, pollution control, suburban sprawl, deforestation, biodiversity loss, and the prospect of a sixth mass species extinction event threatening the future of human and nonhuman life as we know it. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ENVS, PJST, SRVL, URST.

PHIL 3115. PARADOXES IN VALUE AND MORALITY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3130. PHILOSOPHY OF LAW. (4 Credits)
The nature and philosophical foundations of law. Relations of justice and morality, civil and moral law, and their respective rights and obligations. Types and conceptions of law; natural law, legal realism, legal positivism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3131. PHILOSOPHY OF ECONOMICS. (4 Credits)
Economics grew out of philosophy, carrying forward key philosophical ideas that continue to operate as grounding assumptions, goals, and regulatory ideals in the discipline. Some of these philosophical ideas have been challenged on the grounds of realism, coherence, usefulness, consequences, and compatibility with important values like justice, fairness, human dignity, democracy, liberty, equality, and the general welfare. Philosophy of Economics analyzes, criticizes, and creatively rethinks both classical and contemporary texts that deploy and challenge the philosophical ideas that continue to guide economics as a discipline that has great influence in framing and rationalizing public policy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3195. POLITICAL LIBERTARIANS AND CRITICS. (4 Credits)
An exposition and critique of political libertarianism - a philosophical theory developed by Ayn Rand, Hayek, Friedman, Nozick, Navenos and others - that has come to dominate neoconservative political thought in the U.S. We will read major libertarian texts and criticisms by David Gauthier, Hazlett, Rawls, Singer, and other defenders of public goods. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: PJST.

PHIL 3200. INTRODUCTION TO LOGIC. (4 Credits)
A study of the methods and principles that distinguish correct argumentation. Attention is given both to the nature of argument and to its applications. Topics discussed include induction, deduction (including symbolic notation) and the common fallacies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
PHIL 3204. SYMBOLIC LOGIC. (4 Credits)
Humans are capable of altering their behavior, verbal and otherwise, in light of deductive consequences and in conformity with standards of logical consistency. Although Aristotle, the Stoics, and others developed formal techniques for the evaluation of logical consequence and consistency, the early 20th Century witnessed an unprecedented expansion in the scope and power of those techniques through the construction of formal languages based on mathematical principles. Students consider the modern development of formal logical techniques including propositional logic, first-order logic, and if time permits, a system of intentional logic (e.g. modal logic), and then explore some of the philosophical issues surrounding them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3235. THEORIES OF KNOWLEDGE. (4 Credits)
Analysis and study of the central issues in epistemology; illusion and reality, sense perception, and reason; extent, validity and limitations of human knowledge. Classical and contemporary texts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3243. PHILOSOPHY OF COGNITIVE SCIENCE. (4 Credits)
Unlike inanimate objects such as rocks, we are aware of the world around us. Energy from the sun heats both the rock and you, but unlike the rock you also feel the heat, you know that it comes from the sun, you can understand what it is, and can think about it even when it is absent. How exactly are we able to do this? What makes us capable of thinking, feeling, and perceiving? Cognitive science is an interdisciplinary attempt to answer questions like these. This course explores some of the dominant research programs in cognitive science with an eye to understanding and critically evaluating the philosophical assumptions on which they depend. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3253. RELATIVISM AND PHILOSOPHY. (4 Credits)
This course analyzes and evaluates various forms of contemporary relativism: epistemological, ontological, and moral. It also investigates whether human rationality is so diverse as to be relativistic in nature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3254. PHILOSOPHY OF PERCEPTION. (4 Credits)
This course examines a selection from the many contemporary philosophical debates about our perceptual awareness of the external world. The course involves issues in epistemology (e.g. what is perceptual information?), philosophy of mind (e.g. representationalism, perceptual content), neuroscience (e.g. how does the visual system work?), and metaphysics (e.g. color theory). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3257. SKEPTICISM. (4 Credits)
Skepticism about the possibility of knowledge, and in particular about our knowledge of the external world, has a long history, from Sextus Empiricus to Hume and Berkeley up to a wide array of present-day debates. As it is plausible that epistemological theory emerges from a dialectic with skepticism, analysis of skeptical arguments gives substance to our claims to have achieved knowledge. This course examines many of these arguments, historical and contemporary. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3266. PHILOSOPHY OF SCIENCE. (4 Credits)
Critical appreciation of the relation of the physical and social sciences to philosophy. The course takes a historical and systematic approach, dealing with the methods and theories of science from the 17th to the 20th century from a philosophical perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3269. LAW AND RELIGION. (4 Credits)
Emphasis on contemporary authors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attribute: REST.

PHIL 3301. PROBLEM OF GOD. (4 Credits)
A systematic study of the existence of God, of His nature, of His relation to the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3306. FAITH AFTER THE DEATH OF GOD. (4 Credits)
Can belief in God be justified, or are there compelling reasons to suspend judgment or to believe that there is no God? This course will debate the rationality of faith after death of God and the rise of atheism in modernity. The course will investigate whether it is rational to believe in God and what would be the epistemological foundations necessary for beliefs about the existence of God or about the nature of God. Students will examine proofs for the existence of God from classic sources, e.g., Aristotle, Neo-Platonism, Augustine, Aquinas, and rationalism, as well as from defenders of skepticism and atheism. Students will read major authors on these questions, both classic and contemporary, such as Hume, Kant, Nietzsche, Aquinas, Plantinga, Feser, Eliade. Prerequisites: PHIL 1000 or HPLC 1001 or HPRH 1002.

PHIL 3307. FAITH AND RATIONALITY. (4 Credits)
The course will focus on the rationality of belief in God. What is required for belief in God to be rational? Are there any proofs that God exists? Does the fact of evil in the world prove that God does not exist? What role does religious experience play in the justification of religious belief? Emphasis on contemporary authors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3310. ISSUES IN PHILOSOPHY OF LAW. (4 Credits)
This course will examine and critically evaluate different accounts of the nature of law; the relationship between law and morality; the rule of law and constitutional government; judicial review and interpretation; foundations of private law; the foundations of public law. These and related issues in the philosophy of law shall be discussed and illustrated by reference to specific legal cases and controversies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
PHIL 3300. PHILOSOPHY OF RELIGION. (4 Credits)
The course will focus on issues in the philosophy of religion from the view point of the divine attributes. Traditional proofs for God's existence, forms of evidentialism and anti-evidentialism, and dilemmas concerning divine simplicity, foreknowledge, as well as the problem of evil, will be treated. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: REST.

PHIL 3348. CONCEPTS AND REALITY. (4 Credits)
In the Critique of Pure Reason, Immanuel Kant raised the question of how concepts relate to reality. This course will examine 20th and 21st century attempts to answer Kant's question. Topics discussed may include (1) the nature of concepts, (2) varieties of conceptual schemes, (3) the distinction between descriptive and revisionary metaphysics, and (4) intentionality; authors discussed may include Robert Brandom, John McDowell, Peter Strawson, and Wilfrid Sellars. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3350. PROBLEMS IN METAPHYSICS. (4 Credits)
Nature and methods of metaphysics, our knowledge of being, self-identity and process, the unity and interrelationship of beings, action as unifying principle, causal explanation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: REST.

PHIL 3354. PROBLEM OF EVIL. (4 Credits)
"Do bad things that happen prove that there is no God? This course shall focus on this question and consider what has been said about it form ancient times right up to what people are saying about it today. We shall pay attention to what has been argued for and against the existence of God given that there is much that is bad in our world. We shall try also to evaluate what a number of philosophers have said about this fact." Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMCS.

PHIL 3355. METAPHYSICS. (4 Credits)
This course introduces students to major metaphysical questions and problems, such as free will and determinism, persistence through time, necessity and identity, possible worlds, universals and particulars, change, substance, causation, realism vs. anti-realism, and the prospects of immortality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3360. CONTEMPORARY METAPHYSICS. (4 Credits)
An examination of some issues in metaphysics, with an emphasis on 20th and 21st century texts and figures. Topics may include universals and particulars, space and time, constitution, identity and persistence, free will, necessity and possibility, the mind-body problem and causation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3412. PHILOSOPHY OF EMOTIONS. (4 Credits)
Through class discussions, lectures and readings, this course aims, in phenomenological fashion, to analyze human emotions as lived conscious experiences. Stress is placed on the central importance of emotions in human life. The realm of feeling is related to physical and mental health; to knowing and willing; to art, morality and religion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3422. HARRY POTTER AND PHILOSOPHY. (4 Credits)
This course will use the Harry Potter novels to explore several central themes in philosophy, and will use philosophical analysis to interpret the books and their cultural impact. Some central topics of the course will include: the nature and relationships of minds, souls, and bodies; the conflict of good and evil and some related issues in moral psychology and the ethics of 'love'; metaphysical implications of the magical world of HP and its enchantment of muggles. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

PHIL 3501. ANCIENT PHILOSOPHY. (4 Credits)
This course aims to acquaint the student with the basic problems and directions of Western philosophy as developed in its early and decisive phase by the principal thinkers of ancient Greece, Pre-Socratics, Plato, Aristotle and Plotinus are among the figures that can be treated, as well as Stoic, Epicurean and Neoplatonic. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: CLAS, OCST, REST.

PHIL 3502. PRE-SOCRATIC PHILOSOPHY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CLAS.

PHIL 3504. STOICS AND SKEPTICS. (4 Credits)
This course is an examination of philosophy during the extraordinarily dynamic era that began after Alexander the Great had spread Hellenistic ideals throughout the ancient world. The course will enter into the debates among the five major schools of Hellenistic philosophy - Stoicism, Skepticism, Cynicism, Epicureanism and Neo-Platonism. Students will read representative authors from each school, but since philosophy was regarded as a way of life during this period, students will read authors from many walks of life, such as the Roman emperor, Marcus Aurelius, the statesman, Cicero and the Poet, Virgil. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CLAS.
PHIL 3520. PHILOSOPHY OF ARISTOTLE. (4 Credits)
Perhaps no philosopher in the history of the world has been as influential in as many ways as Aristotle. A paragon of insight, systematicity, and rigor, he has inspired philosophers for over two thousand years. He remains an icon of Western intellectual culture, and his influence can be discerned even now in fields as diverse as history, theology, rhetoric, theatre, psychology, metaphysics, biology, law, political theory, ethics, and logic. This course introduces students to key features of his philosophical framework. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CLAS.

PHIL 3525. PHILOSOPHY OF PLATO. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CLAS.

PHIL 3526. PLATO: THE UNREAD DIALOGUES. (4 Credits)
Although Plato wrote at least 28 dialogues, his philosophy is usually taught from only a few, such as the Apology, Meno, Phaedo, and Republic. This course examines his philosophy as expounded in the many dialogues seldom read in undergraduate courses. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CLAS.

PHIL 3530. PHILOSOPHY AFTER CONSTANTINE. (4 Credits)
This course will discuss some of the various ways in which the Christian East was influenced by and employed ancient philosophy in order to grapple with central philosophical questions such as the nature of the soul, its relation to the body, human freedom and choice, fate and providence, the pursuit of virtues and vices, the role of reason and of beauty, and the divine energies. Thinkers discussed may include Gregory of Nyssa, Nemesius of Eulses, Maximus the Confessor, and John of Damascus. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3552. MEDIEVAL PHILOSOPHY. (4 Credits)
The origins of medieval philosophy. The Carolingian renaissance. Anselm. Abelard and 12th-century humanism. Philosophical currents of the 13th century; introduction of Aristotle into the University of Paris; the reaction of the Augustinian philosophers to Aristotle; Bonaventure, Aquinas and Siger of Brabant. Duns Scotus. William of Ockham and the rise of nominalism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: MVST, OCST.

PHIL 3557. CONFESSIONS OF AUGUSTINE. (4 Credits)
A study of St. Augustine's most popular philosophical work, The Confessions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: CLAS, MVST, OCST, REST.

PHIL 3559. DANTE AND PHILOSOPHY. (4 Credits)
By examination of the Divine Comedy and other works by Dante, this course will consider such important philosophical themes and divine providence, free choice of the will, the sources of ethics, and the nature of happiness. The course will involve study of various ancient and medieval thinkers whom Dante used to explore the perennial questions of human existence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PHIL 1000 or HPRH 1002 or HPRH 1051.

PHIL 3560. PHILOSOPHY OF AQUINAS. (4 Credits)
Historical setting, doctrinal influences, themes of knowledge and the meaning of person; metaphysics and God; freedom and ethics; and reason and revelation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3565. FOUR MEDIEVAL THINKERS. (4 Credits)
This course introduces the thought of Augustine, Anselm, Aquinas and Buridan, and its influence on the development of medieval philosophy, especially in the philosophy of mind and natural theology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: REST.

PHIL 3591. MEDIEVAL POLITICAL PHILOSOPHY. (4 Credits)
An investigation of the major political theories of the Middle Ages from the collapse of the Roman Empire in the West until the eve of the Protestant Reformation. Students will read the classic texts of this era from Augustine's "City of God" to Masilius of Padua's "The Defender of Peace." Special attention will be given to different theories of kingship and of the basis of political authority and the relationship between papacy and empire. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: MVST, OCST, PJST.

PHIL 3600. DESCARTES AND THE RATIONALISTS. (4 Credits)
The course considers the great rationalist systems of philosophy on the continent in the pre-Kantian period. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3601. MODERN PHILOSOPHY. (4 Credits)
A history of philosophy from Descartes to contemporary times, including Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Hegel and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3604. RATIONALISTS AND EMPIRICISTS EPISTEMOLOGIES. (4 Credits)
This course will address the epistemological problems stemming from Descartes’ “methodological skepticism” and their proposed solutions in early modern philosophy ranging from Descartes through British Empiricism to the rationalism of Kant. The course will also trace the conceptual roots of the problems of modern epistemologies in late-medieval philosophy, and seek their resolutions for contemporary philosophy through this historical analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
PHIL 3609. MODERNITY AND ITS CRITICS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3620. IMMANUEL KANT. (4 Credits)
A study of Kant's philosophy concentrating on the Critique of Pure Reason. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3623. MARX AS A PHILOSOPHER. (4 Credits)
Karl Marx is more commonly approached as an economist, sociologist, or political theorist than as a philosopher. But this class will explore the original philosophical positions offered by Marx as well as the philosophical basis and results of his often polemical exchanges with others. Topics include Marx’s philosophy of history, philosophical anthropology, materialist critique of idealism, as well as his normative social and political philosophy. We will also discuss Marx’s theory of revolution and his stance on the limits of philosophy itself. The goal is to develop the possible internal consistency, social applicability, and limits of Marx’s philosophy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3643. HEIDEGGER: BEING AND TIME. (4 Credits)
A course on Martin Heidegger's Being and Time, one of the most important philosophical works of the twentieth century. Readings in addition to noteworthy commentary will include some of the political controversies associated with Heidegger's thought. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3652. CONTEMPORARY FRENCH PHILOSOPHY. (4 Credits)
This course introduces the work of French thinkers from the 20th and 21st centuries. Themes under consideration might be subjectivity, violence, justice, embodiment, and epistemology. Figures covered may include Badiou, Deleuze, Derrida, Foucault, Irigaray, Kofman, Le Doeuff, Lyotard, Merleau-Ponty, and Ranciere. Reference may also be made to recent developments of French theory in the Anglo-American context, including in feminist theory and social and political philosophy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3653. LATIN AMERICAN PHILOSOPHY. (4 Credits)
This course will introduce students to select texts in Latin American and Caribbean Philosophy. Central themes will include the (persistent) effects of the colonial period, the inheritance of various European philosophies, and the possibility of a distinctive Latin American Philosophy. Currents and thinkers may include Sor Juana Ines de la Cruz, Simon Bolivar’s influence, Leopoldo Zea and Positivism, the Negritude Movement in Martinique, Liberation theology and philosophy, and Latina/o Thought in North. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI, LALS, PJST.

PHIL 3655. PHILOSOPHY AND LANGUAGE. (4 Credits)
Early in the 20th Century, philosophy took what has been called “the linguistic turn.” While continental structuralists and post-structuralists developed theories according to which all concepts are interpretative, in analytic philosophy, positivists tried to reduce many key questions of metaphysics and epistemology to issues of usage. This course will survey major contemporary theories of sense, reference, and meaning that have developed since the mid-20th century, explaining their methodological implications for the analysis of other philosophical topics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3656. IMMANUEL KANT. (4 Credits)
A survey of themes central to the development of phenomenology and existentialism. Themes to be studied might include methodology, intentionality and consciousness, subjectivity, anxiety or dread, embodiment, emotions, the Other, authenticity, freedom, agency and action, history and historicity, the individual versus community, social and political responsibility. Readings will be drawn from Edmund Husserl, Martin Heidegger, Jean-Paul Sartre, Maurice Merleau-Ponty, Soren Kierkegaard, and Friedrich Nietzsche. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI.

PHIL 3657. PHENOMENOLOGY AND EXISTENTIALISM. (4 Credits)
An investigation of themes central to the development of phenomenology and existentialism. Themes to be studied might include methodology, intentionality and consciousness, subjectivity, anxiety or dread, embodiment, emotions, the Other, authenticity, freedom, agency and action, history and historicity, the individual versus community, social and political responsibility. Readings will be drawn from Edmund Husserl, Martin Heidegger, Jean-Paul Sartre, Maurice Merleau-Ponty, Soren Kierkegaard, and Friedrich Nietzsche. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI.

PHIL 3661. HUSSELR AND HEIDEGGER. (4 Credits)
This course investigates the nature, methods, and development of phenomenology through a study of its two major, German thinkers. The course will compare and contrast the views of Husserl and Heidegger on (1) the concept and method of Phenomenology, (2) intentional; and (3) subjectivity. It will also illustrate the differences between the two by examining their failed collaboration on the Encyclopedia Britannica entry for phenomenology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3666. PHILOSOPHY OF SPACE AND TIME. (4 Credits)
Space and time are fundamental features of the physical universe in which we live, and are essential to our consciousness of the world. Philosophers from Augustine to Leibniz and Kant have asked what time is, whether it is a real feature of the causal order of nature or rather imposed by our conscious experience. Developments in 20th century physics and philosophy have forced us to rethink the relation of space and time, reconsider whether the future might be as real as the past, and whether time really “moves” forward. The course will explore the leading contemporary theories and draw connections with developments in science. No advanced background in physics is required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3670. EXISTENTIALISM. (4 Credits)
A survey of themes in the main 19th and 20th century existentialist writers, such as Jean-Paul Sartre, Martin Heidegger, Soren Kierkegaard and Friedrich Nietzsche. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI.

PHIL 3671. PHENOMENOLOGY AND EXISTENTIALISM. (4 Credits)
An investigation of themes central to the development of phenomenology and existentialism. Themes to be studied might include methodology, intentionality and consciousness, subjectivity, anxiety or dread, embodiment, emotions, the Other, authenticity, freedom, agency and action, history and historicity, the individual versus community, social and political responsibility. Readings will be drawn from Edmund Husserl, Martin Heidegger, Jean-Paul Sartre, Maurice Merleau-Ponty, Soren Kierkegaard, and Friedrich Nietzsche. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI.

PHIL 3672. CONTEMPORARY FRENCH PHILOSOPHY. (4 Credits)
This course introduces the work of French thinkers from the 20th and 21st centuries. Themes under consideration might be subjectivity, violence, justice, embodiment, and epistemology. Figures covered may include Badiou, Deleuze, Derrida, Foucault, Irigaray, Kofman, Le Doeuff, Lyotard, Merleau-Ponty, and Ranciere. Reference may also be made to recent developments of French theory in the Anglo-American context, including in feminist theory and social and political philosophy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COLI.

PHIL 3673. MODERNITY AND ITS CRITICS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
PHIL 3672. CONTINENTAL PHILOSOPHY OF RELIGION. (4 Credits)
An introduction to contemporary philosophy of religion from a Continental perspective, considering issues of religious experience, the manifestation (or "truth") of faith, and/or a philosophical analysis of religious practices. The course may include texts from thinkers such as Paul Ricoeur, Jean-Luc Marion, Michel Henry, Jean-Louis Chrétien, Jean-Yves Lacoste or John D. Caputo. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3673. EXISTENTIALISM AND LITERATURE. (4 Credits)
Existentialism and Literature seeks to examine how the ideas of existentialist philosophy—in such thinkers as Kierkegaard, Nietzsche, Heidegger, Marcel, Sartre, Camus, Blanchot and Merleau-Ponty—are expressed in and through literature. Alongside philosophical writings, we will read literary works by such writers as Dostoevsky, Rilke, Kafka, Sartre, de Beauvoir, and Camus. Themes include the nature and structure of the self; authenticity and inauthenticity; alienation and the fear of death; meaning and meaninglessness, and the existence or absence of God.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3674. HUMANITARIANISM AND PHILOSOPHY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, PJST.

PHIL 3712. GLOBAL ENVIRONMENT AND JUSTICE. (4 Credits)
Ethical principles of sustainability and an "endowment model" of intergenerational justice applied to the world's largest-scale environmental problems, such as usable land and food yields, fresh water supplies, loss of rainforests and biodiversity, clean air and global warming, fossil fuels and alternative energies, and population growth and poverty.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, GLBL, INST.

PHIL 3713. HUMAN RIGHTS AND GLOBAL JUSTICE. (4 Credits)
This interdisciplinary class will focus on the development of the human rights paradigm in international law and philosophical questions about how we can justify universal basic rights. For example, are universal rights consistent with a wide array of varying cultures and ways of life? Are concepts of rights somehow inherently "western" or "individualist", and can relativist doubts about human rights be answered? We will also look at some debates about the content of such rights, e.g. rights to educational opportunity, to welfare or subsistence, to basic health care, to membership in a culture, to immigration, to a sustained environment and other controversial cases. We will also consider humanitarian intervention in the name of rights, problems with the UN system, and ways that the international order could be restructured if we take seriously the idea that there are universal basic rights to freedom from tyranny and to development out of poverty.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: BIOE.

PHIL 3714. KANT AND HEGEL. (4 Credits)
This course will examine the relationship between the philosophical writings of Immanuel Kant and G.W.F Hegel. Kant's philosophy was understood by many of his contemporaries primarily as a philosophy of freedom, and in the first part of this course, we will attempt to understand the pivotal role that the relationship between nature and freedom plays in both Kant's theoretical and moral writings. During the second part of the course, we will examine both Hegel's criticisms of Kant's philosophy and the ways in which Hegel's philosophy, nevertheless, attempts to develop particular Kantian insights.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: (PHIL 1000 or PHEF 1000 or PHEU 1000 or PHIL 1000 or PHLU 1000 or PHRF 1000 or PHRU 1000) and PHIL 3000.

PHIL 3715. KANT ON MORALITY AND RELIGION. (4 Credits)
In the 18th century, Immanuel Kant developed a theory of autonomy that revolutionized moral and religious thought. This course will examine Kant's moral philosophy and philosophy of religion in writings like the Critique of Practical Reason, Critique of Pure Reason, Groundwork for the Metaphysics of Morals, Metaphysics of Morals, and Religion within the Boundaries of mere Reason. Topics discussed may include (1) Kant's categorical imperative, (2) Kant's theory of human autonomy, (3) Kant's concept of God, (4) Kant's theory of moral belief in God and immorality, (5) Kant's treatment of the problem of evil, and (6) Kant's view of the relationship between morality and revealed religion.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: BIOE.

PHIL 3720. AFRICAN AMERICAN PHILOSOPHY. (4 Credits)
Using texts by Frederick Douglass, Sojourner Truth, W.E.B. DuBois, Alain Locke, Martin Luther King, Jr., Malcolm X, James H. Cone, Angela Davis, Cornel West, Patricia Hill Collins, Howard McGary, William E. Lawson, Leonard Harris, Lucius Outlaw and others, this course will focus on pillars, prophets and prospects for African American philosophy, a 'philosophy born of struggle' created by profound critical and transformative voices from times of chattel slavery to the present that plays an influential role in American philosophy and American society today.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, COLI, PJST, PLUR, WGSS.

PHIL 3722. NATIVE AMERICAN PHILOSOPHY. (4 Credits)
This seminar-style course will explore the philosophical contributions of Native Americans (also known as American Indians, and best known by the names these diverse people have given themselves), including insights about how to preserve our biotic community and to live with one another amidst our American pluralism in ways that are spiritually satisfying.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, COLI, ENST, PJST, PLUR.
PHIL 3756. CHINESE PHILOSOPHY. (4 Credits)
A study of the philosophical traditions of Confucianism, Taoism, and Buddhism (including Ch'an, which spread to Japan as Zen) with special attention to the tension between ethico-political and mystical-religious dimensions of these traditions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: GLBL.

PHIL 3759. BUDDHIST PHILOSOPHY. (4 Credits)
The course is a historically-based introduction to Buddhist philosophy that gives students a basic understanding of the central ideas, issues and approaches in the various Buddhist traditions. Students will be encouraged to bring Buddhist philosophy into dialogue with some Western philosophical perspectives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST, REST.

PHIL 3800. INTERNSHIP. (3 Credits)

PHIL 3810. DEMOCRATIC THEORY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3815. POLITICAL PHILOSOPHY. (4 Credits)
This course explores various conceptions of justice on both national and international levels, from the perspective of contemporary political philosophy. Topics include distributive justice, the politics of recognition, reparations for past injustices, the process of transition from unjust to just regime, global justice, and environmental justice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3850. HERMENEUTICS. (4 Credits)
Hermeneutics is the philosophical theory and practice of interpretation. The course will focus especially on Hans-Georg Gadamer's and Paul Ricoeur's philosophical approaches to understand and interpreting texts and experiences in the realms of art, history, religion, literature (especially narrative), formation of the self, politics and justice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: COLI.
Prerequisite: PHIL 1000.

PHIL 3865. CRITICAL THEORY FRANKFURT SCHOOL. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3901. PHILOSOPHICAL ISSUES OF FEMINISM. (4 Credits)
Philosophical exploration of issues raised by historical and contemporary reflection on the relationship between the sexes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PJST.

PHIL 3903. PHILOSOPHY AND FEMINIST THEORY. (4 Credits)
A philosophical exploration of issues raised by historical and contemporary reflection on the relationship between the sexes. In this course, we will explore how the tradition of philosophy has responded to gender and account for the struggles to bring feminist discourse to philosophical theory. We will examine the connections between Marxist, post-modern, existentialist and phenomenological theories to the issues of women and gender-identity politics. Counts for Women's Studies.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3907. EXISTENTIALIST FEMINISM. (4 Credits)
Existential Feminism includes the classical existentialism of Jean-Paul Sartre in dialogical exchange with the feminist thinking of Simone de Beauvoir. Philosophies like Nietzsche, Heidegger, Bataille, Merleau-Ponty, Marcuse, Foucault, and Bourdieu (via the sociology of Michel de Certeau), in addition to Lacanian psychoanalytic theory can illuminate thinkers like Luce Irigaray but also, and in another context, the writings of authors like Elfriede Jelinek and the political thinker, Hannah Arendt.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
PHIL 3908. PHILOSOPHY OF HAPPINESS. (4 Credits)
The class examines the major theories of happiness in the Western philosophical tradition. Attention will also be given to some religious traditions, Asian philosophies, and contemporary discussions of happiness in philosophy and psychology. Throughout there will be consideration of the relationship between happiness and morality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3910. SHAKESPEARE AND AQUINAS. (4 Credits)
A philosophical study of human emotions by reading “in tandem” certain plays of Shakespeare and the treatises by Thomas Aquinas on the passions and on human nature in general. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: MVST.

PHIL 3920. EVIL CHOICES. (4 Credits)
What makes a bad choice evil? And what motivates somebody to do evil? Are only morally depraved persons capable of making evil choices? Or can an evil choice be made by someone who might be considered good or even admirable under other circumstances? Is it possible to choose evil for evil’s sake? Or is every evil choice motivated by a desire to obtain some good, for oneself or for others? This course explores these questions with the help of great philosophers throughout history. We consider ancient accounts of evildoing (Plato and Aristotle), medieval views on Lucifer (Augustine, Anselm, and Aquinas), modern approaches to radical evil (Kant), and contemporary reflections on the Holocaust. We will also read some contemporary psychological research. Our goal is not only to better understand evil, but also to shed some light on human nature and our capacity to choose good in the face of evil. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: PHIL 3000.

PHIL 3930. PHILOSOPHY AND LITERATURE. (4 Credits)
Philosophy and Literature is devoted to the study of philosophical theories of literature, including studies of literary and poetic language, of the relationship between literary and other kinds of knowledge, of the philosophical meaning of literary works, and of questions regarding the status of the author and reader in the work of literature. The course covers readings from the history of philosophy and from recent philosophical and literary sources. Philosophers and authors studied include Plato, Aristotle, Nietzsche, Heidegger, Iser, Blanchot, Bachelard, Sartre, Nehamas, and de Bolla, as well as literary works by Rilke, Proust, Moravia, and writers of Holocaust literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, OCST.

PHIL 3945. PHILOSOPHY AND ART. (4 Credits)
Philosophy and Art is a course in philosophical aesthetics for upper-level students with interests both in philosophy and in the various artistic and literary disciplines. Starting from a historical survey of discussions of art, we consider issues such as mimesis and representation, the ontological and epistemological value of art, the structure of artistic experience, and the status of the artist as the origin of the work of art. Readings include selections from Plato, Aristotle, Hume, Kant, Hegel, Nietzsche, Freud, Dewey, Merleau-Ponty, Heidegger, Danto, Foucault and de Bolla, and are presented in conjunction with studied attention to works of visual art as well as works in other media. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: COLI.

PHIL 3970. HUMANITY’S VALUE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: BIOE.
Prerequisite: PHIL 3000.

PHIL 3975. PHILOSOPHY AS A WAY OF LIFE. (4 Credits)
This course considers the role of philosophy in a happy life. Is a philosophical reflection necessary for a life worth living? Special attention will be given to the ancient Greek conception of philosophy as a way of life, especially in the writings of Plato and the Stoics, but modern understandings of philosophy will be considered as well. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 3978. PHILOSOPHY AND DIGITAL MEDIA. (4 Credits)
Participants in this course will examine the classic distinction, beginning with Plato, between orality and literacy, with an overview of the signal changes in mass reproduction from books to lithographs, photographs, film, and audio recording to today’s digital, online and cell-phone mediated culture, including texting and the Twitter and Instagram suffusion of everyday life, old new media like faxes and email, not to mention the ever changing varieties of social media, blogs, feeds, etc. To explore the changes wrought by the various technological means of ‘reproduction,’ ‘communication,’ and ‘representation,’ on human life and expression, authors to read include Walter Benjamin and Martin Heidegger as well as Theodor Adorno, in addition to McLuhan, Anders, Kittler, Baudrillard, and a bunch of ever changing new names. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: PHIL 1000.

PHIL 3979. PHILOSOPHY AND MEDIA. (4 Credits)
Philosophy has been concerned with media since Plato’s Phaedo. Beginning with a discussion of orality and literacy and moving to explore so-called “new media,” including cell phone accessibility and its texting culture to the Twitter and Instagram suffusion of everyday life, faxes/email, Facebook, YouTube, etc. Participants will also review the signal change in the 19th C. from traditional print forms to photography, films, and recording. Examining the change wrought by technological means of reproduction on human life and expression. Possible authors include Benjamin, Adorno, Illich, de Certeau, Anders, Kittler, Attali, Baudrillard, Virilio, and Laruelle. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
PHIL 3980. CONTEMPORARY ISSUES IN METAETHICS. (4 Credits)
Metaethics steps back from moral debates to ask metaphysical, epistemological, and semantic questions. The epistemological questions seek to understand how we can know of or be justified in believing moral claims. The semantic questions seek to understand what we mean when we use moral terms: are we making truth claims or are we just expressing our feelings? In this course, we will explore contemporary answers to these kinds of questions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: BIOE.

PHIL 3990. ENVIRONMENTAL WORLDVIEWS AND ETHICS. (4 Credits)
Survey of environmental philosophy worldviews and ethics such as the universe story, deep ecology, the land ethic, zoocentrism, biocentrism, ecofeminism, ecotheology, utilitarian economics, environmental pragmatism, ecological virtue ethics, and environmental justice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ENST, ENVS, PJST.

PHIL 3999. TUTORIAL. (3 Credits)
Independent research and reading with supervision from a faculty member.

PHIL 4001. POLITICS AND BIOPower. (4 Credits)
This course will examine the recent trend in Continental Philosophy that makes central the concept of life in understanding contemporary politics. The primary focus will be on the work of Michel Foucault and Giorgio Agamben, with readings also by Carl Schmitt, Hannah Arendt, Judith Butler, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: BIOE.

PHIL 4044. MODERN ETHICAL THEORIES. (4 Credits)
This course is an introductory survey of major theories and themes in twentieth-century moral philosophy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: BIOE.

PHIL 4205. SEMINAR: JUSTICE AND SOCIAL IDENTITY. (4 Credits)
This seminar examines the multicultural environment of today's Western democracies which demand group recognition that challenges prevailing conceptions of justice and selfhood, and forces philosophers to rethink how our personal identity is formed and interpreted in relation to society. Ethnic and cultural aspects of personal identity and their implications for pressing issue in democratic justice will be studied. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: SRVL.

PHIL 4301. HAPPINESS AND WELL-BEING. (4 Credits)
An investigation into the nature and value of happiness and well-being (understood as connected concepts) from the perspective of both psychology and philosophy. Emphasis will be placed on research about the topic in each discipline, but efforts will also be made to explore fruitful interactions between the two disciplines in understanding the topic. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

PHIL 4302. ENVIRONMENTAL POLICY & ETHICS. (4 Credits)
This seminar is designed primarily for philosophy, environmental studies and natural science majors and presupposes substantial previous course work in one or more of these disciplines. Using these disciplines, the ethical dimensions of environmental problems will be explored from an interdisciplinary perspective. Requirements include a 40-page essay, three class presentations, and a hands-on learning practicum outside of class (minimum 1 hr per week). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ENST, EP3, ICC.

PHIL 4303. HUMAN ERROR: PHILOSOPHICAL AND PSYCHOLOGICAL PERSPECTIVES. (4 Credits)
This course takes error in human judgment and reasoning as its central topic. Human error is something we know about firsthand: we all make mistakes. That's a platitude, but in this course we will try to say more. Through reading and discussion of classic and recent work by philosophers and psychologists, we'll think carefully about error and the significance of error for our intellectual lives. What factors lead us to err? What kinds of mistakes are there to make? What's the reasonable response to learning that we may have make an error? What can be done to get things right more often? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

PHIL 4304. THE PHILOSOPHY AND ECONOMICS OF LAW (Interdisciplinary Capstone Core). (4 Credits)
This course examines the different ways in which philosophers and economists think about the law, with a focus on property, tort, contract, and criminal law. Readings are both historical and contemporary. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.
PHIL 4305. THE CITY AS TEXT: MODERNITY AND MODERISM IN LONDON. (4 Credits)
This course examines the relationship between theoretical ideas of modernity and the literature and art criticism of modernism, with London as its cultural geography. Philosophical descriptions of modernity and theories of Marx, Darwin and Freud serve as a basis for understanding transformations in human self-understanding that characterize the mid 19th to early 20th centuries. We examine modern literary works influenced by these transformations, all written and set in London, by Dickens, Kipling, Ryhs, Woolf, Eliot, Yeats, and the modernist art critics Fry and Hulme. Interconnections between theory, literature, and art are emphasized through readings and excursions in the city. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 4310. HUMAN RIGHTS IN CONTEXT. (4 Credits)
Human rights have become a universal language of protest. When and how did this happen? What are human rights and how are they justified? Do they mean the same thing in all the contexts in which they are invoked around the world? To address such questions we focus on how different methodologies – mainly historical, philosophical, and ethnographic – produce knowledge about human rights. For instance, what can we learn by identifying historical continuities and discontinuities between different conceptions of rights? What can we learn about human rights from the kind of conceptual analysis that many philosophers do? How can the “thick description” of ethnography help us understand the meaning and effects of human rights discourse in various settings? Finally, can historical, philosophical, and ethnographic approaches to human rights be fruitfully combined? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.
Prerequisite: PHIL 3000.

PHIL 4407. GENDER, POWER, AND JUSTICE. (4 Credits)
The seminar examines the impact of gender norms, roles and assumptions on the moral structure of social life. The seminar will draw on the extensive materials available from feminist theory of ethics, law, and society; the developing body of work on the cultural construction of masculinity, and its moral and social impacts; and new interest in gender differences and women’s welfare in global context. The subject cannot fail to be fundamental to student’s personal experiences of social and political life. especially as they make the transition from college years to the workplace or to professional training. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, EP4, VAL, WGSS.

PHIL 4408. HOSPITALITY AND COSMOPOlITANISM. (4 Credits)
This course examines contemporary approaches to hospitality as it relates to “otherness” and cosmopolitanism. Issues addressed include personal and political forgiveness, representations of cultural and racial “others” in media and literature, and the relation between the search for identity and openness to foreigners. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, OCST, VAL.

PHIL 4409. ENVIRONMENTAL ETHICS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, EP4, VAL.

PHIL 4410. LOVE AND EMPIRE. (4 Credits)
Previously PHIL 3510. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CLAS, EP4, SRVL, VAL.

PHIL 4412. CLASSICAL VALUES: ART OF LIVING. (4 Credits)
This course considers the art of living a human life, focusing on classical values including poetry and philosophy, with special attention to the Stoic conception of the cultivation or care of the self. Readings include Homer and Pindar as well as Epictetus and Marcus Aurelius and commentaries ranging from Nietzsche and Foucault to Pierre Hadot, Alasdair Maclntyre, and Alexander Nehamas. Previously PHIL 3512. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: CLAS, EP4, SRVL, VAL.

PHIL 4413. RELIGION AND MORALITY. (4 Credits)
An exploration of the religious life in terms of the question, What does it mean to be religious? The seminar will then study differing views of the relation of the religious to the moral life, personal and social, including the formation of conscience and moral judgment, from writers such as Augustine, Kierkegaard, Kant, Levinas and Marx. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: SRVL.

PHIL 4416. ART, MORALITY, AND POLITICS. (4 Credits)
The seminar explores the inter-relationship among artistic, moral and political values. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, COLI, EP4, SRVL, VAL.

PHIL 4418. ISSUES OF LIFE AND DEATH. (4 Credits)
The objective of this course is to make students aware of several issues in biology and medicine that require moral reflection, judgment, or decision, while also indicating how justified moral conclusions are reached. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMCS, AMST, BIOE, EP4, REST, SRVL, VAL.

PHIL 4422. HARRY POTTER AND PHILOSOPHY (ICC). (4 Credits)
This course will use the Harry Potter novels to explore several central themes in philosophy, and will use philosophical analysis to interpret the books and their cultural impact. Some central topics of the course will include: the nature and relationships of minds, souls, and bodies; the conflict of good and evil and some related issues in moral psychology and the ethics of ‘love’; metaphysical implications of the magical world of HP and its enchantment of muggles. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.
PHIL 4423. BUSINESS ETHICS. (4 Credits)
Business ethics is the study of moral values and conduct in business institutional contexts. The seminar will combine study of ethical theories with analysis of case studies involving real-world ethical issues that managers, employees, firms and other business stakeholders are dealing with today and that members of the class may face in the future. Previously PHIL 3123. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, PJST, SRVL, VAL.

PHIL 4425. BUDDHIST MORAL THOUGHT. (4 Credits)
This course focuses on Buddhist ethical thought and practice, as well as interpretations and developments of this from Western perspectives. We will discuss topics such as karma, happiness, enlightenment (nirvana), meditation and moral development, emotions such as compassion and anger, as well as free will, responsibility, and determinism. We will also examine practical issues such as human rights, environmental ethics, and war and violence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, INST, VAL.

PHIL 4430. EDUCATION AND DEMOCRACY. (4 Credits)
In this seminar we will investigate the relationship between education and democracy. In what ways does democracy depend on education? Do some educational practices promote democratic values better than others? Should education be in the service of politics at all? We will examine answers to these questions and others found in a number of different philosophical traditions, reading the work of authors such as John Dewey, Paolo Friere, bell hooks, Martha Nussbaum, and Jacques Ranciere. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, IN4, VAL.

PHIL 4442. FANTASY AND PHILOSOPHY. (4 Credits)
An interdisciplinary study of moral themes in J.R.R. Tolkien’s “Lord of the Rings.” The course focuses on Tolkien’s artistic treatment of such philosophical questions as the lure of power, good and evil, freedom and fate, the nature of the divine, the natural environment and the function of literature in human life. We may consider similar themes in the works of other prominent fantasy authors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, SRVL, VAL.

PHIL 4444. AI, SCI FI, AND HUMAN VALUE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMC, COMM, EP4, VAL.
Prerequisite: PHIL 3000.

PHIL 4455. RESPECTFUL DISAGREEMENT. (4 Credits)
This seminar concerns a problem that has broad practical implications, concerns how we should conduct our intellectual lives, and is of great interest in philosophy: what should we do when we find out that someone we consider just as intelligent and informed as we are on a certain topic disagrees with us on that topic? If we stick with our ipinion are we being arrogant? If we give up our old belief are we considered spineless? We all hold opinions we know are denied by people we consider our peers or even superiors on the relevant topic, whether it’s religious, political, or specific to our favorite fields of study. This seminar examines this common situation. Previously PHIL 3255. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, SRVL, VAL.

PHIL 4469. SEX, LOVE, AND THE VIRTUES. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, VAL.

PHIL 4470. LINCOLN: DEMOCRATIC VALUES. (4 Credits)
This senior seminar will survey key themes in American political philosophy from the Federalist Papers to the Lincoln-Douglas Debates, focusing on rival conceptions of the moral conditions that must be met for democratic government to count as legitimate, or capable of making law that deserves our principled allegiance. Using famous texts by Henry Jaffa and Gary Wills, we will consider the relation between popular sovereignty and human rights; the balance between personal conscience and constitutional order; and arguments for greater centralization of power for essential coordination and to secure basic justice. We will reconstruct this ideal of democratic justice from the tradition of ‘civic republicanism’ as it developed in the Federalist and Whig parties up to 1860. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, PJST, VAL.

PHIL 4473. WAR AND PEACE: JUST WAR THEORY. (4 Credits)
This seminar in applied ethics will examine the history and development of just war doctrine with special attention given to its medieval and classical theorists, e.g., Augustine, Aquinas, Vitoria, Suarez and Grotius. Students will debate the central questions just war theory was developed to address: what war is, whether war may be waged, and if so under what circumstances and in what ways. Before investigating just war theory, students will examine two rival ethical theories about war, namely, pacifism and realism. The closing weeks of the semester will focus on current issues and challenges for just war doctrine, especially pre-emptive war, terrorism, and counter-insurgency. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, MVST, REST, SRVL, VAL.
PHIL 4480. TECHNOLOGY AND VALUES. (4 Credits)
This senior values seminar examines the challenge that modern technology presents to our traditional ethical standpoints and, ultimately, to the very idea of an ethical culture insofar as modern technology has shifted from merely serving the culture to shaping the culture in fundamental ways regarding the measure of our humanity. Previously PHIL 3180. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, SRVL, VAL.

PHIL 4484. FREEDOM AND RESPONSIBILITY. (4 Credits)
The course will investigate several problems concerning freedom, responsibility and the morality of punishment. Is freedom possible in a world completely governed by physical laws? How can I be blamed (or praised) for my actions, given that upbringing, character, and environment are largely matters of luck? Is the practice of punishing criminals morally justifiable? How? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: BIOE, EP4, VAL.

PHIL 4486. EVIL, VICE, AND SIN. (4 Credits)
This senior values seminar takes a negative strategy in approaching moral questions by focusing on actions labeled "evil", "vicious", "sinful" in order to create an opportunity for reflecting on the reality and experience of evil from which we might evolve some positive conception of "value" as well as the context and nature of moral choice and conscience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP4, SRVL, VAL.

PHIL 4800. INTERNSHIP. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 4990. SENIOR THESIS: PHILOSOPHY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHIL 4999. INDEPENDENT STUDY. (1-4 Credits)
Supervised individual study project.

PHIL 5001. INTRODUCTION TO PLATO. (3-4 Credits)
Study of Plato's developing thought, starting with the materials he inherited from poetic and philosophical forerunners, and analyzing how his original ethical-political interests compelled him to confront epistemological, metaphysical, and theological concerns. Course will focus mainly, but not exclusively, on early and middle dialogues.
Attributes: CLAS, MVST.

PHIL 5002. 19TH CENTURY PHILOSOPHY. (3-4 Credits)
Post-Kantian developments in philosophy from Hegel to Nietzsche.

PHIL 5003. NATURAL LAW ETHICS. (3-4 Credits)
A study of the natural law tradition in ethics: its origins in classical philosophy, its integration with Christian thought in the Middle Ages, and its application to selected contemporary problems. A study of the principles of natural law ethics and its applications to selected current moral problems. The course includes a treatment of the historical origins of the theory of natural law, with special emphasis on the relevant texts of Thomas Aquinas from the Summa Theologiae. Among the topics treated will be the relation of morality to positive law and to divine law, the nature and limits of authority, the common good, the nature of the human person, virtue and vice, and such principles as subsidiarity double effect, and finality.
Attribute: CEED.

PHIL 5005. CLASSICAL MODERN PHIL. (3-4 Credits)
A study of teh history of philosophy from Descartes to Kant.

PHIL 5009. INTRO TO ARISTOTLE. (3-4 Credits)
An introduction to teh thought of Aristotle through the study of the De Anima and the Metaphysics.
Attribute: MVST.

PHIL 5010. INTRODUCTION TO ST. THOMAS AQUINAS. (3-4 Credits)
This course will be a general introduction to Aquinas's philosophical thinking. We shall pay special attention to his philosophy of God. We shall also turn to what he says about questions such as the scope of human knowledge, the nature of the human being, and the nature and significance of human action. As well as being expository, the course will consider the cogency of Aquinas's position on various topics. It will also try to relate what Aquinas says to what other philosophers, especially modern philosophers, have to say. The course will not presuppose any previous detailed knowledge of Aquinas on the part of students.

PHIL 5012. INTRO TO ST. AUGUSTINE. (3-4 Credits)
This seminar is going to provide a systematic survey of the main themes of St. Augustine's philosophy and theology. Topics will include faith and reason, divine ideas, time, eternity, and creations, the theology of the Holy Trinity, the nature of teh soul, the freedom of the will and divine predestination, goodand evil, original sin and divine grace, and the human history as the history of salvation. The unifying theme of the discussion will be a synthetic account of St. Augustine's Neoplatonic Christian anthropology, occasionally contrasted with St. Thomas Aquinas' Aristotelian Christian anthropology. The discussion will be organized around student presentations and two term papers on topics other than one's presentation topics.

PHIL 5075. CONTINENTAL PHILOSOPHY & FAITH. (3 Credits)
A survey of significant movements in 20th century European philosophy in regard to their consideration of and impact on questions of faith or religion, especially in regard to postmodern culture, the "death" of the subject, and the grounding of rationality.

PHIL 5098. SEM: PHILOSOPHIC INTEGRATION 1. (3 Credits)
This course supports the student in constructing an adequately grounded and coherent personal synthesis of the five systematic areas of philosophy, i.e., metaphysics, epistemology, philosophy of the human person, philosophy of God, and ethics. Appropriate course work in each of these areas, as well as in the history of philosophy, is presupposed. For students in MAPR program.

PHIL 5099. SEM: PHILOSOPHIC INTEGRATION 2. (3-4 Credits)
A continuation of PHGA 5098, Seminar: Philosophical Integration I.

PHIL 5100. LOGIC I. (3-4 Credits)
An introduction to symbolic logic.

Updated: 10-11-2017
PHIL 5114. NORMATIVE ETHICAL THEORY. (3,4 Credits)
This is a masters-level introduction to major theoretical approaches in normative ethics, including virtue ethics (mainly in the Aristotelian tradition), utilitarianism, deontological or rights-based theories, and contractualism. It does not cover natural law theories or alterity ethics. The main readings will focus on contemporary examples of these normative theories with some attention to applications, historical sources may be included as needed, but our discussion will focus on the strengths and weaknesses of the theories rather than on historical developments. The course assumes no particular background, though it is helpful if students have read some Aristotle, Kant, and Mill before.
Attribute: CEED.

PHIL 6025. PHILOSOPHY'S ORIGINS. (3 Credits)
Starting with the beginnings of Philosophy in Greek antiquity (i.e., the testimonies and fragments of works transmitted from the early pre-Socratics of the 6th century B.C.E), the seminar takes up three intersecting topics. The first considers commentary from the classical Greek era to the 20th century on how and why this new inquiry, "philosophy", originated. The second, related topic is the role, indeed the centrality, of the topic of "origins" for the early Greek thinkers themselves. The third seminar topic is the concept of "origins".

PHIL 6190. FEMINIST POLITICAL PHILOSOPHY. (3 Credits)
We will balance a study of feminist critiques with a study of feminist contributions to reimagining political theories, institutions, and practices. We will focus our study around a current scholarly debate in the field, while inquiring into the philosophical context of this debate in canonical texts and figures.

PHIL 6215. FRENCH PHIL OF EDUCATION. (3 Credits)
An examination of philosophies of education in recent French thought, paying particular attention to the teaching of philosophy itself. Authors studied include Bourdieu, Derrida, Le Doeuff, and Ranciere.

PHIL 6251. AMERICAN PRAGMATISM. (3 Credits)
A survey of the central themes and figures of American Pragmatism from Peirce to the present.

PHIL 6252. AMERICAN PHILOSOPHY. (3 Credits)
From transcendentalism to naturalism- Emerson, Royce, Peirce, James and Dewey.

PHIL 6410. UNDERSTANDING AND WISDOM. (3 Credits)
The course will mainly deal with contemporary work from epistemology and philosophy of science on these topics, but we will also look at some ancient traditions that are relevant, as well as spend a few classes looking at continental and hermeneutical approaches.

PHIL 6457. MIND-BODY PROBLEM. (3 Credits)
"The mind-body problem" refers loosely to the philosophical difficulties involved in integrating the image of ourselves as free, rational beings having beliefs, desires, hopes, fears, joys, loves, etc. with the image of ourselves as complex biochemical systems. We consider some of these difficulties with an eye to understanding how they have shaped approaches to human nature both in philosophy and in scientific disciplines such as psychology, and then consider whether any of these difficulties can be overcome using the resources available to the currently dominant philosophical theories. Finally, we examine the claim that there are viable historical alternatives to these theories capable of circumventing the mind-body problem altogether.

PHIL 6460. INTENTIONALITY. (3 Credits)
This course explores the key concept of intentionality both in its medieval and in its modern varieties, as it functions in various medieval and modern theories of cognition and mental representation.

PHIL 6471. RESPONSIBILITY AND BLAME. (3 Credits)
In this course: we will examine the nature of moral responsibility, the nature of blame, and the connection between them. We will ask questions such as the following. Does moral responsibility require free will? Can we understand blame exclusively in terms of attitudes such as resentment and indignation, or must blame have an outward manifestation? Does understanding the nature of blame shed light on the nature of moral responsibility?

PHIL 6472. RESPONSIBILITY, BLAME, AND FORGIVENESS. (3 Credits)
In this course, we will examine the natures of moral responsibility, blame, and forgiveness, as well as the connections between them.

PHIL 6580. VIRTUE EPISTEMOLOGY. (3 Credits)
Virtue epistemologists are especially interested in what it is that makes people intellectually excellent- what it is, for example, that makes a person a responsible inquirer, of what is that makes his or her beliefs amount to knowledge. In this class we will consider the main positions and some of the most recent developments in the area of virtue epistemology.

PHIL 6630. DISCOURSE ETHICS. (3 Credits)
This seminar will trace the development of Jurgen Habermas's "discourse ethics." We will also analyze alternative versions of discourse ethics in the work of Karl-Otto Apel, Albrecht Welmer, Seyla Benhabib, and Rainer Forst, and consider challenges from communitarians like Charles Taylor and contractualists such as Thomas Scanlon and Stephen Darwall.

PHIL 6805. TOPICS IN PHIL OF REL.. (3 Credits)
This course will introduce and discuss a range of topics in the philosophy of religion. Topics to be considered will include: the propriety and possibility of natural theology: arguments for God's existence; the problem of evil; the attributes of God; life after death.

PHIL 6850. HERMENEUTICS. (3 Credits)

PHIL 7009. PLOTINUS. (3 Credits)
This course will examine in detail Plotinus' original positions in metaphysics, epistemology, psychology, and ethics as presented in the Enneads along with his polemics against the Stoics, Epicureans, Peripatetics, and quasi-philosophical schools such as the Gnostics.

PHIL 7018. ANCIENT PSYCHOLOGY. (3 Credits)
This course examines ancient accounts of human cognitive and moral psychology. The primary focus will be on Plato and especially Aristotle, since their accounts are the most complete, but Epicurean and Stoic psychology will also receive attention.

PHIL 7039. AQUINAS'S PHILOSOPHY OF GOD. (3 Credits)
This course is devoted to explaining and commenting on Aquinas's philosophy of God and presented in texts such as his Summa Contra Gentiles, his Summa Theologica, and his De Potentia.

PHIL 7042. BURIDAN ON THE SOUL. (3 Credits)
This course is going to be based on the new edition of the Latin text and annotated translation of Buridan's "Questions on Aristotle's De Anima" along with a companion volume of critical essays, analyzing his sometimes astonishingly modern ideas concerning the nature, powers and workings of human and animal souls, consciousness, and understanding, shedding a stark light on the historical origins and conceptual roots of some of the most persistent problems in post-Cartesian philosophy of mind.

PHIL 7071. AQUINAS:QUESTIONS ON GOD. (3 Credits)
An exposition and critical discussion of 'Summa Theologies', la, 1-26.
PHIL 7076. Metaphysical Themes in Duns Scotus. (3 Credits)
This course focuses on central metaphysical issues in the thought of Duns Scotus, such as being, substance, essence and individuation.

PHIL 7080. MEDEIVAL VIEWS ON COGNITION AND CERTAINTY. (3 Credits)
In this course, we will study some medieval thinker’s views on cognition and certainty. The main focus will be on the debate of cognition and the role of divine illumination in the years following Thomas Aquinas’s death in authors such as Henry of Ghent, John Duns Scotus, and Peter Auriol. Some consideration will be given to the influence that the later medieval debate had on early modern philosophy.

PHIL 7106. KANT I. (3 Credits)
The aim of this course is to achieve an appreciation of, and some facility with the problems and mode of philosophizing that dictate the arguments in Kant’s Kritik der reinen Vernunft. Accordingly, the course is organized along thematic lines that, while corresponding to specific passages and sections of the Kritik, provide a route through the text as a whole. After an initial introduction to the structure and context of teh work as a while, the course will focus primarily on the positive doctrines of Kant’s critical or transcendental philosophy as presented in the Transcendental Aesthetic and the Transcendental Analytic of the Transcendental Logic.

PHIL 7110. DESCARTES AND SPINOZA. (3 Credits)
Primarily a study of Descartes’ Meditations, preceded by a reading of his Regulae and Discourse on Method, and a study of Spinoza’s Ethics, preceded by a reading of his Emendation on the Understanding and selections from other works.

PHIL 7140. KANT AND GERMAN IDEALISM. (3 Credits)
This course will examine Kant’s detailed treatment of issues in the Critique of the Power of Judgement and will examine how thinkers like Hegel, Schelling, and Schiller helped to develop the German Idealist tradition in the wake of Kant’s third and final critique.

PHIL 7145. PHENOMENOLOGY AND RELIGIOUS EXPERIENCE. (3 Credits)
This course is a philosophical investigation into major traditional and contemporary forms of religious life and experience, such as asceticism, liturgy, monasticism, mysticism, spirituality, and fundamentalism.

PHIL 7149. HEGEL’S PHENOMENOLOGY. (3 Credits)
A reading of Hegel’s Phenomenology of Spirit, in the context of his other writings and in conversation with various other philosophers.

PHIL 7153. HUSSERL’S LATER THOUGHT. (3 Credits)
An investigation of Husserl’s later philosophy by way of a careful reading of Cartesians Meditations and the Crisis.

PHIL 7159. KIERKEGAARD. (3 Credits)
Sources, development, influence of Kierkegaard’s thought.

PHIL 7161. NIETZSCHE. (3 Credits)
Detailed investigation of principal Nietzschean themes.

PHIL 7166. RECOGNITION & INTERSUBJECTIVITY. (3 Credits)
This course will examine the notion of recognition, as well as the related notion of intersubjectivity, in philosophical discourses extending from the late eighteenth century to the present time.

PHIL 7203. MERLEAU-PONTY. (3 Credits)

PHIL 7204. Wittgenstein and Later Wittgenstein. (3 Credits)
A focus on Wittgenstein’s classic texts (Tractatus, Philosophical Investigation, On Certainty) along with later receptions of Wittgenstein’s work.

PHIL 7210. WHITEHEAD. (3 Credits)
An analysis of the development of the philosophy of organism in Whitehead’s earlier works and its full expression in Process and Reality.

PHIL 7229. DERRIDA. (3 Credits)
A study of major texts of Jacques Derrida dealing with such themes as writing, differance, and deconstruction, as well as his relation to traditional and contemporary figures.

PHIL 7236. The Emotions and Moral Perception. (3 Credits)
This course will examine phenomenological (and some comparable non-phenomenological) accounts of (1) the nature of the emotions and (2) their role in evaluation, in general, and moral evaluation, in particular.

PHIL 7240. CONTEMPORARY METAETHICS. (3 Credits)
Metaethics steps back from substantive moral debates to ask questions about morality itself. We will consider a range of positions in order to see the benefits and limitations of different ways of answering these questions, and each student will work at developing her or his own answers throughout the term.

PHIL 7310. SELF-CULTIVATION PHILOSOPHIES. (3 Credits)
Self-cultivation philosophies propound a program of development for radically improving the lives of human beings on the basis of an understanding of human nature. We will study the nature and variety of these practice-oriented philosophies through an examination of prominent examples from ancient India, China and Greece as well as more recent approaches in Western philosophy.

PHIL 7350. EVIDENTIAL UNDERMINING. (3 Credits)
Sometimes we gain confidence that a belief is false. Sometimes we gain evidence that our grounds for a belief are not good grounds. The latter is a case of "evidential undermining". We will explore several important recent arguments that purport to show that particular moral, philosophical, and religious beliefs face evidential undermining.

PHIL 7459. HEIDEGGER'S BEING AND TIME, BLACK NOTEBOOKS. (3 Credits)
We will read Heidegger’s 1927 Sein und Zeit, which may be found in English in a range of translations, along with several other works in order to situate a reading of the recently published Black Notebooks, and even more recently translated for publication in English. The topic is not merely the controversial and scandalous question of what is called Heidegger’s anti-Semitism but also the status of his published and unpublished writings in addition to the question of the question of the being of.

PHIL 7465. THE EMOTIONS. (3 Credits)
This course will examine and evaluate competing theories of the emotions, their relation to evaluation or values, their relation to action, and their relation to moral judgment and decision-making.

PHIL 7650. ARISTOTELIAN ETHICS. (3 Credits)
This course, "Aristotelian Ethics" is centrally concerned with Aristotle’s book, "The Nicomachean Ethics." We will work through the book in detail, mostly in the order that the text is presented. Along the way, we shall examine some relevant secondary literature in the field.
PHIL 7664. PHILOSOPHY OF LITERATURE. (3 Credits)
Philosophy of Literature is devoted to studying the tensions and connections between philosophical analysis and the evocations and descriptions of literary experience. We will consider the philosophy of hermeneutics insofar as this grounds literary interpretation; the philosophical problems concerning the status of the author and the reader in respect to the generation of meaning; the ethics of literary representation; and the ontology of literary language. Our readings will be drawn from such sources as Gadamer, Sartre, Bachelard, Heidegger, iser, Natanson, Nehamas, Hamburger, and Blanchot.

PHIL 7730. RECENT WORK IN EPistemology. (3 Credits)
This seminar will examine recent articles and books in contemporary epistemology. The seminar’s themes will likely include: the nature of reasons and evidence, the challenge of skepticism, and the purpose of epistemological theorizing. The seminar’s texts will feature perspectives from traditional, social, feminist, and virtue epistemology.

PHIL 7758. HUMAN DIGNITY. (3 Credits)
This seminar will focus on recent philosophical work on the concept of dignity. Issues discussed will include the connection between the idea of human dignity and equal status, the role of dignity in constitutions, the social construction of dignity, and the relation between the concepts of human dignity and human rights.

PHIL 7760. Dimensions of Political Justice. (3 Credits)
An intensive introduction to key themes in contemporary analytic political philosophy, including contractarian and consequentialist theories of justice; human capabilities and other possible grounds for universal basic rights; collective action problems, market failures and public goods; other problems for libertarian conceptions of legitimate government (including equal opportunity, reward according to merit, and initial acquisition); and (time permitting) issues in global justice including globalizing democracy.

PHIL 7857. TOPICS IN CONTMP METAPHY. (3 Credits)
The full course title is "Topics in Contemporary Metaphysics." In this course one central topic of current work in analytic metaphysics will be investigated thoroughly. The topics change every time the class is offered.

PHIL 8001. SEM: PHIL EDUCATION. (3 Credits)
Detailed investigation of methods in the teaching of philosophy and preparation for teaching Fordham core courses.

PHIL 8050. PROSEMINAR: PHIL RSCH/Writing. (3 Credits)
A detailed study of methods for successful philosophical research and writing.

PHIL 8070. PROFESSIONAL WRITING SEMINAR. (0 Credits)
This seminar is designed to assist advanced graduate students in Philosophy and prepare for successful academic careers doing research and publishing in Philosophy. Participants will meet regularly to discuss student work and strategies for effective professional writing and success in publishing. This will assist them in preparing articles for publication in professional philosophy journals as well as developing writing samples for job applications. The seminar will be open to PhD candidates who have successfully defended a dissertation proposal. Students may repeat the course.

PHIL 8999. INDEPENDENT STUDY. (0.5-4 Credits)

PHIL 9999. DISSERTATION DIRECTION. (1 Credit)

Physics (PHYS)

PHYS 1201. INTRODUCTION TO ASTRONOMY. (3 Credits)
Includes discussions of the solar system, stars, galaxies and cosmology. Method of making observations. An investigation of physical phenomena including lenses, spectroscopy and refraction. Direct observation through the telescope of celestial objects depending on their position and weather conditions. Astro photography and film development is also available. The lab is intended for the student with little mathematical background. Note that there will be regular night-time observation labs. (No lab fee).

Attribute: ENVS.

PHYS 1203. ENVIRONMENTAL PHYSICS. (3 Credits)
An introductory course for nonscience majors. Topics include heat engines, energy supply and consumption, nuclear fission and fusion; renewable energy resources, fossil fuels and acid rain. Emphasis will be on basic physical principles as applied to environmental issues. Course requirements include several laboratory experiments. The laboratory is designed to investigate various physical properties of the environment. Experiments will include water-testing and air quality measurements as well as the rudiments of electronic circuitry and the investigation of radioactivity in the environment. (Freshmen and sophomores only). (No lab fee).

Attributes: ENVS, PJST, PSCI, URST.

PHYS 1206. PHYSICS OF EVERYDAY LIFE. (3 Credits)
An introductory course for nonscience majors. Topics include physical phenomena that one comes across in everyday life. Physical principles will be explained and numerous examples (many from sports) will be presented. There will be several laboratory experiments that will give students a better understanding of several physical quantities. The experiments will illustrate aspects of mechanics, wave motion, heat and electricity and magnetism. (Freshmen and sophomores only). (No lab fee).

Attribute: CO09.

PHYS 1207. PHYSICS OF LIGHT AND COLOR. (3 Credits)
An introductory course for nonscience majors. Topics include laser light and how lasers influence our lives, with examples from telecommunications, compact disk players, laser surgery and holograms. An investigation of the human eye and the mechanism of color vision. Course requirements include several laboratory experiments. The laboratory is designed to investigate various physical properties of laser light and color. (Freshmen and sophomores only). (No lab fee).

Attribute: PSCI.

PHYS 1501. GENERAL PHYSICS I. (3 Credits)
An introductory course in physics at the noncalculus level. A study of the basic laws of classical and modern physics, including mechanics, heat, sound, electricity and magnetism. Attribute: ENVS.
Corequisite: PHYS 1503.

PHYS 1502. GENERAL PHYSICS II. (3 Credits)
Continuation of PHYS 1501. Corequisite: PHYS 1504.

PHYS 1503. GENERAL PHYSICS I RECITATION. (0 Credits)
Discussion and problem solving on topics to be covered in PHYS 1501 General Physics I.
Corequisite: PHYS 1501.
PHYS 1504. GENERAL PHYSICS II RECITATION. (0 Credits)
Discussion and problem solving on topics to be covered in PHYS 1502
General Physics II.
Corequisite: PHYS 1502.

PHYS 1511. PHYSICS I LAB. (1 Credit)
Measurements in mechanics, heat, waves, electricity and magnetism, 
optics and atomic and nuclear physics. Lab fee.
Attribute: ENVS.

PHYS 1512. PHYSICS II LAB. (1 Credit)
Continuation of PHYS 1511. Lab fee.
Attribute: ZLB3.

PHYS 1601. INTRODUCTION TO PHYSICS I. (4 Credits)
Introductory course for physics majors. A study of mechanics, 
thermodynamics, electricity and magnetism, optics and atomic physics. 
Four-credit courses that meet for 150 minutes per week require three 
additional hours of class preparation per week on the part of the student 
in lieu of an additional hour of formal instruction.
Corequisite: PHYS 1604.
Prerequisite: PHYS 1601.

PHYS 1602. INTRODUCTION TO PHYSICS II. (4 Credits)
Continuation of PHYS 1601. Four-credit courses that meet for 150 
minutes per week require three additional hours of class preparation per 
week on the part of the student in lieu of an additional hour of formal 
instruction.
Corequisite: PHYS 1604.

PHYS 1603. INTRODUCTION TO PHYSICS I RECITATION. (0 Credits)
Discussion and problem solving on topics to be covered in PHYS 1601 
Introductory Physics I.
Corequisite: PHYS 1601.

PHYS 1604. INTRODUCTION TO PHYSICS II RECITATION. (0 Credits)
Discussion and problem solving on topics to be covered in PHYS 1602 
Introductory Physics II.
Corequisite: PHYS 1602.
Prerequisite: PHYS 1601.

PHYS 1701. PHYSICS I. (3 Credits)
Introductory course for students who have completed one year of 
college calculus (MT 1206-1207 or equivalent). A study of mechanics, 
thermodynamics, electricity and magnetism, optics and atomic physics.

PHYS 1702. PHYSICS II. (3 Credits)
Continuation of PHYS 1701.
Corequisite: PHYS 1704.

PHYS 1703. PHYSICS I RECITATION. (0 Credits)
Discussion and problem solving on topics to be covered in PHYS 1701 
Physics I.
Corequisite: PHYS 1701.

PHYS 1704. PHYSICS II RECITATION. (0 Credits)
Discussion and problem solving on topics to be covered in PHYS 1702 
Physics II.
Corequisite: PHYS 1702.

PHYS 2005. INTRODUCTION TO MODERN PHYSICS. (4 Credits)
A survey course of the more important areas of modern physics. Topics 
include special theory of relativity, introduction to quantum mechanics, 
atomic physics, molecules and solids, nuclear structure and elementary 
nuclear physics applications and particle physics. Four-credit courses 
that meet for 150 minutes per week require three additional hours of 
class preparation per week on the part of the student in lieu of an 
additional hour of formal instruction.
Prerequisites: PHYS 1601 and PHYS 1602.

PHYS 2010. LAB METHODS AND TECHNIQUES. (1 Credit)
Topics to be covered are (a) lab safety procedures, (b) machining 
techniques using Machine Shop equipment and tools, (c) maintenance 
of equipment, (d) handling of high voltage electrical equipment, (e) trouble 
shooting and diagnostic tests of electronic equipment, (f) handling of 
precision instruments, and (g) any other topics deemed necessary to 
make the lab a safe place to work.
Attribute: ZLB3.
Prerequisite: PHYS 1601.

PHYS 2011. INTERMEDIATE LABORATORY. (2 Credits)
Measurements in electricity and magnetism. This course will also include 
practical machine shop experience. Lab fee.
Attribute: ZLB3.
Prerequisites: PHYS 2305 or PHYS 2005.

PHYS 2101. ENGINEERING STATICS AND DYNAMICS. (4 Credits)
The following topics will be covered: forced system resultants, 
equilibrium or rigid body, structural analysis, internal forces, friction, 
center of gravity centroid, moments of inertia, virtual work, impulse and 
momentum, rigid-body kinematics, relative motion, Coriolis accelerations, 
and rigid-body kinetics. Four-credit courses that meet for 150 minutes per 
week require three additional hours of class preparation per week on the 
part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PHYS 1601 and PHYS 1602.

PHYS 2102. MECHANICS OF MATERIALS. (4 Credits)
An introduction to the mechanical properties of materials including 
their response to: stress, strain, torsion, bending and shear. Four-credit 
courses that meet for 150 minutes per week require three additional 
hours of class preparation per week on the part of the student in lieu of 
an additional hour of formal instruction.
Attribute: FCRH.

PHYS 2111. INTRODUCTION TO INVENTIONS AND PATENTS. (1 Credit)
Introduction to the creative process that drives inovation and 
inventorship. Includes discussions on creative development of ideas, 
formalizing patent applications, commercialization and technology 
transfer.
Attribute: FCRH.

PHYS 2201. CLASSICAL MECHANICS I. (4 Credits)
An introduction to classical mechanics including kinematics and 
dynamics of particles and rigid bodies. Includes a discussion of 
D'Alembert's principle, Lagrange's equations and Hamilton's principle. 
Four-credit courses that meet for 150 minutes per week require three 
additional hours of class preparation per week on the part of the student 
in lieu of an additional hour of formal instruction.
Prerequisites: PHYS 1601 and PHYS 1602 and PHYS 2005.

PHYS 3001. ELECTRICITY AND MAGNETISM I. (4 Credits)
Electrostatics, dielectric media, direct current circuits, magnetism and 
magnetic media, transients and alternating currents, electromagnetic 
induction, Maxwell's equations, electromagnetic waves and wave guides. 
Four-credit courses that meet for 150 minutes per week require three 
additional hours of class preparation per week on the part of the student 
in lieu of an additional hour of formal instruction.
Prerequisites: PHYS 1601 and PHYS 1602 and MATH 2005.

PHYS 3011. ADVANCED LABORATORY I. (2 Credits)
Measurements in electronics, diodes, transistors, and operational 
amplifiers. Lab fee.
Attribute: ZLB3.

Updated: 10-11-2017
PHYS 3012. ENGINEERING EXPERIMENTATION. (3 Credits)
Statistical and other measures of data uncertainty, propagations of uncertainty, curve fitting, introduction to basic instrumentation for measuring pressure, temperature, strain. The laboratory component of the course teaches the students how to construct and perform their own experiments. Laboratory experiments include material tensile and hardness testing, beam buckling, pipe flow, flow dynamics, electrical circuits, op-amps, and power circuits.

PHYS 3013. EXPERIMENTAL TECHNIQUES IN ENGINEERING AND PHYSICS. (3 Credits)
Experimental Techniques in Engineering and Physics seeks to provide broad overview of engineering and physics concepts and experimental methods through lectures and laboratory experiments. The experiments are designed to demonstrate the physical principles learned in engineering and physics courses. In addition to experimental procedure, focus will be placed on technical writing and presentation.

Prerequisite: PHYS 2010.

PHYS 3100. MATH METHODS IN PHYSICS. (4 Credits)
Implicit function theorem, Jacobians, curves and line integrals, multiple integrals, surface and volume integrals, divergence theorem, Stokes’ theorem, and Green’s theorem. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHYS 3101. MATH METHODS IN PHYSICS I. (4 Credits)
Matrices and determinants, series expansion, complex numbers and functions, Fourier series, ordinary differential equations, partial differential equations, and special functions of physics, theory of special relativity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: MATH 2005.

PHYS 3102. MATH METHODS IN PHYSICS II. (4 Credits)
Continuation of PHYS 3101. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: PHYS 3101.

PHYS 3103. MATH METHODS IN PHYSICS III. (4 Credits)
Topics to be covered include suffix notation and tensor algebra, theory of complex variables, contour integration, applications of contour integration, Sturm-Liouville Theory, integral equations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: PHYS 1601.

PHYS 3201. FLUID MECHANICS. (4 Credits)
This course introduces the fundamentals of fluid statics, dimensional analysis and modeling, viscous flow in pipes, channel flows, laminar flow, transition, turbulence; flow past an object, wake, separation, vortices, drag; convection, conduction, transition from periodic to chaotic behavior, compressible flow; transition to turbulence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: PHYS 1601.

PHYS 3205. FUNDAMENTALS OF ENGINEERING THERMODYNAMICS. (4 Credits)
Basic principles and laws of thermodynamics and their relation to pure substances, ideal gases, and real gases. Use of thermodynamic property tables. Development of concepts of reversibility and availability. First and Second Law application to engineering systems; power and refrigeration cycles. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: FCRH.
Prerequisites: PHYS 1601 and PHYS 1602.

PHYS 3211. COMPUTATIONAL PHYSICS AND PROGRAMMING I. (2 Credits)
An introductory course in the use of computers to numerically solve problems in physics using PASCAL or FORTRAN. Topics include numerical solution of non-linea equations, interpolation and extrapolation, numerical differentiation and integration. No prior knowledge of computer language is required.

PHYS 3401. THERMO AND STAT PHYSICS. (4 Credits)
Fundamental principles, first and second laws, thermodynamic functions; a discussion of the kinetic theory of gases and introductory statistical mechanics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PHYS 1602 and PHYS 2005.

PHYS 3555. MODELING, SIMULATION, AND DESIGN. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PHYS 1601 and PHYS 1602.

PHYS 3601. OPTICS. (4 Credits)
Wave propagation, interference, diffraction, and polarization; electromagnetic theory of light. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PHYS 4003. CLASSICAL MECHANICS II. (4 Credits)
Lagrange’s equations, variational principles, Hamilton’s equations, canonical transformations, Hamilton-Jacobi theory, rigid body motion, small oscillations, central forces and Kepler’s planetary motion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PHYS 2201 and PHYS 3101.

PHYS 4004. ELECTRICITY AND MAGNETISM II. (4 Credits)
Continuation of PHYS 3001. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PHYS 1601 and PHYS 1602 and PHYS 3001.

PHYS 4005. QUANTUM MECHANICS I. (4 Credits)
Foundations of quantum mechanics, Schrödinger equation, Hermitian operators, solution of the Schrödinger equation, harmonic oscillator, hydrogen atom, angular momentum operators, variational method, perturbation theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PHYS 2005 or PHYS 2305.
Phys 4006. Quantum Mechanics II. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Phys 4010. Introduction to Electrical Engineering. (4 Credits)
Electrical circuit laws and theorems, transient and steady-state response, phasors, frequency response, resonance. Diode and transistor circuits, digital logic devices. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Phys 4011. Nuclear and Particle Physics. (4 Credits)
A survey of nuclear and particle physics for advanced undergraduate students. It explores the common roots and tools of the nuclear (medium energy) and particle (high energy) fields. The primary goal is to understand the basic ideas of the Standard Model of quarks, leptons and the fundamental interactions of the universe. Specific topics include properties and simple models of nuclei, fundamental interactions and their mediators, quarks and leptons, symmetries and tests of conservation laws, physics beyond the Standard Model, and other ideas in theoretical and experimental nuclear and particle physics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Phys 4012. Solid State Physics. (4 Credits)
An introduction to the elastic, thermal, electromagnetic, and optical properties of solids; energy bands, semiconductors, superconductors, surface and defect structures and device applications. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Phys 4020. Biomechanics. (4 Credits)
Engineering principles such as mechanics, rigid body dynamics, fluid dynamics and solid mechanics are applied to the study of biological systems such as ligaments, tendons, bone, muscles, joint, etc. Methods for both rigid body and deformational mechanics are developed in the context of bone, muscle, and connective tissue. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Phys 4021. Medical Instrument and Imaging. (4 Credits)
Introduction to the physics and the practical technology associated with such methods as X-ray computed tomography (CT), magnetic resonance imaging (MRI), functional MRI (f-MRI) and spectroscopy, ultrasونics (echocardiography, Doppler flow), PET scans as well as optical methods such as bioluminescence and optical tomography. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Phys 4025. Machine Dynamics and Mechanical Design. (4 Credits)
The principles of dynamics as applied to the analysis of the accelerations and dynamic forces in machines such as linkages, cam systems, gears, belts, chains, couplings, bearings, brakes, clutches, and flexible mechanical elements. Concepts of engineering design, material selection, failure theories, fracture and fatigue. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Phys 4401. Undergraduate Research I. (4 Credits)
Participation of the undergraduate in research under the direction of one of the faculty. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Phys 4402. Undergraduate Research II. (4 Credits)
Participation of the undergraduate in research under the direction of one of the faculty. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Politics Science (POSC)

Posc 0914. Requirement Preparation in Summer. (0 Credits)
For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

Posc 0922. Phd Comprehensive Examination Preparation. (0.5 Credits)

Posc 0930. Phd Comprehensive Examination-Political Science. (0 Credits)

Posc 0934. Master's Comprehensive Examination Preparation. (0.5 Credits)

Posc 0936. Master's Comprehensive Examination-Political Science. (0 Credits)

Posc 0950. Proposal Development. (1 Credit)

Posc 0960. Proposal Acceptance. (3 Credits)

Posc 1100. Introduction to Politics. (3 Credits)
Introduces students to major approaches to the study of politics. Examines key political concepts such as power, democracy, and freedom; types of political actors, such as political parties, interest groups, and leaders; and important political institutions. Situates contemporary politics within social structure and history.

Attributes: AMST, FRSS, SSCI.
POSC 1298. GOVERNMENT AND POLITICS COMPARATIVE. (3-6 Credits)

POSC 1300. THE ENLIGHTENMENT AND ITS CRITICS. (3 Credits)
The European Enlightenment was an intellectual and political movement committed to preventing religious warfare. This course surveys the work of major Enlightenment political philosophers such as Immanuel Kant, John Locke, and Mary Wollstonecraft; considers the arguments of counter-Enlightenment authors; and surveys contemporary debates in Islamic political thought about religion, politics, and the role of women in Islam.

Attributes: EP1, FRSS, MANR, SSCI.

POSC 1999. TUTORIAL. (1 Credit)
Independent research and reading with supervision from a faculty member.

Attribute: PLUR.

POSC 2001. POLITICAL ANALYSIS. (4 Credits)
Provides students with the essential methods and concepts for the quantitative analysis of political phenomenon, such as polls and election returns. Techniques of analysis introduced will include graphics, descriptive statistics, cross-tabular and correlation analysis, hypothesis testing, and computer applications. The goal of the course is to make the student a component consumer of political analysis. It will also focus on how political analysis is used in the real world, e.g. by campaign strategists and governments. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 2102. INTRODUCTION TO URBAN POLITICS. (4 Credits)
A study of politics and power within urban political systems, including an examination of their historical development, current political economy, and prospects for the future. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, PLUR, URST.

POSC 2202. INTRODUCTION TO AMERICAN POLITICS. (3 Credits)
An introduction to American government and politics. The course is a 3 credit version of POSC 2201: American Government & Politics, designed for summer sessions.

Attribute: AMST.

POSC 2203. INTRODUCTION TO THE AMERICAN LEGAL SYSTEM. (3 Credits)
This course is an introduction to the American legal system in theory and practice. It will examine issues of jurisprudence, as well as some of the procedural and substantive areas of the law. Among the legal principles/topics to be considered: The Rule of Law; The Bill of Rights; Precedent; Test Case; 'Reasonable Person' Standard; Judicial Standing; U.S. Supreme Court; Organization of U.S. Court Systems; Freedom of Speech ('Hate' Speech); Legal Rights of College Students; Wrongful Convictions.

Attribute: AMST.

POSC 2205. THE U.S. CONGRESS. (4 Credits)
A study of the historical development and current operation of the U.S. Congress. Particular attention is paid to the impact of elections, political parties, formal and informal rules and procedures, and congressional committees on the policies produced by Congress, and to Congress' relation to the executive branch. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AMST.

POSC 2401. INTRODUCTION TO POLITICAL PHILOSOPHY. (4 Credits)
This course will study the major philosophers from Plato to Marx, discussing questions such as the best regime, the nature of justice and the relation between the individual and the community. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 2501. INTRODUCTION TO INTERNATIONAL POLITICS. (4 Credits)
A look at modern nation-states in terms of national character, resources, industrial and military capacity, and geography. An examination of their foreign policies in terms of alliance and balance of power theories as influenced by regional and international organizations and movements. A study of war and its alternatives, such as diplomacy, peaceful change, peaceful settlement of disputes, and future models of world order. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, IPE, MEST.

POSC 2610. INTRODUCTION TO COMPARATIVE POLITICS. (4 Credits)
This course involves the systematic study and comparison of the world's political systems. It seeks to explain differences between as well as similarities among countries including the United States. Comparative politics is particularly interested in exploring patterns, processes, and regularities among political systems. It looks for trends, for changes in patterns, and tries to develop general propositions or hypotheses that describe and explain these trends. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: INST, IPE, LALS.

POSC 2800. INTRODUCTION TO POLITICAL ECONOMY. (4 Credits)
An examination of conservative, liberal and radical approaches to the relationship between economics and politics. Topics include: corporate power in politics; government regulation of business; the political economy of class, race and gender; socioeconomic movements; the interrelationship of international and domestic political economies; and the relationship between political democracy and economic systems such as capitalism and socialism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 2999. TUTORIAL. (1-2 Credits)
Independent research and reading with supervision from a faculty member.
POSC 3120. NEW YORK CITY INTERNSHIP. (4 Credits)
The purpose of this course is to help students gain practical experience in the operation of New York government and politics by working in offices of elected officials, governmental agencies, or non-partisan public interest organizations. Requirements will also include readings, short papers and discussions based on the internship experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, URST.

POSC 3121. NEW YORK CITY POLITICS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, PLUR, URST.

POSC 3131. POLITICS, URBAN HEALTH, AND ENVIRONMENT. (4 Credits)
This course will examine the intersection of urban life, individual and community health and public policy. It will examine the evolution of urban public problems, the urban environment and the role and responsibility of society and the political system to respond to individual and health issues in urban settings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, BIOE, ENST, EP3, PJST.

POSC 3205. THE U.S. COURTS IN THE FIGHT FOR AFRICAN AMERICAN CIVIL RIGHTS. (4 Credits)
This course will examine the quest for legal and political rights by the African American community through the lens of the US judicial system. The timeline of the course is from the writing of the federal Constitution to the Voting Rights Act of 1965. Among the topics to be covered: slavery, the Reconstruction Amendments, segregation, the legal strategy of the NAACP, and federal civil rights legislation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, BIOE, ENST, EP3, PJST.

POSC 3209. CONSTITUTIONAL LAW. (4 Credits)
A casebook analysis of central issues of constitutional law. Examines the Constitution’s origins, judicial review, federalism, separation and balance of powers, domestic and foreign affairs, the commerce clause, substantive due process, the rise of the administrative state, philosophies of interpretation. Presents the Constitution as defining a structure of government, rights and political economy. Examines the Constitution’s role in American political development and democracy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

POSC 3210. CIVIL RIGHTS AND LIBERTIES. (4 Credits)
A casebook analysis of Supreme Court decisions on civil rights and civil liberties. Topics include freedom of speech and religion, the right to privacy, gender and racial equality, the death penalty, and protections against unreasonable searches and seizures. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

POSC 3213. INTEREST GROUP POLITICS. (4 Credits)
An examination of pressure groups and their role in the political process. Special attention will be paid to the origins of groups, who joins and who does not and how groups affect their own members. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, PLUR.

POSC 3214. THE U.S. CONGRESS. (4 Credits)
A study of the historical development and current operation of the U.S. Congress. Particular attention is paid to the impact of elections, political parties, formal and informal rules and procedures, and congressional committees on the policies produced by Congress, and to Congress’ relation to the executive branch. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

POSC 3215. AMERICAN POLITICAL PARTIES. (4 Credits)
Examines the workings of American political parties and their role in the political system. Analyzes the effect of parties on the campaigns of presidential and congressional candidates, the influence of parties on the electoral decisions of voters, and the impact of parties on the workings of both the presidency and Congress as policymaking institutions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

POSC 3217. THE AMERICAN PRESIDENCY. (4 Credits)
An examination of presidential leadership, including the development, growth, and exercise of presidential power. Includes analysis of republican foundations of the presidency, organization and operation of office, role in domestic and foreign policy, relations with Congress, and the importance of character. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

POSC 3219. CONSTITUTIONAL LAW AND THE DEATH PENALTY. (4 Credits)
The course will examine the historical, philosophical, religious, and legal roots underlying the use of the death penalty by political systems. Part of the course will focus on contemporary U.S policy regarding the death penalty, relevant legal cases and social commentary. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

POSC 3220. CRIMINAL LAW AND JUSTICE IN THE U.S.. (4 Credits)
This course analyzes criminal law and justice, specifically using the Amendments (4th, 5th, 6th, and 8th) and how they relate to criminal procedure. The course will use current issues with criminal justice reform as a framework. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.
POSC 3223. CONSTITUTIONAL LAW: CRIMINAL JUSTICE. (4 Credits)
Case method analysis of Supreme Court decisions in the area of Criminal Justice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

POSC 3225. HUMAN TRAFFICKING AND THE LAW. (4 Credits)
The course will examine human trafficking and the ways in which the legal system addresses it in the United States. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PJST.

POSC 3228. CIVIL RIGHTS. (4 Credits)
A casebook analysis of legal responses to public and private discrimination, with emphasis on race and gender. Examines Supreme Court decisions, laws, and politics, involving the 5th, 13th, 14th, 15th, and 19th amendments, equal protection and level of scrutiny, civil and voting rights, public accommodations, employment, private associations, schools, privacy, “natural” roles, the public/private dichotomy. Studies movements for equality. Evaluates busing, affirmative action, pay equity and other remedies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, PLUR.

POSC 3231. JUDICIAL POLITICS. (4 Credits)
This course provides an introduction to the study of law and courts as political institutions and judges as political actors. Topics include judicial behavior and policymaking, the politics of Supreme Court nominations, the role of public opinion in shaping judicial doctrine, and the impact of courts on society. Because this is an American Pluralism course, a major objective of the course is to increase knowledge of how reform groups have used the courts to combat discrimination based on race, sex, and sexual orientation. The course also explores how the structure of the legal system systematically advantages some litigants more than others based on class. The primary institutional focus is the U.S. Supreme Court, but we also study other courts as well, including the state supreme courts and lower federal courts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, PLUR.

POSC 3232. FAMILY, LAW, AND SOCIETY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: POSC 1100.

POSC 3233. YOUTH AND THE LAW. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: POSC 1100.

POSC 3301. CAMPAIGNS AND ELECTIONS. (4 Credits)
This course undertakes an in-depth study of campaigns and voting, with an emphasis on the presidential and congressional elections. We will examine elections from the perspectives of candidates, political parties, interest groups, the media, political consultants, and voters. In addition, we will address some basic questions about elections in America: What are the rules? Who wins and why? What difference do elections make? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

POSC 3302. VOTING BEHAVIOR AND ELECTIONS. (4 Credits)
Why people vote the way they do; the role of issues in vote choice; the quality of the American electorate; party systems and electoral change. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

POSC 3307. ENVIRONMENTAL POLITICS. (4 Credits)
The course introduces students to the history and evolution of environmentalism and environmental policy from a comparative perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, ENVS, INST, IPE, URST.

POSC 3309. WOMEN IN AMERICAN POLITICS. (4 Credits)
This course examines the role of women in three major areas of American politics: women as citizens and voters; women as candidates of elective office; and women as political officeholders. The course analyzes each of these areas in the context of the unique experience woman have had both historically and currently. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, WGSS.

POSC 3310. RACIAL AND ETHNIC POLITICS. (4 Credits)
This course provides an introduction to the major theoretical frameworks in the racial and ethnic politics literature. The class will help students better understand how incorporation, identity, and participation shape political identity in the US. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, LALS.

POSC 3311. AMERICAN SOCIAL MOVEMENTS. (4 Credits)
A survey of American Social Movements. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

POSC 3313. POLITICAL PSYCHOLOGY. (4 Credits)
This course draws from psychology and political science to explore the psychological sources of political behavior. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.
POSC 3315. POLITICAL PARTICIPATION. (4 Credits)
Studies the relation between participation, political effectiveness and American democracy. Analyzes who participates and how; who doesn't, and why. Examines political participation and questions of gender, race, education, class and ideology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

POSC 3316. MASS MEDIA AND AMERICAN POLITICS. (4 Credits)
This course looks at the role that the mass media play in American Politics specially and democracy in general. Particular topics will include the evolution of media-governmental relationships, the impact of technological and economic forces on the media's role in politics, and the growth of government concern with media relations. We will also consider the impact of the media on the attitudes and behaviors of citizens, the public agenda and the policy making process. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, COMC, COMM, JOUR.

POSC 3317. MEDIA AND PUBLIC OPINION. (4 Credits)
A critical examination of the nature, formation, and distribution of public opinion and partisan attitudes in the United States. Emphasis on the importance of the media in the formation of public opinion and the connection between public opinion and democracy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

POSC 3319. FILM AND POLITICS. (4 Credits)
Views and analyzes films in class as a means of exploring the relationship between popular culture, political values/ideologies, and political socialization in American life. Also studies genre, filmmaking style and structure, and overt versus subtle messages to further examine film's point of view. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

POSC 3321. AMERICAN PUBLIC POLICY. (4 Credits)
Analysis of the process of policy making at the national level, including the politics of selected policy issues. Students examine how some issues never make it to the public agenda and the forces that shape those that do. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

POSC 3324. POLITICS OF IMMIGRATION. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, IRST, LALS, PLUR, URST, WGSS.

POSC 3326. LATINO POLITICS. (4 Credits)
The class will cover the history and contemporary role of Latinos in the U.S. political system. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

POSC 3327. GENDER AND SEXUALITY IN US POLITICS. (4 Credits)
This course locates gender and sexuality central to the study of US politics, looking at how gender and sexuality shape opinion formation, candidacy, election outcomes, group identity formation, political interests, policy design, and political representation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, WGS.

POSC 3404. AMERICAN POLITICAL THOUGHT. (4 Credits)
What does it mean to be an American? What are the principles of American politics? This course poses these questions to key figures in American political thought, including Jefferson, Hamilton, Madison, Tocqueville, Dubois, Goldman, Rawls, Strauss, and Connolly. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

POSC 3405. RADICAL AND CONSERVATIVE THOUGHT. (4 Credits)
Some modern thinkers have advocated far reaching changes in the political and economic systems, notably the followers of Karl Marx in their pursuit of socialism, or, more radically, communism. Other political thinkers are defenders of classical ideals of liberty or of tradition. We shall read and discuss some key primary writings by thinkers advocating radical political change and by thoughtful defenders of tradition. Writers on the Left include Marx, Lenin, Trotsky and Marcuse. Those on the Right include Ortega y Gasset, Carl Schmitt, Oakeshott and Hayek. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

POSC 3411. CLASSICAL POLITICAL THOUGHT. (4 Credits)
The politics of the Ancient World will be studies through the writings of Sophocles, Euripides, Plato, Aristotle and others in order to understand ideas of family, property, freedom, torture, truth, and the struggles for individual and collective power. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, CLAS.

POSC 3412. MODERN POLITICAL THOUGHT. (4 Credits)
Through selected readings of major political theorists, this course will examine the ideas of the individual, the state, and society, from the 16th through the 19th century. The course will trace the development of such theories as democracy, socialism, communism, and totalitarianism. Writers whose works will be examined include Machiavelli, Hobbes, Locke, Rousseau, Wollstonecraft, Hegel, Marx, and Freud. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.
POSC 3413. CONTEMPORARY POLITICAL PHILOSOPHY. (4 Credits)
This course considers contemporary answers to the perennial questions of political philosophy, including what is human nature? and what political principles accord with human nature? We read leading figures in liberalism (Rawls), conservatism (Straus), civic republicanism (Arendt), communitarianism (Taylor), and postmodernism (Deleuze and Guattari, Connolly). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

POSC 3414. POLITICS, NATURE, AND HISTORY. (4 Credits)
Some thinkers have appealed to nature as a way of understanding the political community and its concerns. Others have claimed that history is far more important than human nature in understanding politics. We shall be looking at this debate as it unfolds in the writings fo political thinkers both in antiquity and in the modern era. We shall be discussing writings from such theorists as Aristotle, Augustine, Hobbes, Kant, Nietzsche, Freud, Skinner, and Heidegger. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

POSC 3415. POLITICS, REASON, AND REVELATION. (4 Credits)
How do different prominent political thinkers, such as Augustine, Maimonides, Locke, Spinoza, and Mill view the compatibility of the demands of religion and the needs of political communities? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

POSC 3416. LIBERALISM AND ITS CRITICS. (4 Credits)
Modern liberal political thought, its intellectual roots and varieties; consideration of the best of liberalism's critics; examples will be drawn from philosophical, popular and public policy sources. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

POSC 3417. ISLAMIC POLITICAL THOUGHT. (4 Credits)
The relationship between religious authority and political legitimacy in the classical and modern Islamic worlds. Various ways Muslims over the past 1,400 years have thought about the proper distribution of power and authority in their societies. What is an "Islamic state," and has there ever actually been such a thing? How did classical Muslim thinkers deal with the disjunction between political reality and political ideals? How have Sunni and Shiite thinkers differed in their conceptions of proper government? How useful a concept is "Islamic fundamentalism," and how modern is it? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, INST, IPE, MEST, PJST, REST.

POSC 3419. POLITICS AND (SCIENCE) FICTION. (4 Credits)
We shall be reading and discussing works of fiction, especially science fiction and fantasy, which center upon political themes and ideas. Such works will deal with modern political movements such as libertarianism, communism and fascism. Authors include, among others C.S. Lewis, R. Heinlein, A. Rand, G. Orwell, and N. Spinrad. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 3420. WOMEN AND FILM. (4 Credits)
Students will examine the representation of women as subject of film and politics. Through texts placing women's history in context with emancipation in political life, students will view films which address these controversies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

POSC 3421. POLITICAL THEORY IN POPULAR CULTURE. (4 Credits)
This course introduces students to political ideologies such as liberalism, conservatism, socialism, anarchism, nationalism, fascism, feminism, ecologism, and multiculturalism. The course then sees how these ideas express themselves in popular movies, comic books, television shows, and video games. In the Summer of 2015, we will focus on the Marvel Universe Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, COMC, COMM, REST.

POSC 3422. POLITICS OF THE PRESENT. (4 Credits)
A survey of recent and contemporary political thought, focusing on 19th- and 20th-century writers. Readings will include Lenin, Goldman, Bernstein, Nietzsche, Freud, Michels, Weber, de Beauvoir, Sartre, Camus, and Irigaray. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

POSC 3423. POLITICAL IDEOLOGIES. (4 Credits)
Beginning with a theoretical inquiry into the nature of political movements, this course will examine a variety of political ideologies (including anarchism, socialism, communism, fascism, nationalism, conservatism, liberalism, feminism and minority liberation) which are associated with such movements. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, COLI, INST, IPE.

POSC 3424. DEMOCRATIC THEORY. (4 Credits)
This course studies theories of modern democracy, their historical antecedents, their foundational assumptions about power, human nature and identity, and areas of agreement and disagreement between them over key ideas such as rights, equality, citizenship, justice, and difference. It evaluates contemporary democratic practices in the "era of globalization" through the lens of each theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, INST.

POSC 3436. CAPITALISM AND ITS ALTERNATIVES. (3 Credits)
What is the philosophical foundation of capitalism? What are the viable alternatives to capitalism? This course considers answers to these questions from the fields of economics, political theory, and humanistic management. Authors covered include Adam Smith, Milton Friedman, and FA Hayek.
POSC 3500. ADVANCED INTERNATIONAL RELATIONS THEORY. (4 Credits)
Writing and speaking intensive examination of international relations and foreign policy theories. Subjects include international security, international organizations, foreign policy analysis, psychological theories, and diplomacy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attribute: EP3.
Prerequisite: POSC 2501.

POSC 3502. UN AND POLITICAL LEADERSHIP. (4 Credits)
In this summer course, diverse aspects of diplomacy, decision-making and political leadership at the United Nations will be reviewed, theory, research practice and ethical issues considered. Includes exercises, fieldwork, and visits to the U.N or diplomatic community. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, IPE.

POSC 3505. INTERNATIONAL LAW. (4 Credits)
Historical evolution of general principles of international law. Modern transformation of the law of nations under the impact of growing complexity of international relations; relationship between the national and international legal systems. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, IPE.

POSC 3507. INTERNATIONAL HUMAN RIGHTS. (4 Credits)
An examination of the international system for the protection of human rights: legal and political theory, cultural relativism, diplomatic protection and the concept of human rights law; legal instruments and institutions; substantive law. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, COLI, IPE, URST.

POSC 3508. THE POLITICS OF HUMANITARIANISM IN AFRICA. (4 Credits)
This course explores contemporary international politics of humanitarianism in Africa, with a focus on sub-Saharan Africa. Issues to be analyzed include international, regional, and sub-regional responses to complex humanitarian emergencies and natural disasters in Africa; the politics of forced displacement, gender-based violence, famine, civilian protection of women and children in armed conflict, and emergency shelter and camp management; local perceptions of humanitarianism; the relationship between international peacekeeping and humanitarianism; and early engagement and recovery through international peacebuilding on the continent. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, HUST, INST, PJST.

POSC 3509. POL HUMANITARIAN INTERVENTION. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 3510. STATECRAFT AND NEGOTIATION. (4 Credits)
This course explores strategic interaction and interstate bargaining from both theoretical and practical perspectives. It is first and foremost a political science course. We will cover theoretical and policy studies on such topics as nuclear disarmament, trade, and human rights. But theory and policy are fundamentally driven by real world situations and dynamics, which we will elucidate through simulation. These simulations will provide you with an opportunity to test out theories and approaches, understand strategic interaction, and develop as successful negotiators. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: POSC 2501 or POSC 2610.

POSC 3511. WAR AND PEACE. (4 Credits)
This course introduces the student to the leading theories of the causes of war and peace. After an introduction to the major theoretical perspectives on conflict, strategy and interstate wars (wars between political rivals) will be the primary focus in the first half of the course. Later we will examine the role of ethnicity and nationalism in internal conflicts, as well as non-conventional forms of warfare. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, HUST, INST, PJST.

POSC 3516. CONFLICT ANALYSIS/RESOLUTION. (4 Credits)
This course focuses on post-Cold War international conflict analysis as an instrument of peacemaking. We will analyze inter-state, internal, state-formation, and protracted social conflict and focus on the development of conflict analysis and resolution as an interdisciplinary component of international studies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, EP3, HUST, PJST.

POSC 3520. MIDEAST AND THE WORLD. (4 Credits)
An introduction to the international politics of the Middle East and North Africa defined as the whole of the Arab world plus Israel, Turkey, Iran, and those states neighboring these countries that have influence on the region's external relations. Emphasis will be placed on the colonial and postcolonial periods with particular attention paid to the post-World War Two era. Competing theoretical approaches to the study of international politics will precede a more issue-based analysis of the key factors that animate the region's behavior in world affairs. Topics receiving in-depth treatment include: inter-state conflicts, oil politics, political system types and their relationship to international politics, the role of religion, terrorism, external actors influence on the region, United States foreign policy goals, instruments, and actions, among others. No prior background in Middle East studies is assumed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, GLBL, INST, IPE, MEST, PJST.
POSC 3521. GLOBAL GOVERNANCE. (4 Credits)
This course introduces the student to the leading past and contemporary theories and perspectives in the study of global governance. It provides the student with the ability to survey and understand the wide variety of information regarding multiple aspects of global governance and prepares students to assess the possibilities for the global future and its impact on our lives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, INST, IPE.

POSC 3522. UNITED NATIONS. (4 Credits)
Structure and powers of contemporary international organizations; the role of the U.N., and regional organizations as related to war, peace, change, and development. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, INST, IPE, PJST.

POSC 3526. DEM TERRORISM AND MODERN LIFE. (4 Credits)
This course examines the requisites of democracy and modernity as ways of thinking and ways of life and the threat posed to them by terrorism. It asks, what is terrorism, why does it exist, how fundamental are the conflicts it is embedded in, how extensive a threat is it to U.S. and others, and how can it be stopped? It analyzes the vulnerabilities (and considers the strengths) of modern, highly technological, media driven, highly integrated, international liberal social and economic regimes and the modern philosophical systems with regard to terrorism, and considers ways to mitigate points of danger. Finally, it considers the advantages of democracy and modernity in overcoming this threat. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, INST, PJST.

POSC 3527. UNITED NATIONS PEACE OPERATIONS. (4 Credits)
This course examines the challenges of contemporary peacekeeping, peace enforcement, and peacebuilding through the institution of UN peace operations. Students will explore the generational evolution of UN peace operations since 1945, and focus on key issues related to effective peacekeeping, peace enforcement, and peacebuilding, including sovereignty/non-interference; troop-contributing country interests and political will; civil-military interactions; civilian protection; mission mandates and rules of engagement; and regional as well as UN headquarters politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, HUST, PJST.

POSC 3528. CIVIL WARS AND THE DEVELOPING WORLD. (4 Credits)
Civil wars are those conflicts that are internal to a particular country and its sovereign borders. However, contemporary civil wars in the developing world have particular features that merit a deeper study: structural causes related to globalization, complex regional dynamics, and an emerging normative consensus internationally on both the right and responsibility to intervene to halt the violence. The course will examine the the causes, internal dynamics, nature of violence, organizational structure, role of outside interveners, role of gender, and consequences of civil wars in the developing world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, INST.

POSC 3529. Politics of Building and Keeping Global Peace. (4 Credits)
Students in this course will develop and apply theoretical and empirical knowledge to analyze effectively the politics of building and keeping global peace through focused case analyses, as well as interaction and exchange with key actors from the UN’s Department of Peacekeeping Operations; the UN Peacebuilding Commission; the UN Office of the High Commissioner for Human Rights; the UN diplomatic community, and select NGO’s working in the areas of peacebuilding and humanitarian response. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 3530. U.S. FOREIGN POLICY. (4 Credits)
This course will consider the goals and instruments of United States foreign policy, both in the security and economic realms, as well as through an historical context. Students will examine how foreign policy is made, contending explanations, as well as the main actors involved. Current issues and controversies will be used to test different theoretical approaches. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, INST, IPE.

POSC 3531. US SECURITY POLICY. (4 Credits)
This course analyzes US security policy, specifically including the topics of American military operations and policy, the increase in unconventional warfare, and the threats unique to the 21st century world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 3540. POLITICS OF CYBERSPACE. (4 Credits)
This course examines the impact of the Internet on the political system. Topics include the potential of the internet to deepen public debate, the use of the Internet by political parties and social movements, and the challenge of the Internet to prevailing conceptions of privacy and property. Extensive use of web sites. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

POSC 3605. COMPARATIVE DEMOCRACY. (4 Credits)
An examination of current explanations of stable democracy and an attempt to apply them to small, fragmented democracies of Western Europe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, GLBL, IPE.

POSC 3610. POLITICAL ECONOMY OF DEVELOPMENT. (4 Credits)
This course provides an introduction to the politics and comparative study of international development, both human and economic. A central question will help organize the course: why have some countries developed successfully, while others have not? Whereas much of Western Europe, North America and East Asia have experienced economic development, much of Africa has not. Latin America, Eastern Europe and Eurasia are hybrids, with both pockets of success and failure. While defining what success or failure may mean in light of globalization, our collective focus will be on how best to understand such differences Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, GLBL, IPE, LALS, PJST, URST.
POSC 3611. THIRD WORLD POLITICS. (4 Credits)
The study of contemporary politics of the Third World. An examination of state formation, participation, dissent, resistance movements, nationalism, migration development policies, and issues of class, ethnicity, and gender. Case studies will be chosen from Africa, Latin America, and Asia. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, GLBL, INST, IPE, LALS, MEST.

POSC 3613. POLITICAL MOVEMENTS. (4 Credits)
Explores modern political resistance to established forms of power. Analyzes goals, programs, and ideologies of political movements. Whether they seek revolution or reform, political movements make urgent moral and political claims on society and can even transform social and political systems. This course evaluates such impact on society and the state. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, INST.

POSC 3614. POLITICAL INSTITUTIONS. (4 Credits)
Suppose for a moment that you are a political advisor to the United States government or a major Intergovernmental Organization (IGO) and your task is to come up with an ideal combination of political institutions for a new democracy. You are asked to choose among different types and combinations of institutional rules and practices - such as the organization and operation of the executive, the structure of the legislature, the type of electoral system, and the relationship between the central and local governments. Which political institutions would you recommend? Why? We will ask whether an optimal combination of political institutions exists by examining the effect of these institutions on a broad range of outcomes such as political inclusiveness, citizen participation, economic growth and income distribution, political conflict among the branches of government, proximity between government policy and voter preferences, public goods provision, political corruption, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, INST.

POSC 3616. POLITICAL ECONOMY OF POVERTY. (4 Credits)
This course examines the causes of widespread poverty in the developing world from a political economy perspective. The aim is to understand the relationship between political, economic, and social phenomena in causing, perpetuating, and alleviating poverty across the globe. Course readings include classic texts in the field, policy strategies and debates, and case studies on Latin America, Middle East, South and East Asia, and sub-Saharan Africa. Critical analysis of the issues and approaches is strongly encouraged. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, GLBL, INST, IPE, LALS, PJST.

POSC 3621. EUROPEAN POLITICS. (4 Credits)
Introduction to the politics of contemporary Europe including analyses of political economy, democratic governance, and political integration. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, IPE.

POSC 3622. POLITICS OF THE EUROPEAN UNION. (4 Credits)
Analysis of the development of the European Union with special emphasis on its enlargement and the reform of the European Union institutions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, INST, IPE.

POSC 3623. ISLAM IN EUROPE. (4 Credits)
This course aims at acquainting students with the history and present situation of Muslim communities across Europe. The political significance of identity and image among Muslims in Europe will be addressed in depth. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, COLI, INST, IPE, MEST.

POSC 3624. THE QU'RAN AND HADITH IN THE GLOBAL POLITICAL PERSPECTIVE. (4 Credits)
This course analyzes: the Qur’an as a Muslim common constitution and a sacred and historical book; Hadith (Sunnah) as a second source of Muslim faith and of Qur’an interpretation; the relationship between Christians, Jews and Muslims through Qur’an and Hadith; the misunderstanding of Qur’an and Sunnah in the terror era. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, MEST, REST.

POSC 3631. CHINA AND RUSSIA IN COMPARATIVE PERSPECTIVE. (4 Credits)
The course will identify and describe recent political and socioeconomic changes in China and Russia while evaluating the relationship between capitalism and autocracy in comparative perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, GLBL, INST.

POSC 3632. CHINA AND U.S. IN GLOBAL ERA. (4 Credits)
This course compares China and the U.S. with respect to political system, philosophy, and political economy. It includes lectures, discussion, joint Chinese-American student study projects, and field trips to important historic and contemporary Chinese political and cultural sites in southern China, and in Hong Kong and Macau. The class concludes with a discussion of the future of Chinese-American political and economic relations in the contemporary era of globalization. Fee Required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, GLBL, INST, IPE.

POSC 3633. CHINA AND US-GLOBAL ERA/STUDY TO. (4 Credits)
This course compares China and the U.S. with respect to political system, culture, philosophy, and political economy. It includes a two-week study-abroad study tour and lectures, discussions, joint Chinese-American student study projects, and field trips to historic Chinese political and cultural sites in Beijing, Guangzhou, and Hong Kong. It also includes independent research and analysis in conjunction with the professor. Its goal is to enable students to better comprehend the future of evolving Chinese-American political and economic relations in the contemporary era of globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST.
POSC 3634. THE GREAT LAW OF CHINA. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 3635. CHINA, JAPAN, KOREA, AND THE U.S. IN THE GLOBAL ERA. (4 Credits)
This course is a study tour and independent study to familiarize students with the political systems and cultures of China, Japan, and Korea and the relations between these countries and with the United States.
Attribute: ASSC.

POSC 3641. LATIN AMERICAN POLITICS. (4 Credits)
An examination of Latin American politics from theoretical and case study perspectives. Topics include parties and interest groups, militarization of the state, environmental politics, revolution, development and human rights. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, GLBL, INST, IPE, LALS.

POSC 3642. CARIBBEAN POLITICS. (4 Credits)
The course is designed to introduce students to the politics of the Caribbean. Students will thus examine the politics of ethnicity, class, economic development, revolution and reform, women, and foreign intervention. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, IPE, LALS.

POSC 3645. POLITICS OF IMMIGRATION. (4 Credits)
The course examines the politics of contemporary immigration. Topics include the construction of citizen and alien, the (re)negotiation of immigrant sexuality and sexual identity, the racialization of naturalization, the family and immigration law, the formation of social movements around immigrant rights, and a comparative analysis of immigration policies in the U.S. and those in Europe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, INST, IRST, LALS, PJST, PLUR, URST, WGSS.

POSC 3651. COMPARATIVE POLITICS OF THE MIDDLE EAST. (4 Credits)
An introduction to the comparative politics of the Middle East and North Africa (MENA) viewed from the competing theoretical perspectives of political economy and political culture. Focus will be placed on identifying key conceptual and empirical variables that help explain the nature and behavior of MENA states in the modern period. Among the relevant issues to be discussed include political elites, ideologies, institutions, parties, civil society, democracy, authoritarianism, conflict, political economy, religion, women, and ethnic groups, among others. No prior background in Middle East studies is assumed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, GLBL, INST, IPE, MEST, OCST.

POSC 3800. INTERNSHIP. (3 Credits)
Supervised placement for students interested in work experience.
Attribute: ASSC.

POSC 3915. INTERNATIONAL POLITICAL ECONOMY. (4 Credits)
Examines some of the implications of the growing intertwining of foreign and domestic policies, of the economic and political aspects of international relations. Gives special attention to the growth of dependency and interdependence, the importance of transnational actors (such as multinational corporations), and the distribution of benefits and influence between poor and rich areas in the international order. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, INST, IPE, LALS, PJST, URST.

POSC 3999. TUTORIAL. (3 Credits)
Independent research and reading with supervision from a faculty member.

POSC 4013. RELIGION AND AMERICAN POLITICS. (4 Credits)
This interdisciplinary seminar explores the nexus of religion and American public life. After treating topics related to electoral politics (e.g., candidate religion, voter religion, “value voters,” religious rhetoric), students will then engage a series of “hot topics” that encompass (and often combine) both religious and political discourse. The goal is to provide students with two alternative, yet complementary methods of analyzing the intersection of religion and American politics - one from a political science perspective and one from a theological perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMCS, AMST, ICC.

POSC 4015. AMERICAN ECONOMIC POLICYMAKING. (4 Credits)
This course surveys the major economic policies made by the U.S. government, political influences on economic policy making and the consequences of economic policy on politics. Some of the policies we will look at will include macroeconomic policy, fiscal and monetary policy, taxes, regulation and trade. Influences on economic policy making include the president, congress, interest groups and the public. We will also discuss the trade off between economic efficiency and equity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC.

POSC 4020. PLACE, SPACE, AND IMMIGRANT CITIES. (4 Credits)
This course will introduce students to the main issues and current debates on immigrant minorities in large urban areas. Due to their density, cities represent microcosms of interaction and identity formation among and between different minority and majority groups. This often manifests itself spatially, as certain neighborhoods become areas of residence and territorial concentration for immigrant minorities. In the process of settling, immigrants also start identifying strongly with their spaces of settlement. This course will trace the historical patterns of this process, as well as explore its contemporary manifestations, as cities are being rediscovered and “gentrified,” rendering their neighborhoods into fierce battlegrounds of spatial contestation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC, INST, URST.
POSC 4025. YOUTH AND POLITICS. (4 Credits)
An examination of the sources, functions and impacts of political beliefs and attitudes, with special emphasis on the political culture of the United States. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, INST, PJST.

POSC 4036. HUMAN NATURE AFTER DARWIN. (4 Credits)
This course enters contemporary theological, political and scientific debates about how to conceptualize human nature after Darwin. We read Epicures, Lucretius, Augustine, Aquinas, Darwin and contemporary theologians, political theorists and scientists. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

POSC 4037. SOCIAL MOVEMENTS AND REVOLUTIONS. (4 Credits)
Over the course of world history, various social movements were formed to challenge dominant power relations and bring about social change. Drawing upon literature in history, political science, and sociology, this course examines a wide range of challenger organizations and revolutions. In particular, this course discusses the development of several twenty-first century social movements and revolutions in the United States and abroad, including Black Lives Matter, the Occupy Wall Street, Otpor (Serbia), the Arab Spring (Middle East), Umbrella Revolution (Hong Kong), and EuroMaidan (Ukraine).
Attribute: ICC.

POSC 4210. SEMINAR: STATE, FAMILY, AND SOCIETY. (4 Credits)
This seminar will examine the relationship between political systems and the family by exploring the connection between varying philosophical/ideological perspectives on state intervention in the family. Public policy issues to be discussed will include marriage and divorce, adoption and foster care, child care, family and child autonomy and child and domestic abuse. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP4, PJST, SRVL, VAL, WGSS.

POSC 4215. SEMINAR: PRESIDENTIAL ELECTIONS. (4 Credits)
The course will analyze the dynamics of presidential elections, including pre-nomination stage, nominations, campaigns, and voting behavior. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

POSC 4220. SEMINAR: RELIGION AND THE LAW. (4 Credits)
What does it mean to live a religious life in a country that takes seriously the separation of church and state? What is the proper role of religion in public discourse? This course examines the status of religious expression in the law, examining such issues as school prayer, vouchers for religious education, and the teaching of intelligent design, as well as the role that religion has played in the decision making of the nation’s leaders. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, SRVL, VAL.

POSC 4260. THE POLITICAL HISTORY OF SEX AND SEXUALITY IN THE UNITED STATES. (4 Credits)
This seminar examines the history of activism and political organizing by lesbian, gay, bisexual, and transgender people in the United States between 1950 and 2012. Using an interdisciplinary approach - across gender and sexuality studies, queer theory, critical race theory, political science, and history - we will explore: 1) the ways that lesbian, gay, bisexual, and transgender identities have been constructed in the context of US politics and 2) how lesbian, gay, bisexual, transgendered, and “LGBT” political interests achieve their meaning and are co-constituted by their intersections with other axes of identity, such as race, ethnicity, class, nation, and ability. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, WGSS.
Prerequisite: POSC 1100.

POSC 4305. SEMINAR: AMERICAN POLITICS. (4 Credits)
This course studies contemporary American political development through analysis of the historical and philosophical roots, current ideologies and practices, and likely future of U.S. politics. Using democratic theory, and political, and policy analysis it examines selected aspects of contemporary political behavior, agendas, ideologies, and institutions to explain current trends in American politics. It studies, in particular, the relation between power, social structure, and politics in order to assess the viability and character of political democracy today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 4315. SEMINAR: POLARIZATION IN AMERICAN POLITICS. (4 Credits)
This course will examine the causes and consequences of partisan polarization in American politics. Topics to be covered include polarization in Congress, are ordinary citizens polarized, the role of religion, class and race in fueling partisan polarization on the policy making process. Since this is a seminar students are expected to be able to work and the impact independently by carrying out an extensive research project addressing some aspect polarization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 4400. SEMINAR: GLOBAL JUSTICE. (4 Credits)
What is global justice and how can we achieve it? This course considers the answers of Immanuel Kant, John Rawls, Martha Nussbaum, Samuel Huntington, Leo Strauss, Tariq Ramadan, and Pema Chodron. Then we apply their ideas to topics such as American foreign policy, The United Nations, human rights, the wars in Afghanistan, Darfur, etc. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 4420. SEMINAR: NATIONALISM AND DEMOCRACY. (4 Credits)
An examination of nationalism with particular attention to its effects on democratic principles and practices and its intersection with identity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
POSC 4430. SEMINAR: FREUD, POLITICS, SEXUALITY. (4 Credits)
The course will explore Freud’s writings on infantile sexuality and sexual difference in their relation to his writings on culture, civilization, and politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 4515. SEMINAR: INTERNATIONAL POLITICS OF PEACE. (4 Credits)
Students in this course will integrate informed analysis and reflection to critique, orally debate, and articulate in writing their ideas regarding how actors in international politics can nurture, envision, (re)build, manage, enhance, and enforce ¿peace¿ in contemporary international politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, IPE, PJST, VAL.

POSC 4518. INTERNATIONAL DEVELOPMENT COOPERATION: IDEAS, DEBATES, ACTORS. (4 Credits)
This course will examine the politics, theory and practice of international development cooperation, with particular focus on the 20th and 21st centuries. Issues under focus will include decolonization, modernization, development/underdevelopment, newly industrialized countries, sustainable development, financing for development, aid for trade, aid effectiveness, policy coherence for development, and cooperation for development along the North-South divide, international humanitarian cooperation and link between humanitarian and development work. Bilateral and multilateral mechanisms of development cooperation will also be explored, alongside major actors – international organizations, regional organizations, nation-states, and non-state actors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, PJST.

POSC 4525. SEMINAR: GLOBALIZATION. (4 Credits)
This seminar provides an overview over the core theoretical views on globalization: its historical development, the main actors, and determinants of "winners and losers" of globalization. The second part of the seminar will use case studies that highlight specific issues most contested in the discussion of globalization to foster a connection between the theories we covered and the actual unfolding of globalization as experienced by a number of actors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: IPE.

POSC 4526. SEMINAR: THE POLITICS OF HUMANITARIAN INTERVENTION. (4 Credits)
Political decisions about when, how, and whether to intervene in other countries’ affairs have been framed in humanitarian terms. The course provides students with an overview of the politics of humanitarian intervention and asks them to consider a variety of perspectives on the feasibility, effectiveness, ethics, and altruism of protecting civilians with force. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PJST.

POSC 4530. SEMINAR: POLITICAL ECONOMY OF CONFLICT. (4 Credits)
Why do civil wars occur? Why are some conflicts so violent while others are not? Why are poor countries so conflict prone? Why are abundant natural resources so often associated with civil war? Why are some conflicts easier to resolve than others? This course will address these questions from the perspective of political economy, focusing on incentive structures, political institutions, and economical development. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: INST.

POSC 4535. SEMINAR: POST-COLD WAR HUMAN RIGHTS AND PROTECTION ARCHITECTURE. (4 Credits)
This seminar will explore the politics surrounding the unprecedented growth, development and advancement of the global human rights regime and protection of civilians architecture following the demise of the Cold War. The context of the emerging global governance order at the end of the 20th century will form the backdrop for the study of this transformation, and students will analyze the normative, political and peace and conflict dynamics that precipitated and informed its growth and development as well as develop a mastery of the theory and practice of international human rights and civilian protection. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

POSC 4620. SEMINAR: THE WORLD OF DEMOCRACY. (4 Credits)
This course studies democracies across of the globe. It analyzes the meaning of democracy in different cultures and theories, and compares political systems, including democratic nations that aspire to democracy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, PJST, VAL.

POSC 4800. INTERNSHIP. (1-4 Credits)
Analysis and discussion of selected topics and problems in political economy. Provides students the opportunity to work on guided research projects tailored to the student’s interests and the course’s objectives.

EP4, IPE, PJST, VAL.

Updated: 10-11-2017
POSC 4900. SEMINAR: DEMOCRACY, DEVELOPMENT, AND THE GLOBAL ECONOMY. (4 Credits)
This course seeks to understand, analyze, and critique both liberalism and its alternatives. Specifically, we will explore how democracies and nondemocracies integrate into the global economy and how, in turn, the global economy impacts state politics, poverty, and prosperity. The goal of the course is to critically and scientifically assess the significance and success of diverse domestic political institutions and policies in advancing human welfare in our current era of economic interdependence. The course is structured to first cover the fundamental structures and values of democratic and undemocratic political institutions, liberal and state capitalist market models, and various economic development theories. Then, in the second part of the course, we will critically evaluate and discuss the complex relationships between these phenomena (democracy, development, and the global economy), focusing on the capacity, sustainability, and success of liberal goals and organizational structures in advancing the human condition. This is an advanced writing, research, and discussion based course for students interested in international political economy, international development, and/or comparative politics. We will dedicate substantial class time to research design and methodology, including case study analysis. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, IPE, PJST, VAL.

POSC 4999. TUTORIAL. (8 Credits)
Student and faculty member together design a course to meet the student’s needs and interests, and to advance the student’s knowledge and scholarship. The faculty member works directly with the student and guides the student’s reading and research and/or analysis project. A tutorial is dependent on the faculty member’s agreement to participate. It usually is a one-on-one collaboration, but also may be designed to accommodate several students at the same time.

POSC 5100. AMER POLITICAL BEHAVIOR. (3-4 Credits)
POSC 5130. POL INSTITUTIONS & PROCES. (3-4 Credits)
Legislative, executive, and judicial powers. The formation and implementation of public policy. Institutional norms and behavior in American national government.

POSC 5238. STRAT OF POL COMMUNICATION. (3-4 Credits)
POSC 5240. POL CAMP MANAGMNT. (3-4 Credits)
POSC 5243. CAMP FIN & ETHICS. (3,4 Credits)
POSC 5244. ECM INTERNSHIP. (3,4 Credits)
POSC 5245. EARNED MEDIA STRATEGIES. (3 Credits)
This course will explore how campaigns develop strategies to attract media attention, publicity and news coverage. Topics include: speech-writing, press releases, press conferences, social media communications.

POSC 5246. TECHNOLOGY AND CAMPAIGNS. (3 Credits)
This course will explore the use of modern technology in campaigns. Students will learn how to capitalize on developments in technology and new media for electioneering purposes to target, mobilize and persuade voters. Students will also learn how to use campaign management software, database management and GIS mapping technologies, to execute effective campaigns.

POSC 5247. DATA ANALYTICS FOR POLITICAL CAMPAIGNS. (1 Credit)
This course will explore how campaigns can use data analytics to target and deliver voter appeals and mobilization efforts. Topics include: micro-targeting, data analysis, polling research and quantitative analysis.

POSC 5250. INTRO QUANT ANALYSIS. (3,4 Credits)
An introduction to the major theoretical frameworks of quantitative research. This course will give students first-hand experience at the fundamentals of research design and quantitative methodologies used in American political science.

POSC 5251. POLITICAL SURVEY RESEARCH. (3 Credits)
This class is designed to take students through the entire process of conducting both telephone and Internet public opinion surveys, with a specific look at political polling method. It applies academic and practical research to teach question writing and selection, survey construction, managing and fielding questionnaires, and analyzing and writing about data. Its goal is to provide students with a working knowledge of how to conduct and analyze their own surveys as well as how to evaluate others’ surveys.

POSC 5299. SPECIAL TOPICS: CAMPAIGNS. (3 Credits)
POSC 5301. MODERN POLITICAL THOUGHT. (3-4 Credits)
This course considers the relationship between religion and politics by reading Euro-American political thinkers such as Spinoza, Leibniz, Kant, Hume, and Locke. We also consider how post-Enlightenment philosophers—such as Michel Foucault, Jürgen Habermas, Tariq Ramadan, and Abdullahi Ahmed An-Na’im—address the Islamic revival.

POSC 5500. COMPARATIVE POL ANALYSIS. (3-4 Credits)
Problems of stability and change in the First, Second, and Third Worlds are examined with relation to socioeconomic factors that affect, and are affected by, institutions, processes, and policies.
Attribute: INST.

POSC 5560. CONFLICT RESOLUTION. (3,4 Credits)
This course will focus on the nature of international and regional conflict during the post-Cold War period in terms of both current theory and the reality of recent conflict situations. Topics will include: analysis of the causes of contemporary conflicts; assessment of current international, regional and national approaches to conflict resolution; psychological implications of civil and ethnic conflicts; challenges of multiparty international mediation; and consideration of the role played by international, regional and community level institutions in addressing conflict situations. Particular emphasis will be placed on what theories and ideas actually work when put in to practice.
Attribute: INST.

POSC 5600. ANALYSIS OF INT'L POL. (3-4 Credits)
Designed to stimulate and clarify our theorizing about foreign policy and global politics; also it presents a critical overview of many of the key perspectives and problems that characterize such analysis.
Attribute: INST.

POSC 6520. International Business and Governments. (3 Credits)
Overview of the major principles, theories and issues regarding the role of contemporary international business within an interdependent world political economy. Course topics include corporate strategy, identity, governmental policies, diplomacy, foreign policy, ethics, mediation, entrepreneurship, and trade. Specific case-study materials will be used to supplement academic literature.
POSC 6530. POLITICAL ECONOMY OF DEVELOPMENT. (3,4 Credits)
This course provides an introduction to the politics and comparative study of international development, both human and economic. A central question will help organize the course: why have some countries developed successfully, while others have not? Whereas much of Western Europe, North America and East Asia have experienced economic development, much of Africa has not. Latin America, Eastern Europe and Eurasia are hybrids, with both pockets of success and failure. While defining what success or failure may mean in light of globalization, our collective focus will be on how best to understand such differences.

Attributes: URST.

POSC 6552. POLIT ECON OF MIDEAST. (3 Credits)
Comparative analysis of Middle Eastern actors, institutions, and processes since World War II, paying special attention to the role of international forces in shaping national development and to the role of the Middle East as a major international actor and arena.

Attributes: IPED, MEST.

POSC 6640. POL OF GLOBAL ECON REL. (3-4 Credits)
Implications of growing intertwining of foreign and domestic policies, economic and political aspects of international relations. Special attention to the growth of dependency and interdependence, importance of transnational actors (such as multinational corporations), and distribution of benefits and influence between poor and rich areas in the international order.

Attributes: ABGS, INST, IPED.

POSC 6991. POLITICAL RISK ANALYSIS. (3 Credits)
This course is primarily a research/writing course that culminates in an original paper where you will be required to analyze the political risks associated with a country of your choosing. While there will be only a minimal number of lectures, the instructor will serve as your individual mentor as you develop and present your paper. As part of the process of writing this paper, you will study methods used to assess and manage the political risks associated with foreign investment and international business; learn how to assess the domestic political climate of a country by examining factors such as the level of political violence, the stability of the government, and the existence of political democracy, and make an overall assessment of a country’s economic climate by evaluating key macroeconomic indicators. You will also learn the importance of studying foreign relations of a country in order to evaluate the likelihood of any conflict it might have with its neighbors.

POSC 8900. MA THESIS RESEARCH I. (3 Credits)

POSC 8901. MA THESIS RESEARCH II. (3 Credits)

POSC 8998. GBVT AND PGL OF NORTH AFRICA. (3 Credits)
This course is an independent study for IUDC Consortium students from member schools. The course addresses the political systems of the North African Region.

POSC 8999. INDEPENDENT STUDY. (1-4 Credits)

POSC 9999. DISSERTATION DIRECTION. (1 Credit)

Portuguese (PORT)

PORT 1001. INTRODUCTION TO PORTUGUESE I. (5 Credits)
An introductory course that focuses on the four skills: speaking, reading, writing and listening. Providing students with a basic knowledge of Portuguese linguistic structures, vocabulary and culture, which studied interdependently, compose the Portuguese language.

PORT 1002. INTRODUCTION TO PORTUGUESE II. (3 Credits)
This course will enhance the reading, writing, speaking, and listening skills acquired by students in Introduction to Portuguese I or from prior study. It will further promote a deeper understanding of Portuguese and its literary and cultural traditions.

PORT 1003. PORTUGUESE FOR SPAN SPEAKERS. (3 Credits)
Designed for students with knowledge of Spanish, this INTENSIVE course focuses on speaking, reading and writing Portuguese. It provides students with knowledge of the difference between Spanish and Portuguese phonetic and linguistic structures and brings students to an intermediate-level of proficiency in Portuguese. Brazilian and Portuguese world culture is also a key component of this course. Corequisite: 2 hours of lab work and two tutorial hours per week.

PORT 1501. INTERMEDIATE PORTUGUESE I. (3 Credits)

PORT 1502. INTERMEDIATE PORTUGUESE II. (3 Credits)

PORT 2001. PORTUGUESE LANGUAGE AND LITERATURE. (3 Credits)
A critical analysis of selected cultural and literary texts; composition, conversation and review of pertinent grammatical structures.

**Prerequisite(s): PORT 1502 or placement. Corequisite(s): lab work upon instructor’s recommendation.

Prerequisite: PORT 1502.

PORT 4999. TUTORIAL. (1-4 Credits)

PreMasters Colloquium in Business (PMGB)

PMGB 8999. TUTORIAL. (3 Credits)

Professional English (PCS) (PREN)

PREN 0100. PROFESSIONAL ENGLISH I. (0 Credits)

PREN 0200. PROFESSIONAL ENGLISH II. (0 Credits)

Professional Studies New Media (PSNM)

PSNM 2000. PROFESSIONAL COMMUNICATIONS IN NEW MEDIA. (3 Credits)
A comprehensive overview of the history and forms of the new media and the possibilities they offer for participation and interaction. Explorations of the cognitive and cultural implications and issues surrounding computers and computer-mediated communication, digital technologies, gaming, the internet, the web, social media, and online communication.

PSNM 2001. BUSINESS AND PRACTICE OF NEW MEDIA. (3 Credits)
An introduction to new media industries covering matters of economics, technology and regulation; convergence in media and entertainment industries as well as social and cultural consequences.
PSNM 2350. PROGRAMMING FOR THE WEB. (4 Credits)
Using a process of incremental development, students will learn the latest technologies used in developing dynamic, database-driven websites. Principle of good web design will be covered, as well as techniques and languages for layout and scripting. The course is open to all students. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PSNM 3307. SOCIAL MEDIA MARKETING AND PUBLIC RELATIONS. (4 Credits)
An exploration of computer-mediated communication, electronic networking, online internet communication and emerging interactive social contexts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PSNM 4000. NEW MEDIA INTERNSHIP. (1 Credit)
Weekly intern duty and regular meetings with a faculty adviser, during which time students extend classroom experience into the real world. Written projects and readings relating to the internship are assigned. Can be repeated for credit.

PSNM 4001. SPECIAL PROJECT IN DIGITAL DESIGN. (1-4 Credits)
Independent project supervised on a tutorial basis. Can be repeated for credit.

PSNM 4002. INDEPENDENT RESEARCH IN NEW MEDIA. (1-4 Credits)
Independent study supervised on a tutorial basis. Can be repeated for credit.

PSNM 4010. SPECIAL TOPICS IN NEW MEDIA. (4 Credits)
An examination of current issues, practices, or trends in new media. Specific topics to be covered vary by semester. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Project USA L’Italia (UICE)

UICE 9000. GBA:MRKT ITALIAN HIGH-QUAL GDS. (0 Credits)

Property Law (PRGL)

PRGL 0107. PROPERTY. (4-5 Credits)
An introduction to the law of personal and real property. Topics may include possession, finding, gifts, bailments, estates in land, future interests, adverse possession, concurrent ownership, easements, covenants running with the land, servitudes, zoning, takings, nuisance, land conveyancing, title assurance, and the economic and philosophic bases of property rights. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: JD, LMCO.

PRGL 0223. LAND USE AND REAL ESTATE DEVELOPMENT SKILLS. (2 Credits)
This course will provide students with practical skill development in real property and land use issues. A review of effective skills needed in the representation of clients before land use administrative agencies as well as employment of best practices in drafting real property documents will be studied. Consideration of special issues to be addressed in appearing before Planning, Zoning and other real property administrative bodies will be undertaken. This class will explore drafting requirements concerning real property matters as well as client concerns from an applicant, municipal entity and citizen group viewpoint when advocating for or against real estate projects. Real property issues involving civil rights and RLUIPA cases will also be reviewed from a practical perspective representing clients. Litigation skills involving real property and land use cases will be studied and also developed from both the drafting of pleadings perspective as well as use of “courtroom” skills for utilization in practice before administrative agencies.

Attribute: LAW.

PRGL 0232. TRANSACTIONAL RESEARCH AND SKILLS: A HOUSING COURT PRACTICUM. (1 Credit)

PRGL 0299. AFFORDABLE HOUSING. (2 Credits)
This seminar explores the law and policy of affordable housing. We will begin with an overview of housing market dynamics—both for those who rent and those who own their homes—and ways in which housing markets fail. We will then turn to the primary policy tools that have developed in response, examining in detail several cutting-edge topics including the subprime mortgage crisis, on-going challenges for ensuring fair housing and equal opportunity, and sustainability and “green” affordable housing.

Attributes: INLJ, LLM, PIE.

PRGL 0315. COOPS & CONDOMINIUMS. (2 Credits)
Basics of the condominium and cooperative forms of ownership of real property. Includes discussion of legal nature and structure of condominiums and cooperatives; comparison of the two; review of the critical underlying documentation of each (declaration of condominium and by-laws and cooperative proprietary lease and by-laws); special tax aspects of each; regulatory concerns, including offering plans; tax aspects of each; review of documentation and procedures in typical transactions; loans; title insurance; operating issues of the associations; special topics of conversions, commercial properties, etc.

Attributes: JD, LLM.

PRGL 0363. LAW USE LAW. (2,3 Credits)
The course will provide an overview of land use law and planning, including the application of zoning and land use controls that have shaped American cities and towns, environmental impact review under both the National Environmental Policy Act and New York State Environmental Quality Review Act, and the use of eminent domain by federal and New York State agencies. Topics will also include the preservation of historic resources and landmark buildings, urban renewal, the protection of parkland under the public trust doctrine, and measures to address climate change through local planning. In addition to reviewing statutes and case law, the course will provide a how-to-do approach to land use planning, utilizing examples of large development projects currently occurring in New York City.

Attributes: INLJ, PIE.
Psyc and Educational Services (PSGE)

PSGE 0705. MASTER’S COMPREHENSIVE EXAM/ASSESSMENT IN COUNSELING. (0 Credits)
Comprehensive exam or assessment for master’s program in counseling and personnel services.

PSGE 0710. MASTER’S COMPREHENSIVE EXAM/ASSESSMENT IN EDUCATIONAL PSYCHOLOGY. (0 Credits)
Master’s Comprehensive Exam/ Assessment in Educational Psychology (0 credit) (MASTERS COMPS)

PSGE 0715. MSE COMPS ED PSY:THEORY. (0 Credits)

PSGE 0720. MASTER’S COMPREHENSIVE EXAM/ASSESSMENT IN THERAPEUTIC INTERVENTIONS. (0 Credits)
Master’s Comprehensive Exam/ Assessment in Therapeutic Interventions (0 credit) (MASTERS COMPS)

PSGE 0725. MASTER’S COMPREHENSIVE EXAM/ASSESSMENT IN PRESCHOOL PSYCHOLOGY. (0 Credits)
Master’s Comprehensive Exam/Assessment in Preschool Psychology (0 credit) (MASTERS COMPS)

PSGE 0730. MASTER’S COMPREHENSIVE EXAM/ASSESSMENT IN PSYCHOLOGY OF BILINGUAL STUDENTS. (0 Credits)
Master’s Comprehensive Exam/Assessment in Psychology of Bilingual Students (0 credit) (MASTERS COMPS)

PSGE 0735. MASTER’S COMPREHENSIVE EXAM/ASSESSMENT IN EDUCATIONAL EVALUATION AND INTERVENTION. (0 Credits)
Master’s Comprehensive Exam/ Assessment in Educational Evaluation and Intervention (0 credit) (MASTERS COMPS)

PSGE 0810. PD/PROFESSIONAL PRACTICE IN SCHOOL PSYCHOLOGY COMPREHENSIVE ASSESSMENT. (0 Credits)
PD/Advanced Certificate Comprehensive Exam/Assessment in School Psychology (0 credit) (PD/ADV CERT COMPS)

PSGE 0815. PD/PROFESSIONAL PRACTICE IN BILINGUAL SCHOOL PSYCHOLOGY COMPREHENSIVE ASSESSMENT. (0 Credits)
PD/Advanced Certificate Comprehensive Exam/Assessment in Bilingual School Psychology (0 credit) (PD/ADV CERT COMPS)

PSGE 0900. PERMANENT MATRICULATION STATUS. (0 Credits)
During the semester the student demonstrates satisfactory progress completing 12 to 15 credits, which leads to permanent matriculation status.

PSGE 0905. DOCTORAL COMPREHENSIVE IN COUNSELING PSYCHOLOGY EXAM/ASSESSMENT. (0 Credits)
Part one of the doctoral comprehensive exam or assessment for PhD program in counseling psychology.

PSGE 0910. DOCTORAL COMPREHENSIVE EXAM/ASSESSMENT IN COUNSELING PSYCHOLOGY. (0 Credits)
Part two of the doctoral comprehensive exam or assessment for PhD program in counseling psychology.

PSGE 0915. DOCTORAL COMPREHENSIVE EXAM/ASSESSMENT IN EDUCATIONAL PSYCHOLOGY PART I. (0 Credits)
Doctoral Comprehensive Exam/ Assessment in Educational Psychology Part I (0 credit) (DOCTORAL COMPS I)

PSGE 0920. DOCTORAL COMPREHENSIVE EXAM/ASSESSMENT IN EDUCATIONAL PSYCHOLOGY PART II. (0 Credits)
Doctoral Comprehensive Exam/ Assessment in Educational Psychology Part II (0 credit) (DOCTORAL COMPS II)

PSGE 0925. DOCTORAL COMPREHENSIVE EXAM/ASSESSMENT IN EDUCATIONAL PSYCHOLOGY PART III. (0 Credits)
Doctoral Comprehensive Exam/ Assessment in Educational Psychology Part III (0 credit) (DOCTORAL COMPS III)

PSGE 0930. DOCTORAL COMPREHENSIVE EXAM/ASSESSMENT IN SCHOOL PSYCHOLOGY PART I. (0 Credits)
Doctoral Comprehensive Exam/ Assessment in School Psychology Part I (0 credit) (DOCTORAL COMPS I)

PSGE 0935. DOCTORAL COMPREHENSIVE EXAM/ASSESSMENT IN SCHOOL PSYCHOLOGY PART II. (0 Credits)
Doctoral Comprehensive Exam/ Assessment in School Psychology Part II (0 credit) (DOCTORAL COMPS II)

PSGE 0999. PROPOSAL ACCEPTANCE. (0 Credits)
During the semester the dissertation proposal is completed.

PSGE 5203. INTRODUCTION TO RESEARCH. (3 Credits)
Presentation of the basic concepts, tools, and methods of research in education and psychology.

PSGE 5204. RESEARCH METHODS IN COUNSELING. (3 Credits)
Basic concepts, tools, and methods of research in counseling.

PSGE 5210. STATISTICAL METHODS IN EDUCATION AND PSYCHOLOGY. (3 Credits)
PSGE 5301. PSYCHOLOGICAL FACTORS IN YOUNG CHILDREN WITH DISABILITIES. (3 Credits)
This course provides an overview of the characteristics of disabling conditions in young children. It introduces the psychological, environmental, and biological conditions, and the interactions among them that place children at risk for developmental delays and disabilities. It discusses the sociocultural and political contexts impacting child development, and the effectiveness of various intervention approaches and models so as to provide students with a knowledge base and skills for interventions.

PSGE 5302. PSYCHOLOGY OF ADOLESCENT DEVELOPMENT AND LEARNING. (3.4 Credits)
Theory and study of development and learning process during the adolescent years. This course examines the cognitive, psychosocial, and character development of children from age 12 to 18 and young adults, their learning abilities and processes; and individual, sociocultural, and other environmental factors affecting their learning and development.

PSGE 5314. PSYCHOLOGY OF CLASSROOM ORGANIZATION AND MANAGEMENT. (1 Credit)
The study of teacher-pupil interactions in classrooms. Characteristics of effective learning environments, time and behavior management, classroom climate, and leadership. Causes of student misbehavior and techniques for prevention and correction. Open only to matriculated students in one of Fordham’s initial teacher education programs.

PSGE 5316. PSYCHOLOGY OF CHILD DEVELOPMENT AND LEARNING. (3 Credits)
This course will review current thinking in the study of child development as reflected in prevailing developmental theory and research. Course readings and assignments will address developmental issues throughout childhood within the physical, cognitive, and socioemotional domains. Special emphasis will be placed on the changes in learning that occur during infancy and childhood.

PSGE 5318. HUMAN DEVELOPMENT AND LEARNING: PRE-K–GRADE 12. (3 Credits)
This course will provide an overview of psychological principles relevant to the process of learning and teaching as applied to the kindergarten through secondary-school learner. Topics will include theories of human development and learning, models of learning and instruction, and academic assessment.

PSGE 5500. PSYCHOLOGICAL FACTORS IN CHILDREN WITH DISABILITIES. (3 Credits)
An introduction to understanding children with disabilities and special health care needs. Study of the physical, social, emotional, and learning characteristics of children identified as disabled.

PSGE 5505. PSYCHOLOGY OF LEARNING DISABILITIES. (3 Credits)
Identification of social, emotional, and learning characteristics of children diagnosed as brain injured, neurologically impaired, or learning disabled. Exploration of perceptual disabilities, language, and motivational and behavioral aspects of children who have learning problems.

PSGE 5620. INTRODUCTION TO COUNSELING I. (3 Credits)
An introduction to the profession of counseling. The processes and techniques of counseling are studied. Emphasis on the development of active listening skills. Prevention and remediation are addressed. Must be taken with PSGE 5622.

Corequisite: PSGE 5622.

PSGE 5621. FOUNDATION OF PROFESSIONAL COUNSELING AND CONSULTATION. (3 Credits)
An introduction to the profession of counseling. The processes and techniques of counseling are studied. Emphasis on the development of active listening skills. Prevention and remediation are addressed. Must be taken with PSGE 5623.

Corequisite: PSGE 5623.

PSGE 5622. PRE-PRACTICUM IN COUNSELING I. (3 Credits)
Guided and supervised experience in individual counseling using a variety of counseling techniques. Must be taken with PSGE 5620.

Corequisite: PSGE 5620.

PSGE 5623. CLINICAL INSTR COUNS PROCESS. (3 Credits)
Guided and supervised experience in individual counseling using a variety of counseling techniques. Must be taken with PSGE 5621.

Corequisite: PSGE 5621.

PSGE 5625. THEORIES FAM COUNS:ASST. (3 Credits)
This course covers leading theories of family counseling and reviews a variety of family assessment procedures and techniques. The course has an applied focus and integrates multicultural and social justice perspectives in understanding and working with families both within and across cultures.

PSGE 5627. COUNS COLLEGE & POST HS. (3 Credits)
This course provides systematic training in counseling for post high school planning including the college admission and selection process. Students will be introduced to concepts and practical skills required for competency in working with diverse populations: the traditionally aged college student applicant, the disadvantaged, the minority student, the gifted, the learning disabled, the student athlete, and the adult.

PSGE 5630. INTRODUCTION TO COUNSELING II. (3 Credits)
This course is designed to review and evaluate various theories of counseling and to encourage students to develop their own conceptualization of the counseling process. This course must be taken concurrently with PSGE 5632 Pre-practicum in Counseling II.

Corequisite: PSGE 5632.

PSGE 5631. COUNS THEORY & PRACTICE. (3 Credits)
This course is designed to review and evaluate various theories of counseling and to encourage students to develop their own conceptualizations of the counseling process. This course must be taken concurrently with PSGE 5633.

PSGE 5632. PRE-PRACT COUNSEL II. (3 Credits)
This course is the second semester of a two-semester pre-practicum experience. It must be taken concurrently with PSGE 5630 Introduction to Counseling II. Students will apply various theories of counseling to specific cases through role plays and taped practice counseling sessions. Feedback will be provided by the instructor and peers.

Corequisite: PSGE 5630.

PSGE 5633. PRE-PRACTICUM IN APPLICATIONS OF COUNSELING THEORY TO PRACTICE. (3 Credits)
This course is the second semester of a two-semester pre-practicum experience. It must be taken concurrently with PSGE 5631 Counseling Theory and Practice. Students will apply various theories of counseling to specific cases though role plays and taped practice counseling sessions. Feedback will be provided by the instructor and peers.

PSGE 6226. DESIGN OF INTERACTIVE LEARNING SYSTEMS. (3 Credits)
See EDGE 6226.
PSGE 6308. COGNITION AND INSTRUCTION I: FOUNDATIONS AND BASIC PROCESSES. (3 Credits)
Historical and contemporary perspectives on the nature of minds and their relation to current psychological theories and research on cognition. Analysis will center on processes underlying perception and understanding—instructional implications will be discussed. Pre- or corequisite: PSGE 6312.

PSGE 6309. COGNITION AND INSTRUCTION II: PROBLEM SOLVING. (3 Credits)
Analysis of the cognitive theories and research on problem solving. Processes underlying imagery, reasoning, transfer of skills, and cultural influences on problem solving will be discussed. Prerequisite: PSGE 6308.

PSGE 6310. INSTITUTE ON APPLIED COGNITION. (3 Credits)
The relation between recent developments in the study of cognition to the solving of applied problems. The institute will be organized around a series of lectures led by noted researchers.

PSGE 6311. APPLICATIONS OF BEHAVIOR ANALYSIS IN EDUCATIONAL SETTINGS. (3 Credits)
Theory and application of psychological principles to modification of social and academic behavior in classrooms and other educational settings.

PSGE 6312. PSYCHOLOGY OF COGNITION AND AFFECT. (3 Credits)
To introduce students to the theoretical & empirical investigation of human learning. Emphasis is on understanding both the cognitive & affective basis of learning, and on new findings that improve understanding and to maximize the use of these complex human skills in relation to educational & psychological practice.

PSGE 6314. PSYCHOLOGY OF PROBLEM SOLVING AND CREATIVITY. (3 Credits)
Definitions of problem solving and creativity; theory, research, and measurement of the creative problem-solving process. Principles and procedures to increase creative thinking. Prerequisite: PSGE 6312 or instructor’s permission.

PSGE 6320. PSYCHOLOGY OF MOTIVATION. (3 Credits)
Theoretical and empirical investigation of human motivation and self-determination. Emphasis on understanding emotional and control processes responsible for motivating selected behavior. Prerequisite: PSGE 6312 or instructor’s permission.

PSGE 6324. ENVIRONMENTS FOR MANAGING CHALLENGING BEHAVIORS. (3 Credits)
Focus on planning and managing instructional environments for at-risk students and students with disabilities. Students will learn to establish secure learning environments that are structured to facilitate the academic and behavioral success of learners. Contemporary approaches to modifying behavior will be studied.

PSGE 6325. PSYCHOLOGY OF MEDIA. (3 Credits)
This course is designed to examine key issues and theoretical perspectives within the interdisciplinary field of media psychology. Course readings will concern the psychological underpinnings of various forms of media, including television, telecommunications, and multimedia, and their impact on the viewer from a psychosocial and cognitive vantage point. Special emphasis will be placed on the child and the adolescent user.

PSGE 6337. ADVANCED EDUCATIONAL PSYCHOLOGY: INSTRUCTIONAL DESIGN. (3 Credits)
Theories and models of instructional design. Applications of theory and research in educational psychology to the analysis and development of instructional programs. Prerequisite: PSGE 6312 or permission of instructor.

PSGE 6338. DESIGN AND EVALUATION OF CREATIVITY PROGRAMS. (3 Credits)
Design, development, and evaluation of education and training programs to encourage creative thinking and problem solving. General problem-solving skills vs. discipline-based programs. Teacher and staff-development efforts. Selection and measurement of relevant creativity outcomes.

PSGE 6341. PSYCHOLOGY OF PERSONALITY AND INDIVIDUAL DIFFERENCES. (3 Credits)
Theory and research in differential psychology applied to educational settings. Topics include age, sex, intellectual, socioeconomic, racial, and ethnic differences; cognitive styles; and special-talent abilities. Prerequisite: PSGE 6312 or permission of instructor.

PSGE 6345. SOCIAL PSYCHOLOGY. (3 Credits)
Social psychological theories, concepts, and research are studied. Topics include interpersonal relations, social learning, social motivation, communication, attitudes, groups and organizations, and social change.

PSGE 6401. SEMINAR IN THE PSYCHOLOGY OF BILINGUAL STUDENTS. (3 Credits)
This seminar provides a theoretical foundation for understanding critical issues that impact on the psychological functioning of bilingual children and adolescents in the schools. The main objectives are to develop a multicultural psychological perspective, including an understanding of the acculturation process, the nature of bilingualism, bilingual assessment, and bilingual pedagogical issues.

PSGE 6417. DEVELOPMENTAL AND INTELLECTUAL DISABILITIES. (3 Credits)
This course focuses on the assessment and diagnosis of several disorders of early childhood onset. These disorders include mental retardation, autism, other pervasive developmental disorders, Rett’s Disorder, Asperger’s Syndrome, and various learning disabilities. The etiologies of these disorders, as well as how they are manifested throughout the life span, will be highlighted by reviewing relevant research and through course discussions.

PSGE 6418. EMOTIONAL DISORDERS OF CHILDHOOD AND ADOLESCENCE. (3 Credits)
Survey of causes and consequences of emotional problems of children and implications for educational planning. The major psychiatric and psychological classification systems are studied, as are the effects of social and cultural factors on emotional development.

PSGE 6446. CONSULTATION WITH FAMILIES IN A DIVERSE SOCIETY. (3 Credits)
The purpose of this course is to provide students with the skills necessary to be effective consultants with families of young children.

PSGE 6602. HUMAN DEVELOPMENT. (3 Credits)
This course presents an overview of human development through the life span. Theories of psychosocial development are emphasized, as are the implications of life stage for counseling assessment and intervention. Multicultural and feminist perspectives on human development are included.
PSGE 6603. MULTICULTURAL ISSUES IN PROFESSIONAL PSYCHOLOGY. (3 Credits)
The course is designed to provide psychologists, counselors, and school personnel with the requisite knowledge for working with clients and students of diverse racial, ethnic, and cultural backgrounds. Intervention techniques for working with a variety of racial/ethnic and special populations are included.

PSGE 6605. COUNSELING PROGRAM DEVELOPMENT AND EVALUATION. (3 Credits)
The purpose of this course is to provide students with an introduction to principles and methods of counseling program development and evaluation. Psychoeducational, therapeutic, developmental, and culturally appropriate interventions will be considered on individual, group, and system levels. The course focuses on developing and evaluating the effectiveness of counseling interventions based on research evidence. Students will apply the knowledge they gain—through course instruction, assigned readings, and focused reviews of literature relevant to their particular counseling interests—to develop a proposal for a counseling intervention program and design a plan for its implementation and evaluation. Prerequisites: PSGE 6620, 6622, 5204.

PSGE 6607. ASSESSMENT IN COUNSELING. (3 Credits)
This course is an introduction to basic issues and procedures in counseling assessment and testing across the life span. It is part of the PSGE 6602 – PSGE 6607 counseling module, and the content is geared toward practicing professional counselors in a variety of settings. Multicultural and ethical issues are infused throughout the course content.

Attribute: Z621.

PSGE 6609. ADVANCED ASSESSMENT AND APPRAISAL IN COUNSELING. (3 Credits)
Prerequisite for the course is Assessment in Counseling (PSGE 6607). This course is required for students in the Mental Health Counseling program. This class focuses on clinical assessment in mental health counseling with an emphasis on objective inventories of personality and psychopathology. Students will be exposed to a number of assessments of personality and psychotherapy, with a particular emphasis on the range of inventories. Students will also learn diagnostic interviewing and semi-structured assessments of psychopathology. Multicultural and ethical issues are infused throughout the course content and process.

PSGE 6615. HISTORY AND SYSTEMS OF PSYCHOLOGY. (3 Credits)
This doctoral-level course provides students with an overview of the development of psychological thought, from its culturally indigenous origins in roughly 3000 BC, to Western influences in the late 19th century, through to the present and anticipated future of the field. Major topics include: philosophical influences in psychology, structuralism, functionalism, behaviorism, Gestalt, psychoanalysis, multicultural psychology, and recent theoretical developments. While this course is organized in terms of the major schools of thought that have defined the field of psychology, there is extensive coverage of the history of “constructs” that have shaped the field of psychology, as well as exploration of pioneers in the field across race, gender, sexual orientation, and other individual differences. The course aims to promote a critical analysis of the history of psychology through deconstruction of the cultural and historical milieu that influenced the system of thought or construct under consideration. The place of counseling, vocation, multicultural, and social-justice-oriented psychology will be emphasized.

PSGE 6630. GROUP COUNSELING. (3 Credits)
Principles of group dynamics that have implications for group counseling are studied. Must be taken with PSGE 6632. Prerequisites: PSGE 5620 and PSGE 5622.

Corequisite: PSGE 6632.

PSGE 6632. PRE-PRACTICUM IN GROUPS. (3 Credits)
The course is an experientially focused group-counseling course in which students participate as both group members and leaders. Must be taken with PSGE 6630. Prerequisites: PSGE 5620 and PSGE 5622.

Corequisite: PSGE 6630.

PSGE 6640. CAREER COUNSELING. (3 Credits)
Theories, research, and processes of career development are examined. Must be taken with PSGE 6641. Prerequisites: PSGE 5620 and PSGE 5622.

Corequisite: PSGE 6640.

PSGE 6641. PRACT CAREER COUNSELING. (3 Credits)
Focus is on assessment techniques and methods of career development. A case-study approach is used. Must be taken with PSGE 6640. Prerequisites: PSGE 5620 and PSGE 5622.

Corequisite: PSGE 6640.

PSGE 6642. PRACTICUM IN CAREER COUNSELING. (3 Credits)
Focus is on assessment techniques and methods of career development. A case-study approach is used. Must be taken with PSGE 6640. Prerequisites: PSGE 5620 and PSGE 5622.

Corequisite: PSGE 6640.

PSGE 6645. GENERAL PSYCHOPATHOLOGY. (3 Credits)
This course will provide a comprehensive overview of psychopathology. The survey will begin by contextualizing notions of psychopathology within the historical milieu of the cultures of psychology and psychiatry. Methodological and taxonomic issues will be explored with an emphasis on the paradigm presented by DSM-IV. The major adult psychiatric disorders (both Axis I and Axis II) will be studied in detail. Related diagnostic and assessment strategies will also be discussed. Through readings and in-class activities, students are expected to develop an understanding of etiological, diagnostic, and treatment issues related to the various disorders addressed.

PSGE 6650. ETHICS AND PROFESSIONAL ISSUES IN COUNSELING. (3 Credits)
An integrating seminar in which the role and function of counselors in society are examined. Philosophical and psychological roots of counseling are studied, and the ethical guidelines of the major professional organizations are analyzed. Important issues facing the counselor are also studied. Must be taken with PSGE 6652. Prerequisites: Areas I, II, III, and IV from the counseling curriculum.

PSGE 6651. FIELD EXPERIENCE I IN MENTAL HEALTH COUNSELING. (3 Credits)
This is the first field experience course (fall only) for master’s students in mental health counseling. Students function as mental health counselors under supervision in a hospital, college, or other agency settings. Experiences vary by site, are individually planned, and may include individual or group counseling, assessment, and attendance at case conferences or staff meetings. Students are responsible for locating and contracting with their own qualifying site, subject to the approval of the coordinator of master’s field experience and their adviser. The course includes group supervision, case presentations, and content specific to developing mental health counseling competencies. Corequisite: PSGE 6650. Prerequisites: PSGE 5620-5622, 5630-5632, 6630-6632, 6640-6641, 6602, and 6607.

Corequisite: PSGE 6650.
PSGE 6652. FIELD EXPERIENCE IN COUNSELING I. (3 Credits)
Students must complete 130 hours of supervised, off-campus experience. Site should be chosen with a view toward the student’s vocational goals. Students will function as counselors under supervision in schools, colleges, hospitals, or mental health agencies. The practicum experience of each student will vary according to his or her site. Ideally, each student will have an opportunity to engage in a wide range of counseling activities, such as individual counseling, group counseling, assessment, attendance at case conferences or other staff meetings, and gradually become acquainted with the total counseling program at the agency or school. Students must provide their own sites, subject to the approval of the field experience coordinator. Generally the course is to be taken during the fall semester of the final year of study. Must be taken with PSGE 6650. Prerequisites: PSGE 5620, 5622, 6640, 6630, 6632, 6602, and 6702.
Corequisite: PSGE 6650.

PSGE 6653. FIELD EXPERIENCE II IN MENTAL HEALTH COUNSELING. (3 Credits)
This is the second field experience course (spring only) for master’s students in mental health counseling. Students function as mental health counselors under supervision in a hospital, college, or other agency settings. Experiences vary by site, are individually planned, and may include individual or group counseling, assessment, and attendance at case conferences or staff meetings. Students are responsible for locating and contracting with their own qualifying site, subject to the approval of the coordinator of master’s field experiences and their adviser. The course includes group supervision, case presentations, and content specific to developing mental health counseling competencies. Prerequisite: PSGE 6651.

PSGE 6654. FIELD EXPERIENCE IN COUNSELING II. (3 Credits)
This course is the second semester of a two-semester practicum experience for master’s students in counseling and personnel services.

PSGE 6655. FIELD EXPERIENCE III IN MENTAL HEALTH COUNSELING. (3 Credits)
This course is offered as an option of a third field experience course (summer I only) for those master’s students in mental health counseling who completed the minimum number of supervised hours in the first two practica. Students function as mental health counselors under supervision in a hospital, college, or other agency settings. Students are responsible for locating and contracting with their own qualifying site, subject to the approval of the coordinator of master’s field experiences and their adviser. The course includes group supervision, case presentations, and content specific to developing mental health counseling competencies. Prerequisite: PSGE 6653.

PSGE 6656. MULTICULTURAL COUNSELING. (3 Credits)
This course is designed to equip students with the awareness, knowledge, and skills for counseling culturally diverse clients. Students will be exposed to leading theories of multicultural counseling and racial/ethnic identity development and will be involved in case-study analysis, role plays, and other diverse experiences.

PSGE 6659. TRAUMA INTERP NEUROBIO. (3 Credits)
Shall bridge the gap between advances in neuroscience & the practice of psychotherapy topics: the brain & affect regulations, neurobiology of attachment, brain integration & the neurobiology of psychotherapy.

PSGE 6702. FUNDAMENTALS OF EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT. (3 Credits)
Survey of measurement methods in education and psychology. Basic psychometric properties of tests, principles of test development, types of tests, and evaluations of tests are studied.

PSGE 7210. EXPERIMENTAL DESIGN. (3 Credits)

PSGE 7211. CORRELATIONAL DESIGN AND ANALYSIS. (1-3 Credits)
Regression analysis (RA) and the design and interpretation of research using the general linear model (GLM). Interpretation Multiple R, beta coefficients, standard error. Dummy coding and interaction effects. Also, path analytic methods. Prerequisite: PSGE 7210.

PSGE 7213. APPLICATION OF MULTIVARIATE TECHNIQUES IN EDUCATION AND PSYCHOLOGY. (3 Credits)
Survey of multivariate statistics, including regression, discriminant function, canonical correlation, multivariate analysis of variance, and factor analysis. Emphasis is on the use of these techniques. Prerequisite: PSGE 7211.

PSGE 7301. ADVANCED DEVELOPMENTAL PSYCHOLOGY. (3 Credits)
Analysis of recent theory and research in developmental psychology. Prerequisite: PSGE 6301 or PSGE 6302.

PSGE 7372. PD PRO-SEMINAR IN THE PROFESSIONAL PRACTICE OF SCHOOL PSYCHOLOGY. (0 Credits)
This course is designed to develop student basic skills as related to the practice of school psychology. The topics to be covered include professional identity development, school culture, engagement in the supervision process and professional writing and communications.

PSGE 7412. PERSONALITY ASSESSMENT. (3 Credits)
Introduction to the theory of personality assessment. Practice in administration, scoring, and interpretation of selected projective techniques used with children, with emphasis on the Rorschach, Thematic Apperception Tests, and Drawings. Registration limited to matriculated students in school psychology with the permission of the instructor. Prerequisite: PSGE 7508.
Attribute: ZLBS.

PSGE 7413. SCHOOL PSYCHOLOGY: ADVANCED ASSESSMENT SEMINAR. (3 Credits)
This advanced seminar on assessment is designed to provide students with theoretical knowledge and applied skills in specialized areas of assessment. The specific topics covered will be offered as separate sections on an alternating basis. The major topics may include advanced personality assessment, neuropsychological assessment, preschool assessment, and dynamic assessment. Prerequisites: PSGE 7508 and permission from the instructor.

PSGE 7418. NON-BIASED ASSESSMENT AND DECISION-MAKING. (3 Credits)
In-depth examination of issues, research, and models in non-biased assessment. Topics will include adaptive behavior, problems in classification, test bias, fairness, and judicial and legislative influences. Prerequisite: PSGE 7508.

PSGE 7422. INSTRUCTIONAL CONSULTATION. (3 Credits)
Assessment and remediation of children with school learning problems. Teacher consultation, observation, task analysis, and evaluation of learning problems. Prerequisites: PSGE 7442 and PSGE 7445.

Updated: 10-11-2017
PSGE 7423. THERAPEUTIC INTERVENTIONS IN THE SCHOOLS. (3 Credits)
This course is presented in two parts. The first part focuses on treatment efficacy, various therapeutic orientations, ethics, and law. In the second half, practical, empirically based intervention techniques appropriate for school psychological services for children and adolescents are discussed. Current best practices in the treatment of social, behavioral, and emotional problems are emphasized.

PSGE 7424. ADVANCED ASSESSMENT SEMINAR: BILINGUAL ASSESSMENT. (3 Credits)
This course is designed to train graduate students in how to conduct bilingual assessments. Conceptualization of assessment incorporating specific ways of taking both culture and language into account shall be reviewed. It will extend prior knowledge of how to minimize bias in assessment and test construction.

PSGE 7425. ADVANCED INTERVENTION SEMINAR: PRESCHOOL INTERVENTION. (3 Credits)
This course is designed to be a topical seminar that will cover a number of major issues and trends in preschool intervention.

PSGE 7426. ADVANCED INTERVENTION SEMINAR: EDUCATIONAL INTERVENTION. (3 Credits)
This course is designed to be a topical seminar that will cover a number of major issues and trends in educational interventions.

PSGE 7427. ADVANCED INTERVENTION SEMINAR: BILINGUAL INTERVENTION. (3 Credits)
This course is designed to be a topical seminar that will cover a number of major issues and trends in interventions with bilingual students.

PSGE 7428. ADVANCED INTERVENTION SEMINAR: THERAPEUTIC INTERVENTION. (3 Credits)
This course is designed to be a topical seminar that will cover a number of major issues and trends in therapeutic interventions. Intensive supervision will be provided.

PSGE 7429. INTEGRATION OF ASSESSMENT TECHNIQUES. (3 Credits)
Supervised pre-internship experience in the integrated use of psychoeducational tests; histories; observation; and clinical interviews in the study of children, adolescents, and adults with learning and behavioral problems. Special considerations of assessment of minority children are addressed. The experience is based in the Rosa A. Hagin School Consultation Center and Early Childhood Center, where students will conduct assessments with clients and attend weekly staff meetings. Registration limited to matriculated students in school psychology or with the permission of the instructor. Prerequisites: PSGE 7508, PSGE 7412, and PSGE 7418.

PSGE 7435. FOUNDATIONS OF NEUROPSYCHOLOGY. (3 Credits)
Focus is on neuropsychology as a science, and its purpose is to assist psychology students in developing an understanding of the theoretical bases and principles underlying brain-behavior relationships. This course will be designed so that students of school, counseling, and educational psychology will be prepared in and introduced to the theoretical foundations of neuropsychology.

PSGE 7442. ROLE AND FUNCTION OF THE SCHOOL PSYCHOLOGIST. (3 Credits)
An analysis of the role of the school psychologist. Emphasis is on models for delivering effective services. Consideration of ethical and legal issues.

PSGE 7444. PSYCHOLOGY: HISTORY AND ETHICS. (3 Credits)
The course provides a survey of the development of theoretical issues and methodology of psychology from the early Greek philosophers to current trends, including historical and current approaches from various cultures. Additionally, ethical principles and practice considerations for the science and practice of psychology will be explored through a variety of sources.

PSGE 7445. THEORIES OF SCHOOL-BASED CONSULTATION. (3 Credits)
Theory and practice in school-based consultation, including mental health, ecological/behavioral, and organizational consultation.

PSGE 7452. CLINICAL SUPERVISION OF SCHOOL PSYCHOLOGISTS. (3 Credits)
This course, conducted mainly as a practicum, analyzes the process of supervision and the basic steps in providing supervision of school psychologists. Emphasis is placed on actual supervisory experience, providing supervision to others, with students expected to spend two laboratory hours weekly in addition to regular class. Registration limited to PhD students in school psychology.

PSGE 7456. EVALUATION OF PSYCHOLOGICAL SERVICES DELIVERY PROGRAMS. (3 Credits)
Theories, models, and practice of program evaluation in psychological and educational services. Prerequisites: PSGE 5210 and PSGE 6702.

PSGE 7480. PROFESSIONAL DIPLOMA INTERNSHIP IN SCHOOL PSYCHOLOGY I. (1.5-3 Credits)
Experience in providing school psychological services under qualified supervision that, in conjunction with PSGE 7481, is the equivalent of a full academic year. During the internship, students attend seminars on campus. Completion of appropriate coursework and program permission required. For professional diploma students only.

PSGE 7481. PROFESSIONAL DIPLOMA INTERNSHIP IN SCHOOL PSYCHOLOGY II. (1.5-3 Credits)
A continuation of PSGE 7480.

PSGE 7482. PROFESSIONAL DIPLOMA INTERNSHIP IN BILINGUAL SCHOOL PSYCHOLOGY I. (1.5-3 Credits)
Experience in providing school psychological services to a bilingual population under qualified supervision that, in combination with PSGE 7483, is the equivalent of a full academic year. Completion of appropriate coursework and program permission required. For bilingual professional diploma students only.

PSGE 7483. PROFESSIONAL DIPLOMA INTERNSHIP IN BILINGUAL SCHOOL PSYCHOLOGY II. (1.5-3 Credits)
A continuation of PSGE 7482.

PSGE 7490. DOCTORAL INTERNSHIP IN SCHOOL PSYCHOLOGY I. (1.5-3 Credits)
Experience in providing school psychological services under qualified supervision that, in conjunction with PSGE 7492, combines to be counted as the equivalent of a full academic year. Completion of appropriate coursework and program permission required (open only to PhD-degree students).

PSGE 7492. DOCTORAL INTERNSHIP IN SCHOOL PSYCHOLOGY II. (1.5-3 Credits)
A continuation of PSGE 7490.

PSGE 7500. CLINICAL PRACTICUM IN SCHOOL PSYCHOLOGY. (3 Credits)
Supervised pre-internship field experience in psychological services, eight hours weekly in an agency or school offering clinical services to children or adolescents. Registration limited to matriculated students in school psychology. Program approval required.

Updated: 10-11-2017
PSGE 7501. CLINICAL PRACTICUM IN BILINGUAL SCHOOL PSYCHOLOGY. (3 Credits)
Supervised pre-internship field experience in psychological services, eight hours weekly in an agency or school offering clinical services to bilingual or limited English proficient children or adolescents. Registration limited to matriculated students in school psychology. Program approval required.

PSGE 7502. CONSULTATION PRACTICUM IN SCHOOL PSYCHOLOGY. (3 Credits)
Supervised pre-internship fieldwork in delivering consultation services in schools eight hours weekly. Integrating seminar meets on campus. Registration limited to matriculated students in school psychology; completion of appropriate coursework and program approval required.

PSGE 7503. CONSULTATION PRACTICUM IN BILINGUAL SCHOOL PSYCHOLOGY. (3 Credits)
Supervised pre-internship field experience in delivering consultation services in schools serving bilingual or limited English proficient students, eight hours weekly. Integrating seminar meets on campus. Registration limited to matriculated students in school psychology; completion of appropriate coursework and program approval required.

PSGE 7505. RESEARCH SEMINAR IN THE PRACTICE OF PROFESSIONAL SCHOOL PSYCHOLOGY. (3 Credits)
This is an advanced seminar designed to enhance skills in research methods useful in gathering and sharing information on the clinical utility of evidence-based practices.

PSGE 7508. COGNITIVE ASSESSMENT. (3 Credits)
This course is designed to provide students with an in-depth knowledge of the process of cognitive assessment, including administration, scoring, and interpretation of several intelligence tests. Students are expected to assess several individuals and to write reports based on these assessments. The knowledge base that students are expected to obtain through this course consists of the history of intelligence testing, current theories of intelligence, alternative approaches to traditional assessment procedures, and issues in the measurement of intelligence.
Attribute: Z621.

PSGE 7510. SCHOOL PSYCHOLOGY EXTERNSHIP I. (0 Credits)
The externship provides an opportunity for students in the school psychology program to enhance research or practice-related skills and competencies above and beyond those typically required in the program. Participants are supervised by a field supervisor at an external setting and by school psychology faculty member(s). The externship could be taken after the completion of appropriate coursework or practica. Prerequisite: permission from instructor.
Attribute: ZEEF.

PSGE 7511. SCHOOL PSYCHOLOGY EXTERNSHIP II. (0 Credits)
A continuation of PSGE 7510.
Attribute: ZEEF.

PSGE 7520. DOCTORAL EXTERNSHIP IN SCHOOL PSYCHOLOGY. (1.5 Credits)
The externship consists of a specific professional experience during which students enhance the attitudes, knowledge, and skills learned during the program and practiced as part of their practica experience. The focus of the externship is on improving one’s skills in a specific area of school psychology practice in preparation for internship or future employment. Goals for the externship should be in keeping with the school psychology program goals.

PSGE 7530. COUNSELING PSYCHOLOGY EXTERNSHIP I. (0 Credits)
This course is intended for doctoral students in the Counseling Psychology program who wish to gain additional clinical experience by working in the field. Students must have completed the entire doctoral practicum sequence. Prerequisite: PSGE 7688.
Attribute: ZEEF.

PSGE 7531. COUNSELING PSYCHOLOGY EXTERNSHIP II. (0 Credits)
This course is intended for doctoral students in the Counseling Psychology program who wish to gain additional clinical experience by working in the field. Students must have completed the entire doctoral practicum sequence. Prerequisite: Counseling Psychology Externship I.
Attribute: ZEEF.

PSGE 7532. COUNS PSY EXTERNSHIP - SUMMER. (0 Credits)
This course is intended for doctoral students in the Counseling Psychology program who wish to gain additional clinical experience by working in the field. Students must have completed the entire doctoral practicum sequence. Prerequisite: PSGE 7530 and PSGE 7531.

PSGE 7609. ADVANCED PERSONALITY ASSESSMENT. (3 Credits)
Introduction to the theory of projective personality by assessment. Practice in administration, scoring and interpretation of selected projective techniques of children and adults, with emphasis on the Rorschach. Thematic Apperception Tests and Drawings. Registration limited to doctoral students.
Attribute: ZLB5.

PSGE 7612. ASSESSMENT IN PERSONALITY. (3 Credits)
Covers the ethics, administration, scoring and interpretation of both projective and objective personality tests. Students shall receive supervision in these aspects of testing.
Attribute: ZLB5.

PSGE 7613. INTELL ASST: CHILD/ADULT. (3 Credits)
Study of the major theories of cognitive and neuropsychological abilities. Intelligence is analyzed as a major individual difference characteristic in clinical and educational settings. Skills developed in the administrative scoring, and analysis of major intelligence measures.

PSGE 7615. ADULT PSYCHOPATHOLOGY. (3 Credits)
The course provides an overview of the etiology, course assessment, and treatment of adult disorders. Psychological, biological, and sociocultural perspectives of psychopathology are examined and differential diagnostic issues are explored. This course is intended for advanced (post-master’s) graduate students. For doctoral students.

PSGE 7620. THEORIES OF COUNSELING. (3 Credits)
Consideration of the major theories of counseling, including psychodynamic, cognitive, behavioral, and phenomenological models. Common factors and distinct features are analyzed, as is the research supporting the models. Recent integrative efforts are studied.

PSGE 7630. PSYCHOLOGY OF SMALL GROUPS. (3 Credits)
The principles of group dynamics are analyzed with an emphasis on contemporary theories of group behavior.

PSGE 7640. PSYCHOLOGY OF CAREER DEVELOPMENT. (3 Credits)
A critical analysis of theories and research concerning career development. Application of psychological theories to the career development of diverse persons are studied. Prerequisite: PSGE 6640 or equivalent.
PSGE 7649. CLINICAL SUPERVISION AND CONSULTATION IN COUNSELING PSYCHOLOGY. (3 Credits)
Students will study the developmental processes involved in the training of therapists. The nature of the supervisory relationship will be explored in depth and students will identify skills necessary for sound supervisory practice. Clinical consultation in mental health settings will also be addressed. Prerequisite: PSGE 7655.

PSGE 7654. DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY I. (3 Credits)
This is the fourth course in the series of 4 practicum courses for doctoral students in counseling psychology. Students engage in closely supervised practice of counseling and psychotherapy in a professional setting for a minimum of sixteen hours each week. Approval of the site and supervisor by the practicum coordinator is required as is the student's eligibility to start the practicum. Theoretical emphasis of this semester is on integrative approaches to psychotherapy. Taping of counseling sessions is required. Master's level practicum.

PSGE 7655. DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY II. (3 Credits)
The course is the second half of the field experience in counseling psychology required of students who are matriculated in the counseling psychology program. The course requirements are as described for PSGE 7654. Prerequisite: PSGE 7654.

PSGE 7656. DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY III. (3 Credits)
This is the third semester of practicum for doctoral students in counseling psychology. Students engage in closely supervised practice of counseling psychology in a professional setting 16 hours each week, including one hour of face-to-face, individual supervision by a doctoral-level psychologist. Approval of the site and supervisor by the practicum coordinator is required. Taping of counseling sessions is required. Prerequisites: PSGE 7654 and PSGE 7655.

PSGE 7657. PRACTICUM IN SUPERVISION IN COUNSELING PSYCHOLOGY. (3 Credits)
Theories and methods of clinical supervision will be studied. This course requires weekly supervision of master's-level trainees following the class period. Prerequisite: PSGE 7655.

PSGE 7658. DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY IV. (3 Credits)
This is the fourth course in the series of 4 practicum courses for doctoral students in counseling psychology. Students engage in closely supervised practice of counseling and psychotherapy in a professional setting for a minimum of sixteen hours each week. Approval of the site and supervisor by the practicum coordinator is required as is the student's eligibility to start the practicum. Theoretical emphasis of this semester is on integrative approaches to psychotherapy. Taping of counseling sessions is required. Prerequisite PSGE 7656.

PSGE 7667. INTERNSHIP IN COUNSELING PSYCHOLOGY I. (0 Credits)
A full-year, full-time experience in providing psychological services under qualified supervision in an approved agency (PSGE7668, PSGE7669). A formal application process is required, which must be completed and approved by the program in the year prior to the beginning of the internship. All coursework except the dissertation seminar must be completed before enrolling in this course.

Attribute: Z624.

PSGE 7668. INTERNSHIP IN COUNSELING PSYCHOLOGY II. (0 Credits)
The second term (Fall, Spring, Summer) of the internship requirement that is described in PSGE 7667.

Attribute: Z624.

PSGE 7669. INTERNSHIP IN COUNSELING PSYCHOLOGY III. (0 Credits)
The third term (Fall, Spring, Summer) of the internship requirement that is described in PSGE 7667.

PSGE 7680. QUALITATIVE RESEARCH METHODS IN COUNSELING PSYCHOLOGY. (3 Credits)
Qualitative research methods useful in the field of counseling psychology are examined. An overview of philosophy of science is included.

PSGE 7681. QUANT RES METHODS I. (3 Credits)
This first course in a two-semester sequence on applied statistical methods focuses on quantitative data analysis techniques used in the social sciences with special emphasis on designs and methods in psychological research. We then will cover analysis of variance (ANOVA) and Multiple Regression - the predominant tools for analyzing experimental and non-experimental quantitative data. Completion of an extensive statistics project is an essential component of this course.

PSGE 7682. QUANTITATIVE RESEARCH METHODS IN PSYCHOLOGY II. (3 Credits)
This second course in a two-semester sequence on applied statistical methods focuses on quantitative data analysis techniques that are frequently used in the social sciences with special emphasis on designs and methods in psychological research. Topics covered in this course include advanced regression analyses, multivariate approaches (MANOVA, path analyses), and factor analysis. Completion of an extensive statistics project is an essential component of this course.

PSGE 7711. PSYCHOMETRIC THEORY. (3 Credits)
Classical and modern test theories, latent trait analysis, scaling methods, and introductory factor analysis are studied. Prerequisites: PSGE 5210 and PSGE 6702.

PSGE 7712. RECENT TRENDS IN MEASUREMENT AND EVALUATION. (3 Credits)
Seminar on issues and developments in testing and evaluation. Original research and writing are required. Prerequisite: PSGE 7711.

PSGE 7900. PROSEMINAR IN PSYCHOLOGICAL AND EDUCATIONAL SERVICES. (0 Credits)
The proseminar serves as an orientation to the research process, allows students to learn about faculty research interests and encourages discussions of research topics. It constitutes an initial developmental step in the research process and is linked to the Experimental Design and Statistics Methods courses.

PSGE 8001. RESEARCH APPRENTICESHIP. (0 Credits)
In the Research Apprenticeship in Psychological and Educational Services, the student is required to work closely with a research apprenticeship faculty advisor to develop and carry out a research project over the course of three consecutive semesters. The student must register each semester for PSGE 8001. In addition to conducting research PES Research Colloquia each semester. Prerequisite: Permanent Matric Status.

Attribute: Z619.

PSGE 8100. COLLEGE TEACHING INTERNSHIP IN PSYCHOLOGY AND SERVICES. (0 Credits)
Supervised field experience as a college-level instructor. On-campus seminars. Prerequisite: Permission of the program faculty.

PSGE 8672. SOCIAL AND ETHICAL RESPONSIBILITIES IN COUNSELING PSYCHOLOGY. (3 Credits)
The social, professional, legal, historical, and ethical issues and standards relevant to the field of counseling psychology will be explored. This course is taken during the first semester of doctoral study in counseling psychology.
PSGE 8999. DISSERTATION SEMINAR IN PSYCHOLOGICAL AND EDUCATIONAL SERVICES. (3 Credits)
Consultation with faculty on the development and conduct of dissertation research. Prerequisite: Permission of program faculty.

PSGE 9990. INDEPENDENT STUDY. (1-3 Credits)
Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration requires the approval of the professor directing study, the division chairperson and the director of graduate studies.

Psychology (PSYC)

PSYC 0912. REQUIREMENT PREPARATION. (0 Credits)
For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement, such as comprehensive exam, Master's thesis, or dissertation submission. Attribute: Z410.

PSYC 0914. REQUIREMENT PREPARATION IN SUMMER. (0 Credits)
For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

PSYC 0922. PHD COMPREHENSIVE EXAMINATION PREPARATION. (0.5 Credits)
PSYC 0930. PSYCHOLOGY DOCTORAL COMPREHENSIVE EXAMINATION. (0 Credits)
PSYC 0934. MASTER'S COMPREHENSIVE EXAMINATION PREPARATION. (0.5 Credits)
PSYC 0936. MASTER'S COMPREHENSIVE EXAMINATION-PSYCHOLOGY. (0 Credits)

PSYC 0950. PROPOSAL DEVELOPMENT. (1 Credit)
PSYC 0960. PROPOSAL ACCEPTANCE. (3 Credits)

PSYC 0970. Dissertation Mentoring-Psychology. (3 Credits)
The Psychology Ph.D. student is required to register for Dissertation Mentoring, which has a 3 credit fee, the semester after the student’s proposal is accepted.

PSYC 1001. HUMAN DEVELOPMENT, ENVIRONMENT, AND PUBLIC POLICY. (3 Credits)
This course explores three interrelated areas of inquiry in psychology: theories of human development, studies of the role of social environments in development, and the manner in which such research contributes to policymaking and program development for children and families. Attribute: MANR.

PSYC 1050. DEATH/DYING LIFE/LIVING. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PSYC 1100. BIOPSYCHOLOGY. (3 Credits)
An introduction to the biological bases of psychology. Research will be presented with an emphasis on how the activity of the nervous system, as shaped by phylogeny and ontogeny, determines behavior. Students replicate classic studies, analyze the results, and prepare lab reports. Attributes: LSCI, ZLB3.

PSYC 1200. FOUNDATIONS OF PSYCHOLOGY. (4 Credits)
A systematic examination of the methods and content of psychology as a life science. A survey of history and development, principles, and theories of psychology related to sensation and perception, learning, cognition, motivation, developmental, personality, abnormal, and social psychology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attribute: ZLB3.

PSYC 1800. INTERNSHIP. (1 Credit)

PSYC 1999. SERVICE LEARNING-1000 LEVEL. (1 Credit)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

PSYC 2000. STATISTICS. (4 Credits)
This course covers descriptive statistics and (parametric and nonparametric) inferential statistics. It emphasizes mastery of statistical concepts and utilization of statistical software. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Prerequisites: (PSYC 1000 or PSRU 1000 or PSLU 1000 or PSEU 1000 or PSYC 1200).

PSYC 2010. RESEARCH METHODS LAB. (5 Credits)
A hands-on introduction to research methods in psychology. In the lab, students will replicate classic studies from different areas of psychology, analyze the results, and write APA-style lab reports. The lectures introduce these areas and relevant methods, placing the methods in broad historical and ethical contexts. Attribute: ZLB3. Prerequisites: (PSYC 2000 or PSRU 2000 or PSLU 2000 or PSEU 2000) and (PSYC 1000 or PSRU 1000 or PSLU 1000 or PSEU 1000 or PSYC 1200).

PSYC 2100. BIOLOGICAL PSYCHOLOGY. (4 Credits)
(Formerly Physiological Psychology, PSYC 3600) An introduction to the biological bases of psychology. Research will be presented with an emphasis on how the activity of the nervous system, as shaped by phylogeny and ontogeny determines behavior. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PSYC 2101. BIOLOGICAL PSYCHOLOGY LAB. (5 Credits)
An introduction to the biological bases of psychology. Research will be presented with an emphasis on how the activity of the nervous system, as shaped by phylogeny and ontogeny, determines behavior. Students replicate classic studies, analyze the results, and prepare APA style lab reports. Attribute: ZLB3. Prerequisites: PSYC 2010 (may be taken concurrently) or PSRU 2010 (may be taken concurrently) or PSLU 2010 (may be taken concurrently) or PSEU 2010 (may be taken concurrently).
PSYC 2200. LEARNING. (4 Credits)
Course focuses on the research and theories in animal and human learning. Empirical findings are discussed in relation to competing theories of learning, memory, and adaptive behavior. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: (PSYC 1000 or PSRU 1000 or PSLU 1000 or PSEU 1000 or PSYC 1200).

PSYC 2201. LEARNING LABORATORY. (5 Credits)
Course focuses on the research and theories in animal and human learning. Empirical findings are discussed in relation to competing theories of learning and adaptive behavior. Students replicate classic learning studies, analyze their results, and prepare APA style lab reports. Prerequisite: Research Methods Lab.
Attribute: ZLB3.
Prerequisites: PSYC 2010 or PSRU 2010 or PSLU 2010 or PSEU 2010.

PSYC 2301. SENSATION AND PERCEPTION LAB. (5 Credits)
A survey of research on the senses, especially vision and hearing. Biological, psychophysical and cognitive perspectives will be considered. Students replicate classic studies, analyze the results and prepare APA style lab reports. Prerequisite: Research Methods Lab.
Attribute: ZLB3.
Prerequisite: PSYC 2000.

PSYC 2401. MEMORY LABORATORY. (5 Credits)
Covers historical approaches to memory, information processing and connectionist models of memory studies, analyze the results, and prepare APA style lab reports.
Attribute: ZLB3.
Prerequisites: PSYC 2010 (may be taken concurrently) or PSRU 2010 (may be taken concurrently) or PSLU 2010 (may be taken concurrently) or PSEU 2010 (may be taken concurrently).

PSYC 2500. COGNITION. (4 Credits)
The analysis of the process of acquiring and using knowledge: perceptual recognition, attention, memory, imagery, language, problem solving, decision making, and the development of these processes throughout one’s life. (Spring, odd years). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PSYC 2501. COGNITION LABORATORY. (5 Credits)
The analysis of the process of acquiring and using knowledge: perceptual recognition, attention, memory, imagery, language, problem solving and decision making. Students replicate classic studies, analyze the results, and prepare APA style lab reports.
Attribute: ZLB3.
Prerequisites: (PSYC 1000 or PSRU 1000 or PSLU 1000 or PSEU 1000 or PSYC 1200) and (PSYC 2000 or PSRU 2000 or PSLU 2000 or PSEU 2000) and (PSYC 2010 or PSRU 2010 or PSLU 2010 or PSEU 2010).

PSYC 2600. SOCIAL PSYCHOLOGY. (4 Credits)
An examination of how others shape an individual’s behavior. A review of selected topics of interpersonal behavior, including antisoial and prosocial behavior, prejudice, attraction, social influence, attitudes and persuasion, research methods. (Every semester) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: SSCI.

PSYC 2601. LAB IN SOCIAL PSYCHOLOGY. (5 Credits)
(formerly PSYC 3470) This course involves social psychological research concerned with relationship formation, nonverbal behavior, attitude change, and group processes. Research on these topics will be conducted using laboratory designs, survey research, and observational techniques. Students will conduct both laboratory and naturalistic observations, analyze the results, and prepare APA-style lab reports and may be offered an opportunity to propose and conduct a research project of their own choosing.
Attribute: ZLB3.
Prerequisites: (PSYC 1000 or PSRU 1000 or PSLU 1000 or PSEU 1000 or PSYC 1200) and (PSYC 2000 or PSRU 2000 or PSLU 2000 or PSEU 2000) and (PSYC 2010 or PSRU 2010 or PSLU 2010 or PSEU 2010).

PSYC 2611. LAB IN REASONING. (5 Credits)
(formerly PSYC 3405) An introduction to the experimental investigation of the cognitive processes underlying reasoning and problem solving. Major theories, research design, and report writing will be emphasized. Relevant topics include: concept formation, inductive and deductive reasoning, planning, and creative problem-solving. Students will replicate classic memory studies, analyze the results, and prepare APA-style lab reports.
Attribute: ZLB3.

PSYC 2700. INFANT AND CHILD DEVELOPMENT. (4 Credits)
A study within the framework of research and theory of emotional, intellectual and social growth of the child, with emphasis on norms in development and child-rearing practices. (Every Fall) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: SSCI.

PSYC 2701. LAB IN DEVELOPMENTAL PSYCHOLOGY. (5 Credits)
An introduction to the study of change in cognitive, personality, and social processes across the life-span. Students will conduct both laboratory and naturalistic observations, analyze the results, and prepare APA-style lab reports.
Attribute: ZLB3.
Prerequisite: PSYC 2010.

PSYC 2710. ADOLESCENT AND ADULT DEVELOPMENT. (4 Credits)
This course reviews the study of physiological, cognitive, emotional, personality and social change from puberty across the remainder of the life span. This course will also consider the influence of theories and methods of research on what we know, and can find out, about people and the contexts in which they live their lives. (Every Spring) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: SSCI.

PSYC 2800. PERSONALITY. (4 Credits)
A critical survey of theories concerned with the origin and development of personality, including psychoanalytic theory, behaviorism, trait theory, field theory and humanistic psychology. Attention will be given to conceptual problems, controversies and empirical verification. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: SSCI.

Updated: 10-11-2017
PSYC 2810. ADOLESCENT PSYCHOLOGY. (3 Credits)

PSYC 2900. ABNORMAL PSYCHOLOGY. (4 Credits)
(Formerly PSRU 3200) Analysis of the development and structure of the abnormal personality. Consideration of neuroses and major psychoses as well as the diagnosis, treatment and prevention of mental disorders is given. (Every semester) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: SSCI.

PSYC 2999. INDEPENDENT STUDY. (1-2 Credits)

PSYC 3000. PSYCHOLOGY OF MOTIVATION. (4 Credits)
The factors that motivate behavior range from the biological to the cultural. This course will focus on the integration of methods and data from the different approaches to motivation ranging from the biological to the humanistic and emphasis the multiple causes and their interactions that lead to human and animal behavior. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PSYC 1200 or PSYC 1000.

PSYC 3100. HEALTH PSYCHOLOGY. (4 Credits)
(Formerly PSYC 3020) An introduction to the study of psychological factors in health and illness. The major models, research methods, interventions, and issues in health psychology and behavioral medicine will be examined. Topics include stress illness, compliance, social support and coping, as well as prevention and health education. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.


Prerequisites: PSYC 1200 or PSYC 1000 or PSRU 1000 or PSLU 1000 or PSEU 1000 or AP Psychology with a score of 004.

PSYC 3110. COGNITIVE NEUROSCIENCE. (4 Credits)
This course reviews the neural basis for cognitive and perceptual processes including attention, vision, sensation, perception, language, motor control, learning and memory, executive functions, emotion, and social behavior. Basic structural and functional neuroanatomy are explored and empirical methods which inform inferences about the brain bases of cognition are reviewed. The course surveys research in cognitive neuroscience and covers a functional analysis of disorders vis-à-vis cognitive theory and the brain behavior relationship. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

Prerequisites: PSYC 1200 or PSYC 1000 or PSRU 1000 or PSLU 1000 or PSEU 1000.

PSYC 3141. PSYCHOLOGY OF ADJUSTMENT. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PSYC 1200 or PSYC 1000.

PSYC 3200. PSYCHOLOGICAL TESTING. (4 Credits)
An introduction to the science and profession of psychological testing. Covers basic topics common to all psychological testing such as the statistics used in testing, reliability, validity and test construction. In addition, the special properties of various types of psychological tests are considered, e.g., personality tests, interest inventories, and cognitive ability tests. (Fall, odd years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PSYC 1200 or PSYC 1000.

PSYC 3201. LAB IN PSYCHOLOGICAL TESTING. (5 Credits)
After briefly outlining the types and functions of psychological tests, this course will engage students to learn the importance of proper test administration in its historical context of early experimental psychology; the means by which tests are scored and interpreted; explanations of the nature of test scores; test reliability and validity; and in particular, to understand the interactions of these variables (e.g., the importance of proper test administration for proper test interpretation). Students will conduct both laboratory and naturalistic observations, analyze the results, and prepare APA-style lab reports.

Attribute: ZLB3.

Prerequisites: (PSYC 2000 or PSRU 2000 or PSLU 2000 or PSEL 2000) and (PSYC 2010 or PSRU 2010 or PSLU 2010 or PSEU 2010).

PSYC 3300. INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY. (4 Credits)
The application of psychological methods and concepts to business and industry. Includes personnel selection, placement and training, work environment, motivation and morale, the organization as a complex system, and an introduction to organization development. (Every Fall) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3320. CONSUMER BEHAVIOR. (4 Credits)
The role of psychological factors such as learning and memory, perception, motivation, personality, and information processing in the behavior of humans as consumers. Emphasis is placed on the two-way information flow between consumers and producers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

Prerequisites: PSYC 1000 or PSYC 1200.

PSYC 3330. FAMILY PSYCHOLOGY. (4 Credits)
(Formerly PSYC 4250) An introduction is given to the transgenerational emotional process within the family, that is, to the family as a system across generations. Subsystems (such as parent child, sibling, family of origin) will be studied in relationship to individual development and family functioning. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.


Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004 or PSRU 1000 or PSLU 1000 or PSEU 1000.
PSYC 3340. URBAN PSYCHOLOGY. (4 Credits)
How living in a large city can affect an individual's behavior and personality. Investigations into the "urban personality," stress, family, friends and strangers, crowding, the built environment, adaptation. Includes field research. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, URST.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3360. SPORTS PSYCHOLOGY. (4 Credits)
This course involves an application of psychological theory and research to athletes and sport at youth recreational, and elite levels. Special attention is devoted to the connection between sports and spirituality, ethics, character development, and parenting. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3400. PSYCHOLOGY OF EDUCATION. (4 Credits)
An overview of psychological principles relevant to the process of learning and teaching. The relationship of education to society in general and to the student in particular is stressed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3410. CREATIVITY. (4 Credits)
An investigation of the creative process, both theoretically and phenomenologically. Students conduct case studies of a creative enterprise, based on autobiographical and/or interview material. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3500. APPLICATIONS OF SOCIAL PSYCHOLOGY. (4 Credits)
Learn about origins of applied orientation in experimental social psychology, the conceptualization and measurement of major concepts and consider how these concepts mediate the effects of the physical environment on behavior. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3530. PSYCHOLOGY OF SEX ROLES. (4 Credits)
The study of the development of sex differences and sex roles in women and men. The study of the psychological implications and consequences of sex role development in men and women will be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3550. CONSCIOUSNESS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PSYC 3600. MULTICULTURAL PSYCHOLOGY. (4 Credits)
The focus of this course is the multicultural applicability of scientific and professional psychology. Traditional psychological theories, scientific psychology, psychological tests, and the practice of psychology will be examined and critiqued from cultural and socio-historical perspectives. Contemporary psychological theories and research specific to men, women, gay men, lesbians, and race/ethnicity will be reviewed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, LALS, PJST, PLUR, URST, WGSS.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004 or PSRU 1000 or PSLU 1000 or PSEU 1000.

PSYC 3610. GLOBAL HEALTH AND PSYCHOLOGY (ADVANCED SOCIAL SCIENCE CORE/ GLOBALISM). (4 Credits)
In order to address the needs of diverse populations, culturally-congruent training in health psychology is essential. The goal of this course is to provide a global perspective on understanding and treating significant public health problems and integrating cultural considerations into this framework. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, BIOE, GLBL.
Prerequisites: PSYC 1000 or PSRU 1000 or PSLU 1000 or PSEU 1000 or PSYC 1200.

PSYC 3640. CROSS-CULTURAL-PSYCHOLOGY. (4 Credits)
This course examines the role of culture in shaping a broad spectrum of human experience around the globe. This course begins with a consideration of three important themes: Culture as meaning; the nature of cultural competence & ethnocentrism; and the phenomena of international migrations and acculturation. Then, it examines important conceptual and methodological issues in cross-cultural research.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, BIOE, GLBL.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3700. HUMAN SEXUALITY. (4 Credits)
An exploration of the physical characteristics that make up the core of male and female sexuality, as well as the psychological components in all sexual unions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, WGSS.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3720. PSYCHOLOGY OF WOMEN. (4 Credits)
An extensive examination of theory and research findings pertaining to female social and intellectual development, sex differences, sex role socialization and the relationship of women to social structure.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.
PSYC 3730. MEN AND MASCULINITIES. (4 Credits)
Traditional/classical psychodynamic theories on masculinity will be reviewed, as well as the more contemporary "new psychology of men" literature and research. Traditional masculinity ideology as a system of values will be examined and critiqued, with focus on examining how masculine values underline men's personal morality and societal mores. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, EP3, PLUR, WGSS.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004 or PSRU 1000 or PSLU 1000 or PSEU 1000.

PSYC 3800. DRUGS: USE AND ABUSE. (4 Credits)
This course examines the use, abuse, and addiction to a variety of licit and illicit drugs from caffeine to heroin. This topic will be viewed from three perspectives: 1) the pharmacological effect of the drug; 2) the setting in which the drug is ingested; 3) the past experience of the drug taker. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3810. TRAUMA AND FAMILY VIOLENCE. (4 Credits)
The goal of this course is to provide an introduction to the field of trauma and family violence, including the causes and consequences of rape, partner violence and child abuse and neglect. Assessment, treatment and prevention issues will also be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3820. FORENSIC PSYCHOLOGY. (4 Credits)
Focuses on the interaction of clinical psychology and the law. Addresses issues related to forensic assessment and expert testimony, understanding and treatment of criminal offenders, similarities and differences between assessment of adult and juvenile offenders. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004 or PSRU 1000 or PSLU 1000 or PSEU 1000.

PSYC 3830. THEORIES OF PSYCHOTHERAPY. (4 Credits)
An exploration of the various psychotherapies, including the psychoanalytic, humanistic, behavioral, cognitive-behavioral, and existential approaches. The theoretical assumptions and the practical applications of each psychotherapeutic orientation are emphasized. (fall, odd years) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3900. PSYCHOANalyTIC THEORIES. (4 Credits)
The evolution of psychoanalytic theories from their origins in Freud's writings to contemporary modifications and elaborations. Attention is given to interpersonal psychoanalysis, object-relations theory, ego psychology and self-psychology. Psychoanalytic theory is studied as continually developing within the history of ideas. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PSYC 1200 or PSYC 1000.

PSYC 3901. LAB IN BEHAVIORAL ANALYSIS. (5 Credits)
(formerly PSYC 3410) Introduction to the experimental analysis of behavior using laboratory animals. Behavior principles, their application, and how to conduct an experimental analysis will be reviewed in lecture and demonstrated in the laboratory.

Attribute: ZLB3.
Prerequisites: PSYC 1000 or PSRU 1000 or PSLU 1000 or PSEU 1000 or PSYC 1200.

PSYC 3910. HUMANISTIC PSYCHOLOGY. (4 Credits)
Origins and development of Humanistic Movement as the "Third Force" in psychology; contemporary methods, theory, and empirical findings in humanistic psychology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3930. INTRODUCTION TO CLINICAL PSYCHOLOGY. (4 Credits)
An introduction to clinical psychology, including major schools of clinical interventions, the relation between assessment and clinical practice, including specific areas of evaluation (such as intellectual, personality, and observational/behavioral). Areas of specialization will also be covered. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.
Prerequisites: PSYC 1200 or PSYC 1000 or AP Psychology with a score of 004.

PSYC 3940. THE FREUDIAN CASE HISTORY: SCIENCE, STORY, AND THE PROBLEM OF EVIDENCE. (4 Credits)
Students read and evaluate the complete set of Sigmund Freud's case studies: five early studies of hysteria, five major case histories (Dora, Little Hans, the Rat Man, the Wolf Man, and Dr. Schreber), the analysis of Leonardo DaVinci, and the case of a "beautiful and clever" homosexual girl. With a critical, contemporary lens, the course focuses on Freud's evolving theories, therapeutic practices, and research methods. Attention is given to the scientific, psychological, philosophical, sociological, cultural, and historical controversies the cases have generated, for instance issues of gender, narrative versus historical truth, and problems of evidence. For illuminating contrast, several more recent case studies are comparatively analyzed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
PSYC 3950. APPLIED BEHAVIOR ANALYSIS. (4 Credits)
The goals of the course are to teach the principles of behavior and their application to complex human behavior. Students will understand basic principles of behavior, how to analyze complex human behavior in terms of those principles, how to collect data and plot it on graphs, how conduct research to determine the causes of behavior, and the basics of how to change behavior. This course does not make a student competent to conduct therapy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1000 or PSYC 1200.

PSYC 3999. TUTORIAL. (1,3 Credits)

PSYC 4000. HISTORY AND SYSTEMS OF PSYCHOLOGY. (4 Credits)
The development of psychological thought through the history of psychology as a science is traced. Attention is given to the application of the philosophy of science to psychology. Systems covered include associationism, structuralism, functionalism, Gestalt psychology, psychoanalysis, behaviorism, and cognition. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

PSYC 4036. PSYCHOLOGY HORROR LITERATURE AND FILM. (4 Credits)
This course focuses on the so-called paradox of horror: Why do we enjoy an experience that is designed to make us feel uncomfortable? If the question is simple, the answer is not. It requires interdisciplinary tools. The course draws on literary criticism and psychology in close conjunction with concrete experiences of the phenomena themselves: reading classic and contemporary horror fiction and watching horror film. By combining literary theory—especially reader-response—with the major psychological theories of emotion, this course centers on the paradox of horror and addresses questions of many kinds from it. Prerequisite: Foundations of Psychology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

PSYC 4245. ETHICS IN RESEARCH. (4 Credits)
This course will examine approaches to responsible research practices across the natural and social sciences, with particular attention to research involving human participants. The course will provide an overview of the research process, foundations in research ethics, and provide examples of research across disciplines that exemplify scientifically valid and ethically sound research methods planning, implementation, and dissemination. In particular, the course will draw on long-standing research traditions in the field of sociology, and psychology in order to provide a foundation upon which ethical issues can be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: BIOE, EP3, ICC.
Prerequisites: PSYC 1000 or PSYC 1200.

PSYC 4310. AGING AND SOCIETY. (4 Credits)
A cross-disciplinary course that draws on research and theory from psychology and such other disciplines as sociology, anthropology, economics and political science to explore the biological, cognitive and psychosocial features of human aging. Attention is given to normal and abnormal development, to the interrelations between physical and mental health and to optimal aging. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, BIOE, ICC, PJST.
Prerequisites: PSYC 1000 or PSRU 1000 or PSLU 1000 or PSEU 1000 or PSYC 1200.

PSYC 4330. MUSIC AND PSYCHOLOGY. (4 Credits)
A cross-disciplinary course that examines what psychological research and theories and an analytical approach tell us about music. Topics include perception and performance of music, emotional responses and cross-cultural approaches. Requires a background in psychology and/or music. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PSYC 4340. LAW AND PSYCHOLOGY. (4 Credits)
An introduction to (a) the issues relevant to understanding human behavior from the perspective of law and psychology and (b) the contributions of psychology as a behavioral science to such legal issues as legal evidence, juries, and criminal and civil responsibility. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP4, PJST, SRVL, VAL.

PSYC 4360. CULTS AND RELIGION. (4 Credits)
An examination of religious phenomena ranging from the traditional to witchcraft and cults with a focus on their social organizations and meanings in the lives of individuals. Spiritual experiences, values, beliefs and ritual practices will be explored in their cultural-historical context in light of sociological and psychological theories of religion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

PSYC 4370. DISGUST IN LITERATURE AND PSYCHOLOGY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.

PSYC 4510. EVOLUTIONARY PSYCHOLOGY. (4 Credits)
An evolutionary perspective on the behavior of humans and other animals, including sex, aggression, cooperation, altruism, parenting, status, and social dominance. Ideas from Darwin, Freud, Dawkins, Wilson and others will be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Updated: 10-11-2017
PSYC 4600. CONTEMPORARY BEHAVIORISM. (4 Credits)
Survey of the development of contemporary behaviorism, which is a philosophy of science that approaches psychology as a natural science. Among the issues discussed will be culture, determinism, evolution, free will, grammar, individual responsibility, knowledge, meaning, mentalism, pragmatism, perception, purpose, religion and thinking. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: PSYC 1000 or PSYC 1200.

PSYC 4800. INTERNSHIP. (3-4 Credits)

PSYC 4810. CLINICAL CHILD PSYCHOLOGY. (5 Credits)
(Formerly PSYC 3270) This course provides an overview of the descriptive characteristics, diagnosis, and treatment of the primary psychological and behavioral disorders of childhood and adolescence. A fieldwork component offers supervised experience in a setting serving children with problems. (Every Fall).

PSYC 4820. COMMUNITY PSYCHOLOGY. (5 Credits)
This course focuses on the prevention of psychological disorders and the promotion of wellness across the life span. Topics covered include stress, coping, and social support; risk and protective factors for adjustment and maladjustment; empowering disenfranchised groups; developing and evaluating prevention and early intervention programs; and facilitating social change and responsive community organizations. Includes a fieldwork component that is integrated with class discussion.
Attribute: URST.

PSYC 4830. PRACTICUM IN PSYCHOLOGY. (5 Credits)
A field work course in which students spend one full day (or two half-days) in field placement doing work related to psychology. Placements include hospitals, schools, clinics and research facilities, and involve work in clinical, forensic, developmental and social psychology. Application must be filed with instructor in semester prior to enrollment.

PSYC 4900. PSYCHOLOGY AND HUMAN VALUES. (4 Credits)
This senior values seminar explores pioneering theories and research in the psychology of values. Topics include human motives/goals; the sense of right and wrong; cognitive, social, cultural, spiritual and gender aspects of ethical decision making; behavior in morally challenging situations; and virtue in relationships, work and community. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: BIOE, EP4, SRVL, VAL.

PSYC 4920. YOUTH, VALUES, AND SOCIETY. (4 Credits)
This course explores the history and current place of youth in society from a multidisciplinary perspective and consider how this social construction of youth influences their development of values. It explores the history of social constructions of adolescence and youth and the current place of youth in our society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP4, SRVL, VAL.

PSYC 4930. CODES FOR MENTAL HEALTH SERVICES. (4 Credits)
This course introduces students to contemporary standards of research and practice in the delivery of mental health care services to a variety of populations (e.g., children, institutionalized individuals, and cultural minorities) across a variety of contexts (e.g., schools, hospitals, nursing homes, prisons, and industrial settings). Students learn to examine the relationship of current professional codes of conduct to historical and political issues and contemporary social values. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: BIOE, EP4, SRVL, VAL.

PSYC 4977. HONORS THESIS IN PSYCHOLOGY I. (4 Credits)
This course, typically taken in the fall of senior year, involves carrying out the Honors Thesis. Typically, this includes data collection and analysis, and initial work on the written report. Students should have reviewed the relevant literature and completely planned the thesis prior to beginning the course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: (PSYC 1000 or PSRU 1000 or PSLU 1000 or PSEU 1000 or PSYC 1200) and (PSYC 2000 or PSRU 2000 or PSLU 2000 or PSEU 2000) and (PSYC 2010 or PSRU 2010 or PSLU 2010 or PSEU 2010).

PSYC 4998. HONORS THESIS IN PSYCHOLOGY II. (4 Credits)
This course, taken in the spring of senior year, involves completion of the thesis. The student prepares and revises the final written report, and defends the thesis orally. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: (PSYC 1000 or PSRU 1000 or PSLU 2000 or PSEU 2000) and (PSYC 2010 or PSRU 2010 or PSLU 2010 or PSEU 2010).

PSYC 4999. TUTORIAL. (1-5 Credits)
Supervised individual research projects.

PSYC 5060. SPIRITUALITY, HEALTH & ADJUST. (3,4 Credits)
Integrates psychology of health and psychology of religion. Introduces students to constructs, models, and research, emphasizing the relevance of spirituality to the adjustment process.

PSYC 5070. SPIRITUALITY&PSYCHOTHERA THEOR. (3-4 Credits)
This course will explore the application of a spiritual orientation across a broad range of empirically supported psychotherapies, especially in the treatment of minority populations.

PSYC 5100. PSYCOMETRICS-THEORY. (3 Credits)
This course mainly covers what is commonly referred to as the classical test theory (CTT). It intends to provide you with the conceptual and technical skills necessary to develop and evaluate psychological tests and measures, and to provide foundations for further study of measurement theory, including but not limited to factor analysis and item response theory. A list of topics covered in this course include introduction to CTT, reliability, and validity of a test, and item analysis. The lab will assist software implementations (including Excel, SPSS, AMOS, and possibly R) and provide students hands-on experiences on how to plan psychometric analysis for a newly developed scale.
PSYC 5335. SOCIAL DEVELOPMENT. (3 Credits)

PSYC 5500. DIFFERENTIAL PSYCHOLOGY. (3-4 Credits)

PSYC 5600. SUCCESSFUL AGING. (3.4 Credits)
Introduces concepts of successful aging and explores mechanisms contributing to aging well. Compares early and more recent theories of successful aging, summarizes the empirical research, and examines current intervention approaches with the goal of developing a new intervention.

Attribute: CEED.

PSYC 5710. ISSUES IN SOCIAL PSY. (3-4 Credits)
The person in society: interdisciplinary approaches; personality and culture: subculture, class, and community. Development and the self-cognitive and motivational elements in the acquisition of language, attitudes, and values. Group membership, role behavior, and group dynamics.

PSYC 5715. PSYC OF COMPLEX EMERGENCIES. (4 Credits)
This course covers psychological aspects of complex emergencies and responder preparedness. Topics include team building, negotiation, and motivation of responders and aid-workers, preparing for emergencies, coping with violence for aid-workers, refugees, IDPs, and children in crisis, gender issues, and general psycho-social health of beneficiaries and aid-workers. (course is only open to IDHA)

PSYC 6005. ETHICS IN PSYCHOLOGY. (3-4 Credits)
This course provides general and specific guidance for ethical conduct in the science and practice of psychology. Using case examples and readings the course covers the clinical practice of psychology, research, teaching, supervision of trainees, development of assessment instruments, conducting assessments, school psychology, educational counseling, organizational consulting, forensic activities, social intervention, administration, and other activities. Also explored is the history and current role of the federal government, state licensure boards, and the American Psychological Association and other organizations in establishing guidelines and professional codes of ethics for research, teaching, and practice in psychology. The course helps students apply these codes and regulations to traditional areas of psychology and to emerging areas such as telecommunication and managed care.

Attribute: CEED.

PSYC 6010. RESEARCH ETHICS AND SOC JUSTIC. (3 Credits)
This course will examine approaches to responsible research practices in socio-behavioral research, with particular attention to research involving human participants. The course will provide foundations in research ethics and methods in research ethics decision-making that exemplify scientifically valid and ethically sound research method planning, implementation, and dissemination.

PSYC 6020. HEALTH PSYCHOLOGY. (3 Credits)
An introduction to the study of psychological factors in health and illness, which examines the major models, research methods, interventions, and issues in health psychology/behavioral medicine. Topics include stress, illness, compliance, psychosocial, and coping in disorders such as cardiovascular disease, pain, cancer, gastrointestinal disorders, and obesity.

PSYC 6030. TRAUMA & FAMILY VIOLENCE. (3 Credits)
This course will focus on understanding the cause and effects of trauma and family violence, such as child abuse and neglect, rape, and domestic violence. Diagnostic assessment, prevention and treatment issues will be emphasized.

PSYC 6040. CONTEXT & CONSEQUENCES - POVERTY. (3 Credits)
A comprehensive overview of research and policy literature on contexts and consequences of poverty (income, socio-economic status, poverty cofactors and risks) for children, youth, and families in US. Topics include defining and measuring poverty, the distribution of poverty across social and demographic characteristics; the role of labor markets, family structure and human social capital in reproducing poverty; quantitative and qualitative studies on the impact of poverty on children, youth, and families; debates about poverty's impact and the history.

PSYC 6050. BEHAVIORAL MEDICINE. (3 Credits)
Teaches students the clinical and research skills required in a medical setting. The overarching goal is for students to gain competency working with patients presenting with a range of medical conditions (as primary or secondary diagnosis).

PSYC 6060. RESEARCH PRACTICUM I. (3 Credits)
This course is comprised of three parts: A practical research experience ("research practicum"), in which the student is placed in a research setting and participates (ina substantive way) in ongoing clinical research (10-20 hours per week for at least one entire semester) A bi-weekly meeting with the course instructor and other students who are completing the research practicum (2 hours every other week) Supplemental readings to facilitate the student's independent research (approximately 5-10 hours per week).

PSYC 6066. HISTORY AND SYSTEMS. (3 Credits)
This course surveys the history of the major systems of psychology from pre-Socratic philosophers to contemporary cognitive science and neuroscience. Key men and women who contributed to the development of theories about and methods used to study personality, emotion, intelligence, cognition, and psychobiology are discussed within their historical, religious, cultural, and political contexts.

PSYC 6070. RESEARCH PRACTICUM II. (3 Credits)
This course is the second in a 2-course sequence designed to expose the student to the process of conducting applied clinical research and facilitate his or her own independent research project. This course is typically taken during the semester in which the student intends to complete the Master's Thesis. The research project that forms the basis of the students MA thesis is developed in consultation with the faculty mentor and research supervisor (note that under some circumstances both these roles may be fulfilled by the same individual. Decisions regarding the specific research project, including the length and depth of the introduction, the nature and sophistication of statistical analyses, and the format for compiling the results into a final document, will ultimately rest with the faculty mentor and reader.

PSYC 6105. CLINICAL INTERVIEWING. (3 Credits)
Students develop attending and listening skills, and learn to respond therapeutically in a decision-making framework. For students needing to acquire interviewing skills prior to undertaking a field placement.

PSYC 6106. COGNITIVE ASSESSMENT WITH LAB. (3 Credits)
Intensive supervised practice in administration, interpretation, and reporting of individual intelligence tests for children and adults. Students will learn and practice the administration and scoring of major developmental assessment instruments.

PSYC 6119. PERSONALITY ASSESS WITH LAB. (3 Credits)
Administration and introductory interpretation in personality assessment and research, concentrating on the Rorschach and TAT. Students will learn and practice the administration and scoring of major personality assessment instruments.

Updated: 10-11-2017
PSYC 6137. PERSONALITY ASMNT II. (2 Credits)  
Survey of the development of the MMPI and relevant research, followed by intensive practice in interpretation of MMPI profiles with special reference to clinical populations.

PSYC 6138. PERS ASMNT II LAB. (1 Credit)  
This is the laboratory component of PSGA6137. Students will learn and practice the administration and scoring of major personality assessment instruments. Co-requisite: PSGA6137.

PSYC 6142. DEVELOPMENTAL ASSESSMENT. (2 Credits)  

PSYC 6146. THEORIES OF DVLPMNTL ASMNT LAB. (1 Credit)  
Provides experience in using developmental assessment measures and report writing in the field of developmental psychology.

PSYC 6148. THEORIES & ASSESSMENT OF DVLPMNT. (3 Credits)  
The course examines three issues: how theories can be used to construct developmentally appropriate measures, how the development and use of assessment measures can be used to create or move theory forward, and the role of psychologists in creating measures. Both individual and group assessment measures will be considered. Students will gain experience administering and reporting results of classic developmental assessments.

PSYC 6170. MULTICULTURAL SEMINAR. (3,4 Credits)  
Focus on multicultural perspective for understanding and working with diverse populations. Will examine issues of gender, race/ethnicity, sexual orientation, religion, etc. in the provision of psychological services.

PSYC 6175. Multicultural Issues in Education. (3 Credits)  
The purpose of this course is to explore the ways in which race, culture, and socioeconomic resources interact to influence the educational opportunities and outcomes of children and adolescents. We will discuss structural, cultural, and psychological arguments that have been used to help explain between-group variations in academic achievement. Additionally we will discuss factors that serve as assets and resources for minority youth in the educational domain and help explain within-group variation in educational outcomes. Interventions and policies designed to improve educational opportunities and outcomes, particularly for minority youth, will also be examined.

PSYC 6184. BEHAVIORAL ASSESSMENT WITH LAB. (3 Credits)  
This course will establish an understanding of behavioral assessment and its implications for intervention, evaluation and research. Theoretical foundations, methods, and application of behavioral assessment to case formulation and treatment will be emphasized.

PSYC 6190. FORENSIC ASSESSMENT. (3 Credits)

PSYC 6205. CLINICAL GEROPSychology. (3 Credits)

PSYC 6210. PSYCHOTHERAPY THEORIES. (3-4 Credits)  
Comprehensive overview of most of the major contemporary approaches to psychotherapy, with special emphasis on underlying assumptions, techniques employed, and goals.

PSYC 6225. PERSONALITY THEO & RESEARCH. (3 Credits)

PSYC 6245. COGNITIVE BEHAVIOR THERAPY. (3 Credits)

PSYC 6251. FOUNDATIONS OF NEUROPSYCHOLOGY. (3 Credits)  
This course will provide a broad understanding of human brain-behavior relationships, neuropsychological theory, and the application of this knowledge to the clinical evaluation and treatment of individuals with brain disease or damage. The course will begin with an overview of clinical neuropsychology and its history, functional neuroanatomy, evidence based neuropsychological practice, and the foundations for research and theory of clinical neuropsychology (including the connection between neuropsychological evaluation and the practical implications of neuropsychological conditions), diagnosis of neurocognitive disorders, and neuropsychological intervention techniques. Finally, this course reviews non-neurologic considerations in CNS functioning and neuropsychological evaluation, including multicultural, ethical and forensic issues in clinical neuropsychology.

PSYC 6253. NEUROPSYCHOLOGICAL ASSESSMENT WITH LAB. (3 Credits)  
This course will review the practice of neuropsychological assessment and basic concepts related to classes of cognitive functions. We will discuss psychometric principals germane to neuropsychological assessment as well as the use of neuropsychological assessment for clinical practice. Laboratory activities will support the acquisition of knowledge related to the practice of neuropsychological practice, including test selection, administration, scoring, date interpretation, and report writing.

PSYC 6257. CHILD NEUROPSYCHOLOGY. (3 Credits)  
The relationship between development of brain structure and cognitive functions are discussed. Tests used to assess a variety of functions including memory, attention, achievement, visual spatial skills, executive function, and motor function are presented. Learning disabilities, attention deficits, pediatric neurological disorders, and other relevant topics are covered.

PSYC 6259. TOPICS IN DEVELOPMENTAL COGNITIVE NEUROSCIENCE. (3 Credits)  
This seminar covers topics in developmental cognitive neuroscience across the lifespan. Topics include neural correlates of cognitive development (memory, face perception, executive functioning), structural and functional brain changes associated with aging, and normal and pathological (e.g. Alzheimer’s disease) cognitive changes associated with aging.

PSYC 6270. FAMILY SYS: THEORY/PRAC. (3 Credits)  
Combination of readings, film, videotapes, and class discussions to provide the student with an overview of the theories and techniques of the major therapists in the field.

PSYC 6275. FAMILY PSYCHOLOGY. (3 Credits)  
Provide basic knowledge of family systems theory as a pre-requisite for understanding family psychology and family therapeutic intervention. Provides a survey of research models and findings relevant to family processes and therapeutic practice.

PSYC 6280. BRIEF PSYCHOTHERAPY. (3 Credits)  
This course will provide an overview of the major approaches to brief psychotherapy. Various theoretical perspectives are included: psychodynamic, cognitive, behavioral, and interpersonal.
PSYC 6290. HEALTH DISPARITIES AND SOCIAL INEQUALITY. (3 Credits)
This course focuses on the psychosocial correlates and consequences of health disparities involving individuals and groups that have been historically marginalized by society and in some cases by the health sciences and professions. Readings and class discussions will examine the relationship of contextual factors such as poverty, racial/ethnic discrimination, environmental hazards, incarceration, institutionalization and public policy to social and health inequities faced by children and adults with HIV/AIDS, mental illness, intellectual disabilities, and substance abuse disorders. The role of psychology in the emerging health and human rights paradigm in the United States and globally will also be explored.
Attribute: CEED.

PSYC 6298. PSYCHOANALYTIC THEORY. (3 Credits)
Theory, research methods, and therapy of the psychoanalytic movement will be explored, including the work of Freud and ego psychological, neofreudian, Jungian, interpersonal, object relational, self, archetypal, and existential orientations. Attention will focus on clinically relevant topics such as human development, personality, dreams, and psychopathology, using case material for illustrations.

PSYC 6300. DEV PSY: FOUNDATIONS. (3 Credits)
This course will cover the historical and theoretical foundations of developmental psychology and the emergence of the discipline of Applied Developmental Psychology. Major historical and contemporary theories of development and key topics and research will be considered across domains, with emphasis on core readings, developmentalists, and turning points in the field.

PSYC 6310. CULTURE, ETHNICITY, RACE. (3 Credits)
"Culture, Ethnicity, Race and Development" reviews how these concepts have been defined in psychological research. We then examine how these social influences affect youth development by focusing on topics in four areas: theories of ethnicity and race in human development, family, social dynamics and cultures.

PSYC 6320. ADOLESCENTS/YOUNG ADULTS. (3 Credits)

PSYC 6330. COGNITIVE DEVELOPMENT. (3 Credits)
Theories and research in structuralism, neo-structuralism, information processing, connectionism and contextualism are investigated.

PSYC 6340. PERSONALITY DEVELOPMENT. (3 Credits)
The course will provide a history of the life-span approach and examine current issues regarding the nature, directionality, and origins of personality stability and change within a life-span framework. Emphasis will be given to the interdependence of biological and environmental factors influencing personality development. Implications of these issues will be considered with regard to specific content areas and empirical findings.

PSYC 6350. APPLIED DEV PSYCHOLOGY. (3 Credits)
This course will provide an introduction to the roles and activities of professionals in applied developmental psychology. Topics will include definitions of the field, ethical issues, public policy, research design, and program evaluation.
Attribute: CEED.

PSYC 6360. SOCIAL POLICY AND APPLIED PSYCHOLOGY. (3 Credits)
This course will cover the implications of social policy for applied psychology. Examples include the impact of funding patterns on opportunities for research and the application of psychological interventions, and the implications of health legislation for psychologists' research priorities. The course will also emphasize the social policy implications of psychological knowledge. For example, how data on well-being of the elderly should impact regulation of nursing homes.

PSYC 6365. CHILD, FAMILY AND SOCIAL POLIC. (3 Credits)
This course will address the intersection of developmental science and child and family social policy. We will examine and discuss debates about problem definition and the role of public policy, stakeholders, research and evaluation, ethics, and advocacy in regards to a variety of topics related to child health and development, education, families, poverty and more.

PSYC 6370. COGNITION AND AFFECT. (3 Credits)
A development and comparative examination of significant cognitive theories and research Structuralist, contextualist, information processing, and connectionist perspectives as well as research from infant to elderly cognition are covered.

PSYC 6380. ANXIETY DISORDER SEMINAR. (3 Credits)
The course addresses the etiology of various anxiety disorders - research related to anxiety disorders and treatment options. This course is an in-depth coverage of the major anxiety disorders, beginning with etiological and maintaining factors, as well as information processing and behavioral features, and ending with psychosocial treatment and case management. Special attention is given to specific cases as illustrative of each condition, and complicating factors involved in case management.

PSYC 6390. GLOBAL MENTAL HEALTH. (3 Credits)
This course provides a survey of models, mechanisms, and critiques surrounding Global Mental Health. Materials are drawn from the burgeoning global mental health literature (e.g., Vikram Patel, Jorgen Unutzer, Helena Verdell) transcultural psychiatry (Author Kleinman, Laurene Kirmayer), post-conflict psychosocial mental health field (Ager, de Jong), and mental health capacity building. A section on methods in the middle of the course provides opportunities for students to review research design. Requirements will include weekly reflection papers, a term paper, and an exam. Outside speakers may be invited for selected lectures.

PSYC 6510. SOCIAL INFLUENCES ON BEH. (3 Credits)

PSYC 6530. DEV PSYCHOPATHOLOGY. (3 Credits)
This course will consider developmental disabilities and psychopathologies and the contexts, both natural and designed, that exacerbate or ameliorate these conditions. The ideas of disability, pathology, and dysfunction, and the contrasting ideas of ability, health, and functionality will be considered in relation to each other.

PSYC 6630. BEHAVIORAL PHARMACOLOGY. (3 Credits)

PSYC 6654. INTRODUCTION TO NEUROSCIENCE. (3 Credits)
An exploration of the neuro-anatomical, physiological, and chemical substrates of human behaviors, including movement, sensation, perception, cognition, emotion, and personality. Both typical and atypical behaviors will be considered, as will developmental issues.
Attribute: ZLB3.
PSYC 6670. PSYCHOPHARMACOLOGY I. (3 Credits)
This course covers the major psychiatric medication used in direct service delivery setting for mental health care. Special attention will be give to the role of psychotropic medication in the conduct of psychological services, including case management and treatment facilitating/interfering matters.

PSYC 6802. INTRO TO PSY STATISTICS W/ LAB. (3 Credits)
This course will replace PSYC 6800 and PSYC 6801. Most psychological research depends on statistical methods. This course aims to provide an introduction of a variety of statistical methods for psychological research.

PSYC 6830. PSY RESEARCH METHODOLOGY. (3 Credits)
The course will cover a variety of topics involving research methodology and design. Pitfalls and potential solutions to many experimental and quasi-experimental methodologies will be addressed. Students will complete their own research project during this course, including design, finding subjects, experimentation, analysis, and write-up.

PSYC 6850. EVALUATION OF PSYCHOLOGICAL & SOCIAL PROGRAMS. (3 Credits)
Review of the literature relating to the scientific evaluation of psychological programs in the areas of mental health, addiction, compensatory education, and societal innovation. Extensive discussion of the use of quasi-experimental designs, and numerous methodological issues and pragmatic problems associated with evaluation studies.

PSYC 6890. APPLIC OF STAT SOFTWARE. (3 Credits)

PSYC 7010. PSYCHOLOGY AND CRIMINAL LAW. (3 Credits)
This course is designed to provide an overview of the interaction between psychology and the criminal law. We will focus primarily on the three major aspects in which psychologists are involved in the criminal justice system: competence to stand trial evaluations, mental state at the time of the offense (mens rea and the insanity defense), and the assessment of risk/prediction of future dangerousness. Because the interaction of psychology and law is by definition interdisciplinary, this course is co-taught by a forensic psychologist (Professor Rosenfeld) and attorney (Professor Cohen), and is open to both psychology graduate students law students. The content of the course is evenly divided between understanding the legal issues involved and the application of psychological principals to these legal issues. In additional, specific topics such as forensic psychological assessment and expert testimony will be discussed.

Attribute: CEED.

PSYC 7020. PSYCHOLOGY AND CIVIL LAW. (3 Credits)
This course covers a number of the areas in which psychologists consult on forensic matters outside of the criminal arena. The semester will be divided relatively evenly between the reviewing case law and legal standards and issues related to clinical practice. Specific legal issues discussed include the concept of torts and malpractice, causation, best interest standards, and standards of proof. The first application of these issues pertains to civil law, including the role of psychologists in personal injury and sexual harassment cases, and disability law. The second are of focus concerns the role of psychologists in the family court, including a child custody and visitation evaluations, termination of parental rights, and divorce mediation. Finally, we discuss issues that arise in the elderly and medically ill such as informed consent, decision-making competence, physician-assisted suicide, and testamentary capacity. Overarching issues such as psychological testing, report preparation, and expert testimony are discussed in the context of these topics.

Attribute: CEED.

PSYC 7030. PSYCHOLOGY & JUVENILE JUSTICE. (3 Credits)
This course provides an overview of the interaction between psychology and the juvenile justice system focusing on four areas: 1) developmental theories and trajectories of antisocial behavior, 2) assessment and identification of risk and protective factors among justice system-involved youth, 3) clinical evaluations related to legal questions, and 4) empirically supported treatment/program.

PSYC 7050. PHIL FOUNDATIONS OF PSYC. (3 Credits)

PSYC 7111. PSYCHOPATHOLOGY. (3 Credits)
An overview of the primary types, causes, and symptoms of a working knowledge of the basic tools used in clinical diagnosis, including diagnostic evaluation skills in the assessment of specific psychological disorders, as well as case formulation skills from different theoretical perspectives.

PSYC 7121. CLINICAL DIAGNOSIS. (3 Credits)
This course is designed to promote the development of a working knowledge of the basic tools used in clinical diagnosis, including diagnostic evaluation skills in the assessment of specific psychological disorders, as well as case formulation skills from different theoretical perspectives.

PSYC 7122. DEVELOP & PREVENT SCIENCE. (3 Credits)

PSYC 7250. TREATMENT OF SUB ABUSE. (3 Credits)
This course will cover theories and supporting research data concerning the development and maintenance of substance abuse disorders. It will concentrate heavily on specific techniques and regimens developed especially for the treatment of substance abuse disorders. Emphasis will be placed on psychosocial forms of treatment.

PSYC 7422. PERCEP DEV THEORIES. (3 Credits)

PSYC 7500. COMPUTERIZED MULTISTAGE TESTING. (3 Credits)
This course provides a general overview of adaptive and multistage test (MST)'s important concepts. The MST design is described, why it is needed, and how it differs from other test designs, such as linear test and CAT designs, and how it represents a middle ground between the linear and intern-level adaptive tests. It will illustrate and discuss the processes of test design, assembly, routing, scoring, applications, and operational implementation considerations, as well as the most recent development on software for simulations to aid the operational implementation.

PSYC 7804. REGRESSION WITH LAB. (3 Credits)
This course covers all types of regression analyses and related ideas. Hands on experience and development of expertise in conducting regression analyses.

PSYC 7806. MULTIDIMENSIONAL SCALING. (3 Credits)
A consideration of the theory and applications of the scaling of data, univariate and multivariate, metric and non-metric in psychology and related sciences. Emphasis is on the various theoretical models for scaling data multi-dimensionally and their computer program analogues.

PSYC 7810. STATISTICAL COMPUTING WITH R. (3 Credits)
This course teaches the fundamentals of data analysis using the R computing environment. The course will cover data manipulation and visualization and standard statistical analyses such as t-tests, ANOVA, regression and X 2-tests. No prior programing experience is required.

PSYC 7812. FACTOR ANALYSIS. (3 Credits)
Theories of trait organization and techniques of factor analysis. Critical evaluation of major research on the identification of aptitude and personality traits.
PSYC 7815. CLUSTER ANALYSIS. (3 Credits)
Cluster Analysis is a generic term for a range of methods that use criteria, and algorithms for discovering and defining groups of similar objects, subjects, concepts, stimuli, or other entities. Current methods and their comparative evaluation are presented in the context of behavioral science applications. The interrelationship of cluster analysis with factor analysis, multidimensional scaling and discriminant analysis is discussed. Students are expected to use the computer to analyze behavioral science data in the course.

PSYC 7816. INTRODUCTION TO MULTIVARIATE ANALYSIS. (3 Credits)
This course covers elements of matrix theory, multivariate regression, exploratory factor analysis, principal component analysis, discriminant analysis, the generalized T-distribution, multivariate analysis of variance, and canonical regression. It also includes a treatment of pattern, profile analysis, and a brief introduction of correspondence analysis.

PSYC 7820. NONPARAMETRIC STATS. (3 Credits)

PSYC 7821. Advanced Multivariate Analysis for Psychology. (3 Credits)
This course will cover the major multivariate statistical techniques used in social and behavioral sciences. The topics covered are similar to those in introduction to Multivariate Analysis; the multivariate normal distribution, the multivariate general linear model (MANOVA, Multivariate Multiple Regression, MANCOVA), discrimination and classification, canonical correlation analysis, and methods of analyzing covariance and correlation structures such as principal components and factor analysis. The coverage on this class goes beyond application of these techniques by focusing on their statistical and theoretical foundations, and by emphasizing matrix algebra computations.

PSYC 7825. TOPICS IN QUANT METHODS. (3 Credits)
Topics in quantitative research methods are selected by the instructor.

PSYC 7826. TOPICS IN QUANT METHOD II. (3 Credits)

PSYC 7827. MODELS OF DECISION AND CHOICE. (3 Credits)
This course will cover normative and descriptive models of individual choice and decision-making beginning with Expected Value and concluding with Cumulative Prospect Theory. The course will emphasize the interface and exchange between theory and experimentation. In particular we will focus on the ways in which theory has changed and adapted in response to empirical behavioral results.

PSYC 7830. STRUCTURAL EQUATION MODELING. (3 Credits)
The course and lab familiarizes students with methodology topics include: determination of model parameters, fitting models to data, etc., LISREL, EQS, AMOS, MPLUS and SEPATH.

PSYC 7832. META-ANALYSIS. (3 Credits)
This course will introduce participants to the methodology of systematic reviews of scientific literatures and meta-analysis—a set of techniques designed to synthesize research findings across studies as the basic units of data analysis. The course will cover all major synthesis (meta-analysis) with special attention to the unique features of such analyses. Participants will read and critique published meta-analyses and will gain experience with some meta-analysis software.

PSYC 7835. CATEGORICAL DATA ANLYSYS. (3 Credits)

PSYC 7840. ADVANCED STRUCTURAL EQUA. (3 Credits)
This course covers advanced aspects of structural equation modeling, such as: power and sample size determination; longitudinal data analysis and growth curve modeling; and use of structural equation models to examine variable interactions.

PSYC 7850. HIERARCHICAL LINEAR MODELS. (3 Credits)
This course introduces linear models (regression, ANOVA and ANCOVA) for populations having a hierarchical structure. An example of such a structure would be students grouped in universities. Here there is assumed to be a population of universities and, for each university, a population of students. Suppose there is some outcome variable of interest (perhaps GPA in this example). Predictors for this variable might be available at the student level (admission test scores) as well as the university level (selectivity). Hierarchical linear models provide an appropriate framework for exploring data obtained from such a structure (involving a sample of universities and a sample of students from each of the sampled universities). Bayesian, non-Bayesian, and Empirical Bayesian approaches will be discussed and compared.

PSYC 7860. Introduction to Diagnostic Models. (3 Credits)
This course will provide an overview of cognitive diagnostic models, diagnostic classification models, or similar, as well as estimation, and model equivalency issues. The format of the course will be a seminar where participants earn credit by taking on responsibility to write up and present a topic during one of the classes.

PSYC 7890. QUALITATIVE METHODS. (3 Credits)
This course examines strategies available for the analysis of data not appropriately addressed by typical statistical methodologies. This course provides knowledge of qualitative research methods and skills necessary to carry out this kind of research in psychology. Principles, procedures, ethics, and illustrative studies in phenomenology, grounded theory, narrative psychology, hermeneutics, heuristic research, psychoanalysis, action research, programs of evaluation, and feminism will be explored. Hands-on activities include the formulation of research problems, design, data collection, analysis, validation, and report writing.

PSYC 7900. STATS FOR TEST CONSTRUCT. (3 Credits)
Requirement for students applying for: Teaching Fellow, Senior Teaching Fellow, and Teaching Associates.

PSYC 7920. ITEM RESPONSE THEORY. (3 Credits)
This course focuses on item response theory psychometric models, including two- and three-parameter models. Theory and application are discussed and studied, using the various models.

PSYC 7921. ITEM RESPONSE THEORY LAB. (1 Credit)
Provides experience in modeling data and using IRT programs.

PSYC 7930. MATRIX ALGEBRA. (3 Credits)

PSYC 7940. BAYESIAN STATISTICS. (3 Credits)

PSYC 7950. CORRESPONDENCE ANALYSIS. (3 Credits)

PSYC 7960. EQUATING TEST SCORES. (3 Credits)
Test equating methods are used to produce scores that are comparable across different test forms. The course will provide a detailed overview of the observed-score equating (OSE) methods and framework, and of the IRT OSE method; the assumption that underlie different methodologies and the relevant data collection designs will also be discussed. In this course, theoretical issues will be considered along with numerical examples and software demonstrations using real data.

PSYC 7965. EXPERIMENTAL DESIGN. (3 Credits)
This course exposes students to the basic principles of experimental design and the appropriate tools for analysis of results from experimental studies. We will cover single- and multi-factor designs, blocking and repeated measures designs, analysis of covariance and the special statistical issues associated with multile comparisons and non-orthogonal designs.
PSYC 7990. THE TEACHING OF PSYCHOLOGY. (3 Credits)
Theory and practice of college teaching will be reviewed. Topics will include lecturing, demonstrations, assessment methods, out of class writing assignments, syllabus preparation, local requirements and values.

PSYC 8000. SEM ON TEACHING OF PSYCH. (0 Credits)

PSYC 8001. INTERNSHIP IN APPLIED PSYCHOLOGICAL METHODS. (3 Credits)
Students will identify a research project or program evaluation project in collaboration with their site supervisor and their internship mentor, and complete that project, drawing upon skills learned during the course of the Master’s program. Students will have one semester to complete this project.

PSYC 8013. PSYCHOMETRIC TOPICS SEMINAR I. (0 Credits)

PSYC 8014. PSYCHOMETRIC TOPICS SEMINAR II. (3 Credits)

PSYC 8015. IDENT. OF CHILD ABUSE. (0 Credits)
The seminar will deal with the identification and reporting of child abuse. The sequelae of child abuse and maltreatment (medical, psychological, and legal) will be discussed. New York State laws and regulations dealing with reporting responsibilities will receive special emphasis.

PSYC 8023. CLINICAL TOPICS SEMINAR. (0 Credits)

PSYC 8025. RESEARCH COLLOQUIUM. (0 Credits)
Students will learn about research being conducted by faculty members, other graduate students, and invited speakers from other institutions.

PSYC 8030. INDIVIDUAL READING. (3 Credits)

PSYC 8040. INDEPENDENT RESEARCH. (3 Credits)
This course offers opportunities for students to work with individual faculty on individual projects of their own design.

PSYC 8043. ADP RESEARCH APPRENTICESHIP I. (3 Credits)
A research apprenticeship for all students in the Applied Developmental Program, taken within the first two years of study. Students working under the direct supervision of a Developmental faculty member, gain firsthand experience in design, implementation, and analysis of a research project pertaining to the development of infants, children, adolescents, mid-life, or older adults.

PSYC 8044. ADP Research Apprenticeship II. (3 Credits)
A continuation of PSGA 8043.

PSYC 8045. ADP Research Apprenticeship III. (3 Credits)
A continuation of research apprenticeship I and II for all students in the Applied Developmental Program taken within the first two years of study. Students working under the direct supervision of a Developmental faculty member, gain firsthand experience in design, implementation and analysis of research, project pertaining to the development of infants, children, adolescents, mid-life, or older adults.

PSYC 8050. PRE-DOCTORAL THESIS. (3 Credits)
Under the direction of a faculty mentor, student conducts a short-term research project, analyzes results, and prepares a report in a journal article format.

PSYC 8060. RESEARCH SEMINAR I. (1-3 Credits)
Prior to beginning work on dissertation, each doctoral student prepares a written proposal of the research project and discusses it orally at a meeting of the seminar. Required of all doctoral students.

PSYC 8070. RESEARCH SEMINAR II. (3 Credits)
Each doctoral student is required to make a written and oral progress report on the dissertation research after completion of data gathering analysis.

PSYC 8080. CLINICAL PSYCHOLOGY INTERNSHIP. (1 Credit)
To be taken only after completion of all other degree requirements.

PSYC 8081. APPLIED DEV. INTERNSHIP. (1 Credit)

PSYC 8082. PSYCHOMETRIC INTERNSHIP. (1 Credit)

PSYC 8083. HALF-TIME DEV. INTERNSHIP. (0.5 Credits)

PSYC 8085. APPLIED DEV. INTERNSHIP. (0 Credits)

PSYC 8202. CLINICAL EXTERNSHIP I. (3 Credits)
Supervised training in clinical psychology as affiliated practicum agencies.

PSYC 8203. CLINICAL EXTERNSHIP II. (3 Credits)
Continuation of PSGA 8202.

PSYC 8211. PSYCHOTHERAPY PRAC II. (3 Credits)

PSYC 8212. CLINICAL EXTERNSHIP III. (2 Credits)
Supervised experiences in psychotherapy, with discussion and reading assignments on personality dynamics, therapeutic techniques, and problems in psychotherapy.

PSYC 8213. CLINICAL EXTERNSHIP IV. (2 Credits)
Continuation of PSGA 8212.

PSYC 8221. CLINICAL EXTERNSHIP V. (1 Credit)

PSYC 8223. CLINICAL EXTERNSHIP VI. (1 Credit)

PSYC 8271. CHILD PSYCHOTHERAPY. (1 Credit)

PSYC 8290. CLINICAL SUPERVISION. (1 Credit)

PSYC 8350. APPLIED DEV PSY PRAC I. (3 Credits)
Supervised work in the application of developmental psychology to field settings. Students complete a project, such as a needs assessment or program design and evaluation practicum site. Prerequisites: PSGA 6350 and PSGA 6000.
Prerequisites: PSGA 6350 (may be taken concurrently) and PSGA 6000 (may be taken concurrently).

PSYC 8351. APPLIED DEV PSY PRAC II. (3 Credits)
Continuation of PSGA 8350.

PSYC 8550. ST SEM:DEVELOP ASSESS &LAB. (3 Credits)
This course examines developmental and multicultural issues in assessment use and construction. The lab provides experience in testing children and adolescents and report writing.

PSYC 8999. INDEPENDENT STUDY. (1-3 Credits)
Under the direction of a faculty mentor, student conducts a research project not directly related to either the second-year project (PSGA 8050) or the doctoral dissertation.

PSYC 9999. DISSERTATION DIRECTION. (1 Credit)

Public Media (PMMA)

PMMA 5001. PUBLIC MEDIA THEORY AND PRACTICE. (3 Credits)
This course will trace the evolution of public broadcasting in the United States, with particular emphasis on the ways in which PBS, NPR, Pacifica, community broadcasters and other noncommercial entities have defined the “public” in response to changing social, political, economic and technological factors.

Updated: 10-11-2017
PMMA 5002. PUBLIC JOURNALISM. (3 Credits)
This course covers the theories, history, and main conventions of public service and nonprofit journalism. It explores the basic forms that public service journalism takes today in broadcast, print, and on the Internet. It also covers the ethical and legal framework for public journalism in the United States. Students will also have the opportunity to create and workshop journalistic content in the tradition of public journalism. This course is open to senior undergraduates majoring or concentrating in Journalism with the instructor's permission.

PMMA 5003. STRATEGIC COMMUNICATION. (3 Credits)
This course provides an introduction and overview of the field of strategic communication, covering topics such as communication within and between organizations; persuasion, promotion, and public relations; and the planning and development of coordinated communication campaigns utilizing various modes, forms, and technologies of communication.

PMMA 5011. MULTIMEDIA TOOLS. (1.5 Credits)
This intensive graduate course is ideal for beginners with little or no prior experience using Flash software, a web animation authoring tool. The class provides experience developing web-based multimedia materials that contain sound, graphic, animation, and interactive components. Students will be involved in examining and evaluating existing Flash projects, gaining hands-on experience through a series of practical skills-building tasks, and planning and creating a meaningful, authentic final project such as an informational or instructional tutorial, a dynamic simulation, or an engaging multimedia activity.

PMMA 5012. FUNDAMENTALS OF WEB DESIGN. (1.5 Credits)
In this week-long intensive course, students will develop fundamental programming skills that will facilitate the creation of interactive media projects, data visualization, and digital portfolios/websites. It will cover principles and best practices for creating usable websites, HTML and use of HTML-based tools, web page writing and editing, web graphics and interactive elements, website architecture and/or content management.

PMMA 5101. FREEDOM OF EXPRESSION. (3 Credits)
This course examines the history and theory of freedom of expression in the United States. We will trace the philosophical and political origins of free speech, examining key assumptions about human nature, individual liberty, and the role of government in a Democracy underlying the First Amendment. The Constitutional Framers gave us an incredible gift of freedom. But with that freedom comes responsibility. This class explores that tension. When, if ever, should expression be regulated in a Democratic society? When should the rights of the individual be curtailed to protect the group? Should all forms of media have the same degree of freedom? What special challenges are posed by the development of new communication technologies? Are there any types of speech that should be restricted? If so, which ones, and who should decide? Are there certain circumstances when free speech should be curtailed in order to support other interests, such as diversity, equality or respect for differences in religious beliefs? Should limits on speech be allowed in the name of national security? Should certain forms of expression be prohibited during wartime? What kind of restrictions can be placed on public protests? Should propaganda be legal? An investigation of our nation's history -- and the major Supreme Court cases dealing with freedom of expression -- suggests that despite often lofty rhetoric about liberty, Americans actually have a great deal of ambivalence about free speech. By studying the application of First Amendment theory to various situations, such as flag burning, hate speech, restrictions on public protests, leaks of classified material and dissent during wartime, we will explore just how much freedom we actually have, and how much we really want to have.

PMMA 5102. PRESS, POLITICS, & PUBLIC POLICY. (3 Credits)
This course covers the interaction between the American mass media, politics, and public policymaking. We examine some of the most important interactions between the press and politicians to answer questions about the role of the media in American society.

PMMA 5103. ENVIRONMENT AND THE MEDIA. (3 Credits)
This course focuses on the intersections between contemporary environmental issues, communication and media systems, culture and social change. It explores the unique contributions that perspectives from communication and media theory can bring can bring to the study of the environment and the natural world. It also considers how these perspectives can inform strategic communication practices that aim to bolster long-term global environmental sustainability.

PMMA 5104. THEORIES OF MEDIA, CULTURE, AND SOCIETY. (3 Credits)
This course uses primary sources to deepen students' understanding of the inter-relationship between media, culture, and society. One of the main objectives is therefore to build students' reading and analysis skills by exposing them to difficult theoretical material in an environment designed to help them learn to read this kind of text.

PMMA 5105. MEDIA ETHICS. (3 Credits)
This course will examine the practices of mass media from the standpoint of producers and the public, with focus on intellectual property, privacy, confidentiality, conflict of interest, censorship, corporate responsibility, and new technologies.

PMMA 5106. RACE, GENDER, & DIGITAL MEDIA. (3 Credits)
This course analyzes representations of social class, racial and ethnic identity, and gender and sexuality in digital media. The class will use a mixture of hands-on activities with contemporary media (such as blogging, journaling, and online discussion) plus more traditional readings about theories of representation and embodiment.
PMMA 5201. SOCIAL MEDIA & CIVIC ENGAGEMENT. (3 Credits)
This theoretical course focuses on how social media impacts political participation, crowdsourcing (and the role of mobile), the role of digital networks in contemporary social movements, networked/participatory citizenship.

PMMA 5202. DIGITAL MEDIA AND SOCIAL RESPONSIBILITY. (3 Credits)
This course examines the choices and responsibilities that shape personal identity and common humanity for those who regularly employ the tools of digital media and computer technology. Regular use of digital media enables individuals to separate from their physical selves and from the community spaces in which they have traditionally lived. This course focuses on the resulting ethical tensions.

PMMA 5203. TECHNOLOGY & PUBLIC COMM.. (3 Credits)
This course focuses on the study of technology in the context of public communication, and is primarily concerned with the role that media, technology, and symbol systems play in shaping communication, consciousness, and culture, from the evolution of our innate capacity for speech and language, to the development of writing systems, to the invention of the printing press with movable type, to our contemporary electronic media environment.

PMMA 5204. CIVIC MEDIA. (3 Credits)
Participating in local life can be difficult. Information is hard to obtain and validate, local meetings are difficult to attend, networks are challenging to build. Increasingly, governments, advocacy groups, community organizers, and individual citizens are looking to digital tools to increase and improve the conditions in which we live and enhance our opportunities to engage. We will look at academic research surrounding citizenship and engagement in a digital era and cover research into many genres of civic media, from citizen journalism to hackathons, tech for development, activist art hacker culture, and games for good. This class will not only explore the various goals campaigns are using digital tools to meet, but will also focus on what type of citizen these tools are enabling and encouraging people to become.

PMMA 5205. SOCIAL ENTREPRENEURSHIP. (3 Credits)
This course provides an overview of the use of business and entrepreneurial skills to drive social change. Students will analyze different definitions of social entrepreneurship, examine the fundamental theories and frameworks of social entrepreneurship, and engage with current debates around social change. Social ventures around the New York City area will be used as case studies of sustainable solutions to social problems.

PMMA 6101. AUDIO NARRATIVE (REPORTING AND PRODUCTION). (3 Credits)
This course teaches the basics of storytelling in video form. Students will learn to research, report, shoot, and edit video stories appropriate for use in a public media setting.

PMMA 6102. VIDEO NARRATIVE (REPORTING AND PRODUCTION). (3 Credits)
This course teaches the basics of storytelling in video form. Students will learn to research, report, shoot, and edit video stories appropriate for use in a public media setting.

PMMA 6103. DATA JOURNALISM AND INTERACTIVE GRAPHICS. (3 Credits)
This class will blend theories of digital media and journalism with journalistic practice and the development of skills related to both understanding and translating big data. This emerging discipline touches on information and interactivity design, mapping, graphing, animation tools, and data analysis. In this class, we will apply these interdisciplinary areas of study to the practices of reporting and editing as they relate to gathering, analyzing, and visualizing interactive data-driven stories. We will focus not only on official journalism, but also include awareness-raising efforts by advocacy/civic groups.

PMMA 6104. ALTERNATIVE AND ADVOCACY JOURNALISM. (3 Credits)
Students will learn how to produce, aggregate and disseminate journalistic content with the explicit goal of making disadvantaged communities better informed, connected to one another, and able to influence policy decisions. We will focus the voice-giving role played by citizen journalism, giving special attention to the content, economics, and community-building role played by ethnic, youth, homeless, incarcerated media sectors, and the role played by digital media.

PMMA 6105. CROSS-PLATFORM JOURNALISM. (3 Credits)
*THIS COURSE TAKES PLACE OFF CAMPUS AT WNET STUDIOS—(8th Ave & 50th St)* This course is offered in collaboration with WNET, New York’s public television station. The course will focus on teaching students to craft video pieces for public television, including story generation, interviewing, reporting, writing, shooting video and editing. The course will also cover how to create content for digital media including websites and social media platforms. Students will learn best practices in broadcasting and discuss ethical issues facing multimedia journalists, particularly those in public media.

PMMA 6106. ONLINE JOURNALISM. (3 Credits)
This course centers on the most current trend facing journalism today: the Internet’s effect on the content of news media and the work of reporters. The course begins with a survey of open source journalism and convergence culture, examining the collision between old and new media, and the mass amateurization of professional communication. We will consider the transformation of journalism in the digital age in light of the apparent shrinking size of articles, the reduction in readers’ attention span, and the decline of deep reading.

PMMA 6107. OPINION WRITING. (3 Credits)
This course explores the great American tradition of opinion writing and commentary in traditional print and evolving online formats in order to gain an understanding of contemporary social, professional and intellectual concerns in the practice of journalism. This is as much an exploration of critical thinking as it is of writing, so there will also be emphasis on aspects of philosophy, logic and argumentation. The course will attempt to cover print, broadcast and all forms of new media.

PMMA 6108. ADVANCED INTERVIEWS AND PROFILES. (3 Credits)
This course will teach students advanced reporting and profile writing for different multimedia journalism platforms. Heavy emphasis will be placed on the art of interviewing. Students will learn how to compose interviews, invite subjects to interact with them on the meaningful level, and engage with public issues.
PMMA 6109. FIRST PERSON JOURNALISM. (3 Credits)
First person journalism is nothing new. As part of the New Journalism movement, reporters like Tom Wolfe and Joan Didion have been infusing their storytelling with subjectivity for decades. Still, the digital shift in journalism and explosion of social media has brought a new wave of first person journalism to the web. This course will explore the history of first person journalism and help students use first person perspective to bring reported pieces to life. Students will look critically at the form to consider the limitations of personal narrative in journalism. On that note, this course will not be limited to personal narratives. Students will also work on reported stories in which their experiences as journalists and citizens impacts their storytelling structure.

PMMA 6110. DIGITAL STORYTELLING. (3 Credits)
This class explores storytelling in emerging platforms. From the still image and the soundscape, we will evolve to discuss the tools and narrative forms across digital film-making, game design and interactive web narratives. Exposure to and workshops in integrated storytelling technologies will enable students to create story projects of their own.

PMMA 6201. PR FOR THE PUBLIC INTEREST. (3 Credits)
This course is designed to simulate the real-world public relations needs of an organization in the non-profit, advocacy or public interest sectors. It covers the wide range of PR needs and functions such organizations have, preparing students to succeed in organizational environments from large, established charities or NGOs to start-ups, from grassroots advocacy groups to blended businesses involving social entrepreneurship.

PMMA 6203. MARKETING AND BRANDING IN THE PUBLIC INTEREST. (3 Credits)
Social marketing seeks to integrate research, best practice, theory, audience, and partnership insight to inform the delivery of social change programs that are effective, efficient, equitable and sustainable. This course offers a strategic framework for developing a social media advocacy campaign, using social and digital media to help shape public debate, mobilize public action and to speak directly to those with influence to help bring about social change.

PMMA 6204. CROSS-PLATFORM COMM STRATEGIES. (3 Credits)
This course will use theory and practice to learn the skills needed to produce cross-platform campaigns that successfully target and reach key populations. Additionally, we will focus on the socio-technical conditions that make this approach necessary and practical in today's media environment. We will highlight areas of viral content, the politics of platforms, translating messages across channels, and creating shareable media within the context of advocacy, electoral and nonprofit sectors.

PMMA 6205. ONLINE ANALYTICS AND METRICS. (3 Credits)
In this course, you will learn how to use data to construct, analyze, and circulate stories that are important to you. Analytics from email CMS systems, websites, and social media can tell you about who’s reading your content, what messages are working (and which aren’t), and help you increase or refine their reach. This course will focus on theories behind using data to assess refine, and target messages, and cover best practices for doing so through hands-on work with a variety of commonly-used platforms.

PMMA 6206. PERSUASION AND PUBLIC OPINION. (3 Credits)
This course blends theory and practice to explore how we convince others to change their attitudes or behavior in order to accomplish specified goals. Working in multiple contexts, the course is designed to help students become better analysts and evaluators of persuasive messages in several social and political arenas; better persuaders—better at recognizing opportunities for influence, and at employing effective strategies for convincing others and building support; and more versatile at persuasion across a variety of communication channels and media platforms.

PMMA 6207. INTERNATIONAL COMMUNICATION. (3 Credits)
The course will take at least two issues that involve many countries and determine how communication theories could effectively address them. Examples of issues include hunger, drinking water, internet governance, trade policy, or health care could be one type of issue, while the other could be an issue such as terrorism. Topics include how experts communicate their knowledge effectively, how cultural traditions affect perception, how changes of the medium affect the communication process, the role of nation-states, transnational corporations and non-government institutions, and the consequences of the current trends in globalization.

PMMA 6208. DATA AND COMMUNICATION. (3 Credits)
Obtaining, interpreting, visualizing and displaying data are essential skills for communication professionals in the 21st Century. Featuring hands-on practice and examples, this course explores a wide range of data based communications, ranging from campaign strategy to data journalism and advertising tactics. Students will work on in-depth projects that require a demonstrable understanding of data, visualization, strategy, testing and evaluation.

PMMA 6209. STORYTELLING FOR PUBLIC GOOD. (3 Credits)
In this class, students will focus on how to craft stories that inform, mobilize, or persuade, and ultimately serve the public interest. Special attention will be paid to the role of narrative in both journalism and advocacy and changing channels of storytelling, including film and television, long form and citizen journalism, interactive documentaries, and games for social change.

PMMA 6210. CROSS PLATFORM PRODUCTION. (3 Credits)
This course will provide students with a variety of production skills for media-oriented professions, including shooting and editing for sound, still image, and video, with an eye toward editing for a variety of digital platforms. Students will be expected to produce professional quality content over the course of the semester. This will build upon the Public Media program’s summer workshop course.

PMMA 6398. INTERNSHIP. (3 Credits)
The internship will be chosen by the student, working in conjunction with the graduate director. This internship is to be supervised by an appropriate faculty member, and will involve regular meetings, bi-monthly reports, and a final written summary of the internship experience.

PMMA 6399. INTERNSHIP II. (3 Credits)
Students have the possibility to do an internship for three credits per semester, for a total of up to six credits for the program. The internship will be chosen by the student, working in conjunction with the graduate director and Fordham University’s career center. This internship is to be supervised by an appropriate faculty member, and will involve regular meetings, bi-monthly reports, and a final written summary of the internship experience.
PMMA 6619. SPECIAL MASTER'S PROJECT. (3 Credits)
This course represents the culmination of the student's course of study. He/She will create a final project based on projected future plans and career path.

Quantitative Finance (QFGB)

QFGB 8901. ACCOUNTING I. (3 Credits)
Provides a basic understanding of the preparation and analysis of corporate financial statements. Introduces generally accepted accounting principles (GAAP) and the standard-setting process. Discusses current issues in the reporting process, such as the benefits and problems of the Sarbanes-Oxley Act.

QFGB 8902. BASICS OF ECONOMICS. (1-3 Credits)
Covers both microeconomics and macroeconomics. Microeconomics topics include theory of demand and the nature of profit and utility-maximizing market equilibrium that constitute the economic basis of finance theory and applications. The macroeconomics segment defines the major components of the economy, outlines a simple model of long-run, real economic behavior with competitive, market clearing prices, then establishes a companion model of short-run adjustments without flexible pricing.

QFGB 8903. BASICS OF FINANCE. (1-3 Credits)
Provides a conceptual framework for decision-making processes in many diverse areas of finance. Concepts including time value of money, stock and bond valuation, project and firm valuations, risk and return measures, portfolio management, basic CAPM and APT, diversification and hedging are reviewed. Basic theoretical aspects of corporate finance, such as dividend policy and capital structure, are also introduced.

QFGB 8905. MATH FOR QUANTITATIVE FINANCE. (1.5 Credits)
Reviews the basics of mathematics in preparation for advanced courses in the MSQF program. Topics include: Special functions, Multivariate calculus, Optimization, Integration, Differential equations (ODE and PDEs), and Linear algebra.

QFGB 8906. PROBABILITY & STATISTICS. (1.5 Credits)
Reviews the basics of probability and statistics in preparation for advanced courses in the MSQF program. Topics include special distributions like binomial, poisson, normal, lognormal, gamma, beta, and fat-tailed distributions.

QFGB 8911. ADV FINANCIAL MODELING. (2 Credits)
Provides the foundation for developing skills in the quantitative analysis of financial decisions, primarily using Microsoft Excel. Topics include business planning, forecasting, sensitivity and scenario analyses, risk and return measures, portfolio analysis, binomial option pricing and Value-at-Risk (VAR) analysis. Emphasizes practical skills to produce computer models that are useful for a variety of decision-making purposes.

QFGB 8914. BASIC OF DERIVATIVES. (2 Credits)
Introduces deferred delivery (i.e. exchange-traded futures and OTC-traded forward) markets and option markets. The course covers the following: (1) briefly examines the institutional features of these markets; (2) discusses hedger, arbitrageur and speculator strategies; (3) provides an analytical foundation for the pricing of these contracts; (4) reviews some of the available empirical evidence concerning these markets; and (6) uses the data to perform small-scale suggestive tests of the theories and strategies.

QFGB 8915. INTRO TO STOCHASTIC CALCULUS. (2 Credits)
Focuses on the practical applications of stochastic differential equations subject to appropriate boundary conditions, solving valuation problems, and using measure-transformations as required in advanced financial engineering practice to value assets within a risk-neutral framework. Builds a theoretical foundation for continuous-time models that are essential for the pricing and hedging of financial derivatives.

QFGB 8923. FINANCIAL ECONOMETRICS 1. (2 Credits)
Covers estimation of parametric and non-parametric techniques commonly used in finance, applying high-frequency financial databases. Discusses properties of financial data, linear time series data analysis, basic theory of statistical inference with linear models, general linear models, conditional Heteroskedasticity models, nonlinear models and Bayesian inference and estimation.

QFGB 8924. EQUITY STYLE DERIVATIVES. (2 Credits)
Designed to complement and extend the topics discussed in Basics of Derivatives (QF 8914), this course includes all types of derivatives where a commodity, equity, or currency is the underlying asset. Hull's software and a Bloomberg/Reuters terminal are used for pricing options and gathering data. The data to perform small-scale suggestive tests of theories and strategies is used.

QFGB 8925. SIMULATION APPLICATIONS. (2 Credits)
Introduces state-of-the-art computational techniques essential for implementing financial models, pricing derivatives, obtaining numerical solutions to estimation problems, and simulating stochastic systems in risk management. Provides conceptual framework for gaining experience on simulation design and implementation using MATLAB. This course builds a skill set that combines financial modeling, data analysis, and computation.

QFGB 8926. FINANCE THEORY. (2 Credits)
Introduces financial theory with a particular emphasis on portfolio choice and the fundamentals of asset pricing. Focuses on both the partial equilibrium theory (CAPM), and the general equilibrium theory (Arrow-Debreu Pricing Theory) with brief introductions on the arbitrage-based theories. Introduces the basics of asymmetric information and how the problems it imposes can be mitigated via security design. It also emphasizes and understanding of the theories of Discrete-Time Asset Pricing; studies the application of the theory of stock options to real options and complex corporate liabilities; and explores the basic foundation of the GMM tests of asset-pricing theories.

QFGB 8927. INTRODUCTION TO C++. (2 Credits)
This course will introduce quantitative finance students to programming in C++.

QFGB 8928. AUTO TRADING SYSTEMS - INTRO. (3 Credits)
This course discusses key issues involved in the design of an Auto (Algorithmic) Trading Systems, and provides hands-on experience. The end product is a prototype Auto Trading System designed by students that successfully trades in the real market (stock, futures, option) using live data feeds from exchanges. Issues covered include: typical structures of trading systems; efficient processing of live information; minimizing trade slippages; handling large number of securities; asynchronous information processing; GUI interfaces; etc. Industry experts are invited to discuss new developments. Key programming techniques will be reviewed at the beginning, very briefly. The course is suitable for students in MSGF, MSQF, and other master level students with some knowledge of programming (e.g. R, Matlab, VBA/Excel, etc) who are interested in building auto trading systems.
QFGB 8931. FIXED INCOME SECURITIES. (2 Credits)
Introduces fixed-income securities, basic fixed-income concepts, the different sectors of the fixed-income market, and basic bond mathematics. Studies quantitative fixed-income analysis and its use in valuing bonds and quantifying risk-return characteristics. Involves extensive training in the mathematical formulation of bond valuation problems and in the use of the existing models and software to solve these problems.

QFGB 8932. EQUITY PORTFOLIO MGMT. (2-3 Credits)
Introduces the basic concepts of equity portfolio management, including constructing optimal portfolio performance, passive and active performance strategies, and portfolio risk management. Involves extensive training in portfolio optimization software.

QFGB 8933. FINANCIAL ECONOMETRICS II. (2 Credits)
Introduces modern financial econometric techniques with a special focus on applications to finance. Both the theoretical framework for making statistical inference and exemplary applications using data in modern finance are emphasized. The course involves extensive use of commercial software packages as well as implementing new financial econometric techniques using high-level programming language, such as MATLAB.

QFGB 8934. INTEREST RATE DERIVATIVES. (2 Credits)
Studies continuous time no-arbitrage models of yield curves and pricing of fixed-income securities and derivatives. In particular, treasury bonds as well as more complicated instruments, such as options on bonds, interest rate swaps, option on interest rate swaps, caps, floors, and Mortgage Backed Securities are priced and analyzed.

QFGB 8935. RISK MANAGEMENT. (2 Credits)
Builds strong understanding of the risks of individual products and methods of hedging and/or replication those products. Also examines firm-wide risk issues from a financial perspective which requires aggregation of multiple positions and consideration of interrelationships among asset price fluctuations. Regulatory and other non-market risk issues are considered and simulation techniques for modeling risk are practiced.

QFGB 8941. FIXED INCOME PORTFOLIO MGMT. (2-3 Credits)
Introduces basic concepts and techniques of fixed-income portfolio management, including designing portfolio strategies, measuring portfolio performance, indexing, portfolio immunization techniques, and hedging risks. Emphasizes the practical application of modern techniques to optimize portfolio performance. Involves extensive training in the use of fixed-income portfolio management software.

QFGB 8942. ADVANCED FINANCE THEORY. (2 Credits)
This course build upon Financial Theory I (QF 8922) and examines cross-sectional and time series properties of asset returns. Offers and in-depth statistical review of several theoretical models of inter-temporal asset pricing. Microstructure effects on short-term asset returns as well as test of returns predictability are covered.

QFGB 8943. LARGE-SCALE DATA MODELING. (2 Credits)
Explores financial modeling topics using large data sets and various econometric techniques applied in a variety of financial problems. Topics include modeling the yield curve in the US and other countries, application of pattern recognition techniques in developing stock-rating systems, factor models in portfolio construction, and portfolio performance evaluation. Emphasis on project analysis using SAS to process large data sets and develop appropriate models for solving real problems in equity and fixed-income research.

QFGB 8944. CREDIT RISK MGMT. (2-3 Credits)
Introduces modern credit risk models with particular focus on credit derivative instruments. Focuses on derivative market methods, rather than accounting analyses of business risks. Exposes students to institutional practices and commonly used data. Students will be expected to thoroughly understand professional software output, along with the risks and rewards of credit product strategies.

QFGB 8946. C++ FOR FINANCE. (3 Credits)
This course uses C++ to solve Finance problems. Two types of students will take this course. One type is the student with a strong computer programming background (perhaps an engineering undergraduate), but who has not taken C++ or applied it to finance problems. The other type may have been a finance undergraduate student who has little computer programming experience before entering the MSQF program. The latter student must take the spring introduction to C++ course offered by the computer science department as a prerequisite to taking this course in their second fall term.

QFGB 8947. ADVANCED DERIVATIVE PRICING. (2 Credits)
This course covers advanced option pricing.

QFGB 8948. QUANTITATIVE METHODS FOR PORTFOLIO MANAGEMENT. (2 Credits)
Introduces the scope of the quantitative concepts used in asset management, with focus on practical application, challenges and limitations in constructing optimal portfolios, evaluating performance and portfolio risk. Involves extensive discussions of case studies and group project. **Subject to NY Approval.

QFGB 8949. ADVANCED FINANCIAL ECONOMETRIC. (2 Credits)
This course takes up Bayesian estimation of small-scale financial sector and macro-econometric models. Counter-factual simulations will also be used, as well as monte-carlo methods for evaluating confidence intervals. In addition to Bayesian estimation, the course will make use of extensive data sets to investigate topics such as contagion effects across countries in financial markets, and neural networks for predictive accuracy. **Subject to NY Approval.

QFGB 8950. ALTERNATIVE INVESTMENTS. (2 Credits)
The course is an introduction to the rapidly evolving universe of alternative investments. Delivered in modules, the course covers a broad array of alternative strategy classes (Quantitative/Systematic, Fundamental Long/Short, Global Macro, Private Equity) ranging across all major asset classes (Equities, Fixed Income, Currencies, Commodities, Derivatives).* **Subject to NY Approval.

QFGB 8951. INTERNSHIP AND PROJECT REPORT. (2-4 Credits)
A professional project report and presentation are the final outputs of this course. Students complete these projects under the supervision of a faculty member. Both individual and group-projects are possible.

QFGB 8952. BUSINESS COMM FOR QUANTS A. (1 Credit)
Covers the basics of professional speaking and writing. Develops oral and written presentation skills essential for successful careers. Coordinated with summer term internship to give students the opportunity to apply their new communication skills in a business setting.

QFGB 8953. RESEARCH SEMINAR 1. (1.5 Credits)
This fall course features a series of lecturers from the finance industry. They discuss research projects that their companies are working on.

QFGB 8954. RESEARCH SEMINAR 2. (1.5-3 Credits)
This spring course features a series of lecturers from the finance industry. They discuss research projects that their companies are working on.
QFGB 8955. COMPUTATIONAL FINANCE. (2 Credits)

QFGB 8956. ADV GLOBAL PORTFOLIO MGT. (3 Credits)
The course will review (1) basics of modeling of securities’ returns and volatility in the context of portfolio management / “buy-side”; (2) theoretical basis and empirical evidence of risk-return trade off and investor preferences; (3) main approaches to portfolio construction and challenges with their practical application; (4) performance evaluation, and other relevant portfolio management topics.

QFGB 8957. Financial Industry and New Regulations. (3 Credits)
This course will explore how the market structure has fundamentally changed after the 2008 liquidity and credit crisis, and how this crisis has impacted on liquidity, balance sheets, risk taking and returns across the entire financial services industry. The new reality is that regulation has changed the landscape of Wall Street and the dynamic of how the sell-side and buy-side will interact in the foreseeable future.

QFGB 8958. LECTURES IN APPLIED PORT MGT. (3 Credits)
This advanced Portfolio Management course quickly reviews Modern Portfolio Theory (MPT) conceptual underpinnings and builds on MPT 1.0. It delves into contemporary liability driven asset allocation, MPT 2.0 and portfolio management industry practices, issues and concerns. Lectures, problem solving, and self-study along with extensive hands-on tools using Microsoft Excel based models will be used to provide a practitioner’s perspective. We will review and demo contemporary asset allocation optimization and forecasting techniques, new asset class pricing and valuation, performance and risk attribution, tail risk measurement and management tools etc. using real time vendor based (third party) solutions. As prerequisites - the student should have class exposure to investment and portfolio analysis, Excel, stats, and basic regressions.

QFGB 8959. MACHINE LEARNING FOR FINANCE. (2 Credits)
This course explores the world of Machine Learning and financial applications. We will investigate how it uses large amounts of structured or unstructured data to discover patterns and hidden topics, transforming raw data into knowledge for decision making. We will investigate real and practical examples from finance, tracing parallels between data science, statistics, and data analytics.

QFGB 8960. ADVANCED C++ FOR FINANCE. (2 Credits)
Advanced C++ for finance.

QFGB 8961. BUSINESS COMM FOR QUANTS B. (1 Credit)
Covers the basics of professional speaking and writing. Develops oral and written presentation skills essential for successful careers.

QFGB 8962. ST IN QUANTITATIVE FINANCE. (1 Credit)
Covers different Quantitative Finance topics.

QFGB 8999. INDEPENDENT STUDY. (2,3 Credits)

**Religion (GSRRE) (RLGR)**

RLGR 0920. WRITING FOR GRAD RESEARCH I. (1 Credit)
Course will cover how to write at the graduate level in Theology, Spirituality, Pastoral Ministry, and Counseling and Religious Education. Course topics will include composition, structure, style, coherence and analysis.

RLGR 0921. WRITING FOR GRAD RESEARCH II. (1 Credit)
Continuation of RLGR 0920. Course will cover how to write at the graduate level in Theology, Spirituality, Pastoral Ministry, and Counseling and Religious Education. Course topics will include composition, structure, style, coherence and analysis.

RLGR 6010. OLD TESTAMENT. (3 Credits)
An in-depth examination of the first five books of the Bible. Historical origins of these texts in ancient Israel and the continuing significance to their central theological themes of promise, law, creation, election, redemption, and liberation. Introduction to the exegetical methods of modern biblical study.

RLGR 6011. NEW TESTAMENT. (3 Credits)
This course will engage questions about the development of the Christian canon while reading parts of the New Testament in the context of first century Judaism.

RLGR 6018. JOHN’S GOSPEL IN GREEK I. (3 Credits)
A close reading of the Greek text with detailed exegesis of selected passages.

RLGR 6019. JOHN’S GOSPEL IN GREEK II. (3 Credits)
A close reading of the Greek text with detailed exegesis of selected passages.

RLGR 6024. THE PROPHETS. (3 Credits)
A study of Old Testament prophets and prophetic books from historical, literary, and theological perspective with particular focus on the prophets’ roles and their enduring message.

RLGR 6030. CHRISTOLOGY. (3 Credits)
This is an introductory Christology course principally from a Roman Catholic perspective. Biblical, historical, and contemporary Christology will be examined.

RLGR 6031. THEOLOGY OF HUMAN PERSON. (3 Credits)
An inquiry into the meaning and possibilities of becoming fully human from a contemporary theological perspective complemented by a multidisciplinary perspective. This course grounds theories of conversion, asceticism, and ministry in an adequate understanding of the human, with special attention to gender issues and social justice implications.

RLGR 6032. CHURCH AND SOCIETY. (3 Credits)
Explores various ways of envisioning how faith communities can structure their internal lives and their relationship to the world. Includes a historical survey of understandings of church and society from biblical times to the present, with specific emphasis placed on using the resources of Scripture and Christian Traditions to help faith communities discern what God is enabling and requiring of them in the world today.

RLGR 6033. SACRAMENTS: THEOLOGY AND RITES. (3 Credits)
An introduction to the history and theology of the sacraments, and the contemporary rites that are used to celebrate them in the Roman Catholic Church.

RLGR 6070. LITURGICAL THEOLOGY. (3 Credits)
This course will explore contemporary articulations of liturgical theology, including Roman Catholic, Protestant, and Orthodox. Through readings and classroom discussion, students will be assisted in arriving at a theological basis for the explanation of worship and the liturgical traditions of the church.

RLGR 6872. HISTORY OF THE JESUITS. (3 Credits)
This course offers an intensive look at the founding and progress of the Society of Jesus. Starting with the founder, St. Ignatius of Loyola the course will progress through key documents and missionary activity up to the 21st century.

RLGR 7032. CHURCH AND SOCIETY. (3 Credits)
Doctoral only section (DMIN and PHD). This course reviews how the community established by Jesus Christ, also known as the Church, has been theologically understood over time.
This course offers an intensive look at the founding and progress of the society of Jesus. Starting with the founder, St. Ignatius of Loyola the course will progress through key documents and missionary activity up to the 21st century.

A tutorial in the area of Religion.

**Religious Education (REGR)**

**REGR ADVI. FACULTY ADVISING.** (0 Credits)

**REGR MTNC. MAINTENANCE OF MATRICULATION.** (0 Credits)

**REGR 6016. Personality Theories and Spiritual Formation.** (3 Credits)
This course will be a study of personality theories and how these theories relate to spirituality. The theories will be compared and contrasted to their corresponding spiritual perspectives.

**REGR 6102. FOUNDATIONS OF REL EDUC.** (3 Credits)
An examination of the various theological, philosophical, and educational models that inform the foundations of religious education. The attempt will be made to show how these models have influenced different schools, theorists, practitioners and materials of religious education. Criteria for evaluating the adequacy of competing models will be offered.

**REGR 6109. THOMAS MERTON:MENTOR.** (3 Credits)

**REGR 6120. EDUCATION PEACE/JUSTICE.** (3 Credits)
Focuses on developing a greater understanding of the social ministry of the Christian churches. After a historical survey of Christian attitudes toward peace and justice, participants will explore ways of bringing a concern for peace and justice issues into liturgy, preaching, religious education and pastoral ministry. The course also examines how to relate Christian understandings of peace and justice to everyday work, and civic, political and family life.

**REGR 6125. MORAL EDUCATION/DEVELOP.** (3 Credits)
This course explores various aspects of moral education. The topic will be explored from various perspectives: theology, psychology, education, sociology, and the arts. It will aid those involved in religious education and pastoral ministry to make effective use of the arts in their work. Provides a framework for exploring foundational issues of morality and moral development, including how our understandings of the human person, community, and attitude toward the natural environment shape our moral outlook. Emphasis is placed on enabling religious educators and pastoral ministers to make moral formation an integral dimension of education in Christian faith.

**REGR 6130. THEOLOGICAL ISSUES: RELIGIOUS EDUCATION AND MINISTRY.** (3 Credits)
The course explores major Christian classical themes in contemporary theological development. Foundational concepts of revelation, scripture and tradition, Trinity, creation, Jesus the Christ, and sin and grace are examined. The practical ministerial and educational implications of these developments will be collaboratively pursued.

**REGR 6134. REL ED & PASTORAL FORMATION.** (3 Credits)
This course probes and provides foundational categories for analyzing and engaging in the practice of religious education. The historical origins and contemporary foundations of the field are explored. Classical and contemporary models of religious education are compared and contrasted in terms of their conceptual framework and use in pastoral settings.

**REGR 6140. CURRICULUM & REL. EDUC..** (3 Credits)
The course is an exploration of the what, who, where, when, why, and how of curriculum design in religious education. The various philosophies, principles and processes of curriculum formation are critically examined. It addresses the central question and activities of curriculum designers, namely, what educative content do we make accessible to what learners under what governing structure? This highlights the impact on the religious education curriculum of the nature of content, the teaching processes, the readiness of learners, and the social-political arrangements in the diverse educational settings.

**REGR 6143. IMAGINATION: MINISTRY & REL ED.** (3 Credits)
This course will explore the link between the imagination, patterns of church ministry and religious educational activity. The role and power of imagination in disclosing new life and re-visioning our work will be examined. A central focus is the critical exploration of the images, metaphors and guiding visions underlying educational and ministerial work in churches and our public life. Our educational and ministerial task is to create a counter-discourse to the dominant discourse of our time. Particular perspectives (the religious, prophetic, feminist, artistic) will be employed as resources for enriching the imagination, fostering a counter discourse and cultivating imaginative activity with people.

**REGR 6170. SPIRITUALITY AND ARTS.** (3 Credits)

**REGR 6180. REL & EDUC DEV OF CHILD.** (3 Credits)
Inquires into the spiritual, moral and educational development of children and the implications of this development for religious education. Emphasis is placed on developing a theology of childhood, and the influence of childhood faith development on adult spirituality.

**REGR 6181. FAMILY MINISTRY: SP QUESTIONS.** (3 Credits)
Investigation and analyses of specific problems related to family ministry. Topics will include single-parent families, families of "special needs" children, "hurting" families, and ministry for leadership couples and families.

**REGR 6182. COMMUNITY, FAMILY & REL ED.** (3 Credits)
A critique of current assumptions regarding the relationship of religion, family and education in an attempt to point toward appropriate models of religious education. A consideration of what helps or hinders religious development within families, and the responsibility of church and society to foster growth in faith.

**REGR 6188. RELIGIOUS EDUCATION&HUMAN DEV.** (3 Credits)
How do our ministries foster growth for people of all ages to develop holistically and to mature as people of faith? This course examines this question as it explores a religious education perspective to the topic of human growth and development.

**REGR 6202. YOUTH & YOUNG ADULT MINISTRY.** (3 Credits)
Explores the personal and communal development of youth and young adults (11-30) through church teaching and such disciplines as philosophy, psychology, and sociology, education and religious education. A comprehensive framework for nurturing the faith and spirituality of youth and young adults is presented as an organizing framework for the course.

**REGR 6204. SPEC QUES:YOUTH&YOUNG ADUL MIN.** (3 Credits)
Offers a study of identity formation, sexual development, social consciousness, the influence of popular media culture, attitudes toward authority, and Generation X and Millennial Generation spirituality. Participants will explore ways of re-envisioning religious education and pastoral ministry to respond more adequately to contemporary youth culture.
REGR 6210. HISTORY OF RELIGIOUS EDUCATION. (3 Credits)
A study of principal movements and individuals in the history of religious education from the biblical and apostolic periods to the present time. An ecumenically oriented course that explores Catholic, Protestant and Orthodox developments.

REGR 6220. MINISTRY & LEADERSHIP. (3 Credits)
An investigation of the basic structures of organization and principles of administration and supervision as they apply to parish and other religious education settings. Emphasis is placed on the person and the role of leadership within evolving structures of parish and various learning communities.

REGR 6225. CHURCH:MISSION & MINISTRY. (3 Credits)
Explores the self-understanding of the Christian community in its classical forms and contemporary modifications. Biblical foundations and historical developments lay the foundation for revising the church in the modern world. The course is a study of the transformation of the church’s self-perception, a reshaping of its ministerial forms and redesigning of its mission in the world. Examines the creative tension between continuity and change in light of some major current issues confronting the Christian community.

REGR 6311. DIGITAL CATECHESIS. (3 Credits)
The Digital Catechesis course provides a new social landscape for imagining faith formation and religious education today. This new landscape integrates Pope Francis’ clarion call for the New Evangelization and the worthy potentials of the New Media, to come up with a leadership agenda that offer ways to explore and call into question traditional assumptions and understanding of both the catechetical and the technological. The course’s goal is to lead pastoral leaders to viewing digital catechesis as a vital expression of the truly catechetical in contemporary religious context.

REGR 6524. LATIN@ SPIRITUALITY. (3 Credits)
This course presents an introduction to the way Latin(a) speaks live-out their relationship or faith in God or spirituality. We begin with an overview of the ways-Christian and non-Christian that Latin(a) practice their spiritualities, and then proceed topically looking at popular Catholicism, Latino sacramentalty, Marian devotion, NEM’s, Mainline Latino Protestant spirituality and Pentecostalism.

REGR 6580. ADULT LEARNING & DEVELOPMENT. (3 Credits)
This course examines key issues in the religious education of adults. It situates adult religious education within the broader framework of adult education theory, principles of practice and the application of this theory to contexts of faith communities. Foundation issues explored will include the meaning of adulthood, adult learning, and development, and adult social worlds.

REGR 6705. RELIGION SOCIETY & CULTURE. (3 Credits)
Explores various ways of thinking about how Christians and Christian faith communities can and should relate to the broader social world of which they are a part. Emphasis is placed on developing a heightened awareness of the ways religious educators and pastoral ministers can enable people to work for greater peace and justice in the world.

REGR 7102. FOUNDATIONS OF REL EDUC. (3 Credits)
An examination of the various theological, philosophical, and educational models that inform the foundations of religious education. The attempt will be made to show how these models have influenced different schools, theorists, practitioners and materials of religious education. Criteria for evaluating the adequacy of competing models will be offered. Additional Doctoral readings and assignments per instructor.

REGR 7120. EDUCATION PEACE/JUSTICE. (3 Credits)
This course is for PHD Students only. Focuses on developing a greater understanding of the social ministry of the Christian churches. After a historical survey of Christian attitudes toward peace and justice, participants will explore ways of bringing a concern for peace and justice issues into liturgy, preaching, religious education and pastoral ministry. The course also examines how to relate Christian understandings of peace and justice to everyday work, and civic, political and family life.

REGR 7130. THEO ISSUES:RELIGIOUS ED & MIN. (3 Credits)
This course is for PHD Students only. The course explores major Christian classical themes in contemporary theological development. Foundational concepts of revelation, scripture and tradition, Trinity, creation, Jesus the Christ, and sin and grace are examined. The practical ministerial and educational implications of these developments will be collaboratively pursued.

REGR 7140. CURRICULUM & REL. EDUC.. (3 Credits)
This course is for PHD Students Only.

REGR 7170. SPIRITUALITY AND ARTS. (3 Credits)
This course is for PHD Students Only.

REGR 7180. REL & EDUC DEV OF CHILD. (3 Credits)
Inquires into the spiritual, moral and educational development of children and the implications of this development for religious education. Emphasis is placed on developing a theology of childhood, and the influence of childhood faith development on adult spirituality. Additional Doctoral readings and assignments per instructor.

REGR 7182. COMMUNITY, FAMILY & REL ED. (3 Credits)
A critique of current assumptions regarding the relationship of religion, family and education in an attempt to point toward appropriate models of religious education. A consideration of what helps or hinders religious development within families, and the responsibility of church and society to foster growth in faith. Additional Doctoral readings and assignments per instructor.

REGR 7188. RELIGIOUS EDUCATION&HUMAN DEV. (3 Credits)
This course is for PHD Students only. How do our ministries foster growth for people of all ages to develop holistically and to mature as people of faith? This course examines this question as it explores a religious education perspective to the topic of human growth and development.

REGR 7202. YOUTH & YOUNG ADULT MINISTRY. (3 Credits)
Explores the personal and communal development of youth and young adults (11-30) through church teaching and such disciplines as philosophy, psychology, and sociology, education and religious education. A comprehensive framework for nurturing the faith and spirituality of youth and young adults is presented as an organizing framework for the course.

REGR 7204. SPEC QUES:YOUTH&YOUNG ADUL MIN. (3 Credits)
This course is for PHD Students only. Offers a study of identity formation, sexual development, social consciousness, the influence of popular media culture, attitudes toward authority, and Generation X and Millennial Generation spirituality. Participants will explore ways of re-envisioning religious education and pastoral ministry to respond more adequately to contemporary youth culture.
REGR 7230. SPEC ISSUES IN RELIGIOUS ED. (3 Credits)
This course is an in-depth study of three key issues in the field of religious education. Its focus is the systematic treatment of: 1. An exploration of teacher-learning as the practice of revelation; 2. The nature, direction and scope of religious development; and, 3. The meaning of professional and its link to the professional identity of the religious educator. The three themes will be examined within the context of the current challenges facing church and culture.

REGR 7311. DIGITAL CATECHESIS. (3 Credits)
Doctoral Students Only The Digital Catechesis course provides a new social landscape for imagining faith formation and religious education today. This new landscape integrates Pope Francis’ clarion call for the New Evangelization and the worthy potentials of the New Media, to come up with a leadership agenda that offer ways to explore and call into question traditional assumptions and understanding of both the catechetical and the technological. The course’s goal is to lead pastoral leaders to viewing digital catechesis as a vital expression of the truly catechetical in contemporary religious context.

REGR 7580. ADULT LEARNING & DEVELOPMENT. (3 Credits)
This course examines key issues in the religious education of adults. It situates adult religious education within the broader framework of adult education theory, principles of practice and the application of this theory to contexts of faith communities. Foundation issues explored will include the meaning of adulthood, adult learning, and development, and adult social worlds. See Doctoral requirements on syllabus.

REGR 7705. RELIGION SOCIETY & CULTURE. (3 Credits)
Explores various ways of thinking about how Christians and Christian faith communities can and should relate to the broader social world of which they are a part. Emphasis is placed on developing a heightened awareness of the ways religious educators and pastoral ministers can enable people to work for greater peace and justice in the world. See Doctoral requirements on syllabus.

REGR 7910. SPECIAL TOPICS: RELIGIOUS ED. (3 Credits)
See syllabus online for details of this special elective offering.

REGR 8063. SPIR DIRECTION PRACTICUM. (6 Credits)
Integrates participants’ spiritual and theological resources with sound counseling practice in one-to-one work with clients. Identifies and develops individual resources and self-understanding for discerning a call to this ministry, or refining skills for those already thus engaged. Case studies, role plays, verbatims, individual and group supervision. By invitation.
Attribute: YEAR.

REGR 8102. FOUNDATIONS OF REL EDUC. (3 Credits)
“Doctoral Students Only” An examination of the various theological, philosophical, and educational models that inform the foundations of religious education. The attempt will be made to show how these models have influenced different schools, theorists, practitioners and materials of religious education. Criteria for evaluating the adequacy of competing models will be offered.

REGR 8120. EDUCATION PEACE/JUSTICE. (3 Credits)
“Doctoral Students Only” Focuses on developing a greater understanding of the social ministry of the Christian churches. After a historical survey of Christian attitudes toward peace and justice, participants will explore ways of bringing a concern for peace and justice issues into liturgy, preaching, religious education and pastoral ministry. The course also examines how to relate Christian understandings of peace and justice to everyday work, and civic, political and family life.

REGR 8125. MORAL EDUCATION/DEVELOP. (3 Credits)
“Doctoral Students Only” This course explores various aspects of moral education. The topic will be explored from various perspectives: theology, psychology, education, sociology, and the arts. It will aid those involved in religious education and pastoral ministry to make effective use of the arts in their work. Provides a framework for exploring foundational issues of morality and moral development, including how our understandings of the human person, community, and attitude toward the natural environment shape our moral outlook. Emphasis is placed on enabling religious educators and pastoral ministers to make moral formation an integral dimension of education in Christian faith.

REGR 8130. THEOLOGICAL ISSUES: RELIGIOUS EDUCATION AND MINISTRY. (3 Credits)
“Doctoral Students Only” The course explores major Christian classical themes in contemporary theological development. Foundational concepts of revelation, scripture and tradition, Trinity, creation, Jesus the Christ, and sin and grace are examined. The practical ministerial and educational implications of these developments will be collaboratively pursued.

REGR 8140. CURRICULUM & REL. EDUC.. (3 Credits)
“Doctoral Students only.” The course is an exploration of the what, who, where, when, why, and how of curriculum design in religious education. The various philosophies, principles and processes of curriculum formation are critically examined. It addresses the central question and activities of curriculum designers, namely, what educative content do we make accessible to what learners under what governing structure? This highlights the impact on the religious education curriculum of the nature of content, the teaching processes, the readiness of learners, and the social-political arrangements in the diverse educational settings.

REGR 8143. IMAGINATION: MINISTRY & REL ED. (3 Credits)
“Doctoral Students only.” This course will explore the link between the imagination, patterns of church ministry and religious educational activity. The role and power of imagination in disclosing new life and re-visioning our work will be examined. A central focus is the critical exploration of the images, metaphors and guiding visions underlying educational and ministerial work in churches and our public life. Our educational and ministerial task is to create a counter-discourse to the dominant discourse of our time. Particular perspectives (the religious, prophetic, feminist, artistic) will be employed as resources for enriching the imagination, fostering a counter discourse and cultivating imaginative activity with people.

REGR 8180. REL & EDUC DEV OF CHILD. (3 Credits)
“Doctoral Students Only” Inquires into the spiritual, moral and educational development of children and the implications of this development for religious education. Emphasis is placed on developing a theology of childhood, and the influence of childhood faith development on adult spirituality.

REGR 8188. SEMINAR: RELIGIOUS EDUCATION. (3 Credits)
Reserved for special seminar topics in religious education.

REGR 8189. RELIGIOUS EDUCATION&HUMAN DEV. (3 Credits)
“Doctoral Students Only.” How do our ministries foster growth for people of all ages to develop holistically and to mature as people of faith? This course examines this question as it explores a religious education perspective to the topic of human growth and development.
REGR 8202. YOUTH & YOUNG ADULT MINISTRY. (3 Credits)
"Doctoral Students only." Explores the personal and communal development of youth and young adults (11-30) through church teaching and such disciplines as philosophy, psychology, and sociology, education and religious education. A comprehensive framework for nurturing the faith and spirituality of youth and young adults is presented as an organizing framework for the course.

REGR 8204. SPEC QUES: YOUTH & YOUNG ADULT MIN. (3 Credits)
"Doctoral Students Only." Offers a study of principal movements and individuals in the history of religious education from the biblical and apostolic periods to the present time. An ecumenically oriented course that explores Catholic, Protestant and Orthodox developments.

REGR 8230. SPEC ISSUES IN RELIGIOUS ED. (3 Credits)
"Doctoral Students Only" This course is an in-depth study of three key issues in the field of religious education. Its focus is the systematic treatment of: 1. An exploration of teacher-learning as the practice of revelation; 2. The nature, direction and scope of religious development; and, 3. The meaning of professional and its link to the professional identity of the religious educator. The three themes will be examined within the context of the current challenges facing church and culture.

REGR 8401. RESEARCH METHODS. (3 Credits)
Research Methods course is for students in the PhD in Religious Education.

REGR 8580. ADULT LEARNING & DEVELOP. (3 Credits)
"Doctoral Students Only" This course examines key issues in the religious education of adults. It situates adult religious education within the broader framework of adult education theory, principles of practice and the application of this theory to contexts of faith communities. Foundation issues explored will include the meaning of adulthood, adult learning, and development, and adult social worlds.

Remedies Law (RMGL)

RMGL 0204. REMEDIES. (3 Credits)
Students are expected to master the basis concepts of the equity and law traditions. We study of legal and equitable civil remedies for tort, contractual, employment law, and constitutional claims. Equitable remedies such as injunctions, specific performance, restitution, reformation, and rescission are a focus. particular attention is given to structural injunctions, centering on the history of public school integration litigation engenderedby Brown II. Attention is given to compensatory and punitive damages, both in actions in tort and for breach of contract under the Uniform Commercial Code. Particular attention is given to mass tort remedies for economic loss, as in the BP Gulf Oil spill, and structured settlements in mass tort cases such as the J&J Hip Implant cases. Also covered are statutory remedies such as declaratory judgments and attorneys fees as damages in intellectual property and civil rights cases.
Attributes: LDF, LIDR, LMCO.

Research (Law) (RHGL)

RHGL 0011. INTRODUCTION TO LLM RESEARCH. (0 Credits)

RHGL 0101. ADVANCED LEGAL RESEARCH: (1-3 Credits)
Please visit: http://lawlib1.lawnet.fordham.edu/services/advlegres.pdf for the course description.

RHGL 0102. ADVANCED LEGAL RESEARCH: PUBLIC INTEREST. (2 Credits)
Please visit: http://lawlib1.lawnet.fordham.edu/services/advlegres.pdf for the course description.

RHGL 0103. ADVANCED LEGAL RESEARCH: LLM WORKSHOP. (1 Credit)
Please visit: http://lawlib1.lawnet.fordham.edu/services/advlegres.pdf for the course description.

RHGL 0201. ADVANCED LEGAL RESEARCH: TAXATION. (1-2 Credits)
Please visit: http://lawlib1.lawnet.fordham.edu/services/advlegres.pdf for the course description.

RHGL 0202. ADVANCED LEGAL RESEARCH: NEW YORK LEGAL MATERIALS. (1, 2 Credits)
Please visit: http://lawlib1.lawnet.fordham.edu/services/advlegres.pdf for the course description.

RHGL 0203. ADV LGL RESRCH: ADMN LAW. (1 Credit)
Please visit: http://lawlib1.lawnet.fordham.edu/services/advlegres.pdf for the course description.

RHGL 0204. ADV LGL RESRCH: INTL HUMAN LAW. (2 Credits)
Please visit: http://lawlib1.lawnet.fordham.edu/services/advlegres.pdf for the course description.

RHGL 0205. ADVANCED LEGAL RESEARCH: FOREIGN AND INTERNATIONAL LAW. (2 Credits)
Please visit: http://lawlib1.lawnet.fordham.edu/services/advlegres.pdf for the course description.

RHGL 0206. ADVANCED LEGAL RESEARCH: COPYRIGHT AND TRADEMARK. (2 Credits)
Please visit: http://lawlib1.lawnet.fordham.edu/services/advlegres.pdf for the course description.

RHGL 0207. LAW PRACTICE TECHNOLOGY. (2 Credits)

Russian (RUSS)

RUSS 1001. INTRODUCTION TO RUSSIAN I. (5 Credits)
An introductory course that focuses on the four skills: speaking, reading, writing and listening providing students with a basic knowledge of Russian linguistic structures, vocabulary and culture, which studied interdependently, comprise the Russian Language.
Attribute: ZLB1.

RUSS 1002. INTRODUCTION TO RUSSIAN II. (3 Credits)
This course will enhance the reading, writing, speaking and listening skills acquired by students in Introduction to Russian I or from prior study. It will further promote a deeper understanding of Russian and its literary and cultural traditions.
Prerequisite: RUSS 1001.
RUSS 1501. INTERMEDIATE RUSSIAN I. (3 Credits)
Attribute: ZLB1.
Prerequisites: RUSS 1001 or RUSS 1002.

RUSS 1502. INTERMEDIATE RUSSIAN II. (3 Credits)
The second semester continues and amplifies the work of the first. Conducted in Russian.
Attribute: ZLB1.
Prerequisite: RUSS 1501.

RUSS 1901. GRAMMAR REVIEW RUSSIA SPEAKER. (4 Credits)
For heritage speakers of Russian. Will improve the literacy of native Russian speakers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

RUSS 1999. TUTORIAL. (1 Credit)

RUSS 2001. RUSSIAN LANGUAGE AND LITERATURE. (3 Credits)
A critical analysis of selected cultural and literary texts; composition, conversation, and review of pertinent grammatical structures.
Attribute: ZLB1.
Prerequisite: RUSS 1502.

RUSS 2500. APPROACHES TO LITERATURE. (4 Credits)
This course examines the masterpieces of the nineteenth-century Russian prose, using a broad selection of the excerpts from the literary works of Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy and Chekhov. One of the goals of the course is to analyze how these writers expanded the boundaries of the genres in which they worked, even as they exposed the acute social problems of their time. Taught in Russian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
 Attribute: OCST.
Prerequisite: RUSS 2001.

RUSS 2601. RUSSIAN CONVERSATION AND COMPOSITION. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

RUSS 2640. RUSSIAN SHORT FICTION. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

RUSS 2650. MEDIA AND THE RUSSIAN STATE: NEWS OUTLETS FROM 19TH CENTURY TO PRESENT DAY RUSSIA. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, OCST.
Prerequisite: RUSS 2001.

RUSS 3001. CONTEMPORARY RUSSIAN PROSE. (4 Credits)
This survey course focuses on the works of prose by such late-Soviet period and contemporary Russian authors such as Voynovich, Aksyonov, Shukshin, and Yerofeyev. These works, which represent a wide range of stylistic and thematic approaches, marked a major transition from the remnants of Socialist Realism imposed by the Soviet totalitarian regime to the generally free expression found in the Russian literature of the 1990s. In addition to analyzing and discussing these works, this course will also place them in a broader cultural and literary context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

RUSS 3002. GENRES AND STYLES RUSSIAN LITERATURE. (4 Credits)
This course will introduce students to a wide variety of genres in both synchronic as well as in diachronic aspect. It will undertake a close analytical examination of a number of types of literary and folkloric texts. These masterworks of Russian literature will be analyzed in terms of their defining features such as their intrinsic imaginative system, language devices, themes, and ethical function, which are significant for the chronologically relevant cultural tradition. The course will enable students to perceive the literary works in their multi-dimensional depths as the students will engage in a deeper analysis of each text surveyed. The course will include texts from the present day to the distant Russian literary past. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

RUSS 3010. 19TH CENTURY RUSSIAN LITERATURE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

RUSS 3011. RUSSIAN ROMANTIC NOVEL. (4 Credits)
This course will examine the literary works of the Age of Romanticism in Russian literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, OCST.

RUSS 3020. THE RUSSIAN SHORT STORY. (4 Credits)
This course will examine the literary works of the age of Romanticism. Though it will focus primarily on the prose of Alexander Pushkin and Mikhail Lermontov, it will also consider the writings of their predecessors like Vasily Zhukovskiy and Konstantin Batyushkov. Students will have the opportunity to discover and evaluate the peculiarities of Russian Romanticism, particularly in the context of the synthesis of the autochthonic cultural traditions and Western Romantic ideas. Special attention will be paid to the evolution of the idea of the "hero." Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, OCST.

Updated: 10-11-2017
RUSS 3021. THE MODERN RUSSIAN NOVEL. (4 Credits)
This course will examine the literary works of the age of Romanticism. Though it will focus primarily on the prose of Alexander Pushkin and Mikhail Lermontov, it will also consider the writings of their predecessors Vasiliy Zhukovskiy and Konstantin Batyushkov. Students will have the opportunity to discover and evaluate the peculiarities of Russian Romanticism, particularly in the context of the symbols of the autochthonic cultural traditions and Western Romantic ideas. Special attention will be paid to the evolution of the idea of the "hero." Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

RUSS 3025. INTRODUCTION TO RUSSIAN THEATER. (4 Credits)
This course explores the modern Russian theatrical tradition from the nineteenth century to today and examines a range of plays that include works by Gogol, Ostrovsky, Chekhov, Bulgakov, Kharms, Shvarts, Petrushevskaya, Pelevin, Grishkovets, and others. Conducted in Russian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, OCST.

RUSS 3027. RUSSIAN CINEMA. (4 Credits)
This course serves as a survey of Russian cinema in a variety of historical, cultural, and social contexts, as well as an introduction to the work of its major directors. In addition to exploring main styles and genres in Russian, Soviet, and post-Soviet filmmaking, students will learn to analyze film as a medium through critical watching, reading, thinking, and writing. Conducted in Russian. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.

RUSS 4999. TUTORIAL. (4 Credits)

RUSS 9101. INTRODUCTION TO RUSSIAN I. (0 Credits)

RUSS 9151. INTERMEDIATE RUSSIAN I. (0 Credits)

RUSS 9152. INTERMEDIATE RUSSIAN II. (0 Credits)

RUSS 9201. RUSSIAN LANGUAGE & LITERATURE. (0 Credits)

Securities (SCGL)

SCGL 0202. ECONOMIC & SOCIAL RIGHTS. (2 Credits)
This two-credit seminar will provide an in-depth examination of the international legal framework protecting economic and social rights. International human rights law protects both "traditional" or "first generation" civil and political rights, as well as "second generation" economic, social, and cultural rights. International law affirms that both sets of rights be equally protected, but arguments that subjugate economic and social rights to second tier status persist. Despite opposition to the rights, they have been protected in a wide range of domestic jurisdictions, and advocates have engaged economic and social rights advocacy as a means to social change. This course will explore the foundations of the human rights framework and consider the place of economic and social rights within that framework. We will examine in depth the international protection regime and available mechanisms, and inspect the ways that domestic jurisdictions have executed these rights in their constitutions, legislation, policies, and the courts. Case studies will be used to generate discussion, and we will survey additional current topical issues, including the role of the corporate sector, national budgeting and human rights, extreme poverty and human rights, extraterritorial obligations on states, and global efforts to address development, including the Sustainable Development Goals.

Attributes: INLJ, LLM.

SCGL 0299. SECURITIZATION. (2 Credits)
This course examines the legal aspects of the multi-trillion dollar securitization industry. Securitization is a method of finance which seeks to minimize the bankruptcy risks that are faced by commercial lenders, but it provides other benefits to lenders and borrowers alike. The course will focus on the bankruptcy law, uniform commercial code, banking law, tax and international law issues that arise in structuring securitization transactions and how such issues are addressed by securitization attorneys in today's legal and business environment.

Attributes: CORC, CRCP, LAWB, LLM.
SCGL 0321. TITLE VII DODD-FRANK DERIVATIVES COMPLIANCE. (2,3 Credits)
The course objective is to give the students an overview of Dodd-Frank's Title VII - Wall Street Transparency and Accountability ("Title VII"). Since Dodd-Frank represents the most comprehensive regulatory reform measures taken since The Great Depression, it impacts the financial market in a comprehensive and significant way. All U.S. financial transaction lawyers going forward will need to be intimately acquainted with Dodd-Frank, and starting with Title VII is a good place to start. Once the students have a handle on Title VII, the other Titles will be easier to digest. No prior course pre-requisites apply to this class. All JD's and international LL.M. students are welcome to register. The course will examine whether the drafters of Title VII understood the over-the-counter derivative products well enough to legislate the market properly, whether the rules issued by the federal agencies have been promulgated in the way that the legislators intended, and whether the provisions of Title VII have helped to stabilize the derivatives market. One of the principles underlying this compliance class is that in order to truly understand how to regulate a financial product (and therefore know how to comply with the regulation), one must understand thoroughly the workings of the financial product as a starting point. This course will first start with an examination of the legal, market, and economic risks of three types of derivative instruments: (i) an interest rate swap, (ii) an option, and (iii) a CDS-on-ABS. The third instrument, CDS-on-ABS, has been alleged as having caused the financial crisis that started in 2007. We will examine in class whether this is the case. In this course, the students will learn the legal, regulatory and risk management framework of the derivatives market before Title VII was implemented which will then be compared to the legal, regulatory and risk management issues that market participants face after Title VII was signed into law. Basically, how have the day-to-day operation and client-facing activities within a corporation, financial entities and investment banks been impacted due to the implementation of these rules. Before Title VII, one of the main focus of the industry was to customize the derivative products to meet the client's needs. The focus now is compliance with Title VII in the most cost-effective way. The class will include discussions on whether there is still room in the market for creativity in customizing derivative products. The students will review the key derivative contracts that run the industry (such as the ISDA and CSA) and consider how the promulgated rules have impacted those contracts. The class will also cover the methods that the corporations, hedge funds, financial institutions and investment banks have undertaken to ensure compliance with Title VII. Some cross-border matters (from the U.S. perspective) will be included in this class. Equipped with the foundational knowledge regarding Title VII of Dodd-Frank, the course will conclude with each student addressing in a paper his or her thoughts on whether Title VII would have been able to prevent the economic crisis that began in 2007 if Title VII had been in place prior to 2007. The course grade will be determined by a combination of 20% class attendance and participation, 40% on the final paper, and 40% on the final exam. Condensed semester: Class meets Feb. 13, 27, April 9, 23, 2016.
Attributes: CORC, CRCP, LAWB, LLM.

SCGL 0402. BROKER DEALER. (2 Credits)
Broker-dealer regulation explores the federal and state securities laws and the self-regulatory system and rules under which brokerage firms and their associated persons operate. We also contrast other regulatory schemes, including for investment advisers, fund managers and swap entities. We take a pragmatic look at the regulatory challenges faced by financial services firms and the lawyers who advise industry participants. Topics include broker-dealer registration and exemptions from registration, sales and trading, research, investment banking, cross-border securities activities, supervision, managing conflicts of interest and controlling inside information, enforcement defense, arbitration and litigation. The course is conducted in an informal seminar style and requires a paper.
Attributes: CORC, CRCP, LAWB.

SCGL 0417. SECURITIES REGULATION. (3,4 Credits)
Emphasizes the Securities Act of 1933, the registration process, statutory and administrative exemptions from registration, and civil liabilities. Surveys the reporting requirements of the Securities Exchange Act of 1934 and the state Blue Sky laws. Examines the role of the Securities and Exchange Commission and the ethical obligations of securities lawyers. Open to students who have completed at least one semester of Corporations and Partnerships.
Attributes: BFF, CORC, CRCP, LAWB, PIE.
Prerequisite: BUGL 0201 (may be taken concurrently).

SCGL 0423. SECUR REGULATIONS REFASHIONED. (2 Credits)
Securities Regulation Refashioned provides students with an insider's perspective of the U.S. system of securities regulation and recent fundamental reforms. We will discuss the effects and effectiveness of topical regulation, such as the implementation of the Dodd-Frank and JOBS Acts. We will examine current issues in regulatory enforcement, including the prominent securities scandals and frauds of recent years. Students will also learn about the substantive and procedural law governing broker-dealers and investment banking firms. The course focuses on the real-world application of securities regulation and, where possible, seeks to provide students with practical experience in preparation for legal practice. In prior years, we have invited leading members of the securities industry to guest lecture during the course of the semester. Our syllabus is tentative, and we attempt to modify it during the semester to meet the students' interests and respond to developments in the securities industry.
Attributes: CORC, CRCP, LAWB.

SCGL 0451. SECURITIES LAW ENFORCEMENT. (2 Credits)
This seminar will deal with the enforcement activities of the SEC and the various self-regulatory organizations (NASDAQ and NYSE) (the ASROs@) in enforcing compliance with the federal securities laws and, in the case of the SROs, also their own disciplinary rules. While the scope of the seminar will encompass an overview of the regulatory and self-regulatory scheme in the securities industry and, where relevant, with respect to the issuance and trading of securities in the financial markets, it will primarily be a litigation-oriented seminar focusing on counseling and defending those subject to enforcement investigations and proceedings. Each student will prepare a paper on a significant relevant issue and make a presentation to the seminar group.
Attributes: JD, LAWB, LLM.
SCGL 0605. SECURITIES LITIGATION. (2 Credits)
This course will be a review of and clinical exercises with respect to certain aspects of securities litigation. It will focus on the key differences between traditional civil litigation and securities litigation including class action procedures. The initial focus will be a review of the provisions of the key securities laws that can lead to liability, particularly Sections 11 and 12 of the Securities Act of 1933 and Section 10(b) of the Securities Exchange Act of 1934, and Rule 10b-5 thereunder. Intertwined with the review of Rule 10b-5 cases will be clinical components. First, a five minute moot oral argument (based only on materials assigned), addressing the issue of scienter on a motion to dismiss. Second, a five minute moot oral argument (based only on materials assigned) on a motion to dismiss or other key issues such as materiality, pleading standards, etc. Again, no outside research is required or permitted for either of these exercises. The next phase will review a variety of recent Supreme Court decisions addressing current issues in class action certification. This next phase will also include a clinical component focusing on a review of an actual class action complaint and a motion to dismiss with a discussion as to the tactics, strengths and weaknesses presented. There will be a final clinical component at the end of the Rule 10b-5 and class action sections which will be the preparation of a draft brief insert with respect to a motion to dismiss of no longer than 500 words (two typewritten pages). Time permitting, we will also review less intensely insider trading issues, international securities fraud litigation, including the Morrison decision, and its argument before the Supreme Court, and securities arbitration as providing a remedy for individual investors. Because a general course in securities regulation is not a prerequisite, there may be digressions along the way on capital markets and other regulatory issues. The basic course text will be Nagy, Painter and Sachs, Securities Litigation and Enforcement: Cases and Materials. In addition, a compilation of the relevant statutes and regulations is required. Grading will be, 20% general class participation, 20% for each of three "practical" components (the two moot arguments and brief point draft) (or 60% total) and 20% from a final.

SCGL 0807. M & A - Sec Reg Pract Fund. (2 Credits)

SCGL 0807'. M & A/SECURITIES PRACT FUNDAME. (2 Credits)

Service Learning (SERV)

SERV 0099. SEMINAR SERVICE LEARNING:. (1 Credit)
Through the Service-Learning Interdisciplinary Seminar offered each semester, students independently make the connection between a course they are enrolled in and service to the community. By completing 30 hours of service, attending a series of 5 interdisciplinary seminars arranged by the service office, and writing 2 integrative essays, the student deepens course concepts connecting to societal issues through ongoing dialogue and reflection. After successful completion of all requirements, the student may earn an additional 1 credit for the course with which they are connecting the service experience. To become a participant in the Interdisciplinary Seminar a student must: 1. Pre-register for SERV 0099, choose the section for your home campus. 2. Choose which course and service agency with which you would like to partner (Service-Learning staff assists in each student’s placement at an agency). 3. Pick up a service-learning agreement from the Community Service Program office. 4. Discuss connections between service and the course with a Community Service Program staff member. 5. Discuss connections between service and the course with instructor, get instructor’s approval and have the course instructor sign the agreement. 6. Discuss the agreement with the agency supervisor, who must also sign the agreement. 7. Make a copy of the agreement for your own records and return the original to the Community Service Program Office on your campus the second Friday of the semester. Students may receive only 1 extra course credit per semester and a total of 3 credits during their undergraduate career. Students receive credit for the learning that takes place through the integration of service and scholarship, not for the service itself.

Attribute: SL.

SERV 1000. COMMUNITY HEALTH PROGRAM IN CALI, COLOMBIA. (1 Credit)
The Fordham College at Rose Hill Spring Break Community Health Program in Cali, Colombia is a service abroad program designed for students in the services with an interest in health issues in developing countries; the government, societal, and environmental, cultural factors that influence healthcare; and international health issues and programs. Students should expect to learn about overcoming challenges in healthcare from the context of a developing country.

Social Work (graduate) (SWGS)

SWGS 0766. MAINT MATRIC - NO MENTOR. (0 Credits)
Students who have been granted permission, for serious personal reasons, to take a leave of absence from the program register for this course each semester.

Attribute: ZAMM.

SWGS 0799. MAINT MATRIC - MENTORED. (0 Credits)
Intended for students who have completed all course requirements and require faculty mentoring and the use of the library and other university facilities while completing research and writing the dissertation.

Attribute: ZSMN.
This course will review basic pharmacology including how and why certain drugs cross the blood brain barrier (BBB) and target the CNS as the site of action.

This course will foster an understanding of America's ambivalence regarding substance abuse, and how this ambivalence has resulted in a fragmented service delivery system that is often geared towards criminal justice interventions.

This course will introduce the knowledge, skills and strategies necessary to examine the health, safety, and recovery of persons suffering from addiction and their families (NYS OASAS Ethics Trainers Manual) and introduce future practitioners to the values and principles of the profession, including a review of the Canon of Ethics for the practice of professional addiction counseling.

The course uses the development of the 12 core functions and the global criteria to enhance the participant's skill level in screening, assessments, and intake. All participants conduct multiple types of screenings used during the interview for client intake and reassessment.

The legal foundations for social welfare policies and programs are examined, including the history and development of the rule of the law, civil liberties and civil rights, sources of different systems of law, due process and legal institutions. Special attention is given to professional ethics and on preparing social workers to practice in and with the courts.

The first of two required courses covering the content of social welfare policies and services, this course introduces students to the ways American society has provided for human needs and addressed social problems through the social welfare institution, and to the underlying values, assumptions and philosophical perspectives that explain the development of this country's social welfare system. The major forms of social provision are addressed in an historical framework that traces the development, expansion, contraction, reorganization and (at times) their elimination. Special attention is given to how economic, political and social forces lead to differential policies and provisions with racial, class and gender dimensions, as well as to inequities, and social and economic injustices. The role of the social work profession in influencing social welfare is emphasized.

This course is designed to emphasize the development and importance of Treatment Planning, Discharge Planning, Record Keeping, Referral, and Service Coordination. Participants practice comprehensive treatment planning, develop discharge plans for multiple types of chemical dependency services using appropriate grammatical principals and obtainable measurable objectives and integrated activities.

The course encompasses but is not limited to the listed populations: HIV/ AIDS, Veterans, Latino(as), LGBT, etc.

The course introduces the knowledge, skills and strategies necessary to examine the impact of specific social policies on clients, agencies, service delivery and practice, and to influence these policies as participants in the major arenas where policy is analyzed, formulated, implemented and changed. This course is offered with a broad focus upon diverse fields of practice or, alternatively with a focus on a specific practice area. Prerequisite: SWGS 6006. This Foundation- level course is usually taken while the student is in the Advanced phase of the program.

The course introduces the knowledge, skills and strategies necessary to examine the impact of specific social policies on clients, agencies, service delivery and practice, and to influence these policies as participants in the major arenas where policy is analyzed, formulated, implemented and changed. This course is offered with a broad focus upon diverse fields of practice or, alternatively with a focus on a specific practice area. Prerequisite: SWGS 6006. This Foundation- level course is usually taken while the student is in the Advanced phase of the program.

The course introduces the knowledge, skills and strategies necessary to examine the impact of specific social policies on clients, agencies, service delivery and practice, and to influence these policies as participants in the major arenas where policy is analyzed, formulated, implemented and changed. This course is offered with a broad focus upon diverse fields of practice or, alternatively with a focus on a specific practice area. Prerequisite: SWGS 6006. This Foundation- level course is usually taken while the student is in the Advanced phase of the program.

The legal foundations for social welfare policies and programs are examined, including the history and development of the rule of the law, civil liberties and civil rights, sources of different systems of law, due process and legal institutions. Special attention is given to professional relations between lawyers and social workers, their differing values and ethical systems and on preparing social workers to practice in and with the courts.

This course is designed to emphasize the development and importance of Treatment Planning, Discharge Planning, Record Keeping, Referral, and Service Coordination. Participants practice comprehensive treatment planning, develop discharge plans for multiple types of chemical dependency services using appropriate grammatical principals and obtainable measurable objectives and integrated activities.

This course is designed to emphasize the development and importance of Treatment Planning, Discharge Planning, Record Keeping, Referral, and Service Coordination. Participants practice comprehensive treatment planning, develop discharge plans for multiple types of chemical dependency services using appropriate grammatical principals and obtainable measurable objectives and integrated activities.

This course is designed to emphasize the development and importance of Treatment Planning, Discharge Planning, Record Keeping, Referral, and Service Coordination. Participants practice comprehensive treatment planning, develop discharge plans for multiple types of chemical dependency services using appropriate grammatical principals and obtainable measurable objectives and integrated activities.

This course is designed to emphasize the development and importance of Treatment Planning, Discharge Planning, Record Keeping, Referral, and Service Coordination. Participants practice comprehensive treatment planning, develop discharge plans for multiple types of chemical dependency services using appropriate grammatical principals and obtainable measurable objectives and integrated activities.

This course is designed to emphasize the development and importance of Treatment Planning, Discharge Planning, Record Keeping, Referral, and Service Coordination. Participants practice comprehensive treatment planning, develop discharge plans for multiple types of chemical dependency services using appropriate grammatical principals and obtainable measurable objectives and integrated activities.
SWGS 6009. SOC POL ANAL FOR MACRO PRAC. (3 Credits)
This course further develops the analytical and political skills needed by social work leaders to effectively address the multiple and complex social issues affecting communities, organizations, planning and administration. Students are exposed to advanced policy analysis skills such as fiscal analysis of government budgets and legislative analysis. The course explores the different ways in which social policies are made and implemented at each level of government, and ways in which analysis can be used by administrators, community and organizational practitioners to affect purposeful change. This course builds on basic policy skills and research principles from foundation-year courses by applying them to questions of policy suitability and effectiveness.

SWGS 6012. INTERDIS:CHILD ABUSE/NEG. (3 Credits)
The course is designed for social work and law students to jointly study the efficiency and limitations of the professional responses of lawyers and social workers to the children and families that come to the attention of the child protection system and family court. This course will examine the legal, ethical and clinical standards that govern professional responsibilities to children and families. Dilemmas shared by practitioners in both professions and common ground for collaboration between the professions will be explored. This course is team-taught by members of the social work faculty and Law School faculty. Prerequisite: Completion of the Foundation requirements.

SWGS 6014. WOMEN, WORK AND POVERTY. (3 Credits)
This transverse elective course focuses on low income and working class women in the United States taking an interdisciplinary perspective on issues of race, class and gender, and striving to understand their effects on women's quality of life and opportunities for advancement. More specifically, theory and empirical research are harnessed to examine the causes of women's poverty and economic dependence, women's experiences in the family and the workplace, and the impact of public policy on women. Various strategies for social change are critically analyzed as vehicles for achieving economic justice and parity for women.

Attribute: CEED.
Prerequisite: SWGS 6801 (may be taken concurrently).

SWGS 6015. PROFESSIONAL WRITING - SW. (0 Credits)

SWGS 6016. ETHNICITY & CULTURE / SW PR. (3 Credits)
This course examines the ways in which ethnicity and culture affect individuals and groups and their interactions with society and social institutions. In particular, it explores the ways in which ethnicity is influential in all areas of social work practice as the perceptions of clients, practitioners, administrators, and policy makers reflect their own ethnic backgrounds. Consequently, the social work relationship itself is shaped by ethnic values and beliefs. Understanding and being knowledgeable about the role played by ethnicity is critical for effective social work. The course presents a model that is applicable to all aspects of social work as it helps to clarify the ways in which ethnicity can affect perceptions. The influence of ethnicity throughout the life course as well as its role in work with immigrants, individuals, families, groups, agencies, and communities is examined. The course also explores the ways that health care and social policies impact on and relate ethnically diverse persons. The focus of the course is the development of knowledge and understanding among students that can assist them in working effectively with diverse populations in diverse settings.

SWGS 6017. EMPOW PR IMMIGR & REFUGE. (3 Credits)
Empowerment Practice with Immigrants and Refugees is an advanced lecture-seminar course that focuses on critical approaches to practice with/in immigrants and refugees. This course builds on HBSE, social policy, research, and micro and macro practice content in the Foundation Curriculum. This course focuses on: 1) introduction of post-colonial perspective and theoretical representations of immigrant and refugee communities, 2) critical examination of the principles of empowerment practice and understanding of trauma and recovery, 3) effects of displacement and transnational migration on immigrant and refugee individuals and their communities; and 4) social service provision strategies pertaining to working with/in immigrant and refugee communities.

SWGS 6028. CHILD ABUSE. (3 Credits)
This course focuses on intervention with abused children and battered women from an ecological perspective. It highlights the need for trauma-specific interventions with individuals and families, as well as system-wide advocacy with social and cultural institutions that contribute to the continuation of abuse within family relationships.

SWGS 6030. DEATH & DYING. (3 Credits)
This course examines the experience of death as encountered by social workers in clinical practice. The focus is on providing a theoretical base for understanding the psychosocial aspects of loss, death and bereavement across the life cycle. Additional emphases include strategies, techniques and goals of interventions in clinical work with the bereaved.

SWGS 6036. Social Work Practice with Service Members, Veterans and Their Families. (3 Credits)
This course, open to all advanced year social work students, explores the role of social work within the military in meeting the needs of active duty soldiers, veterans and their families. The course begins with an exploration of social work practice within the military from an historical perspective. The changing demographic makeup of the military and the implications for social work practice are also a part of this exploration. Issues related to the development of cultural competence and cultural sensitivity when working with the military are also explored. The course then focuses on developing an evidence-based understanding of the current social service, mental health, and health needs of active duty soldiers, veterans, and their families and the intervention methods being used to respond to these needs. While the needs of soldiers returning from Iraq and Afghanistan are emphasized, the similar and different needs of veterans from previous conflicts are also considered. The challenges being faced by social workers in meeting the needs of military women, single parents, gay and lesbian soldiers and immigrant soldiers and their family members are also explored. Students analyze and critique current methods of intervention at all levels of practice and consider ways that the social work profession could further contribute to meeting the needs of active duty soldiers, veterans, and their families.
SWGS 6038. AGN & COM ASSESS & EVAL. (3 Credits)
Rationale: As professionals who intervene on behalf of vulnerable populations, social workers have an ethical obligation to evaluate the effectiveness of interventions with the individuals, families, organizations, and communities they serve. Contemporary social work practice requires that administrators and practitioners are accountable to multiple stakeholders, including policy makers, funders, agency executives, and clients. Social workers must be prepared to respond to stakeholders using research and quantitative and qualitative research and evaluation measures. Purpose: The purpose of this course is to prepare students for contemporary social work practice that demands that social workers are proficient in evaluating agency and community-based programs. Students who take this course will learn about a variety of evaluation methods, including their purpose, effectiveness, and efficiency. The range of philosophies, methods, and skills commonly used for evaluating human service programs and social work practice interventions will be covered. Special attention is placed on evaluating the extent to which social programs address diversity and empowerment across diverse populations and settings.

SWGS 6040. SOC WORK-HUMAN RIGHTS PE. (3 Credits)
This course is an introduction to the human rights perspective and an exploration of its intersection with social work values, ethics, theory, and practice. The learner is challenged to examine how adopting the human rights perspective could alter social work’s service provision, administration, research, education, language, policy analysis, and advocacy.

SWGS 6050. HUMAN RIGHTS & SOCIAL JUSTICE. (3 Credits)
Foundations of the HR Social Justice perspective in social work.

SWGS 6102. CASE MGMT IN DIVERSE POP. (3 Credits)
This course examines principles of case management, models of service delivery, clinical issues in case management and the range of service delivery systems. Special attention is given to the diverse populations using case management (e.g., persons with HIV/AIDS, mental illness or frailty). The advocacy role of the social worker in case management is emphasized, as is the range of social work practice activities used in case management.

SWGS 6103. SOCIAL WORK AND AIDS. (3 Credits)
This course focuses on the impact of HIV and AIDS upon individuals, families and communities. A knowledge base from social work, social sciences, psychology, psychiatry, medicine, law and public policy is used to explore policy and practice implications. Advocacy and case management interventions are stressed.

SWGS 6104. SPIRITUALITY & SOC WK PR. (3 Credits)
This course will explore a number of holistic concepts under the definition of spirituality. The many ways spirituality can be used in a variety of social work practice settings will be the main theme. A range of methods of spiritual practice and approaches to healing will be taught.

SWGS 6106. DOMESTIC VIOL:SW & LAW. (3 Credits)
This course, open to both social work and law students, explores the roles of social work and law in the field of domestic violence. The course is based on the premise that increased interdisciplinary understanding will lead to more effective intervention for both victims and perpetrators. Jointly taught by a social work professor and a law professor, the course provides students with both an historical and a contemporary perspective on the social and legal response to domestic violence. An understanding of the practice skills required in the performance of social worker and lawyer roles is emphasized. Specifically, students explore roles in detection, crisis intervention, assessment and intervention. Prerequisite: Completion of the Foundation requirements.

SWGS 6108. SEXUALITY & SOCIAL WORK. (3 Credits)
This course presents an integrated approach to understanding human sexuality and the range of human sexual expression using the ecosystems and strengths perspectives. Students will learn to assess and to explore sexual issues that social workers frequently encounter in organizational practice settings and develop an overview of the social worker’s professional role in helping clients with sex-related concerns. Models of practice applicable to individuals, couples, and families will be considered as well as practice models aimed at meeting organizational and community needs. Current and historical research will be examined to understand the context and development of diverse treatment models. Sexuality as it relates to GLBT populations, race and ethnicity, and cultural diversity are integrated within the course content. This course emphasizes the social worker’s ethical responsibility to clients within diverse social work practice settings to promote the highest practice standards. This is a transverse elective.

SWGS 6109. Meeting the Challenge of Poverty: Capacity Building with Faith Communities. (3 Credits)
This course will introduce students to capacity building with the faith community on behalf of the poor. The stage will be set to consider the role of social work and faith communities through review of poverty in the U.S, the incumbent challenges the poor experience, and the role that different faith traditions have based on their belief in social justice as a lived mission. Specific methods for capacity building will include asset-based community development, use of a strengths perspective, empowerment practice and building sanctuary and understanding social work traditions of community development, advocacy and community-based clinical practice. Students will be introduced to faith capacity building initiatives in New York City, for example: housing collaboratives, congregational organizing, alternatives to incarceration, creating refuge and sanctuary, mentoring programs for the formerly homeless, and emergency food services. This is a transverse elective.

Attribute: CEED.

SWGS 6110. FORENSIC SOCIAL WORK PRACTICE. (3 Credits)
Forensic Social Work Practice, prepares social workers to practice at the intersection of social work, public health, and the legal system in order to tackle contemporary social problems, such as health disparities and mass incarceration. Many forensic populations, such as racial and ethnic minorities, at-risk youth, the elderly, veterans, immigrants, LGBTQ persons, persons with disabilities, or those living in poverty or communities of violence often lack access to quality services and political, civil, social, economic, and cultural justice. Course participants learn and apply a human rights legal framework and social justice and empowerment theories to guide multi-level prevention, assessment, and interventions with historically underserved individuals, families, and communities. After completing the course, participants will increase their knowledge, values, and skills for collaborative empowerment practice with forensic populations in diverse practice settings, such as healthcare, social service, and legal settings, including protective services, the courts, and corrections.

SWGS 6206. PSYCH ASPECTS IN SW. (3 Credits)
This course uses a seminar approach to focus on the psychological dimensions of various theoretical, clinical, practice and philosophical aspects of social work. There is significant eclectic content and use of audiovisuals.
SWGS 6208. HUMAN BEHAV-SOC ENVIR I. (3 Credits)
The is the first of a two-semester course sequence. The course presents content from the behavioral sciences and related professional literature regarding those theoretical constructs and insights most relevant for social work practice. It uses an ecosystems perspective to coordinate and synthesize a broad range of knowledge pertinent to practice concerning the transactional and interactional aspects of large and small systems.

SWGS 6209. HUMAN BEHAV-SOC ENVIR II. (3 Credits)
The second semester course in the Human Behavior and Social Environment sequence discusses human development over the life course. Similarities and variations in personal and social functioning; in social, cultural and physical environments; in complex organizations and social institutions. All are examined for insights concerning the interplay between people and their environment. This focus includes biological, psychological and sociocultural factors and how the environment affects individual development. Prerequisite: SWGS 6208.

SWGS 6303. HUM SERV AGENT-THE CONT OF PRA. (3 Credits)
This course will focus on how agency goals, structure, members, technologies and relationships with the environment affect how and to whom services are provided. Emphasis is given to the skills and strategies social workers need to engage in organizational change and efforts to enhance the quality and delivery of services. This course is open to beginning nonmatriculated students as well as to all interested matriculated students in the Foundation or Advanced phase of the program.

SWGS 6319. SOCIAL JUSTICE - ORG & COMM. (3 Credits)
First in a three-course generalist social work practice sequence, this course examines the organizational and community context of social work practice from a social justice perspective. It places particular emphasis on oppression, institutional racism, economic and social discrimination and how these factors affect access to social services. Students consider how systemic oppression and social justice may emerge in agency, organizational and community settings. A strengths-based, ecological assessment-planning-intervention-evaluation paradigm is used to focus learning and help students develop practice values, knowledge and skills relevant for work with larger systems. Concurrent field instruction is required; students in the Experienced and Employed Social Service Practitioners plan are exempt from concurrent field instruction required but must be enrolled in the field practicum laboratory course (SWGS 6907).

Corequisite: SWGS 6321.
Prerequisites: SWGS 6208 (may be taken concurrently) and SWGS 6209 (may be taken concurrently) and SWGS 6802 (may be taken concurrently).

SWGS 6321. GEN SW PR IND FAM GRP ORG I. (3 Credits)
This second course in the generalist social work practice sequence covers the initial phase of the helping process with individuals and families and the middle phase with individuals. It focuses on building generalist practice skills in communication, interviewing, engagement, individual and family assessment, intervention planning, contracting and case documentation. Concurrent field instruction is required; students in the Experienced and Employed Social Service Practitioners plan are exempt from concurrent field instruction requirement but must be enrolled in the field practicum laboratory course (SWGS 6907).

SWGS 6322. GEN SW PR IND FAM GRP ORG II. (3 Credits)
The third course of the generalist practice sequence continues to build skills of generalist practice, attending in greater detail to the processes of intervention, evaluation and termination. Particular attention is paid to the beginning and middle phases of work with families and groups, and the necessary tasks and skills involved in endings and transition for all system levels including the evaluation of practice. Skills involved in case management are addressed. Prerequisite: SWGS 6321; concurrent field instruction required; students in the Experienced and Employed Social Service Practitioners plan are exempt from concurrent field instruction requirement but must be enrolled in the field practicum laboratory course (SWGS 6907).

SWGS 6403. FAMILY ORIENTED TRTMT. (3 Credits)
This course provides an introductory overview of major themes of family intervention. The approach is eclectic and integrates theory and practice. The styles of Ackerman, Satir, Minuchin, Bowen and others are emphasized.

SWGS 6404. CRISIS INTERVENTION. (3 Credits)
This course emphasizes the theoretical base that guides crisis intervention and trauma treatment with individuals, families and groups across the life cycle. Case materials illustrate the assessment and resolution of crisis and trauma in a variety of contexts.

SWGS 6408. SW PRACTICE W/ CHILDREN. (3 Credits)
The focus of this course is on the application of theories, concepts and principles in the direct treatment of children. A developmental and systemic perspective serves as the framework for assessing the child in the context of family and environment. A range of interventive modalities is presented, including individual, family and group treatment, as well as interdisciplinary collaboration and psychoeducational approaches.

SWGS 6409. PRAC OLDER PEOPLE & FAMS. (3 Credits)
This course focuses on direct practice with older people and their families. The course examines the social context of aging, the aging process, associated changes and the effects on older people and their families. Emphasis is on the nature of support systems and the social work role in maintaining and enhancing older people's functioning and well-being. The role of caregivers, when elders are limited in their capacity to function independently, is examined.

SWGS 6412. PRAC IN THE WORKPLACE. (3 Credits)
The focus of this course is on the individual as worker, the environment as defined by employing organizations, work itself, and social policy as it relates to the world of work. Special attention is given to: professional roles and ethical issues; models of service delivery like EAPs; opportunities and challenges in practice in workplace settings; and issues such as managing work and family, work transitions, diversity in the workplace, creating supportive work environments and organizational cultures and climate.

SWGS 6413. CLINICAL SW PRAC 1. (3 Credits)
The first of a two-course sequence in advanced clinical social work practice, this course expands and deepens the knowledge base of generalist practice, emphasizing advanced assessment with clients across the life cycle, and evaluation of practice. Treatment planning with individuals, families and groups are all explored. Special attention is given to the assessment of trauma. Prerequisite: SWGS 6319, 6321, 6322; concurrent field practice is required.
SWGS 6414. CLINICAL SW PRAC 2. (3 Credits)
This is the second of a two-course sequence in advanced clinical social work practice. Building upon a generalist approach to social work practice and an understanding of psychopathology and resiliency, it focuses on clinical decision making and interventions. It also examines ways in which specific models of intervention with individuals, families and groups can be tailored to client needs. Special attention is given to work with clients across the life cycle who are coping with vulnerable conditions or traumatic life events. Prerequisite: SWGS 6413; concurrent field practice is required.

SWGS 6415. SEM: CLINICAL SW PRAC. (3 Credits)
This required course assists students in integrating the knowledge gained in the required clinical practice courses and in field instruction. By developing and presenting an internship case, students demonstrate their ability to integrate theory and practice. Prerequisite: SWGS 6413; concurrent SWGS 6414 and field practice are required.
Prerequisites: SWGS 6413 (may be taken concurrently) and SWGS 6414 (may be taken concurrently).

SWGS 6417. PRAC: ABUSERS ALC & OTHE. (3 Credits)
This course examines the diagnostic and treatment implications for social work practice with alcoholics and those dependent on other drugs. Addictions are viewed from a bio-socio-psychological perspective. The diversified roles of the social worker are emphasized.

SWGS 6418. SCHOOL SOCIAL WORK PRACT. (3 Credits)
This course focuses on the knowledge, values and skills appropriate for social work practice within the school setting. Understanding of the school context and its politics is highlighted. Special attention is paid to working with students, teachers, parents and administrators as well as on interfacing with the community. Emphasis is placed on the tasks of social assessment for educational planning, the formulation of goals and objectives, record keeping, accessing school resources and external referrals. Theoretical approaches include problem solving, crisis and role theory, play therapy, brief treatment and group treatment.

SWGS 6420. CLIN SW PRAC II ADULTS & FAM. (3 Credits)
Clinical Practice 2 with adults and families expands and develops the knowledge base of Clinical Practice 1, emphasizing advanced clinical practice with groups, clinical interventions with adults across the life cycle, practice monitoring and evaluation, and endings and follow-up in clinical practice. This course builds on the theoretical and conceptual frameworks covered in Clinical Practice 1 by helping students to understand and apply clinical strategies and practice models that emerge from those frameworks, are guided by client needs, and are informed by empirical and research evidence. Case examples will be selected that demonstrate clinical practice with diverse client populations from various cultural groups.

SWGS 6421. CLIN SW PRAC II ChIL YTH & FAM. (3 Credits)
Clinical Social Work Practice II with Children, Youth, and Families uses a developmental framework within a dynamic ecosystems perspective that is trauma-informed as a foundation for advanced clinical practice. Attachment theory anchors assessment and intervention with preschoolers and their families; theories and models of play therapy and social competency are examined as ways to promote social and emotional mental health for school-aged children. Intervention with adolescents focuses on individual youth as well as family system intervention, group practice in school and residential contexts, and community-based multi-system models. The role of prevention, early intervention, and trauma-specific interventions are explored in relation to children, youth and their families. This advanced clinical practice course focuses on the use of evidence to inform practice and the implementation of evidence-based treatment models as they support best-practices. This course aims to create reflective practitioners who can make differential assessments, understand the use and purposes of different modalities of intervention, and learn to develop integrated treatment interventions that are theoretically informed and research-based. The multiple modalities examined in this course include culturally responsive work with parent-child dyads, psycho-education for multi-family groups, parent education, individual, group and family interventions as well as community based practices.

SWGS 6422. INDIV ORIENTED TREATMENT. (3 Credits)
This course provides an overview of the principles, premises and practices of a selected sample of current theories and methods of intensive individual treatment. Examining and comparing the clinical dimensions of history-taking, diagnosis, symptomatology, time and relationship, it focuses on critical appraisal of commonalities and differences across theories with a view toward developing an integrated approach to direct social work treatment of individuals.

SWGS 6424. WOMENS ISSUES IN SW PRAC. (3 Credits)
This course explores the evolving theory of women's psychological development with an emphasis on the implications for social work intervention. Through an examination of the impact of gender throughout the life cycle, the course seeks to increase understanding of gender-related premises underlying professional social work practice and the issues women clients present.

SWGS 6426. COGNIT & BEHAV SW PRACT. (3 Credits)
This course focuses on the theory and practice of cognitive-behavioral social work. Several common problems of children, adolescents and adults are examined, including aggression, depression and anxiety disorders. Techniques that effectively treat these problems such as cognitive reframing, behavior modification, assertiveness training, stress management, the use of homework and bibliotherapy and the evaluation of practice will be introduced.

SWGS 6427. BRIEF TRTMT: CURR MODELS. (3 Credits)
This course provides an overview of the theory, premises, practice principles, method and techniques used in the major current brief treatment models. It examines these elements, the models from which they are drawn, and the client populations and problems best served by a brief approach. The efficacy of these different approaches is also examined.

SWGS 6428. SOC WK PRAC WITH ADOLESC. (3 Credits)
Adolescence is explored within a developmental context in this course. The importance of maturational norms, family dynamics, class and cultural factors and peer group influence are examined. Particular attention is paid to adolescents at psychosocial risk and to the development of assessment and intervention skills with the adolescent client.
SWGS 6429. METHS OF GROUP INTERVENT. (3 Credits)
This course focuses on group practice as an integral part of social work intervention. It includes theories and methods of work with groups for prevention and treatment, and the use of groups in staff and team relationships. Theory and practice are integrated through an eclectic approach. Teaching is augmented by group exercises.

SWGS 6430. ADV CLINIC ASSESS& DIAGNO I. (3 Credits)
This course, required for those electing a clinical concentration, covers clinical assessment and diagnosis from an historical and developmental point of view. Special attention is paid to the social work perspective in relation to the classification systems available to the practitioner. The course focuses on recognizing and understanding mental health and mental illness, and distinguishing between client dysfunction and client strength within an environmental framework. Prerequisites: SWGS 6208 and SWGS 6209.

SWGS 6431. ADV CLIN ASSESS & DIAGNO II. (3 Credits)
This course continues the work of biopsychosocial assessment from a social-work value base that was presented in Advanced Clinical Assessment and Diagnosis I. After a review of the core human rights and social justice values that serve as foundation for both 6430 and 6431, it focuses on specific areas of biopsychosocial well being and illness, beginning with those first observable in childhood and adolescence. In subsequent modules, the biopsychosocial functioning related to confronting trauma, connecting to reality, relating to others, managing the body experience, being cared for, and responding to the vicissitudes of life. The course presents the skills and knowledge for the differential assessment of people across the life span, emphasizing the importance of recognizing both strengths and vulnerabilities at all ages and in all areas of functioning. As in Advanced Clinical Assessment and Diagnosis I, at the conclusion of the course students should be able to: complete comprehensive assessments of mental well mental illness in various areas of biopsychosocial functioning; create working case formulations based on their assessments; critically utilize the DSM-IV when appropriate; and identify empirically informed interventions relevant to their case formulations and diagnoses.

SWGS 6433. RELATIONAL PR-CH/ADOL/ADULTS. (3 Credits)
This course will emphasize the application of relational theories attachment theory, ego psychology, object relations theory, self psychology and women's relational theory to social work practice. Risk and protective factors in child development will also be considered. Case materials of children, adolescents and adults will be discussed.

SWGS 6434. EVIDENCE BASED MH PRACT. (3 Credits)
This course is aimed at developing the knowledge and skills necessary for working with individuals with a diagnosis of serious mental illness using recovery-oriented, evidence-based practices. Students will become familiar with evidence-based practices, within a recovery-oriented paradigm, as a general approach to practice as well as specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness. It is assumed that students will have a basic knowledge of serious mental illness as a pre- or co-requisite, however, a review will be provided. Students will learn to examine research literature to determine the various levels of support for specific interventions and essential principles for translating research into practice. In addition, they will identify the appropriate treatment outcomes that reflect effective, quality mental health practice. Each evidence-based practice presented will also be examined for its utility with diverse groups. Providing assessment and treatment to a diverse group of individuals with a diagnosis of serious mental illness is the focus of this course and will be discussed in detail. This is a clinical elective and there is a prerequisite § SWGS6430 Advanced Clinical Assessment and Diagnosis.
Prerequisite: SWGS 6430.

SWGS 6435. CLINICAL PRAC & SPIRITUALITY. (3 Credits)

SWGS 6436. TRAUMA TRMT/CHILD & ADOL. (3 Credits)
This course will introduce students to the common concepts underlying evidence-based treatment for traumatized children and adolescents, using a case analysis format. Trauma is broadly defined, and includes children and adolescents exposed to traumatic events including, but not limited to natural disasters, war, abuse and neglect, medical trauma and witnessing interpersonal crime (e.g. domestic violence) and other traumatic events. The course will highlight the role of development, culture and empirical evidence in trauma-specific interventions with children, adolescents and their families. It will address the level of functioning of primary caregiving environments and assess the capacity of the community to facilitate restorative processes.

SWGS 6437. CLINICAL SW PR W/ LATINOS. (3 Credits)

SWGS 6438. SW PRACTICE -LGBT INDIVIDUALS. (3 Credits)

SWGS 6439. EVID BASED PRACT CHILD& FAM. (3 Credits)
Pre-Requisite - SWGS 6901.
Prerequisite: SWGS 6901.

SWGS 6440. PR FOR CLIENT CTR MANAGEMENT I. (3 Credits)

SWGS 6441. PR FOR CLIENT CTR MGMTN II. (3 Credits)

SWGS 6443. SUICIDE ASSESSMENT & TREATMENT. (3 Credits)

SWGS 6444. INTERVENTIONS IN CLINICAL SW. (3 Credits)
Apply theoretical concepts to practice experience.

SWGS 6471. PALLIATIVE SOCIAL WORK. (3 Credits)

SWGS 6598. INTERNATIONAL AUDIT. (0 Credits)
Audit of a GSS course at an international campus.
Attribute: Z558.

SWGS 6599. CONTINUING EDUCATION SW. (0 Credits)

SWGS 6605. COMMUNITY ORGANIZATION 1. (3 Credits)
This course provides a history of community organizing, especially in the context of the social work profession and a way of meeting the needs of vulnerable and at-risk populations and communities. Focus is on the various community organizing models and the array of roles and functions of community organizers. Emphasis is on practice strategies and tactics for assessing, planning, implementing and evaluating community organizing projects and campaigns.
SWGS 6607. PRACT W/ TASK-ORIENT GRP. (3 Credits)
This course focuses on the knowledge and skills for effective work in and with a variety of an organizational task groups such as boards, committees, teams, staff meetings, workgroups, coalitions or administrative policy and decision making bodies. It examines group processes, tasks and functions, membership and leadership roles and effective group functioning. Experiential exercises provide opportunities for student self-assessment, insight and professional growth in relation to practice with groups. Concurrent field practice is required. Required CourseSeq Track B (Client-Centered Practice and Management)

SWGS 6608. QUALITY MANAGEMENT. (3 Credits)
This course deepens the knowledge and skills of the social work administrator by focusing on management practices that are currently being used in response to the emphasis on measuring organizational performance. Total quality management and quality improvement approaches are applied to human service organizations. The course focuses on the tools and techniques used to define quality, assess problems and measure improvement.

SWGS 6614. INTEGRATING TECHNOLOGY IN SOCIAL WORK PRACTICE. (3 Credits)
PREVIOUS TITLE: TECHNOLOGY IN SOCIAL WORK PRA.

SWGS 6615. SUPV & STAFF DEVELOPMENT. (3 Credits)
This course examines supervision and staff development as management functions in diverse agency settings and within the context of social work values and ethics. The philosophy, functions, principles and methods of supervision as well as staff development and training are covered. Emphasis is given to the knowledge and skills required to motivate and retain an effective and multicultural workforce, and to effectively supervise varying levels of staff (volunteers, nonprofessionals, professionals) during turbulent times.

SWGS 6616. PROG & PROPOSAL DEV. (3 Credits)
Students learn, step-by-step, to develop and prepare proposals, design programs, seek foundation funding and respond to grant requests. Attention is given to what makes programs and proposals effective and would enhance the likelihood of funding. Emphasis is on how program proposals relate to both organizational mission and funding interests and offer opportunities to serve underserved, neglected, vulnerable and at-risk populations.

SWGS 6617. ADMINISTRATION 1. (3 Credits)
The first of a two-semester course sequence in administration, this course introduces the key knowledge and skills needed to effectively manage human service programs, units or agencies. Content focuses upon the generic requirements of managers, regardless of organizational role, function, position or setting. Different perspectives are used to examine the manager's job in human service organizations. Special attention is given to becoming a manager, possible obstacles to effective management and issues around leadership, motivation, gender, ethnicity and race. Prerequisite: SWGS 6319, 6321, 6322; concurrent field practice is required.

SWGS 6618. ADMINISTRATION 2. (3 Credits)
The second of a two-semester course sequence, this course focuses on significant management areas including strategic planning, designing and restructuring organizations; managing finances; managing a diverse and multicultural workplace; evaluating programs, performance and agencies; and managing the environment. Cases are used to examine the theories and skills that provide a framework for management practice. Prerequisite SWGS 6617; concurrent field practice is required.

SWGS 6620. CLIENT CENTERED MGT I. (3 Credits)
The first of a two-semester course sequence in the management of direct service agencies, this course broadens and deepens the knowledge base of macro generalist practice, introduces the concept of client-centered management, and focuses on the management roles of social workers engaged in practice with clients. It focuses on knowledge and skills in relation to the planning, design, and administration of community-based programs, and in working with communities and organizations to insure quality services are available and accessible especially to populations-at-risk. Prerequisite: SWGS 6319. 6321, 6322; concurrent field practice is required.

SWGS 6621. CLIENT CENTERED MGT II. (3 Credits)
This is the second of a two-course sequence in advanced management. It expands upon managerial roles and skills for improving or changing programs and service delivery. Special attention is given to interagency collaboration, enhancing community capacity, and managing programs and agencies faced with challenges related to funding, staffing, competing values and changing environments. Prerequisite: SWGS 6620; concurrent field practice is required. Corequisite: SWGS 6414.

SWGS 6624. INT SOCIAL DEV-GLOBAL CXT. (3 Credits)
This course aims to expand students’ understanding of the global context and to equip students to work with diverse communities locally or internationally. International social development increasingly becomes the core component of change, hence the essence of social work as a profession with international coherence and global reach. As small communities everywhere are part of a larger machinery affecting the social and economic tapestry of the world, it is crucial for social work professionals to gain a better understanding of significant global issues, and to be prepared to engage in global social development, as agents of change. The course will focus on enhancing students’ skills in the areas of community building; community needs assessment and capacity mapping; community organizing; stakeholder analysis; and advocacy. The course is designed around the following themes: (1) international social development and social work theoretical perspectives and the roles of a social worker in the global context; (2) globalization, global issues and the consequences of these issues for communities and their residents from an international perspective; (3) human rights and the implications of choosing to become an agent of change from a human rights perspective; and (4) international social development current approaches; best practices and future trends. This is an administrative elective.

SWGS 6625. FUNDRAISING. (3 Credits)
A significant portion of work in the social welfare arena involves the nonprofit sector, which depends on philanthropic resources and public funding to function and survive. Resource development in the nonprofit sector relates to every dimension of social work practice. On a micro level, funding supports the direct services provided by social workers and other human service professionals. On a macro level, organizational administrators and community leaders collaborate with foundations and other philanthropic entities to support organizational, community, and societal change. This course introduces students to resource development and stewardship via two predominant channels: fundraising and grant making. The course emphasizes supporting the well-being of vulnerable populations. In addition to the development of foundational knowledge and concrete skills, the course conceptualizes philanthropy and fundraising within the framework of human rights, social justice and the NASW Code of Ethics.
SWGS 6627. LEADERSHIP & MACRO PRAC I. (3 Credits)
Frameworks of human rights, social and economic justice, and empowerment. Our students will become social workers who are committed to social change in all forms, transforming and building capacities in communities and organizations, through inclusive and collaborative strategies, via anti-oppressive practices, increasing access to resources, innovations, and collaborations.

SWGS 6628. LEADERSHIP & MACRO PRAC II. (3 Credits)
The two-semester Leadership and Macro Practice course prepares social work practitioners who operate from the frameworks of human rights, social and economic justice, and empowerment. Our students will become social workers who are committed to social change in all forms, transforming and building capacities in communities and organizations, through inclusive and collaborative strategies, via anti-oppressive practices, increasing access to resources, innovations, and collaborations.

SWGS 6700. SOCIAL WORK STUDY ABROAD. (3 Credits)
Summer study through U.S. schools of social work on international issues.

SWGS 6705. COMP INTL SOC WELF. (3 Credits)
This course explores the similarities and differences among helping systems in the United States and other societies. This includes consideration of historical, economic, political and social forces which influence the nature and functioning of those systems. Other topics covered include social development and the globalization of social problems.

SWGS 6801. SW RESEARCH 1. (3 Credits)
This is the first of a two-course sequence that culminates in the completion of a research project and presentation of a research report. This course introduces students to social work research and focuses on various phases of the scientific method from the preparation of a research question developed by the class to the point of data collection.

SWGS 6802. SW RESEARCH 2. (3 Credits)
In this second course in the foundation research sequence, students implement the proposed class research projects. The course includes content on data collection and analysis, how to interpret the theoretical and practical meaning of findings for social work practice, and how to report on and present data. Basic computer skills and statistical concepts (SPSS) are presented through “hands on” training in the computer laboratory. Prerequisite: SWGS 6801.
Prerequisite: SWGS 6801.

SWGS 6806. PROGRAM EVALUATION. (3 Credits)
The use of evaluative research in social welfare planning, program development and theory building is examined. Recent evaluations of social work practice, including interventions on a social policy, neighborhood, family and individual level, are reviewed. Traditional research designs are considered, but emphasis is placed on emerging models of evaluation. Course is appropriate for students preparing for direct service practice. Note: Research students, with approval from the director of the doctoral program, may enroll in the SWGS 7000 course series listed in the Doctoral Course Offerings.

SWGS 6812. ADVANCED RESEARCH I. (3 Credits)
This is the first of a two-course sequence in which students design and conduct an original research project submitted as a master’s thesis. The course focuses on techniques of a literature review, definition of a research problem, hypothesis formulation, design of data collection instruments and writing a research proposal. Prerequisite: SWGS 6805 (unless a waiver has been obtained by examination); concurrent field practice required.

SWGS 6813. ADVANCED RESEARCH II. (3 Credits)
This is the second of a two-semester sequence in which each student completes an original research project as a master’s thesis. The course focuses on advanced data analysis using statistical software, including data management, data transformations, presentation of data using tables and graphs and report writing. Prerequisites: SWGS 6805 (unless a waiver has been obtained by examination) and SWGS 6812; concurrent field practice is required.

SWGS 6901. FIELD WORK I. (4,5 Credits)
Actual practice with a limited work load under close supervision designed to assist the student in applying theory to practice and to enable the student to master fundamentals of generalist practice. Includes 10 two-hour seminar sessions. Fourteen hours per week from September through July; 21 hours per week from September through May. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ZMAL.

SWGS 6902. FIELD WORK II. (4,5 Credits)
Actual practice with a limited work load under close supervision designed to assist students in applying theory to practice and to enable students to adapt fundamentals of practice to a particular concentration and field. Includes 10 two-hour seminar sessions. Prerequisite: SWGS 6901; Advanced Standing students are exempt from this prerequisite. Fourteen hours per week from September through July; 21 hours per week from September through May. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ZMAL.

SWGS 6904. INTERNATIONAL FIELD LAB. (3 Credits)

SWGS 6907. FIELD PRACTICUM LABORATO. (3 Credits)
This required laboratory course for students who enter as experienced employees in the social services complements the Generalist Social Work Practice with Individuals, Families and Groups I and II. The focus is on the integration of classroom learning with practice. Assignments are closely related to issues covered in these practice classes. Class participation, process recording, presentations, role-playing and focused journal writing are important tools in the course. Upon satisfactorily completing this course, students will receive three credits and will be eligible for SWGS 6908, Combined Field Work in the following academic year.

SWGS 6908. COMBINED FIELD WORK. (7,8 Credits)
Open only to students admitted to the Experienced and Employed Social Service Practitioner plan, this course combines a review of fundamentals of practice with a focus on applying fundamentals in a particular concentration and field of practice. Students are in placement 28 hours per week from September through May, and are required to attend 10 two-hour seminar sessions during the work day or in the evening. Prerequisite: SWGS 6907.
Prerequisite: SWGS 6907.
This lab class is taken with SWGS 7002, Statistics II.

SWGS 7002. ADV STAT IN SOC WELF. (3 Credits)
Building on SWGS 7012, this course covers such topics as ANCOVA, MANCOVA, linear regression methods, logistic regression, and an introduction to path analysis. The course links theory, statistics, hypothesis testing and measurement. Students are expected to be proficient in the use of SPSS statistical package.

SWGS 7003. QUAL METH SW RESEARCH. (3 Credits)
This course explores the conditions under which qualitative research methods are desirable and feasible, the nature of qualitative information, and the relationship between the researcher and the research subject. Methods of qualitative research, as well as the process of developing inferences from findings are examined.

SWGS 7004. PHILOSOPHY OF SCIENCE. (3 Credits)
This course examines theory and theory development and their roles in social work. Focus is on social work epistemology, salient issues in social work theory, and the critical appraisal of ways of knowing.

SWGS 7005. THEORIES OF SOCIAL WORK. (3 Credits)
This course explores, critically examines and compares the major theories of social work practice with individuals. It covers the historical contexts in which theories emerged, their underlying assumptions and their empirical support. The course draws on the works of major social work thinkers as it spurs students to consider implications for theory development and research.

SWGS 7006. PROGRAM PERFORMANCE/PRACTICE. (3 Credits)
Evaluation of program performance and practice.

SWGS 7007. EVIDENCE IN SOCIAL WORK. (3 Credits)
This course reviews and critically appraises the evidence base for social work practice theory. Topics covered include the nature of evidence, theories of change, research on social work's effectiveness, and frameworks for the analysis of social work practice theory.

SWGS 7008. FAMILY AND GROUP WORK. (3 Credits)
This course parallels in format and structure SWGS 7005. In it, students examine the major theories of group work and family practice, the evidence base for practices, and innovations in practice, research and theory.

SWGS 7011. STATISTICS LAB. (0 Credits)
This lab class is taken with SWGS 7012, Statistics I.

SWGS 7012. STATISTICS I. (3 Credits)
This course introduces the statistical techniques most commonly used in social welfare research. The course will include the following topics: an introduction to descriptive and inferential statistics, level of measurement, frequency distribution, cross-tabulations, measures of central tendency, parametric vs. nonparametric statistics, normal curve, z scores, confidence intervals, introduction to significance testing, t scores, chi square, correlation and one way ANOVA. Computer analysis using statistical software is taught with an emphasis on interpretation of results.

SWGS 7013. STATISTICS 2 LAB. (0 Credits)
This lab class is taken with SWGS 7002, Statistics II.

SWGS 7012. ADVANCED FIELD INSTRUCTION. (5 Credits)
This course examines the major theoretical perspectives that describe and explain organizational behavior and organizational processes, including classical, human relations, political economy and organizational culture approaches. Emphasis is placed on the application of organizational theory to human service organizations and the management of them.

SWGS 7200. SOC POL THEO & ANALYSIS. (3 Credits)
This course will include an overview of the philosophical foundations of the principles of medical ethics and present a methodology for their employment in the attempted resolution of these questions. Of particular importance will be consideration of the issues of patient and professional autonomy, confidentiality, informed consent, distributive justice and the movement toward managed care, euthanasia and physician assisted suicide. The course will be conducted as a seminar centered on the analysis of case studies.

SWGS 7300. INTERNSHIP. (3 Credits)
This course provides experience for non-M.S.W. doctoral students in a research, policy-making or educational setting. Can be taken during a regular semester or during the summer semester for 140 hours.

SWGS 7301. INTERNSHIP. (6 Credits)
This course provides experience for non-M.S.W. doctoral students in a research, policy-making or educational setting. It can be taken for two semesters, during the academic year or summer session, for 280 hours in lieu of SWGS 7300.

SWGS 7302. INTERNSHIP. (6 Credits)
This two semester course provides experience for doctoral students in a practice, research, policy-making or educational setting. It can be taken for two semesters during the academic year or summer session, in lieu of SWGS 7300 or 7301.

SWGS 7308. INDEPENDENT STUDY. (3 Credits)
This course is designed to assist students in further developing their understanding of problems and issues in services to children and families. The student, with the aid of a mentor, will select one area of special interest for extensive reading, study, and investigation.

SWGS 7409. CHILD & FAMILY MH POLICY. (3 Credits)
This course examines current research in policy, service delivery and practice in mental health and with children and families. Emphasis is placed on the identification of necessary knowledge, research gaps and the application of effective research methods. This course may be substituted for SWGS 7403 or SWGS 7614 in the curriculum.

SWGS 7520. RES IN MH/FAM/CHILDREN. (3 Credits)
This course examines current research in policy, service delivery and practice in mental health and with children and families. Emphasis is placed on the identification of necessary knowledge, research gaps and the application of effective research methods. This course may be substituted for SWGS 7403 or SWGS 7614 in the curriculum.

SWGS 7502. POL DEV IMPL ELDERLY. (3 Credits)
This course focuses on major policies determining entitlements for older persons in the United States, roles of governmental and private sectors, inequities in American society affecting older persons. A second focus is on comparative analysis of gerontological social policy in other countries, including Third World nations. A third component is the synthesis of strategies for effective social policy for older persons.

SWGS 7503. RESEARCH ISS AGING. (3 Credits)
This course includes a survey of practice and theoretical knowledge of aging developed through research efforts. Work will focus on the content and the methodology of research studies and their contributions to theory, policy and practice in the field of aging. Emphasis is on identification of knowledge in aging and application of research methods.
SWGS 7508. THEORIES PRAC OLDER PERS. (3 Credits)
This course will focus on different theories on aging and the range of programs which have developed to meet the differential needs of older people. Practice issues relevant to diverse older populations such as the frail elderly, healthy, active older persons; ethnic and racial minorities; and isolated persons will be discussed. Emphasis will be placed on emerging theories on aging and research efforts designed to expand knowledge of the aging process.

SWGS 7509. INDEPNT STUD IN GERONTO. (3 Credits)
This course is designed to assist students in further deepening their understanding of problems and issues in gerontology. The student, with the aid of a mentor, will select one area of special interest for extensive reading, study and investigation.

SWGS 7605. SOCIAL WORK EDUCATION. (3 Credits)
This course examines the principles, policies, philosophies and processes of learning and teaching in social work. It reviews the historical evolution of social work education and develops implications for classroom and field instruction.

SWGS 7606. TCHNG FOR THE PROFESSION. (3 Credits)
This course examines in depth the philosophy, principles, processes and pragmatics of teaching and learning in classroom and field setting. Emphasizes 1) educational concepts, premises, models, frameworks and 2) planning effective curriculum and teaching strategies.

SWGS 7610. WOMEN AND POVERTY. (3 Credits)
This course will focus on low-income women in the USA. Attending to the multidisciplinary dimension of race, class and gender, the course will explore ways in which poverty affects quality of life, opportunities, choices and human potential. Contemporary policy issues will be explored and varied social change strategies critically analyzed for their potential in achieving economic justice for women.

SWGS 7616. INDL STUDY IN MENTAL HE. (3 Credits)
This course is designed to assist students in deepening their understanding of problems and issues in mental health. The student, with the aid of a mentor, will select one area of special interest for extensive reading, study and investigation.

SWGS 7620. THEORIES IN MH/PSYCH DEV. (3 Credits)

SWGS 7700. SURVEY RESEARCH METHODS. (3 Credits)
This course examines methods used in descriptive research, including descriptive research designs, principles of causality, sampling data, data collection and ethical issues.

SWGS 7710. EXPERIMENTAL RESEARCH MTDS. (3 Credits)
This course examines experimental and quasi-experimental designs, experimenter and statistical controls, threats to internal and external validity, and strategies for analyzing significance and effectiveness of outcomes.

SWGS 7720. MEASUREMENT. (3 Credits)
This course examines quantitative and qualitative approaches to data collection in social work research. Among the topics covered are scale construction, case studies, qualitative approaches to data collection and use of existing records. Data analysis is linked to principles of measurement and measurement theory.

SWGS 7730. DATA MANAGEMENT & ANALYSIS. (3 Credits)
This course covers topics related to data management and analysis, including using data files, calculating sample size, preparing data analyses plans, and maintaining the quality of one's data at each phase of the research enterprise.

SWGS 7740. GRANTSMANSHIP. (3 Credits)
This seminar will cover the knowledge and skills necessary to prepare grant applications for both government and foundation funding; covering applications for applied research projects as well as those proposing program demonstrations, clinical trials and evaluation.

SWGS 7781. POVERTY AND RACE. (3 Credits)
This course provides an overview of U.S. social policies. It reviews the evolution of American social welfare policies, social welfare theories, and examines the condition, conceptual framework and empirical evidence of policies that target poverty in the United States. Particular emphasis is placed on the impact of policies on marginalized and disenfranchised populations.

SWGS 7782. POLICY IMPLEMENTATION. (3 Credits)
Drawing on theories of implementation and innovation, this course provides an in-depth examination of policy implementation in different fields of practice. It focuses on factors that promote and hinder policy implementation, as well as the historical contexts in which major policies have been implemented.

SWGS 7783. POLICY ANALYSIS SEMINAR. (3 Credits)
Using available frameworks for policy analysis, this course encourages students to critically analyze existing policies. It considers the implications of these analyses for the study of policy development, implementation and evaluation.

SWGS 7791. ADVANCED SEMINAR I. (1,2 Credits)
Concurrent with or following their advanced year research methods and specialization courses, all students take three advanced seminars. A faculty member with expertise in children and families, gerontology, or mental health research leads each seminar. The purpose of the seminars is to expose students to current research issues and methods in these substantive areas. In the process of examining such topics as the state of knowledge in each field, debates and controversies, research design, and emergent policy and practice themes, students are helped to develop and refine their research and scholarly interests in ways that lead to dissertation ideas.

SWGS 7792. ADVANCED SEMINAR II. (1,2 Credits)
Concurrent with or following their advanced year research methods and specialization courses, all students take three advanced seminars. A faculty member with expertise in children and families, gerontology, or mental health research leads each seminar. The purpose of the seminars is to expose students to current research issues and methods in these substantive areas. In the process of examining such topics as the state of knowledge in each field, debates and controversies, research design, and emergent policy and practice themes, students are helped to develop and refine their research and scholarly interests in ways that lead to dissertation ideas.

SWGS 7793. ADVANCED SEMINAR III. (1,3 Credits)
Concurrent with or following their advanced year research methods and specialization courses, all students take three advanced seminars. A faculty member with expertise in children and families, gerontology, or mental health research leads each seminar. The purpose of the seminars is to expose students to current research issues and methods in these substantive areas. In the process of examining such topics as the state of knowledge in each field, debates and controversies, research design, and emergent policy and practice themes, students are helped to develop and refine their research and scholarly interests in ways that lead to dissertation ideas.
Social Work (online) (SWKO)

SWKO 6006. SOCIAL POLICY I: POLICY&PROFES. (3 Credits)
The first of two required courses covering the content of social welfare policies and services, this course introduces students to the ways American society has provided for human needs and addressed social problems through the social welfare institution, and to the underlying values, assumptions and philosophical perspectives that explain the development of this country's social welfare system. The major forms of social provision are addressed in an historical framework that traces the development, expansion, contraction, reorganization and (at times) their elimination. Special attention is given to how economic, political and social forces lead to differential policies and provisions with racial, class and gender dimensions, as well as to inequities, and social and economic injustices. The role of the social work profession in influencing social welfare is emphasized.

SWKO 6007. SocPol II:PlcyPrct&HumRghtsAdv. (3 Credits)
This is the second of two required courses covering content on social welfare policies and services. Building on the first course, this course introduces the knowledge, skills and strategies necessary to examine the impact of specific social policies on clients, agencies, service delivery and practice, and to influence these policies as participants in the major arenas where policy is analyzed, formulated, implemented and changed. This course is offered with a broad focus upon diverse fields of practice or, alternatively with a focus on a specific practice area. Prerequisite: SWKO 6006. This Foundation-level course is usually taken while the student is in the Advanced phase of the program.

SWKO 6010. SOCIAL POLICY II: POLICY&PRAC. (3 Credits)
This course examines the diagnostic and treatment implications for social work practice with alcoholics and those dependent on other drugs. Addictions are viewed from a bio-socio-psychological perspective. The styles of Ackerman, Satir, Minuchin, Bowen and others are studied in their ability to integrate theory and practice. Prerequisite: SWKO 6007; concurrent SWKO 6413 and field practicum are required.

SWKO 6011. CRISIS INTERVENTION. (3 Credits)
This course examines the diagnostic and treatment implications for social work practice with alcoholics and those dependent on other drugs. Addictions are viewed from a bio-socio-psychological perspective. The styles of Ackerman, Satir, Minuchin, Bowen and others are studied in their ability to integrate theory and practice. Prerequisite: SWKO 6007; concurrent SWKO 6413 and field practicum are required.

SWKO 6012. FAMILY ORIENTED TRTMT. (3 Credits)
This course provides an introductory overview of major themes of family intervention. The approach is eclectic and integrates theory and practice. The styles of Ackerman, Satir, Minuchin, Bowen and others are emphasized.

SWKO 6013. CLINICAL SW PRAC 1. (3 Credits)
This required course assists students in integrating the knowledge gained in the required clinical practice courses and in field instruction. By developing and presenting an internship case, students demonstrate their ability to integrate theory and practice. Prerequisite: SWKO 6012; concurrent SWKO 6414 and field practice are required. Prerequisites: SWKO 6013; concurrent SWKO 6414 and field practice are required.

SWKO 6014. PRAC: ABUSERS ALC & OTHE. (3 Credits)
This course examines the diagnostic and treatment implications for social work practice with alcoholics and those dependent on other drugs. Addictions are viewed from a bio-socio-psychological perspective. The diversified roles of the social worker are emphasized.
SWKO 6420. CLIN SW PRAC II ADULTS & FAM. (3 Credits)
Clinical Practice 2 with adults and families expands and develops the knowledge base of Clinical Practice 1, emphasizing advanced clinical practice with groups, clinical interventions with adults across the life cycle, practice monitoring and evaluation, and endings and follow-up in clinical practice. This course builds on the theoretical and conceptual frameworks covered in Clinical Practice 1 by helping students to understand and apply clinical strategies and practice models that emerge from those frameworks, are guided by client needs, and are informed by empirical and research evidence. Case examples will be selected that demonstrate clinical practice with diverse client populations from various cultural groups.

SWKO 6421. CLIN SW PRAC II Child YTH & FAM. (3 Credits)
Clinical Social Work Practice II with Children, Youth, and Families uses a developmental framework within a dynamic ecosystems perspective that is trauma-informed as a foundation for advanced clinical practice. Attachment theory anchors assessment and intervention with preschoolers and their families; theories and models of play therapy and social competency are examined as ways to promote social and emotional mental health for school-aged children. Intervention with adolescents focuses on individual youth as well as family-system intervention, group practice in school and residential contexts, and community-based multi-system models. The role of prevention, early intervention, and trauma-specific interventions are explored in relation to children, youth and their families. This advanced clinical practice course focuses on the use of evidence to inform practice and the implementation of evidence-based treatment models as they support best-practices. This course aims to create reflective practitioners who can make differential assessments, understand the use and purposes of different modalities of intervention, and learn to develop integrated treatment interventions that are theoretically informed and research-based. The multiple modalities examined in this course include culturally responsive work with parent-child dyads, psycho-education for multi-family groups, parent-education, individual, group and family interventions as well as community-based practices.

SWKO 6426. COGNIT & BEHAV SW PRACT. (3 Credits)
This course focuses on the theory and practice of cognitive-behavioral social work. Several common problems of children, adolescents and adults are examined, including aggression, depression and anxiety disorders. Techniques that effectively treat these problems such as cognitive reframing, behavior modification, assertiveness training, stress management, the use of homework and bibliotherapy and the evaluation of practice will be introduced.

SWKO 6430. ADV CLINIC ASSESS & DIAGNOSIS I. (3 Credits)
SWKO 6431. ADV CLINIC ASSESS & DIAGNOSIS II. (3 Credits)
This course continues the work of biopsychosocial assessment from a social-work value base that was presented in Advanced Clinical Assessment and Diagnosis I. After a review of the core human rights and social justice values that serve as foundation for both 6430 and 6431, it focuses on specific areas of biopsychosocial well being and illness, beginning with those first observable in childhood and adolescence. In subsequent modules, the biopsychosocial functioning related to confronting trauma, connecting to reality, relating to others, managing the body experience, being cared for, and responding to the vicissitudes of life. The course presents the skills and knowledge for the differential assessment of people across the life span, emphasizing the importance of recognizing both strengths and vulnerabilities at all ages and in all areas of functioning. As in Advanced Clinical Assessment and Diagnosis I, at the conclusion of the course students should be able to: complete comprehensive assessments of mental well mental illness in various areas of biopsychosocial functioning; create working case formulations based on their assessments; critically utilize the DSM-IV when appropriate; and identify empirically informed interventions relevant to their case formulations and diagnoses.

SWKO 6434. EVIDENCE BASED MH PRACT. (3 Credits)
This course is aimed at developing the knowledge and skills necessary for working with individuals with a diagnosis of serious mental illness using recovery-oriented, evidence-based practices. Students will become familiar with evidence-based practices, within a recovery-oriented paradigm, as a general approach to practice as well as specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness. It is assumed that students will have a basic knowledge of serious mental illness as a pre- or co-requisite, however, a review will be provided. Students will learn to examine research literature to determine the various levels of support for specific interventions and essential principles for translating research into practice. In addition, they will identify the appropriate treatment outcomes that reflect effective, quality mental health practice. Each evidence-based practice presented will also be examined for its utility with diverse groups. Providing assessment and treatment to a diverse group of individuals with a diagnosis of serious mental illness is the focus of this course and will be discussed in detail. This is a clinical elective and there is a prerequisite SWGS6430 Advanced Clinical Assessment and Diagnosis.

SWKO 6439. EVID BASED PRACT CHILD& FAM. (3 Credits)

SWKO 6615. SUPV & STAFF DEVELOPMENT. (3 Credits)
This course examines supervision and staff development as management functions in diverse agency settings and within the context of social work values and ethics. The philosophy, functions, principles and methods of supervision as well as staff development and training are covered. Emphasis is given to the knowledge and skills required to motivate and retain an effective and multicultural workforce, and to effectively supervise varying levels of staff (volunteers, nonprofessionals, professionals) during turbulent times.

SWKO 6627. LEADERSHIP & MACRO PRACT I. (3 Credits)
Frameworks of human rights, social and economic justice, and empowerment. Our students will become social workers who are committed to social change in all forms, transforming and building capacities in communities and organizations, through inclusive and collaborative strategies, via anti-oppressive practices, increasing access to resources, innovations, and collaborations.
SWKO 6628. LEADERSHIP & MACRO PRAC II. (3 Credits)
The two-semester Leadership and Macro Practice course prepares
social work practitioners who operate from the frameworks of human
rights, social and economic justice, and empowerment. Our students
will become social workers who are committed to social change in
all forms, transforming and building capacities in communities and
organizations, through inclusive and collaborative strategies, via anti-
oppressive practices, increasing access to resources, innovations, and
collaborations.

SWKO 6801. SW RESEARCH 1. (3 Credits)
This is the first of a two-course sequence that culminates in the
completion of a research project and presentation of a research report.
This course introduces students to social work research and focuses
on various phases of the scientific method from the preparation of a
research question developed by the class to the point of data collection.

SWKO 6802. SW RESEARCH 2. (3 Credits)
In this second course in the foundation research sequence, students
implement the proposed class research projects. The course includes
content on data collection and analysis, how to interpret the theoretical
and practical meaning of findings for social work practice, and how
to report on and present data. Basic computer skills and statistical
concepts (SPSS) are presented through “hands on” training in the
computer laboratory. Prerequisite: SWGS 6801.

SWKO 6901. FIELD WORK I. (9 Credits)
Actual practice with a limited work load under close supervision designed
to assist the student in applying theory to practice and to enable the
student to master fundamentals of generalist practice. Includes 10
two-hour seminar sessions. Fourteen hours per week from September
through July; 21 hours per week from September through May.

SWKO 6902. FIELD WORK II. (2-5 Credits)

SWKO 6911. FOUNDATION FIELD INSTRUCTION. (5 Credits)

SWKO 6912. ADVANCED FIELD INSTRUCTION. (5 Credits)

Social Work (undergraduate) (SOWK)

SOWK 2600. INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE.
(4 Credits)
Introduction to values, knowledge and skills of social work professions.
Focus on historical and contemporary rules and relations of social work
profession. Also includes social welfare history and policy. Four-credit
courses that meet for 150 minutes per week require three additional
hours of class preparation per week on the part of the student in lieu of
an additional hour of formal instruction.

SOWK 2999. TUTORIAL. (2 Credits)

SOWK 4999. TUTORIAL. (1-4 Credits)

SOWK 6006. SOCIAL WELFARE POLICY AND SERVICE. (3 Credits)
This course introduces students to the ways American society has
provided for human needs and addressed social problems through the
social welfare institution. It introduces students to the underlying values,
assumptions and philosophical perspectives that explain the historical
development of this country’s social welfare system. The impact of social
welfare policies, both past and current, on clients, agencies, service
delivery and social work practice are examined. The past and current role
of social workers and the social work profession in influencing social
welfare is emphasized.

SOWK 6050. HUMAN RIGHTS AND SOCIAL JUSTICE. (3 Credits)
This course is an introduction to the human rights, social justice
perspectives and the integration with social work values, ethics and
practice within a global context. Human rights framework provides
universal guidelines that promote dignity, respect and well-being of all
humans.

SOWK 6208. HUMAN BEHAVIOR: SOCIAL ENVIRONMENT I. (3 Credits)
This course presents from the behavioral sciences and various
professions those theoretical constructs and insights most relevant for
social work practice. It uses an ecosystems perspective to coordinate
and synthesize a broad range of knowledge pertinent to practice
concerning the transactional and interactional aspects of large and small
systems.

SOWK 6209. HUMAN BEHAVIOR: SOCIAL ENVIRONMENT II. (3 Credits)
This course discusses human development over the life course.
Similarities and variations in personal and social functioning; in social,
cultural and physical environments; in complex organizations and social
institutions are examined for insights concerning the interplay between
people and their environments.

SOWK 6303. HUM SERV AGEN-THE CONT OF PRA. (3 Credits)

SOWK 6319. SOCIAL JUSTICE: ORG & COMM. (3 Credits)
This practice course examines how organizational settings and
communities serve as a lens for understanding structural oppression,
unequal access to resources, and themes of economics and social
justice. This course focuses on how systemic oppression and social
justice emerge in agency, organizational and community settings.
The course facilitates the development of practice skills that reflect
an understanding of organizations and communities within a larger
structural context of achieving social justice.

SOWK 6321. GENERAL SOCIAL WORK PRACTICES WITH INDIVIDUALS,
FAMILIES, AND GROUPS. (3 Credits)
This course focuses on building generalist practice skills of engagement,
assessment and contracting. Particular attention is devoted to the initial
phase of the helping process with individuals and families and the middle
phase with individuals. It focuses on building generalist practice skills
in communication, interviewing, engagement, individual and family
assessment, intervention planning, contracting and case documentation.

SOWK 6322. GEN SW PR IND FAM GRP II. (3 Credits)
This course continues to build skills of generalist practice attending
in greater detail to the processes of intervention, evaluation and
termination. Particular attention is paid to the beginning and middle
phases of work with families and groups and the end phase with all levels
of client systems.

SOWK 6801. SOCIAL WORK RESEARCH I. (3 Credits)
This course introduces students to social work research. It focuses
on various phases of the scientific method from the development of
a researchable hypothesis to the point of data collection. Research
approaches to problems in practice, as well as theory development, are
related to the student’s field experience to the extent possible.
Attribute: URST.

SOWK 6802. SOCIAL WORK RESEARCH II. (3 Credits)
In this course, the class implements a research project of its own design.
Students review earlier material as the class project is developed.
The course then goes on to cover data collection and analysis, how to
interpret the theoretical and practical meaning of findings for social work
practice, and how to report on and present data. Basic computer skills
and statistical concepts (SPSS) are covered through "hands on" training
in the computer laboratory.

Updated: 10-11-2017
SOWK 6901. FIELDWORK I. (4.5 Credits)
Actual social work practice with a limited work load and close supervision designed to assist students in applying theory and classroom content to practice and to enable students to master fundamentals of generalist social work practice. Includes biweekly seminar sessions, either 14 hours per week from September through July or 21 hours per week from September through May, for a total of 570 field hours in placement and 30 hours in seminar at school. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOWK 6911. FIELD INSTRUCTION. (4.5 Credits)

Sociology (SOCI)

SOCI MTNC. MAINTENANCE-SOCIOLOGY. (0 Credits)

SOCI 0912. REQUIREMENT PREPARATION. (0 Credits)
For Ph.D. and Master’s students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement, such as comprehensive exam, Master’s thesis, or dissertation submission. Attribute: Z410.

SOCI 0914. REQUIREMENT PREPARATION IN SUMMER. (0 Credits)
For Ph.D. and Master’s students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

SOCI 0922. PHD COMPREHENSIVE EXAMINATION PREPARATION. (0.5 Credits)

SOCI 0930. PHD COMPREHENSIVE EXAMINATION-SOCIOLOGY. (0 Credits)

SOCI 0934. MASTER’S COMPREHENSIVE EXAMINATION PREPARATION. (0.5 Credits)

SOCI 0936. MASTER’S COMPREHENSIVE EXAMINATION-SOCIOLOGY. (0 Credits)

SOCI 0950. PROPOSAL DEVELOPMENT. (1 Credit)

SOCI 0960. PROPOSAL ACCEPTANCE. (3 Credits)

SOCI 0970. SOCIOLOGY DISSERTATION MENTORING. (0 Credits)
This is an administrative course used by PHD students in the semester after their proposal is accepted. SOCI 0970 is a 0 credit course with a 3 credit fee.

SOCI 1025. SOCIOLOGY OF AMERICAN CULTURE. (3 Credits)
A course for international students that introduces them to the study of American culture and identity; readings from the social sciences, literature, and history.
Attributes: AMST, ESL, PLUR, SSCI.

SOCI 1050. SOCIOLOGY FOCUS. (3 Credits)

SOCI 1100. INTRODUCTION TO SOCIOLOGY. (3 Credits)
An introduction to sociology with a focus on its nature as a scientific discipline. The analysis of society through the use of sociological theories, concepts, and methods. This course serves as a prerequisite to all other sociology courses and seeks to stimulate students to continue to deepen their understanding of societies.
Attributes: FRSS, SSCI.

SOCI 1999. TUTORIAL. (1-3 Credits)
Independent research and reading with supervision from a faculty member.

SOCI 2200. SOCIOLOGY OF CULTURE. (4 Credits)
"Culture" is a people's entire way of life expressed in language, art, law, religion, and other collective practices such as work, leisure, sports, food, and dress. Aspects of contemporary cultures including multiculturalism, groups identity, and global consciousness are studied. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 2410. INEQUALITY: CLASS, RACE, AND ETHNICITY. (4 Credits)
The recent history of the U.S. as a nation of distinct socioeconomic classes and the persistence of racial and ethnic conflict as a factor affecting inequality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, LALS, PLUR, URST.

SOCI 2420. SOCIAL PROBLEMS OF RACE AND ETHNICITY. (4 Credits)
This course explores the historical and contemporary issues surrounding the impact that race and ethnicity have in society. Students will examine how racial and ethnic criteria often guide important economic, political, and social decisions that affect access to resources by various groups and which usually have major consequences for the individual. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, LALS, MVST, PJST, PLUR, URST.

SOCI 2505. RELIGION AND SOCIAL CHANGE. (4 Credits)
The course explores questions about religion and social change in domestic and international contexts and how religious institutions adapt to changes in gender roles, urbanization, migration, and religious and ethnic pluralism. What roles have religious movements, including fundamentalism, played in modernization? Students examine under what conditions religion is compatible with the global spread of democracy, environmentalism or individualist conceptions of human rights. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, IPE, PJST, REST.

SOCI 2570. SOCIOLOGY OF FUNDAMENTALISM. (4 Credits)
The attack on the twin towers of New York, the assassination of doctors and bombing of abortion clinics, and the proliferation of suicide bombers and suicide cults are examples of true believers—Muslim, Jew, Christian, and Hindu—at war with others in the name of faith. Dissent seems to be considered a heresy, and dogmatism seeks domination over democracy. Using film, selected readings, and occasional guest speakers, this course examines why in the 21st century, the most technologically-advanced, pluralistic, and globally unified era in the history of humanity, fundamentalism has become a dominant force on the world stage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 2600. INTRODUCTION TO SOCIAL WORK AND WELFARE. (4 Credits)
Introduction to values, knowledge and skills of social work professions. Focus on historical and contemporary rules and relations of social work profession. Also includes social welfare history and policy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, URST.
SOCI 2606. SOCIAL SCIENCE STATISTICS. (4 Credits)
Introduces the student to the basic concepts of both descriptive and inferential statistics. Both models will be presented, their assumptions delineated, and their application to research in the social sciences emphasized. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

SOCI 2607. SOCIAL SCIENCE RESEARCH AND STATISTICS. (4 Credits)
This course provides an overview of the methodological approaches used in the social sciences, both in terms of designing research studies, and analyzing and interpreting data. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, URST.

SOCI 2650. BASIC RESEARCH METHODS. (4 Credits)
A survey of the basic tools for data collection and research design. Focus on decisions involved in the selection of the research problem, research design and the interpretation of data. Methods to be explored include participant observation, survey analysis, content analysis and the case study approach. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, URST.

SOCI 2701. INTRODUCTION TO CRIMINAL JUSTICE. (4 Credits)
An overview of the criminal justice system: law, its sociology, and its social and political functions. A critical examination of law enforcement agencies, the judicial system, and corrections. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, URST.

SOCI 2703. SOCIAL DEVIANCE. (4 Credits)
The study of deviance is closely related to social power and social class. Deviance from, or conformity to, social rules or norms raises the question, Who rules? The study of deviance has been particularly concerned with issues of class, race, ethnicity, gender, and sexuality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

SOCI 2705. CRIMINAL JUSTICE POLICY. (4 Credits)
This course provides an overview of policies instituted at each level of the criminal justice system including police, corrections and courts. The class will focus on evaluating the benefits, costs and possible consequences associated with these policies. Focus will also be placed on the development of criminal justice policy taking into consideration: history, context, theoretical frameworks, and political factors. Special topics that will be covered include evidence-based interventions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 2800. SOCIOLOGICAL THEORY. (4 Credits)
A survey of classical and contemporary theory that gives students a grasp of the history, nature, and significance of theory for the study of contemporary societies and sociocultural processes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: FCRH.

SOCI 2801. SOCIAL THEORY AT THE CINEMA. (4 Credits)
This course uses classical and contemporary theory for an introduction to sociological analysis through the lens of mainstream and independent cinema. The course considers the history, nature and significance of theory for the study of contemporary societies and sociocultural processes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 2845. DRUGS, LAW, AND SOCIETY. (4 Credits)
This course examines the social organizations of illegal commerce in narcotics and other drugs, looking at this transnational business from the point of production to the points of consumption throughout the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: URST.

SOCI 2847. THE 60s: SEX, DRUGS, ROCK & ROLL. (4 Credits)
The 1960’s was one of the most tumultuous eras in American history, marked by a revolutionary movement led by youth struggling for freedom on many levels. African Americans, with white support, struggled against the oppression of racial segregation of the South in the Civil Rights movement: young people sought sexual freedom and the right to experiment with drugs; musicians broke away from the restraints of traditional pop and folk songs and created rock and roll; politically minded youth attacked the traditional institutions of political and economic power by protesting against the war in Vietnam; women challenged traditional male attitudes that confined them to domesticity or inferior status in the work place and in society; gays organized against the repressive laws and prejudices against homosexuality. This course will show how all of these social strands intertwined using films, music and writings from the era. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASSC.

SOCI 2850. METHODS SOCIAL RESEARCH I. (4 Credits)
Students are introduced to the fundamentals of empirical research while actively being involved in the research process by conducting their own survey. The first course includes a survey of different methodologies used by social scientists. Students gain hands-on experience in writing a literature review, specifying a research question, developing research hypotheses, designing a questionnaire and collecting data through interviewing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: URST, ZLB1.

Updated: 10-11-2017
SOCI 2851. METHODS SOCIAL RESEARCH II. (4 Credits)
The second course focuses on data analysis. Students learn simple
descriptive and inferential statistics in conjunction with how to use
the computer. These skills provide the basis for obtaining answers to
research questions and testing hypotheses so that students can write
their final research reports. Four-credit courses that meet for 150 minutes
per week require three additional hours of class preparation per week on
the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, URST.

SOCI 2870. GANGLAND IN AMERICA. (4 Credits)
This course examines the problem of street gangs in American society.
Areas of interest include (1) the history of gangland, (2) evolving patterns
of relationships between the gangs and social institutions, (3) the
structure and culture of gangs, and (4) the ways in which gangs now
spread. Course material includes theoretical literature empirical studies,
and historical accounts Four-credit courses that meet for 150 minutes
per week require three additional hours of class preparation per week on
the part of the student in lieu of an additional hour of formal instruction.
Attribute: FCRH.

SOCI 2925. MEDIA, CRIME, SEX, AND VIOLENCE. (4 Credits)
Turn on the television set, pick up the local newspaper, go on the Internet
or watch a movie. Wherever you turn, you will find the media saturated
with stories about corrupt cops and honest cops, drug dealers and
drug users, murderers and victims, organized crime and serial killers,
crusading district attorneys and defense attorneys, corrupt lawyers
and hanging judges, violent prisoners and convicted innocents. How
accurate are these representations? What are the ideological messages
and cultural values these stories communicate? In this course, you will
learn how to demystify media representations in order to understand how
and why they are produced, and who is responsible for their production.
Four-credit courses that meet for 150 minutes per week require three
additional hours of class preparation per week on the part of the student
in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, PJST, WGSS.

SOCI 2960. POPULAR CULTURE. (4 Credits)
This course will investigate the nature of contemporary popular culture.
How do people spend their “spare time”? Does this vary with social class?
Is sport the new religion? And how does this differ from that of earlier
periods and simpler societies? (Every year) Four-credit courses that
meet for 150 minutes per week require three additional hours of class
preparation per week on the part of the student in lieu of an additional
hour of formal instruction.
Attributes: ASSC, URST.

SOCI 2965. SCIENCE FICTION AND SOCIAL CRISIS. (4 Credits)
In a dreamworld inhabited by battle weary heroes and heroines who
confront alien forces, where machines find human beings disposable
and wizards’ spells sometimes fail, where madmen create monsters that
threaten humanity, we enter a realm in which science fiction often stands
as a metaphor for the human condition, resurrecting quasi-mythological
perceptions that have all but vanished in our nonfictional scientific world.
Through the use of selected readings, feature films and lectures, this
course will examine the sociological insights that science fiction films
and literature offer about how we live our lives in the "here and now" of
the post modern world. Four-credit courses that meet for 150 minutes per
week require three additional hours of class preparation per week on
the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC.

SOCI 2966. IMAGINING OTHER WORLDS. (4 Credits)
Confronted as we are by many major social problems throughout the
United States and the world, is it possible to even image a better society
than the present one. Drawing on utopian texts and science fiction
novels and films, student will work in teams to blueprint a small-scale
community of their choice that improves upon one that presently exists.
The students will examine specific social structure such as families,
educational institutions, gender relations, and political power, etc. They
will work together and conduct fieldwork such as interviews, photography
of sites, and graphic designs, to make a presentation at the end of the
course. Four-credit courses that meet for 150 minutes per week require
three additional hours of class preparation per week on the part of the
student in lieu of an additional hour of formal instruction.

SOCI 2999. TUTORIAL. (2 Credits)
Independent research and reading with supervision from a faculty
member.

SOCI 3000. LATINO IMAGES IN MEDIA. (4 Credits)
An analysis of changing Latino images in U.S. media. The emphasis will
be on English language film and television productions. Gender, color,
and class issues will be examined. Four-credit courses that meet for 150
minutes per week require three additional hours of class preparation per
week on the part of the student in lieu of an additional hour of formal
instruction.
Attributes: COMC, COMM, LALS, PLUR, URST.

SOCI 3001. ETHICAL ISSUES IN JUSTICE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three
additional hours of class preparation per week on the part of the student
in lieu of an additional hour of formal instruction.
Attribute: ASSC.

SOCI 3017. INEQUALITY IN AMERICA. (4 Credits)
A study of the ways in which inequalities of wealth, power, and prestige
are institutionalized in complex societies. Social class and social status
as they relate to other aspects of social organization and affect the life
chances of individuals. Four-credit courses that meet for 150 minutes per
week require three additional hours of class preparation per week on
the part of the student in lieu of an additional hour of formal instruction.
Attributes: LALS, URST.

SOCI 3021. SOCIOLOGY OF MEDICINE. (4 Credits)
This course explores the social context of health, disease, and illness
in American society. Thematic issues include the experience of illness,
the medical (and other healing) professions, health care policy, and the
relations between providers and patients. The effects of social inequality
on health and health care delivery are probed throughout the course.
Four-credit courses that meet for 150 minutes per week require three
additional hours of class preparation per week on the part of the student
in lieu of an additional hour of formal instruction.
Attribute: URST.
SOCI 3030. HIV/AIDS IN AFRICA. (4 Credits)
HIV/AIDS is both a biological and a social phenomenon. This course will examine the history and social evolution of the global pandemic as well as contemporary and future issues. Topics covered include the history and epistemology of HIV/AIDS, the social construction of the disease, demographic impacts, heavily affected social groups - such as orphans, and the global humanitarian and development response to the African HIV/AIDS pandemic. Students will acquire a better understanding of the varied issues related to HIV/AIDS, their emergence and effects on different individuals, groups, and societies in Africa. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASCC, BIOE.

SOCI 3044. POVERTY AND COMMUNITY DEVELOPMENT. (4 Credits)
This course is intended to provide students who have an interest in academic service learning with knowledge, skills and attitude they will need to shape their understanding of the socio-economic challenges of poverty, unemployment and inequality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, PJST.

SOCI 3046. INTERNATIONAL SOCIOLOGY. (4 Credits)
An examination of the impact of globalization on worldwide social development goals; the formation of transitional families in Africa, Asia, the Americas and Europe; family strategies of migration for social and economic gain; and, policies to safeguard the human rights of transitional families. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, IPE, URST.

SOCI 3066. GLOBAL MEDIA: RACE, CLASS, GENDER AND ETHNICITY. (4 Credits)
This course will include readings on global media and pay particular attention to the representation and reception of racial, ethnic, gender and class groupings in mass media today. It will also examine how television programs exported from the US have affected basic social institutions, values and perceptions of race/ethnicity, class and gender in other countries, and, in the US. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, BIOE.

SOCI 3110. GLOBAL CONFLICT: WARS/RELIGION. (4 Credits)
Around the world, religion motivates both peace and justice efforts as well as lethal conflict. In this course, we explore the sociological context of these paradoxical dynamics and the promise of world movements aimed at a dialogue and nonviolence. An interdisciplinary perspective will introduce the student to the classical sociological studies of religion and conflict, contemporary issues of globalization, and the challenge of peaceful resolution. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, IPE, MEST.

SOCI 3114. SOCIOLOGY OF HEALTH AND ILLNESS. (4 Credits)
This course will focus on health, illness, and medicine from a sociological perspective. It will provide students with an overview of the development of medicine as in institution, the impact of medicine on society, the socialization of health care practitioners, the social determinants of health and illness, healthcare policies in the U.S. and around the world, and patients' experiences with illness. By the end of this course, students will be able to: (1) develop an understanding of the ways in which society and medicine influence each other, (2) connect multiple social factors with people's health; and (3) grasp the construction of diverse illness identities in patients with chronic diseases. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, PJST, WGSS.

SOCI 3120. CONTROVERSIES IN RELIGION AND INTERNATIONAL RELATIONS. (4 Credits)
This course examines religious and secular organizations' involvement in international policy domains such as development, humanitarian aid, human rights, STI prevention, and biological reproduction, with special attention to tensions that emerge over competing religious and cultural frameworks. We will explore how different perspectives - economic, medical, human rights, security, justice- variably prioritize or marginalize different voices, ethical considerations and potential solutions to the social problems we examine. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, EP3, PJST, WGSS.

SOCI 3136. INEQUALITY-WHY/EFFECTS. (4 Credits)
What are the causes and consequences of inequality? Special consideration is given to the inequalities associated with class, sex and racial/ethnic membership. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, PJST, PLUR, URST.
SOCI 3140. OLD AND NEW MINORITIES IN THE U.S.. (4 Credits)
The situations of old minority groups, such as African Americans, Japanese, and earlier European immigrants, as compared to those of more recent groups such as Puerto Ricans, Cubans, other Hispanics, and recent Asian immigrants, including refugees. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, LALS, PLUR, URST.

SOCI 3145. ENVIRONMENT TECHNOLOGY SOCIETY. (4 Credits)
An introduction to the origins, breadth and present-day relevancies of environmental sociology. Topics include contextual analyses of philosophies of nature, historical emergence of industrial society - the nature of the materials cycle, cultural and cinematic (key films) analyses of environmental crisis, specific hands-on case studies, today's challenges and social movements, all this to bridge sociology and the natural and social sciences. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENST.

SOCI 3148. POPULATION AND ECONOMIC DEVELOPMENT ISSUES. (4 Credits)
An examination of the interrelationships among development, population growth and migration. Fertility and migration (including urbanization) in the Third World will be reviewed in the context of development perspectives. The determinants and consequences of fertility and migration and their policy implications will be considered in a number of development sectors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, GLBL, INST, IPE, LALS, PJST, URST.

SOCI 3149. ECONOMIC SOCIOLOGY. (4 Credits)
Economic sociology is the study of how the economy intersects with our culture, institutions, and social context. In this course, we seek to understand how economic activity, including the organization of production and consumption and the allocation of work, goods and profits and other scarce resources, is shaped by social relations. We will analyze the institutional and social foundations of markets and other mechanisms that facilitate the interaction of individuals, groups, institutions, societies and their environments in making their livelihoods, covering a variety of topics including information and uncertainty, economic inequality and stratification, globalization, social networks in markets, finding jobs, black markets, the market for human organs, and corporate crime and malfeasance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: LALS.

SOCI 3151. SOCIOLOGY OF EDUCATION. (4 Credits)
We spend a great deal of our youth in school. As taxpayers, our dollars provide major funding for school systems. Through a study of the current goals, functions, and structures of educational institutions, how these have changed over time, and how they are interrelated to other major institutions in society, students will gain insights into social factors affecting their own experiences and their responsibility as taxpayers, as future parents, and, for some, as future teachers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3152. SOCIOLOGY OF SPORTS. (4 Credits)
In all societies, sports and athletics are socially organized into official events, group rituals, tests of manhood, areas for the expression of political sentiments. In modern societies they have become major industries (and their players, cultural heroes and celebrities); spectator sports and their audiences are important features of post-industrial societies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3154. POLITICAL SOCIOLOGY. (4 Credits)
This course will examine, discuss, and debate how power is distributed within and amongst groups on the local, national, and international levels. Some of the topics explored include the Elite, Pluralist, Marxist, Realist, and Corporatist perspectives; trends in democratization, voting, and political participation; the ideologies and utopian visions that sometimes motivate political action; the role of the media and special interest groups as agents of political socialization; and the global dominance of the West. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3172. GOD IN A BOX: THE QUEST FOR RELIGIOUS MEANING ON FILM. (4 Credits)
An exploration of the foundational concepts in the sociology of religion, this course finds its inspiration in a wide range of films, from early silent classics to documentaries to foreign films to today's reality TV series. Through a rigorous study of selected works as well as supplementary readings, we gain a better understanding of the nature of religious belief and nonbelief, of community and family, of ritual, of conversion, and of the relationship between religion and politics. Our focus is on the Judeo-Christian tradition, and our approach is interdisciplinary, centered on sociological thought but also drawing on film theory, history, philosophy, and psychology. No prerequisites are required, but the course is demanding in terms of reading, writing, and class participation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3241. SOCIOLOGY OF HEALTH AND ILLNESS. (4 Credits)
This course takes a sociological perspective on health and illness, considering them not simply as biological or medical phenomena but products of complex social, economic, political, and cultural forces. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3242. MENTAL HEALTH AND HUMAN RIGHTS. (4 Credits)
This multi-disciplinary course examines mental health institutions and practices through the lenses of human rights and civil liberties. Course material focus on social, political, and economic factors that have shaped accepted understandings and treatment of mental illness historically and into the present, and various ways that gender, race, class and sexuality have played into societal distinctions between sick and well. Some specific topics include forensic psychiatry, civil commitment, deinstitutionalization and homelessness, diagnostic inflation, coercive forms of treatment and social movements advocating for the rights of individuals who receive mental health intervention. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PJST.
SOCI 3249. FOR THE DEATH OF ME! SOCIO-CULTURAL PERSPECTIVES ON DEATH AND DYING. (4 Credits)
The primary goal of this course is to explore the social and cultural implications of the biological experience of human death and dying. Examples of topics that will be covered include: mortuary rituals and funerary behavior, the cultural construction of death, the effects of death on the social fabric, morning and bereavement, end-of-life issues, as well as ethical and moral issues relating to death. Throughout the course, we will examine the fascinating variety of social and cultural responses to the biological fact of death. In doing so, we will explore Anthropological and Sociological literature that seeks to explain or interpret that tremendous variety. The course will be cross-cultural in its outlook and will require students to make conceptual connections between theoretical literature and empirical observations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3255. SOCIOLOGY OF MEDIA. (4 Credits)
This course examines the role of the media, particularly the news media, as a dominant institution in a contemporary democratic society. Students will examine news media content, the structure of news media organizations, and the relationship of news media organizations to other dominant institutions. The materials used for examination will be a variety of contemporary case studies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AMST.

SOCI 3256. POLITICAL SOCIOLOGY IN FILM. (4 Credits)
Film has played a central role in shaping the political landscapes of the 20th and 21st centuries and our collective understanding of them. The objective of this course is to enable students to read and analyze global and domestic politics through the medium of film and provide them with a firm grasp of theoretical and empirical issues in contemporary world politics from a sociological perspective. This course makes use of documentary, short-, and feature-length films to interrogate key themes in political sociology and analyze the most important political developments of our time. It also aims to provide students with an appreciation of the complex relationship between art and politics, history and mythology. Substantive areas of study will include: (1) terrorism and war (including civil war, military intervention, and the Cold War); (2) globalization, human rights, and "development"; (3) transnational and domestic social movements; (4) democratic and undemocratic political regimes; and (5) colonialism and imperialism. Readings will be drawn primarily from the field of sociology, but also from political science, history, and film and cultural studies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3260. POLITICS OF REPRODUCTION. (4 Credits)
The biological reproduction of the human species is a complex process that engages all major institutions of society: family, religion, morality, health, economy, and government. Using cross-cultural and social historical materials, this course will examine cases in which the control over reproduction is contested, focusing on such issues as family limitation, new reproductive technologies, and child custody. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, BIOE, GLBL, PJST.

SOCI 3300. "RACE" AND "MIXED RACE". (4 Credits)
The origins of "race," its historic role and social construction are examined. Ancient and modern day ideas are explored. Contrasts between the United States and Latin American conceptions of "race" and "mixed race" are analyzed. Future implications are discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ASSC, LALS, PJST, PLUR.

SOCI 3401. GENDER, CRIME, AND JUSTICE. (4 Credits)
This course describes, explains, and challenges the treatment of men and women victims, offenders, and workers in the criminal justice system. In the process, we will examine and critique a)theoretical and empirical approaches to gender and crime, b)the role of the criminal law, and c)our responses to crime and victimization. Issues of race, class, and sexuality also will be raised. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, EP3, PJST, WGGSS.

SOCI 3405. GENDER, RACE, AND CLASS. (4 Credits)
This course examines the relationship between gender, race, and class as overlapping dimensions of social experience in the U.S. Drawing on a variety of sources, including theoretical, ethnographic, and literary writings, each of these dimensions is considered as part of a complex approach to social problems. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC, LALS, PJST, PLUR, URST, WGGSS.

SOCI 3406. RACE/SOCIAL CONSTRUCT. (4 Credits)
This course concerns the evolution of racial typologies and classification system in the U.S. We will draw on a variety of texts from natural and social sciences, law, and literature to examine how "scientific" typologies of race are actually more reflective of power dynamics and social hierarchies than biological or genetic differences. Our goal is to understand the continuing significance of race in terms of social and economic power, as well as individual self-conceptualizations and identity politics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, URST.

SOCI 3409. RACE AND GENDER IN VISUAL CULTURE. (4 Credits)
This course will explore how different racial, engendered and class elements affect visual culture. Particular emphasis will be placed upon the cultural production in the Americas but this will be contrasted with other areas and regions from today's globalized and migrant world. The students will be taught how to assess visual culture and the varying powerful and multi-faceted medium it represents. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AMST.
SOCI 3415. DEVELOPMENT AND GLOBALIZATION. (4 Credits)
This course will investigate development and globalization issues. Initially taking a broad theoretical approach and then delving into specific nation-state case study examples, students will be challenged to consider how globalization in terms of technology-based interconnection, cultural Westernization, economic liberalization, and political/social democratization is changing the lives of people throughout the world. Aspects of integration, assimilation, and reactionary movements and trends will be explored. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, INST, IPE, URST.

SOCI 3418. CONTEMPORARY IMMIGRATION IN GLOBAL PERSPECTIVE. (4 Credits)
Over the past decades, immigration has again transformed the United States. It is also producing significant changes in other countries, from the European nations that used to send their citizens to the United States more than a century ago, to oil-rich Middle Eastern states and developing nations. This class explores multiple questions related to immigration: Why do people migrate across international borders? Can states control migration, especially "unwanted" migrants? We examine the policies that let some people in, while keeping others out and then consider incorporation, the process by which foreign "outsiders" become integrated in their new home. Are immigrants and their children becoming part of the U.S. mainstream? What is the mainstream? The arrival of newcomers also affects the cultural, economic, political and social dynamics of the countries and communities that receive them. How do sociologists evaluate and theorize immigrant integration? Finally, the course looks at topical debates around membership, including citizenship. The large-scale movement of people raises questions about belonging, nationality, and social cohesion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, INST, LALS, MVST, PJST, PLUR, URST.

SOCI 3426. RACE, RACISM, AND WHITENESS. (4 Credits)
Normally approached from the standpoint of people of color, analyses of race and racism in America remain incomplete without a consideration of the particular historical, cultural, and epistemological dimensions of white experience. In this senior-level special-topics course, students will critically examine this legacy from an anti-racist perspective. After reviewing canonical observations about whiteness by Black intellectuals including W.E.B. Du Bois, James Baldwin, Frantz Fanon, and Bell Hooks, students will have an opportunity to consider more recent submissions to the field of critical whiteness studies, including the historical work of figures like Noel Ignatiev, as well as cultural analyses by figures like Richard Dyer. In addition to coming to a greater appreciation of the particularities and contradictory dimensions of whiteness (a category that, even in critical race theory, is often rendered as an abstract universal), students will work toward devising an understanding of what might constitute an effective anti-racist practice for white people today. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

SOCI 3427. HISPANICS/LATINOS IN THE USA. (4 Credits)
Explores the Hispanic mosaic in the U.S. Special emphasis is given to Hispanic education, culture and assimilation; the political significance of Hispanics; issues of gender, color and race; and work and the changing economy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, LALS, PLUR, URST.

SOCI 3450. TRANSNATIONAL SOCIAL MOVEMENTS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, INST.

SOCI 3456. MODERN AMERICAN SOCIAL MOVEMENTS. (4 Credits)
Social movements in 20th-century America have been vehicles of political protest, social change, and sometimes also resistance to change. Under what circumstances are social movements successful and what has been their impact on American institutional life and popular culture? In addition to a general and theoretical assessment of social movements, this course introduces students to particular movements that have formed over such issues as alcohol consumption, racism, war, and abortion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, PJST, PLUR, WGSS.

SOCI 3460. SOCIOLOGY OF EMOTION IN PUBLIC SPACE. (4 Credits)
As we move from a print-oriented society to a visually-oriented society, display of emotion in mass publics establishes new forms of social interactions. The social arenas that we inhabit become real-life stages of presentation of self and observation of others, which ultimately establish imagined public communities that inform our perceptions of public life. This course explores social arenas such as public parks, memorials, stadiums, and public street life within the context of media, race, class, sex, culture, and the globalized community. Individual and group performances in these spaces establish dramas where authenticity is perpetually sought after in the hope of discovering life-affirming experiences. Through the use of selected readings, films, and lectures, the course emphasizes sociological insights on our role as participants in emotional dramas in public. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3470. GLOBAL REFUGEE MIGRATION. (4 Credits)
This course is designed as a survey of the major issues associated with the subject of refugees. We shall proceed by dealing with a series of different themes including defining a refugee, causes of refugee situations, asylum and protection, emergency relief and non-governmental organizations, the impact of refugees on receiving countries, resettlement and repatriation. The last four weeks of the course will focus on the Middle East and Africa. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, PJST.
SOCI 3471. UNDOCUMENTED MIGRATION. (4 Credits)
The undocumented category is technically not a "legal" category but is indirectly established by immigration law as it creates categories of admission. The number of undocumented immigrants began to increase after the 1965 amendments to the Immigration and Nationality Act of 1952, which restricted immigration from Latin America. Between 1990 and 2007, the number of undocumented immigrants living in the United States tripled but then stalled and declined slightly, perhaps as a result of the Great Recession. Although the majority of the undocumented are from Mexico and the popular stereotype is of migrants sneaking across the Southern Border, this category is composed of all individuals who entered the country without inspection, as well as visa overstayers; it thus includes people from every region of the world. The class will explore these dimensions and other aspects of the contemporary situation of undocumented immigration and immigrants in the U.S. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, LALS.

SOCI 3500. CONTEMPORARY FAMILY ISSUES. (4 Credits)
This class focuses on the sociology of the family by exploring issues relating to the status and functioning of families in contemporary United States society. The issues examined include sexuality, childbirthing, divorce and remarriage, domestic violence, links between generations and the current state of social policy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, WGSS.

SOCI 3502. WORK, INEQUALITY, AND SOCIETY IN 21ST CENTURY AMERICA. (4 Credits)
How has the world changed and what will it look like in the future? How will it meet the needs of those entering the job market, & how can we democratically govern the conditions of the employment? This course examines the organization and development of labor markets and work in the contemporary United States. Topics will include the structure of occupations & the growth of service, information and "creative" sectors: the changing character of jobs and the rise of "precarious" labor: discrimination and access to opportunities: the interaction of gender, work and family; wages; income inequality & the provision of benefits like health insurance and retirement security; unions and movements for economic justice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AMST.

SOCI 3503. WORK, FAMILY, AND GENDER. (4 Credits)
This course examines how two key institutions in society – the workplace and the family – interact with one another. Special emphasis is placed on the critical ways that work-family balance and conflict are conditioned by gender. The course will cover the impacts – both negative and positive – of work demands upon individuals’ family lives, as well as the effects of family obligations upon workers and workplaces. Students will be familiarized with voluntary responses to work-family challenges on the part of individuals, families, and employers, as well as relevant public policies in the U.S. and around the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP3, WGSS.

SOCI 3506. DIVERSITY IN AMERICAN FAMILIES. (4 Credits)
This course focuses on the forms and structures of the family with emphasis on practices and ideologies, and how they vary by race/ethnicity, immigration status, gender, and sexuality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ASSC, EP3, LALS, PLUR, WGSS.

SOCI 3507. QUEER THEORY. (4 Credits)
Drawing on aspects of poststructuralist theory to extend the critical insights of post-New Left movements for gender and sexual liberation, queer theory has since the mid-1990s become a major intellectual current in a variety of cognate fields including sociology, anthropology, women's studies, cultural studies, media studies, and more. In this senior-level special-topics course, students will familiarize themselves with key themes and debates in queer theory through a critical evaluation of canonical works by figures including Adrienne Rich, Eve Kosofsky Sedgwick, Judith Butler, Jose Esteban Munoz, and Lee Edelman, as well as through an assessment of the observations of detractors like Adam Isaiah Green. Following the work of Jasbir Puar, the course will conclude with an analysis of "pink washing" and the corresponding incorporation of queer issues into the hegemonic national projects of Israel and the United States. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, PLUR.

SOCI 3601. URBAN POVERTY. (4 Credits)
This course deals with contemporary issues and problems in cities, with a special focus on residential segregation and urban poverty. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, LALS, PJST, PLUR, URST.

SOCI 3602. URBAN SOCIOLOGY. (4 Credits)
One of the most significant developments in urban history has been the development of cities. This course will examine the evolution and contemporary characteristics of cities in sociological perspective. The course includes a descriptive overview of the growth and development of cities and a discussion of the current state of urban America. Particular attention will be paid to New York City. We will also analyze various theoretical approaches to understanding urbanization, such as the human-ecological and Marxist theories. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, PJST, PLUR.

SOCI 3603. URBAN AMERICA. (4 Credits)
This course offers an introduction to urban sociology and to the study of American urban society. Particular attention will be paid to New York City. Topics include the rise of "global" cities like New York, metropolitan growth and inequality, urban policy, and politics, patterns of class, racial, and ethnic group formation, and local community organization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, PJST, PLUR.
SOCI 3606. THE GLOBAL CITY. (4 Credits)
What’s so special about New York? Why have we come here? What binds so many diverse people together? The answer to these questions is usually contested, but the debate in urban sociology has increasingly had to do with the concept of the "global city." The globalization paradigm started in the 1970s when the importance of cities grew as the continued relevance of national boundaries was increasingly questioned. This class will trace the historical emergence of the global city, covering the economic restructuring of the 1970s, the central theoretical literature, and several thematic topics exploring new neighborhood dynamics, labor relationships, new forms of segregation and fragmentation, as well as changing issues in central aspects of urban life, such as public space, shopping and consumption, immigration, etc. We will maintain a special focus on New York City, and by the end, you will have your own answers to such timeless urban questions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

SOCI 3610. THE FAMILY. (4 Credits)
The study of American family patterns within the context of cultural variations throughout the world. Course will examine past myths about the American family; present trends in American family life, such as changing sex roles, new concepts of child rearing, and adjustment of kin networks to metropolitan settings; and newly forming patterns of marriage and the family. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ASSC.

SOCI 3621. SOC ISS DOCUMENTARY FILMMAKING. (4 Credits)
With wars and terrorism rampant throughout the globe, polarization in religion and politics, challenges to sexual freedom and democratic social movements, explosions of unimaginable wealth amidst unbearable poverty, and countless other social narratives both hidden and apparent, it is the documentary filmmaker in the trenches who records, analyzes, and preserves in word and image the momentous events taking place here and now. This course looks at the role of documentary filmmakers in today’s society as they capture and expose to public view the great upheavals of our times and the power struggles that lie behind them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3623. FILM AND RELIGIOUS EXPERIENCE. (4 Credits)
Film and the Religious Experience is designed to give students a lively and challenging introduction to the major themes of religion from a sociological perspective, using film as the catalyst. The course will combine lectures with group discussion inspired by screenings (comprising Hollywood classic and contemporary films, early silents, documentaries, and experimental works) and readings (foundational texts by Durkheim, Weber, and William James to more recent books such as Religion in Film, John R. May and Michael Bird, eds.). The focus will be on the Judeo-Christian tradition and the Americas, but will also include some discussion of Eastern religions and alternative/outsider communities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 3670. HISPANIC WOMEN. (4 Credits)
An examination of the changing roles of Hispanic women with regard to Hispanic men, motherhood, the labor force experience, sexual awareness, media myths, political and economic power and women's liberation. The structural position and changing concepts of Hispanic women in the Americas will be examined through the lenses of analytical work and literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: LALS, PLUR, URST.

SOCI 3701. INTRODUCTION TO CRIMINAL JUSTICE. (4 Credits)
The course provides students with an overview of the three major areas of the United States criminal justice system: law enforcement, courts and corrections. The course takes a critical approach to the criminal justice system by questioning, challenging and examining all sides of various problems and issues. Class format will be a blend of lectures, discussion, presentations and class exercises. Police ride-alongs and a courtroom visit also will be arranged for those interested. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: URST.

SOCI 3708. LAW AND SOCIETY. (4 Credits)
How and when did law originate? What functions does law serve to the society and to the individuals within that society? Students will examine theories of jurisprudence and alternative sociological perspectives dealing with selected legal and constitutional issues in the United States and Europe. Particular attention is focused on legal policy and social change. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ASSC.

SOCI 3710. VIOLENCE AND POLITICS. (4 Credits)
From the Battle of Blair Mountain to the recent explosion of riots in the wake of Darren Wilson's exoneration in Ferguson, Missouri, the story of American politics is indelibly marked by violence. Sometimes embraced, often denounced, but even more often sidestepped, debates about violence have tended to return (like all repressed phenomena do) with a frequency that only underscores their importance. In this interdisciplinary undergraduate seminar, students will draw upon the insights of Sociology and other disciplines to assess America's social, historical, and cultural relationship to political violence. After reviewing theories of political violence by thinkers like Walter Benjamin and Carl Schmitt and subjecting foundational texts by figures like Thomas Jefferson and Louis Adamic to analytic scrutiny, students will consider important case studies including the historic split between Civil Rights and Black Power In the late 1960s, the Stonewall Rebellion of 1969, feminist engagements with violence after the second wave, and debates about violent tactics in the anti-globalization and Occupy movements. The course will conclude with an analysis of the ubiquitous and refracted forms of violence that pervade contemporary American culture (e.g. in video games) and an inquiry into recent police and vigilante violence against young Black men, including Oscar Grant, Trayvon Martin, and Michael Brown. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: AMST.
SOCI 3711. AMERICAN CRIMINAL JUSTICE SYSTEMS. (4 Credits)
This seminar course focuses on the administration of criminal justice and its relation to society, the police, prosecutor, defense attorney, judge, jury and correction agency. Observations at the courthouse allow for examination of constitutional rights, plea bargaining, jury selection, insanity defense and media coverage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, URST.

SOCI 3713. CRIMINOLOGY. (4 Credits)
This course surveys the state of knowledge and theories explaining criminal behavior and attempts to control it by society. Although the sociological perspective on crime is emphasized, class discussion and the text attempt to examine the subject from a multidisciplinary point of view, especially with respect to legal, biological, and psychological views of crime. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: URST.

SOCI 3714. TERRORISM AND SOCIETY. (4 Credits)
This course examines the history and societal causes of terrorism in its many forms, and the state’s and society’s counter-terrorist response. Among issues to be examined are the nature of terrorist ideology and the source of support for, and opposition to, terrorism among the people that terrorists claim to represent. Other issues to be examined are prevention preparedness and emergency responses to terrorist attacks, and political, civil, and human rights challenges faced by countries dealing with terrorism in the 21st century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, IPE, MEST, PJST.

SOCI 3720. MASS INCARCERATION. (4 Credits)
This course considers what the disciplines sociology, the law, public health, and social work contribute to our understanding of the causes and consequences of mass incarceration in the US. We will consider underlying assumptions about drug use, justice and punishment; how social forces (e.g., religion, the economy, Jim Crow, and politics) have shaped official responses to drug use and other social problems; and examine the social, legal, public health, and economic consequences of mass incarceration and the War on Drugs for individuals, families, communities, and contemporary society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, PJST, PLUR, URST.

SOCI 3730. CRIME IN TIME AND SPACE. (4 Credits)
One of the most consistent findings in criminological research is that crime is not evenly distributed within the environment. This begs the question: why is crime concentrated in certain areas, times and seasons? In this course, students will be introduced to the theoretical and empirical research that has attempted to explain these processes. Students will also be introduced to spatial analysis using geographic information systems software packages including ArcGIS. Special topics that will be covered include homicide, burglary, robbery, and assault. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMC, COMM, ICC, Theo.

SOCI 3700. INTERNSHIP. (3 Credits)

SOCI 3806. INTERPERSONAL BEHAVIOR AND GROUP PROCESS. (4 Credits)
Groups we associate with and the organizational settings in which we interact provide important contexts that shape what we do and even the identities we assume in everyday life. The study of social roles, selves, and identities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 4004. Art Worlds: Anthropology and Sociology Perspectives. (4 Credits)
The study of culture generally, and art world more specifically, allows us to understand the arts not only as aesthetics experiences, but also as institutional, economics, social, and political phenomena. Incorporating methods and insights from sociology and anthropology, and drawing on the resource of the immediate context of New York City’s cultural communities and institutions, the course will introduce students to issues in and methods for cultural analysis. The analysis of art worlds will include: 1) a consideration of the intentions of creative agents or producers; 2) the distribution of these objects within particular systems; and, 3) the reception and interpretation of these objects by and within particular social groups or communities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC.

SOCI 4020. PLACE, SPACE, AND IMMIGRANT CITIES. (4 Credits)
This course will introduce students to the main issues and current debates on immigrant minorities in large urban areas. Due to their density, cities represent microcosms of interaction and identity formation among and between different minority and majority groups. This often manifests itself spatially, as certain neighborhoods become areas of residence and territorial concentration for immigrant minorities. In the process of settling, immigrants also start identifying strongly with their spaces of settlement. This course will trace the historical patterns of this process, as well as explore its contemporary manifestations, as cities are being rediscovered and "gentrified," rendering their neighborhoods into fierce battlegrounds of spatial contestation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, INST, URST.

SOCI 4052. AN ETHICS OF MODERN SELFFOOD: THE PURSUIT OF AUTHENTICITY. (4 Credits)
The modern and postmodern self or identify, examined as a series of personal and moral conflicts and dilemmas. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMC, COMM, ICC, THEO.

Updated: 10-11-2017
SOCI 4105. RELIGION, GENDER, AND SEXUALITY. (4 Credits)
This course considers the intersections of religion, gender, and sexuality. In many parts of the world, including the United States, and in many religious traditions, cultural and religious identity and continuity hinge on gendered practices and closely controlled sexual regimes. The goal of this course is to understand how religious institutions, communities, doctrines, practices and traditions shape gendered ideologies and practices, debates about sexuality and gendered division of labor, and the lives of men and women who participate in these religious communities. The course is organized conceptually; rather than learning about specific religious traditions, we will discuss thematic issues at the intersection of religion, gender, and sexuality. At various junctures we will discuss specific examples that span religious traditions, geographical locations, and historical periods. The course will therefore provide students with a sense of how contemporary and seemingly local debates are rooted in much broader conversations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC, PLUR.

SOCI 4245. ETHICS IN RESEARCH. (4 Credits)
This course will examine approaches to responsible research practices across the natural and social sciences, with particular attention to research involving human participants. The course will provide an overview of the research process, foundations in research ethics, and provide examples of research across disciplines that exemplify scientifically valid and ethically sound research methods planning, implementation, and dissemination. In particular, the course will draw on long-standing research traditions in the field of sociology, and psychology in order to provide a foundation upon which ethical issues can be discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: BIOE, EP3, ICC.

SOCI 4400. GENDER, BODIES, AND SEXUALITY. (4 Credits)
This course explores how gender and sexuality shape and organize our lives. We will examine how gender is built into structures, institutions, and ideologies of social life as well as the interaction between gender and other axes of inequality, including race, class, and sexual orientation. The course will examine the experiences of men and women in addition to those who do not fit into these gender categories. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC, PLUR.

SOCI 4408. DIVERSITY IN AMERICAN SOCIETY. (4 Credits)
An examination of historical and contemporary diversity in the United States. Diversity is defined according to ethnicity, race, religion, class, and other relevant social groups. A comparison of the situation of old and new ethnic and immigrant groups will be made with special attention to factors affecting integration into the society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: LALS, PLUR.

SOCI 4421. DISABILITY, LITERATURE, CULTURE: NEUROLOGICAL, MENTAL, AND COGNITIVE DIFFERENCE IN CULTURE & CONTEXT. (4 Credits)
Disability studies, the central focus of this course, is an inherently interdisciplinary field. Drawing particularly on two of its constituent disciplines, literature and sociology, this course will explore the questions and problems raised by neurological, mental and cognitive disabilities, as they relate to identity, community, and belonging. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC.

SOCI 4900. INTERNSHIP SEMINAR. (4 Credits)
Placement in a work setting of their choice provides students with an opportunity to assess their own career goals, while simultaneously enriching their understanding of how social groups function. Issues and topics from the sociology of formal organizations, including work role socialization, the organization as a social system, the bureaucracy and its public, formal and social processes in organizations, managerial ideologies and the relation between character and career are discussed. Placements must be obtained through the Internship Program located in the Career Planning and Placement Office. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 4902. INTERNSHIP SEMINAR: COMMUNITY ORGANIZATIONS. (4 Credits)
This seminar explores the context, forms, and goals of community organization in the United States with a focus on urban, social, and environmental issues. Class meetings with proceed in tandem with students’ internship placements in local community-based organizations or other agencies. Students may choose their own internships, and assistance will be provided to help those in search of placement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ENST, URST.

SOCI 4933. RESEARCH SEMINAR. (4 Credits)
This seminar will focus on student research projects. Students will be expected to design and carry out a semester-long research project in the area of their choice. This is an interactive seminar stressing hands-on experience. Skills in topic selection, research design, and theory construction are emphasized. The project may be conducted in relation to an internship experience. (Permission by the Instructor required). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 4961. URBAN ISSUES AND POLICIES. (4 Credits)
A discussion of urban issues and policies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC, PJST, URST.
SOCI 4962. HEALTH/INEQUALITY IN THE US. (4 Credits)
This course examines the patterns and causes of health inequalities across key social groups in the United States. Grounded in a social-ecological approach to health, students examine how the distribution of money, resources, and power creates marked differences in the social and physical conditions within which we live our lives. These conditions, known as the "social determinants of health," contribute greatly to the formation of health inequalities. Examples of the social determinants that are examined include race/ethnicity, social class, gender, sexual identity, immigration/nativity status, and residential location. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 4971. DILEMMAS OF THE MODERN SELF. (4 Credits)
Modern selfhood or identity is studied as a series of conflicts or dilemmas "What is a self today?" What are the special problems of ourselves as modern and post-modern "subjects?" Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, EP4, SRVL, VAL.

SOCI 4990. CONFLICT RESOLUTION AND JUSTICE CREATION. (4 Credits)
This course examines the psychological, social, and philosophical foundations of peacemaking and conflict resolution drawing on theories and experience from sociology and philosophy, and to some extent theology. The course will include experiential exposure to workshops on conflict resolution and non-violent social action techniques, drawn from social justice organizations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, LALS, PJST.

SOCI 4998. SENIOR THESIS. (4 Credits)
Independent research under mentor guidance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SOCI 4999. TUTORIAL IN SOCIOLOGY. (1-4 Credits)
Supervised individual study. Provides an opportunity for students to work closely with an individual faculty member on a specific topic or project.

SOCI 5401. GENDER ETHNICITY & MIGRT. (3-4 Credits)
SOCI 5410. GENDER AND SEXUALITY. (3 Credits)
This course provides a comprehensive overview of the theoretical and empirical developments in the field of gender. It will explore how gender is built into the structures, institutions and ideologies of social life, and the interaction between gender and other axes of inequality, including race, class and sexual orientation. The course will examine the experiences of men and women as well as those who do not fit into these gender categories.

SOCI 5507. IMMIGRATION: CONT ISSUES. (3-4 Credits)
SOCI 5517. CITIES, POWER, & VIOLENCE. (3 Credits)
Violence is a force that shapes and is shaped by urban space. Cities have long been repositories of economic and political power, and as such they often become battlefields for competing interests. Violence is often a hidden element in urban planning. This course will take a historical, political-economic, and comparative approach to exploring the urban dimensions of crime, rebellion, repression, and warfare. The exploration of how urban geography and violence influence each other will examine many cases, including: mob violence in Jacksonian America and the rise of modern policing; the Paris commune and its aftermath; the Nazi assaults on Stalingrad and the Allied bombing campaigns of World War II; the military industrial complex as a force shaping modern suburbia; the rise of rioting and arson in US cities during the 1960s and 1970s and the intensive surveillance and policing which followed in the 1980s and 1990s; the guerrilla warfare and counterinsurgency in US occupied Baghdad; the origins, form and effects of narcotics driven mayhem gripping Juarez, and the indigenous occupation of La Paz which led to the election of Bolivia's first indigenous president. We will explore how various causes of conflict are displaced onto and play-out violently at the scale of the urban.

SOCI 5518. ISSUES IN URBAN SOCIOLOGY. (3 Credits)
A survey of the field of urban sociology and selected urban social problems. We begin with a review of the field as an intellectual tradition, from its roots in classical theory and the Chicago school to more contemporary concepts and approaches to urban and regional analysis. Substantive topics include economic and physical development, national and local politics and policy, inequality, spatial segregation formation, collective identity, and mobilization.

SOCI 5520. RACE MEMORY & DEVELOPMENT. (3 Credits)
Race continues to play a central role in the modern configuration and social imaging of the contemporary nation-state. All cultural artifacts, from MTV music videos to oil production and international development schemes, underscore a long-standing narrative of racial categorization and oppression. This course assesses the manner in which nation-states represent, narrate, and remember these racializing processes in their desire to enter the modern discourse of the nation-state. Ultimately, the aim of the course is to analyze the manner in which racial legacies are consistently historicized and continue to play a role in the production of today's multiple global identities.

Attribute: INST.
SOCI 5525. NATIONAL IDENTITY & DEV. (3-4 Credits)
This course will look to explore the manners in which the development discourse is interrelated with contemporary issues of nation-building and identity production. In this regard, we will look closely at third world countries whose identities have been closely aligned to issues of national development, globalization, post-colonial politics and national liberation movements. A large emphasis will also be placed upon the development dynamics between first and third world nations themselves, and how this political discourse actively contributes to contemporary forms of social movement and identification in both geographical locales. Within this larger paradigm of development and nationalism, issues such as racialization, ethnic cleansing, fundamentalist movement, NGO’s and the human rights agenda will also be addressed. The course will explore the manners in which the development discourse is interrelated with contemporary issues of nation-building and identity production. In this regard, we will look closely at third world countries whose identities have been closely aligned to issues of national development, globalization, post-colonial politics, and national liberation movements. A large emphasis will also be placed upon the development dynamics between first and third world nations themselves, and how this political discourse actively contributes to contemporary forms of social movement and identification in both geographical locales. Within this larger paradigm of development and nationalism, issues such as racialization, ethnic cleansing, fundamentalist movement, NGO’s and the human rights agenda will also be addressed.

SOCI 5527. NARRATIVES OF SUBJECTION: HISTORIES, CULTURES, AND IDENTITIES. (3 Credits)
Development and trans-national media are two of the most powerful agents of globalization in today’s ever changing world. These global discourses are incorporated within temporal narratives that provide cultural meaning and identification for large communities, helping them making sense of things in both historical and contemporary political context. The course will examine these global processes, showing how historical subjects are created within the larger social discourses and trans-national interactions, with attention given to the analysis of the development paradigm as well as the more incise debates of theorists and intellectuals like Foucault, Derrida, Bolanos, Kincaid, and Rhys. The course will explore how different intellectual discourses (academic, literary, policy-oriented, etc) make sense of a global world that uses “history as its main ethnological tool” of social formation.

SOCI 5530. GLOBAL CIVIL SOCIETY. (3 Credits)
This course examines theory and research pertaining to the development of global civil society. We will focus on issues of culture, power, and accountability as they apply to various transnational actors including non-governmental organizations, social movements, religious groups and crime networks. We will discuss the impact of these various actors on such issues as sovereignty, labor, environment, human rights, and global justice.

SOCI 5605. VULNERABLE POP & MIGRATN. (2 Credits)
This course focuses on refugees, asylum seekers and displaced persons in the context of global migration. It will provide an increased understanding of how human rights and ethical issues are present in national and global migration policies and programs. The course will also demonstrate how definitions and estimates of migrants, refugees, asylum seekers and displaced persons give rise to human rights and ethical considerations and consequences. (Only open to IDHA)
Attribute: URST.

SOCI 5607. MEDIA, IDENTITY & DEVELOPMENT. (3 Credits)
This course focuses on how the three forces of globalization produce differing forms of identification. Case studies will examine how these entities interact as contrasting element in today’s global market, producing both hegemonic and counter-hegemonic ways of addressing world problems. Emphasis will be placed on Latin America and on telenovelas production, the drug trade, the development enterprise, and social movements, including the pan-Indian one. But other global markers (and markets) like European films, North American entertainment icons, and World Music will be examined in a similar way. The objective of the course is to engage how trans-national identities, media, and ideas of development are continuously reproduced in an uneven global market and contesting ideas of cultural difference.

SOCI 5614. HISPANIC POLICY ISSUES. (3-4 Credits)
Critical policy issues impinging on Hispanics in major social institutions, including the criminal justice system, the educational institution, and health and social services system, the polity, and the economy.
Attribute: URST.

SOCI 5700. LAW & SOCIETY. (3,4 Credits)
SOCI 5705. RACE, GENDER, AND CRIME. (3-4 Credits)
Race, ethnicity, gender, and social class in the context of criminological theories, victimization and offending rates, and criminal just processing. The course investigates and challenges in readings, discussions, and lectures underlying assumptions about race, gender and class that are implicit in theories of crime and criminal practices.
Attribute: URST.

SOCI 5706. SOC. OF ORGANIZED CRIME. (3-4 Credits)
Organized crimes occur when a group of people engage in a continuing conspiracy to create and control illegal markets, or use illegal means to control legitimate markets. This includes such forms of criminality as trafficking in proscribed goods (drugs, arms, etc.), labor racketeering, price-fixing conspiracies, organized illegal gambling, and extortion. The course will examine particular organized particular organized formations in historical and cross-cultural perspective, and consider theories of the relationship between organized crime and other political and economic institutions.

SOCI 5709. FOUNDATIONS: LAW/ETHICS. (3 Credits)
This course is organized around seven questions about law and ethics that have intrigued citizens and scholars, illuminated by real cases and controversies. We will survey utilitarian, intuitionist, and contractarian theories of justice using John Rawl’s A Theory of Justice as the main text. We will then examine the natural law jurisprudential theories of Fuller and Dworkin, and the positivist jurisprudential theory of H.L.A. Hart, and attempt to understand the relationships among the theories of justice and the theories of jurisprudence.
SOCI 5710. THEORETICAL CRIMINOLOGY. (3-4 Credits)

SOCI 5720. SOCIOLOGY OF IMPRISONMENT. (3-4 Credits)

This course introduces students to the history and current practice of imprisonment. Students will mainly discuss the situation in modern day USA, although some comparative information will be given about other penal systems. Students will learn about a range of issues concerning imprisonment from supermax facilities, to religion and children in prison to HIV/AIDS. As part of the course, students may be able to sign up for prison visits. This course introduces students to the history and current practice of imprisonment. Students will mainly discuss the situations in modern day USA, although some comparative information will be given about other penal systems. Students will learn about a range of issues concerning imprisonment from supermax facilities, to religion and children in prison to HIV/AIDS. As part of the course, students may be able to sign up for prison visits.

SOCI 5806. REL & GLOBALIZATION. (3-4 Credits)

This course begins with an overview of the core of theoretical debates within the sociology of religion, and then considers them in light of globalization. Issues under consideration include religion’s relationship to the global expansion of a free-market economic system, the institutionalizations of an of an international development regime, transnational migration, international institutions, human rights, war, and the global response to HIV/AIDS. The primary course objectives are to understand the implications of these processes for religion and for theory and research on such issues as secularization, religious competition, and religious conflict.

Attributes: CEED, INST.

SOCI 5807. GLOBAL DISCONTENTS. (3-4 Credits)

This course examines the relationship between culture and globalization. In particular, we will examine the ideological underpinnings that support globalization, such as rationalism and consumerism, as well as alternative ideologies and social movements, both religious and secular, against globalization in its current forms. In addition to cultural and ideological content in its own right, considerable attention will be given to the institutional structures through which competing ideologies proliferate. Among the more obvious are information and communications technologies such as television and the internet. But also, we will examine less obvious “culture carriers” such as religious and development organizations and international institutions.

Attribute: ABGS.

SOCI 5810. SOCIOLOGY OF SCIENCE AND RELIGION. (3-4 Credits)

Science and religion frame our ideas about the nature and role of the self and of human interaction, emotions, health, illness, and moral responsibility, and they have played central roles in our evolving understanding of race, class, gender, and sexuality. There has been a tendency to view science and religion as two systems in mutual conflict, yet in truth, conflicts are greater withing each of these spheres than between the two of them. This course will examine how such conflicts arise and how they affect social ideas and political actions. It will take a historical approach with classical sociological works on science and religion, then more contemporary thinkers.

SOCI 5820. ART WORLD AND URBAN ENVIRONMENT. (3 Credits)

Incorporating methods and insights from sociology and anthropology, and drawing on the resource of the immediate context of New York City’s cultural communities and institutions, this course will introduce graduate students to issues in and methods for cultural analysis. The analysis of art worlds will be understood as necessarily inclusive of: 1) a consideration of the intentions of creative agents or producers; 2) the distribution of these objects or experiences within particular systems; 3) the reception and interpretation of these objects by and within particular social groups or communities; and, 4) the impact of these activities on urban environments and neighborhoods. The analytical categories of production, reproduction, distribution, and consumption/reception will be complicated by an ongoing consideration of the reconfiguration of public and private spheres in a post-industrial context. The recent thesis regarding the significance of “cultural creatives” to urban revitalization will be interrogated and debated. This course will be of interest to graduate students in sociology and anthropology, as well as to graduate students in art history, urban studies, English and American Studies.

Attribute: URST.

SOCI 6025. WORK AND FAMILY. (3 Credits)

SOCI 6100. CLASSICAL SOC THEORY. (3-4 Credits)

This course examines the classical theorists, including Durkheim, Weber, Marx, and Simmel in relation to their historical period and relevance for contemporary scholarship.

Attributes: CEED, IPED.

SOCI 6101. CONTEMPORARY SOC THEORY. (3 Credits)

Recent approaches in the theoretical approaches of the social sciences in the US and Western Europe including Marxism, behaviorism, phenomenology, and structuralism.

SOCI 6116. CULTURE AND KNOWLEDGE. (3 Credits)

An introduction to the expanding field of the sociology of knowledge and culture, including a discussion of the reasons for the resurgence of culture into the forefront of our understanding. Also considered are the “problems” of culture in our society and internationally “culture wars,” globalization, multiculturalism, racial conflicts and identity politics, among other matters, as well as the importance of religion and nationalism in both national and international politics and social movements.

SOCI 6119. SOCIOLOGY OF THE ARTS. (3 Credits)

The study of culture generally, and art worlds more specifically, allows us to understand art and culture not only as aesthetic experiences, but also as institutional, economic, social and political phenomena. Incorporating methods and insights from sociology and anthropology, and drawing on the resource of the immediate context of New York City's cultural communities and institutions, this course will introduce graduate students to issues in and methods for cultural analysis. The analysis of art worlds will be understood as necessarily inclusive of: 1) a consideration of the intentions of creative agents or producers; 2) the distribution of these objects or experiences within particular systems; and, 3) the reception and interpretation of these objects by and within particular social groups or communities. The classical categories of production, reproduction, distribution and consumption/reception will be complicated by an ongoing consideration of the reconfiguration of public and private spheres in a post-industrial context. This course would be of interest to graduate students of culture in sociology and anthropology, as well as to graduate students in art history, cultural studies, and American studies.
SOCI 6120. SOCIOLOGY AND THE SELF. (3 Credits)
The culture of the person in western modernity; the modern value of personal authenticity as part of a modern culture of emotion.
Attribute: CEED.

SOCI 6125. ETHICS OF MODERN SELFHOOD. (3 Credits)
The culture of the person in western modernity; the modern value of personal authenticity as part of a modern culture of emotion.
Attribute: CEED.

SOCI 6200. RESRCH.DESIGN I. (3-4 Credits)
Training in the method of stating a question for research, setting up the research design, organizing and interpreting evidence, and deriving hypotheses and conclusions. The course includes a review of classical research studies undertaken in this area with particular attention to issues of operationalization of key concepts.

SOCI 6201. RESRCH.DESIGN II. (3 Credits)

SOCI 6209. FIELDWORK:RELIGIOUS COMM. (3 Credits)

SOCI 6300. GRADUATE STATISTICS I. (3-4 Credits)
Introduction to statistics, including descriptive stats for one variable, descriptive bivariate measures of association, the logic of hypothesis testing, and significance tests related to the above descriptive statistics for both one and two variables. Introduction to the computer with and emphasis on using SPSS to analyze real data focusing on software procedures relevant to the course material.
Attribute: URST.

SOCI 6301. GRADUATE STATISTICS II. (3 Credits)
Multiple regression/correlation (MRC) as a general data analytic system incorporating features of analysis of covariance and analysis of variance as well as exposure to path analysis. Substantive articles from major sociological journals illustrating the diversity of uses of MRC will be covered. Course work includes a research paper using SPSS.

SOCI 6408. RELIGION AND SOCIAL MOVEMENTS. (3 Credits)
This course covers intersecting sociological literatures on religion and social movements. Substantive topics under consideration include: religious movement influence on secular politics, new religious movements, social movements within religious institutions and traditions, fundamentalisms, and religious sources of pacifism, violence, and direct action.

SOCI 6480. RELIGION AND SOCIAL MOVEMENTS. (3 Credits)

SOCI 6500. POPULATION. (3 Credits)
Determinants and consequences of changes in the basic demographic variables: fertility, mortality, and migration. Composition and distribution of population throughout the world with emphasis on the relationship between population, development, and other social, economic, and political forces.
Attribute: ABGS.

SOCI 6504. INTL POP DYNAMICS. (3 Credits)

SOCI 6506. POP PROCES&DEVEL ISSUES. (3 Credits)
The relationships among population processes and the major sectors of development, including economic and socio-cultural development, politics, and government, natural resource management, rural development, the status of women, health and nutrition, and development planning and policies in the developing countries.

SOCI 6507. TOPICS IN IMMIGRATION RESEARCH. (3 Credits)
The course seeks to familiarize students with major issues and controversies in immigration research, with the goal of encouraging students to undertake research in the field. The readings reflect the interdisciplinary and pluralistic nature of immigration research.

SOCI 6509. POSTCOLONIAL DEVELOPMENTS. (3 Credits)
This course will explore the nature of the development enterprise both in historical and contemporary terms. As a postcolonial enterprise development discourses have allowed for “old new” ways of interactions between the global north and south to be carried out, replacing the colonial ventures in myriad ways. To this degree, the course will explore how issues of race, gender, nationalism and popular culture are intertwined in the development discourse, and ultimately affect the manner in which people, communities and nations identify themselves. The ultimate objective will be for students to reflect upon a case study that expresses the conflicting interest of development and the integral manner in which the enterprise defines our current postmodern understanding of the world.

SOCI 6513. ANALY:INTERNATIONAL MIGR. (3 Credits)

SOCI 6518. URBAN COMMUNITY DEVEL. (3 Credits)

SOCI 6519. COMPARATIVE URBANIZATION. (3 Credits)
An analysis of Third World urbanization compared with that of more developed countries. Topics include the growth of cities, shifts in population, consequences for economic growth, the growing differentiation between old and new parts of the city, and the effect of rapid transportation.

SOCI 6552. DEMOGRAPHY OF FAMILIES & HOUSEHOLDS. (3 Credits)
This seminar focuses on trends in family and household structures, including changes in marriage, divorce, cohabitation, and the living arrangement of children and the elderly. Students will examine the causes of variation in family, and household structure, such as race, immigration status, and social class, as well as the causes of historical changes in gender roles and in women’s labor force participation. The course also examines the impact of family and household composition on social demographic outcomes, including fertility and economic well-being. A number of current, policy-relevant topics will be covered, including welfare, same-sex marriage and parenthood, the Health Marriage Initiative, work-family balance, and the role of fathers.

SOCI 6553. DEMOGRAPHY&HUMAN RIGHTS. (3 Credits)
The course examines human rights and ethical issues as they arise in the field of population studies. Within this broad area, emphasis will be given to population policies and programs related to abortion, Eugenics, euthanasia, fertility regulation, and immigration; the use of population data systems to target individuals and vulnerable population subgroups for human rights abuses; the impact of national laws or policies prohibiting data collection and analysis related to specific topics or population subgroups; and the role of demographic analysis in documenting and studying genocide, discriminatory educational programs, or inequities in the criminal justice system. Many of these issues involve complex interactions among causes and impacts. The goal of the course is not to resolve the various issues examined, but to help us all think with greater clarity about these and related issues, their interconnectedness and their broader implications for demography, human rights, ethics.
Attribute: CEED.
SOCI 6600. SOCIOLOGY OF MINORITIES. (3 Credits)

This course concerns the evolution of racial typologies and classification systems in the U.S. We will draw on a variety of texts from natural and social sciences, law, and literature to examine how "scientific" typologies of race are actually more reflective of power dynamics and social hierarchies than biological or genetic differences. Our goal is to understand the continuing significance of race in terms of social and economic power, as well as individual self-conceptualizations and identity politics. This course concerns the evolution of racial typologies and classification system in the U.S. We will draw on a variety of texts from natural and social sciences, law, and literature to examine how "scientific" typologies of race are actually more reflective of power dynamics and social hierarchies than biological or genetic differences. Our goal is to understand the continuing significance of race in terms of social and economic power, as well as individual self-conceptualizations and identity politics.

SOCI 6603. RACE: A SOCIAL CONSTRUCT. (3 Credits)

This course concerns the evolution of racial typologies and classification systems in the U.S. and in other countries. We will draw from a variety of texts from natural and social sciences, law, and literature to examine how typologies of race have varied over time and geographic space; and how they are actually more reflective of power dynamics and social hierarchies than biological or genetic differences. Our goal is to understand the changing but continuing significance of race in terms of social and economic power, as well as individual self-conceptualizations and identity politics.

SOCI 6606. RACE & ETHNIC COMPARATIVE. (3 Credits)

This course concerns the evolution of racial typologies and classification systems in the U.S. and in other countries. We will draw from a variety of texts from natural and social sciences, law, and literature to examine how typologies of race have varied over time and geographic space; and how they are actually more reflective of power dynamics and social hierarchies than biological or genetic differences. Our goal is to understand the changing but continuing significance of race in terms of social and economic power, as well as individual self-conceptualizations and identity politics.

SOCI 6618. URBAN SOCIOLOGY. (3 Credits)

This course surveys the field of urban sociology and current urban social problems. We begin with a review of the field as an intellectual tradition, from its roots in classical theory, the "Chicago School" and community ethnography to more contemporary concepts and approaches to urban and spatial analysis. Substantive topics include urban economic development, national and local politics and policy, and cultural processes of group formation, collective identity, and mobilization. Focus will be on the United States but in the context of increasingly global system.

SOCI 6622. RACE MEMORY AND DEVELOPMENT. (3 Credits)

Race continues to play a central role in the modern configuration and social imaginings of the contemporary nation-state. All cultural artifacts, from MTV music videos to oil production and international development schemes, underscore a long-standing narrative of racial categorization and oppression. This course assesses the manner in which nation-states represent, narrate, and remember these racializing processes in their desire to enter into the modern discourse of the nation-state. Ultimately, the aim of the course is to analyze the manner in which racial legacies are consistently historicized and continue to play a role in the productions of today's multiple global identities.

SOCI 6625. SOC OF GENDER. (3 Credits)

This course will provide students with a comprehensive and up-to-date overview of the theoretical and empirical developments in the field of gender. The course will explore how gender is built into the structures, institutions, and ideologies of social life and the interaction between gender and other axes on inequality, including race, class, and sexual orientation. The course will examine the experiences of men and women as well as those who do not fit into these gender categories.

SOCI 6701. IMM AND CRIME. (3-4 Credits)

This course examines race, ethnicity, gender and the intersections thereof in the context of criminal justice processing. Underlying assumptions about race, gender, and class are implicit in theories of crime and criminal practices will be unearthed, and challenged in readings, discussions, and lectures.

Attribute: URST.

SOCI 6702. PUNISHMENT AND INEQUALITY. (3 Credits)

This course examines race, ethnicity, gender and the intersections thereof in the context of criminal justice processing. Underlying assumptions about race, gender, and class are implicit in theories of crime and criminal practices will be unearthed, and challenged in readings, discussions, and lectures.

Attribute: URST.

SOCI 6705. RACE, GENDER AND CJS. (3 Credits)

This course examines race, ethnicity, gender and the intersections thereof in the context of criminal justice processing. Underlying assumptions about race, gender, and class are implicit in theories of crime and criminal practices will be unearthed, and challenged in readings, discussions, and lectures.

Attribute: CCED.

SOCI 8011. THESIS SEMINAR. (3 Credits)

SOCI 8012. THESIS SEMINAR II. (3 Credits)

SOCI 8999. INDEPENDENT STUDY. (4 Credits)

SOCI 9999. DISSERTATION DIRECTION. (1 Credit)

Spanish (SPAN)

SPAN 1001. INTRODUCTION TO SPANISH I. (5 Credits)

An introductory course that focuses on the four skills: speaking, reading, writing and listening providing students with a basic knowledge of Spanish linguistic structures, vocabulary and culture, which studied interdependently, comprise the Spanish Language.

Attribute: ZLB1.

SPAN 1002. INTRODUCTION TO SPANISH II. (3 Credits)

This course will enhance the reading, writing, speaking and listening skills acquired by students in Introduction to Spanish I or from prior study. It will further promote a deeper understanding of Spanish and Hispanic cultures.

Attribute: ZLB1.

Prerequisite: SPAN 1001.

SPAN 1003. SPOKEN SPANISH I. (3 Credits)

The first semester consists of a study of basic Spanish grammar and intensive aural-oral practice. The second semester continues the study of grammar and focuses on developing the student’s ability to speak and understand standard Spanish. No credit toward the language requirement will be given for SPAN 1003 without successful completion of SPAN 1004. A single semester of the sequence may be taken as elective credit. Only offered in Fordham College of Professional and Continuing Studies.

SPAN 1004. SPOKEN SPANISH II. (3 Credits)

The first semester consists of a study of basic Spanish grammar and intensive aural-oral practice. The second semester continues the study of grammar and focuses on developing the student’s ability to speak and understand standard Spanish. No credit toward the language requirement will be given for SPAN 1003 without successful completion of SPAN 1004. A single semester of the sequence may be taken as elective credit. Only offered in Fordham College of Professional and Continuing Studies.

Updated: 10-11-2017
SPAN 1501. INTERMEDIATE SPANISH I. (3 Credits)
Attribute: ZLB1.
Prerequisites: SPAN 1001 or SPAN 1002.

SPAN 1502. INTERMEDIATE SPANISH II. (3 Credits)
Attribute: ZLB1.
Prerequisite: SPAN 1501.

SPAN 1551. INTERMEDIATE SPANISH I FOR BUSINESS. (3 Credits)
Development of communication skills in everyday and business contexts with attention to vocabulary building, grammar review, conversation, and composition. Reading and discussion of literary, cultural, and business-related texts. Designed primarily for business students.

SPAN 1552. INTERMEDIATE SPANISH II FOR BUSINESS. (3 Credits)
This course continues and amplifies the work of SPAN 1551. Development of communication skills in business and everyday contexts with attention to vocabulary building, grammar review, conversation, and composition. Reading and discussion of literary, cultural, and business-related texts. Designed primarily for business students.
Attribute: ZLB1.

SPAN 1999. SERVICE LEARNING-1000 LEVEL. (1 Credit)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

SPAN 2001. SPANISH LANGUAGE AND LITERATURE. (3 Credits)
Study of selected literary texts and review of pertinent grammatical structures, textual analysis, composition, and conversation. Conducted in Spanish.
Attribute: LALS.
Prerequisite: SPAN 1502.

SPAN 2301. ADVANCED FOR SPANISH SPEAKERS. (3 Credits)
An advanced review of grammar for students with bilingual experiences in English and Spanish. Study of selected literary texts. Textural analysis, continued development of written and oral skills.
Attribute: LALS.
Prerequisite: SPAN 1501.

SPAN 2305. SPANISH CONVERSATION AND COMPOSITION. (4 Credits)
Intensive practice of the spoken and written language with emphasis on proper use of idioms and buildings of vocabulary based on topics of interest and relevance. A basic course for prospective majors and minors, not open to Spanish native speakers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: LALS.
Prerequisites: SPAN 2001 or SPAN 2301.

SPAN 2500. APPROACHES TO LITERATURE. (4 Credits)
A basic course in Spanish literature. Close readings in the major forms, prose fiction, poetry and drama, and an introduction to the varieties of critical strategies for reading them. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2001 or SPAN 2301.

SPAN 2610. ADVANCED READING AND WRITING. (4 Credits)
In depth review of grammar topics through exercises on reading and writing intended to improve sentence and paragraph construction, expand vocabulary and create awareness of regional/cultural differences. The course will be centered on different types of readings such as essays, newspaper articles, short poems and fiction, and significant number of short writing essays. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: LALS.

SPAN 2620. SPANISH PHONETICS. (4 Credits)
Sounds of the Spanish language. Analysis of standard Spanish pronunciation in contrast with regional variants in the Hispanic world through tape models and live presentations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: LALS.

SPAN 2625. HISTORY OF THE SPANISH LANG. (4 Credits)
Examination of the beginnings and evolution of Spanish from Pre-Roman era to the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

SPAN 2640. SPANISH AND NEW YORK CITY. (4 Credits)
This course works to achieve greater linguistic fluency and cultural understanding of the Spanish-speaking world. We will examine the Latin Americans and Latino experience in NYC through a variety of written and visual texts. Students will work in community to improve their language skills and cultural understanding in a highly contextualized environment. Community service required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: LALS, URST.

SPAN 2650. BUSINESS SPANISH. (4 Credits)
This course emphasizes key communicative skills to provide students with tools to work in Spanish in a wide variety of capacities. Students will learn essential vocabulary and discuss different cultural practices in the professional Spanish-speaking world. The class will explore important sectors of the economy in Spain, Latin America, and the United States as well as geographic elements (trade agreements, political circumstances, etc.) that shape them. Attention will be paid to both for-profit and non-profit models. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: LALS.
SPAN 2655. CREATIVE WRITING IN SPANISH. (4 Credits)
This course will explore various modes of creative writing (journals, short stories, microcuentos, poems, etc.). Readings about the process of writing by Hispanic authors, and certain exemplary texts will serve as guide and inspiration, while a workshop format will allow for revising and developing as second language writers. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: SPAN 2500.

SPAN 2700. HISPANIC LEGENDS. (4 Credits)
This course will introduce students to fundamental myths, folktales, and fables from a variety of Spanish-speaking countries and periods. Special attention will be paid to sources, interpretation, and analysis of these stories. Among topics to be considered are the types, structure and patterns of legends, the role of the hero, common devices such as personification, and orality. Written assignments include analytical essays, response papers, and creative writing. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2001 or SPAN 2301.

SPAN 2999. SERVICE LEARNING-2000 LEVEL. (1 Credit)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

SPAN 3001. SPAIN: LITERATURE AND CULTURE SURVEY. (4 Credits)
A broad survey of Spanish culture through the study of some of its major literary figures and texts. The course will examine representative texts from important artistic movements in Spain, such as the Renaissance, the baroque, neoclassicism, romanticism, realism and modernism. By the end of the course, students will be able to define the main characteristics of these movements and will be familiar with important literary figures, such as Garcilaso de la Vega, Calderón de la Barca, Lope de Vega, Moratín, Bécquer, Larra, Leopoldo Alas, Pardo Bazán, Antonio Machado, Unamuno, Ramón Sénader, Aleixandre and Martín Gaite. Students will also be familiar with Spanish history and its relationship to the cultural field. Prereq: SPAN 2500 or Instructors Permission; Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisite: SPAN 2500.

SPAN 3002. LATIN AMERICA: LITERATURE AND CULTURE SURVEY. (4 Credits)
(May be applied to other groups depending on topic offered) The study of Spanish-American society through its cultural expressions: literature, art, music, film, and print journalism. To focus, in a given semester, on topics such as: "Literature and Art in Colonial Spanish America," "Literature and Film in Contemporary Spanish America," "Revolution in Spanish American Literature and Art," "Civilization and Barbarism," "National Identity, Race, and Gender in Spanish America," "Dictatorship and Resistance in Spanish America," and others. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, GLBL, LALS.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3005. THEMES IN LATINA/O AND LATIN AMERICAN STUDIES. (4 Credits)
This course allows students to explore ways to synthesize key topics in Latin American and Latina/o Studies (LALS) as an interdisciplinary field of study. It will compare the distinct approaches to these topics of the different disciplines represented by the LALS faculty (including History, Literature, Film Studies, Theology, Art History, Sociology, and Anthropology). Conducted in English. Coursework in Spanish for credit toward the Spanish major and minor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COMC, COMM, LALS.
Prerequisite: SPAN 2500.

SPAN 3007. SPANISH LINGUISTICS. (4 Credits)
This course focuses on the linguistic study of the Spanish language. The course discusses the formal domains of language structure - including speech sounds and their mental representations, sentence structure and semantic meaning, as well as social realities of language use and language change across different varieties of Spanish in the world. The course is taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ASC.
Prerequisite: SPAN 2001.

SPAN 3051. SURVEY OF SPANISH LITERATURE. (4 Credits)
Major developments in Spanish literature from the early modern period to the 21st century. We will study the major literary movements, themes and genres through representative works. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3052. SURVEY OF SPANISH-AMERICAN LITERATURE. (4 Credits)
Major developments in Spanish American literature from the Colonial period to the 20th century. Representative works from various genres and their cultural context will be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, GLBL, LALS.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3066. SURVEY OF LATIN AMERICAN FILM. (4 Credits)
A panoramic view of the cinema of Hispanic America and Brazil, from the Golden Age of Mexican film to the present. Particular emphasis will be placed on students’ use of the language itself of film studies, as well as on the connections between transnational networks of filmmakers and the emergence of pan-Latin American identities. Taught in Spanish. Prereq: SPAN 2500 or Instructor’s Permission. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.
SPAN 3070. THE LATIN-AMERICAN URBAN CHRONICLE. (4 Credits)
This course will cover the urban chronicle from the late 19th century to the present, exploring how this hybrid genre negotiates its link to literature, media, public space and the cultural economy of the city. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, AMST, COLI, LALS, URST.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3072. GEOGRAPHIES OF POWER/INJUSTICE. (4 Credits)
Throughout this course, the aim is to develop in students a critical perspective on the spatiality of social life, that is, to foster students understanding of how relations of power and dispossession are inscribed into the built environment in both urban and rural landscapes. Through in-depth study of 20th and 21st century Spanish American works of fiction and film, we will study how space (which simultaneously shapes, and is shaped by, social life) is politically produced and reproduced, thus creating structures of privilege and advantage for some, and of social control and cultural, gender and class exclusion or domination for others. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: LALS.

SPAN 3075. Crime Fiction in Hispanic Literature. (4 Credits)
The socio-cultural particularities of the crime narrative. Short stories and novels by major Spanish and Latin American writers in the context of globalization. Authors may include Sabato, Garcia Marquez, Ampuero, Vazquez Montalban, Velazquezuela. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2500 (may be taken concurrently) or SPRU 2500 (may be taken concurrently) or SPEU 2500 (may be taken concurrently) or SPLU 2500 (may be taken concurrently).

SPAN 3126. SPANISH GOLDEN AGE: THE AGES. (4 Credits)
This course examines the Spanish Golden Age through texts from the 16th through the 21st centuries to examine how different artists, theorists, and governments define the Golden Age period and to what end. Possible artists include Eduardo Marquina, Federico Garcia Lorca, Camilo Jose Cela, Juan Goytisolo, Ernesto Caballero, Arturo Perez-Reverte, Michele Foucault, Joel-Peter Witkin, Pilar Miro. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3180. POETRY IN CONTEXT. (4 Credits)
This course proposes a social, historical and cultural contextualization of what is known as the Golden Age of Spanish poetry (16th-17th centuries). The major poets and poems of the time will be examined through their relationship with the main sources of social and political power and other forums of art and artists. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3200. MULTICULTURAL SPAIN. (4 Credits)
Since the formation of the Spanish state in early modern times the struggle between central and peripheral political powers has determined Spanish culture and society. This course explores the tensions between cultural diversity and unified identity of the Spanish nation in works from a broad spectrum of cultural production, from surrealism to postmodernism, from zarzuela to flamenco. The course explores the tension between cultural diversity and the unified identity of the Spanish nation and focuses on theories of nation-building, ideology, repression and political violence. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3210. TRANSATLANTIC PICARESQUE. (4 Credits)
Exploration of the origins of this uniquely entertaining genre, its most exemplary manifestation in Spain, and its transatlantic resource in the New World. Texts include Lazarillo de Tormes, El Buscon, Don Catrin de La Fachenda, El Lazarillo de Ciegos Caminantes, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3230. SINFUL BUSINESS. (4 Credits)
Analysis of greed in Colonial and Golden Age writings on New World treasure. Exploration of Classical and Jungian roots of negativity toward commercial navigation. Prose and poetry by authors such as Horace, Ovid, Cabesa de Vacca, Siguenza y Gongora, Quevedo, and Gongora. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: SPAN 2500 (may be taken concurrently) or SPRU 2500 (may be taken concurrently) or SPEU 2500 (may be taken concurrently) or SPEU 2500 (may be taken concurrently).

SPAN 3250. GOD, GOLD, AND GLORY. (4 Credits)
In-depth examination of colonial narratives of exploration and conquest. Comparative study of text and film representations of this powerful moment of Spanish imperialism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3275. HYBRID FUTURES: A PANORAMA OF MEXICAN SHORT FICTION. (4 Credits)
This course will explore the main themes of Mexican science fiction, from the late nineteenth century to today, using a panoramic approach that encompasses different forms of cultural production and media (literature, film, comics, street art, etc.). Through the science fiction lenses we will examine Mexico’s relation to technology and the processes of modernization, as well as the imagined future of labor, gender, and immigration, among other issues. We will frame Mexican science fiction as part of a larger Latin American tradition, while also discussing the connections to more mainstream (i.e. American and English) visions of the genre. All materials will be available online.
Attributes: ALC, LALS.
Prerequisite: SPAN 2500.
SPAN 3300. MODERN LATIN AMERICAN VISUAL CULTURE. (4 Credits)
In this course, we will identify, follow, and compare a number of narrative and historical currents as they are represented in Latin American visual culture, from independence to the present. We will do this across a broad variety of media, including concrete poetry, performance art, photography, painting, film, television, sculpture, comics, and theater.
We will focus on theoretical, historical, ethical, political, and identitarian approaches to these different disciplinary categories of visual culture.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: INST, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3301. FEDERICO GARCIA LORCA AND HIS WORLD. (4 Credits)
The course is an in-depth study of the works and person of Spanish author Federico Garcia Lorca (1898-1936) in its socio-historical, artistic and cultural contexts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2500.

SPAN 3398. GENERATION OF 1898. (4 Credits)
The relationship between literary form and the ideological, aesthetic and sociopolitical issues characteristic of this crucial moment in Spanish history and literature. Includes works by major representative authors from this period: Azorin, Baroja, Antonio Machado, Unamuno, and Valle-Inclan. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3401. MODERN SPANISH FICTION. (4 Credits)
Spanish novel and/or short story. Major figures in 20th-century Spanish fiction. Authors may include: Baroja, Perez de Ayala, Sender, Cela, Matute, Delibes, Goytisolo and Tusquets. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3420. MODERN SPANISH POETRY. (4 Credits)
Study, explanation, interpretation of the creative new burst of the great poets of the 20th century Spain, of the various poetic movements which influenced them. Particular attention is given to the 19th century's prehistory of the 20th century Spanish poetry, the poetic "isms" of those periods and their influences. The study of Spanish metrics also will demonstrate their relevance to each poet. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3425. MODERN SPANISH THEATER. (4 Credits)
Examination of the various trends in Spanish Peninsular theater from the generation of 98 to the 1960's (tragedy, comedy, theater of the absurd, fantasy, realist theater and theater of protest) including those of two dramatist Nobel Prize laureates. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3426. MODERN HISPANIC THEATER. (4 Credits)
Through the study of a series of contemporary plays, this course addresses theatre as testimony to social and political changes in the Hispanic world during the Twentieth century. From pre-to-post Franco Spain, and from the naturalist drama in the early Twentieth century to postmodern experiments in the theatre of the absurd in Argentina, we will focus on issues of rebellion, abuse of power, and tyrannies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COL, LALS.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3450. NOBEL PRIZES IN HISPANIC LITERATURE. (4 Credits)
Study and critical analysis of selected works in poetry, fiction, and theater, of the 10 Nobel Prize winners from Spain and the Americas, since the first awards in 1901. From Jose de Echegary (Spain, 1904) to Octavio Paz (Mexico, 1990). Film and other media versions of their works will be complemented with textual studies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3500. LITERATURE OF DISCOVERY. (4 Credits)
In-depth examination of four essential chronicles of Spanish-American discovery: Colon, Cabeza de Vaca, Cortes, and Las Casas. Exploration of the concept of discovery, supported by study of several foremost critics of colonial literature. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3510. SPAIN AT WAR. (4 Credits)
This course will explore the main political and social conflicts in Spanish history from early modern times to the 20th century and its impact on literature and art. Works by Cervantes, Goya, and Picasso, among many others, will be analyzed and discussed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.
SPAN 3530. EXCESS IN SPANISH LIT. (4 Credits)
National identity in Spain was constructed beyond European ethics and aesthetics. This course focuses on the tragic consequences of presenting Spain as the Other, examining representations in modern literature and film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPLU 2500 or SPEU 2500.

SPAN 3535. UNUS MUNDUS: DECONSTRUCTING 'TIME' THROUGH SPANISH LITERATURE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.
Prerequisite: SPAN 2500.

SPAN 3540. SPAIN AND ISLAM. (4 Credits)
Islam has been a major constant in the construction of Spanish national and cultural identity from the Middle Ages to our present day. This course will explore the nature of this Islamic constant through the different political and cultural contexts of Spanish history. Course material will include literary sources from Medieval lyric to modern fiction as well as other cultural forms, including Medieval music and contemporary cinema. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, LALS, MEST.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3550. EXPRESSING THE COLONIES. (4 Credits)
This course will consider Colonial texts following the age of discovery and conquest. Exploration of Sor Juana, el Inca Garcilaso, Balbuena, Acosta, Vazquez, de Espinosa, and others will seek to identify how the writings contributed to the expression of the newly established colonies and institutions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, LALS.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3560. REIMAGINING THE COLONIES. (4 Credits)
Study of modern Latin American historical fiction (novels and short stories) set in the Colonial period. Exploration of the factors that inform contemporary authors' literary imaginations as they envision and recreate this crucial period in Latin American history. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3561. REPRESENTING THE GYPSY. (4 Credits)
This course will explore the representation of the gypsy in Spanish literature and culture from the late Middle Ages to the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, INST, LALS, PJST.
Prerequisites: SPAN 2500 or SPEU 2500 or SPLU 2500 or SPRU 2500.

SPAN 3570. STORIES OF A NEW WORLD. (4 Credits)
Panorama of the first three centuries of Spanish American Literature. Narratives, poems and letters by conquistadors, priests, sailors, nuns, nobles, commoners, indigenous, crioles, and Spaniards. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, LALS.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3575. PAINTING THE EMPIRE: UNDERSTANDING THE SPANISH EMPIRE THROUGH ART AND LITERATURE. (4 Credits)
The Golden Age of Spanish art and literature (known as “el Siglo de Oro”) coincided with the configuration of Spain as a global empire after the rise of the Habsburg dynasty to the Spanish throne (from around 1550 to around 1650). This course proposes a study of the main social, political and cultural conflicts that conformed that empire from a multidisciplinary perspective that combines the works of the empire’s most famous painters (El Greco, Diego Velázquez, José de Ribera, among others) with the works of its most representative writers (Lope de Vega, Miguel de Cervantes, María de Zayas, among others); topics such as the symbolic construction and shaping of space, gender, national identity or social and religious relationships will be approached through a combination of visual and textual representations. The course will also take great advantage of the important collections of Spanish Renaissance and Baroque painting held at several New York institutions such as the Metropolitan Museum of Art of the Hispanic Society of America, including visits to those institutions and field work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, LALS.
Prerequisites: SPAN 2500.

SPAN 3580. FRANCOIST SPAIN. (4 Credits)
This course in cultural production during the regime of Francisco Franco (1939-1975) examines the regime’s ideological approach to the arts by studying the personalities and legislature that shaped Francoist aesthetics. The course puts state sponsored and subversive art in dialogue with official policies and the struggle for their control to produce a more advanced understanding of Franco’s Spain. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3582. NEW YORK IN LATINO LITERATURE AND FILM. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ALC, COLI, LALS, PLUR.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

Updated: 10-11-2017
SPAN 3583. NEW YORK CITY LATINO THEATRE AND PERFORMANCE. (4 Credits)
Explores the diversity of Latino performance styles in NYC, from
theatrical performances to performance art and spoken word, by studying
the works presented in NYC’s Latino repertory theaters, musical theater
venues, performance art and spoken word presentations, such as El
Repertorio Espanol, Teatro Circulo, the Puerto Rican Travelling Theater/
Pregones Theater, and INTAR. It will study the works of performance
artists such as Carmelita Tropicana and Josefa Baez, of spoken word
poets such as Willie Perdomo, Edwin Torres and Caridad del la Luz, and
Alberto Sandoval-Sanchez, and Diana Taylor. Conducted in Spanish.
Four-credit courses that meet for 150 minutes per week require three
additional hours of class preparation per week on the part of the student
in lieu of an additional hour of formal instruction.
Attributes: LALS, PLUR.
Prerequisite: SPAN 2500.

SPAN 3610. CHILDREN’S GAZE IN LATIN AMERICAN LITERATURE. (4 Credits)
This course examines Latin American short stories, novels and poetry
which focus on the way children and adolescents view the world and how
they process their immediate socioeconomic and geographic contexts
to construct their world view and find their place in society. Four-credit
courses that meet for 150 minutes per week require three additional
hours of class preparation per week on the part of the student in lieu of
an additional hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3625. SPANISH-AMERICAN SHORT FICTION. (4 Credits)
The short story and the short novel in Spanish America from its
beginnings in the 19th-century. Authors may include: Echeverría, Quiroga,
Borges, Rufio, Fuentes, Carpentier, Cortázar, Onetti, Garcia Marquez, Piera,
Garro and Allende. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3630. CULTURAL JOURNEY THROUGH MEXICO CITY. (4 Credits)
An overview of the literature, culture, and history of Mexico City, from
the first colonial encounters to a contemporary look at what cultural
critic Carlos Monsivais has called “post-apocalyptic” city. Course will
include texts by Balbuena, Calderón de la Barca, Güíñez Najera, Novo,
Villarrutia, Pacheco, Fuentes, Poniatowska, Blanco, Monsivais, as well as
photography, music, urban history and film. Four-credit courses that
meet for 150 minutes per week require three additional hours of class
preparation per week on the part of the student in lieu of an additional
hour of formal instruction.
Attributes: ALC, LALS, URST.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3642. SPANISH-AMERICAN LITERATURE AND POPULAR MUSIC. (4 Credits)
The significant role of popular music such as bolero, tango, milonga in
Latin American Postmodern Novel. Authors may include: M. Puig, R.
Sanchez, G. Cabrera Infante, L. Otero, M. Montero, R. Ampere. Four-credit
courses that meet for 150 minutes per week require three additional
hours of class preparation per week on the part of the student in lieu of
an additional hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3685. MEDIA AND LITERATURE IN SPANISH AMERICA. (4 Credits)
How did the sphere of literature react to the technological changes in
media during the 19th and 20th centuries? This course will focus on five
cases: telegraph, radio, photograph, film, and internet. We will read texts
by Gutierrez Najera, Maples Arce, Biyo Casaeas, Cortazar, and others.
Four-credit courses that meet for 150 minutes per week require three
additional hours of class preparation per week on the part of the student
in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3701. SPANISH-AMERICAN WOMEN WRITERS. (4 Credits)
Texts by Spanish-American women writers from the Colonial period to
the present. Issues of female writing and representation. Evaluation of
the status of writing as a woman in recent critical theory. Authors may
include: Sor Juana, Mistral, Bombal, Castellanos, Poniatowska, Ferre, and
Allende. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3710. CONTEMPORARY LATIN AMERICAN FICTION. (4 Credits)
In this course we will study the major trends in Latin American fiction
from the second half of the 20th Century onwards. Significant attention
will be placed on writers of the 1960’s “boom” generation, their technical
innovations and their role as intellectuals. Major post-boom authors will
then be studied focusing on themes such as migration, transnationalism,
memory, end-of-the-century politics of identity, and the increasing
professionalization of the Latin American writer. Four-credit courses that
meet for 150 minutes per week require three additional hours of class
preparation per week on the part of the student in lieu of an additional
hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3712. LITERATURES OF THE LATIN AMERICAN BOOM AND POST-
BOOM. (4 Credits)
We will first explore the "Boom," a time in the 1960s and 70s when
certain Spanish American authors (such as García Márquez, Cortázar,
Vargas Llosa, Fuentes, and Donoso) became known internationally
for their sophisticated narrative techniques, engagement with politics,
and re-imagining of national identity. We will then examine how more
temporary works of Spanish American fiction (by such authors as
Poniatowska, Bolano, Fuguet, and Elit) grapple with the legacy of the
"Boom." Other issues to be discussed include modernism, "magical
realism," historical fiction, and works by authors transitioning between
the Boom and Post-Boom (including Puig, Sarduy, and Allende). Taught in
Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3715. LATIN AMERICAN CYBERLITERATURE. (4 Credits)
Latin American Cyberliterature explores the articulation of cyberspace
and literature and analyzes the use of hypertexts, blogs and blognovels
by Favorón, Neuman, Paz Soldán, Volpi, Rivera Garza and Pron. Taught in
Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisite: SPAN 2500.

Updated: 10-11-2017
SPAN 3727. Writing Disease in Latin American Literature. (4 Credits)
An examination of disease as key metaphor for Latin America’s political crises in canonical, marginal, fictional and testimonial texts, essays, and film. The course will focus on the three emblematic diseases: tuberculosis (as a sign for artistic character and marginality), cancer (as a sign for emotional incapacity and revolutionary crisis), and AIDS (as a “homosexual disease” related to exile and global travel). Through the study of the metaphorical representations of these diseases we will explore important artistic, cultural, and political debates in diverse Latin American contexts. Special emphasis will be given to the strategies through which the diseased portray themselves and are portrayed by others in relation to concepts of national identity and to the crises of the nation-state in the context of globalization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3728. Popular Culture in Latin America. (4 Credits)
An examination of the multiple and contradictory meaning of “lo popular” in contemporary Latin American fiction and film. The course traces the shifting representation of the popular subject as an idealized symbol of the rural, folkloric “essence of national identity” to the popular subjects as a sign for a negative and menacing urban, illiterate and criminal other. It will review the critical literature on the popular and discuss how fictional representations of the popular subject contribute to forging, endorsing, or challenging dominant social views. Special attention will be paid to topics such as class, race, sexuality, religious practice and immigration to the U.S., as well as to the extent which these fictional works acknowledge the popular subject’s agency and subversive potential to transform society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3730. WRITING VIOLENCE: PERU, 1980-2000. (4 Credits)
In this course we will study the different representations of violence in Peruvian narrative, poetry and film whose main subject was the armed conflict during the 1980’s and 90’s between the Peruvian state and subversive groups (Shining Path and MRTA). Most reading will be literary but the course has a strong interdisciplinary nature since a thorough study of historical, sociological and anthropological texts related to this period of Peruvian history and culture will be included. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, GLBL, LALS, PJST.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3750. CONTEMPORARY PERUVIAN LITERATURE. (4 Credits)
This course offers an overview of the major themes of Peruvian literature and intellectual discourse of the 20th and early 21st Centuries. Reading works by major authors such as Vallejo, Manategrei, Arguedas, Vargas Llosa, Varela, Ribeyro, and others we will explore topics such as cultural syncretism marginality, modernity and tradition, machismo, political violence and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, GLBL.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3751. ADAPTING SPANISH DRAMA. (4 Credits)
Study of film adaptations of Spanish drama. Authors and directors may include Garcia Lerco, Lope de Vega, Saura, Miro, Alonso de Santos, Columbo, Benet, Jernet, Pons. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3755. SPANISH AMERICAN LITERATURE AND GLOBALIZATION. (4 Credits)
This course explores our current era of intense globalization, the expansion of transnational network of global capital via technology and mass media through Latin American literature and films. It discusses the economic, political and security challenges created by globalization and the impact of technology in Latin America. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.

SPAN 3770. CULTURES OF MEMORY AND POST-MEMORY IN CONTEMPORARY CHILE. (4 Credits)
This course will explore artifacts and movements of cultural memory – literature, criticism, film, photography, and other media – that illuminate efforts in Chile to come to terms with the country’s recent dictatorial past. We will also discuss these artifacts in light of the idea of “postmemory”: how affiliations to, and representations of, this past are (re)constructed in the present and projected into the future. The course will meet once a week during the semester, and then include an optional, one-credit, two-week-long trip to Santiago, Chile immediately after the semester ends. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, INST.
Prerequisite: SPAN 2500.

SPAN 3771. CULTURES OF MEMORY AND POST-MEMORY IN CONTEMPORARY CHILE. (1 Credit)
This course will explore artifacts and movements of cultural memory – literature, criticism, film, photography, and other media – that illuminate efforts in Chile to come to terms with the country’s recent dictatorial past. We will also discuss these artifacts in light of the idea of “postmemory”: how affiliations to, and representations of, this past are (re)constructed in the present and projected into the future. The course will meet once a week during the semester, and then include an optional, one-credit, two-week-long trip to Santiago, Chile immediately after the semester ends.

SPAN 3800. THE SPANISH DIASPORA. (4 Credits)
This course proposes a study of the main religious, political and intellectual Spanish diasporic waves from 1492 to 1939. By exploring different literary and cultural sources produced both inside and outside Spain it aims to determine the impact of exile and displacement in the formation of Spanish national identity. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.
Prerequisites: SPAN 2500 (may be taken concurrently) or SPRU 2500 (may be taken concurrently) or SPEU 2500 (may be taken concurrently) or SPLU 2500 (may be taken concurrently).
SPAN 3809. ARGENTINE LITERATURE AND FILM. (4 Credits)
The course will examine in Argentina the fruitful dialogue between literature and film. Analysis of the writers who incorporated into their writing procedures derived from film and created new models of representing reality. Among the authors to be explored are: Manuel Puig, Jorge Luis Borges, Julio Cortázar, Adolfo Bioy Casares, Eduardo Sacheri, Guillermo Martinez. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, FCRH, INST.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3820. CARIBBEAN LITERATURE. (4 Credits)
Important topics in Caribbean literature such as national identity and gender, national identity and race, discourses of modernity and modernization, dictatorship and resistance, revolution in literature, migration and exile as literary tropes, and the appropriation of popular cultural forms. Authors may include: Martí, Pales Matos, Guillen, Carpentier, Lezama Lima, Mir, Sanchez, Arenas, Verges, and Vega. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, GLBL, LALS.
Prerequisites: SPAN 2500 or SPEU 2500 or SPRU 2500 or SPLU 2500.

SPAN 3826. LATIN AMERICAN AND WORLD LITERATURE. (4 Credits)
The course will examine contemporary Latin American writers who are exploring the incursion in the world literature through relevant topics such as economic globalization, the influence of international films and concepts of probability and truth clarified by Godel in mathematics. This contemporary Latin American narrative wraps itself in an international space and produces a global narrative with a plurality of discourses and voices. Among the authors to be explored are: Ampuro, Fuguet, Martinez, Paszkowski, Volpi. Taught in Spanish. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, INST, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3850. NARRATING THE CITY. (4 Credits)
The course uses Spanish, Latin American and United States Latino texts and films to discuss the representation of contemporary urban spaces such as Madrid, Buenos Aires, Mexico City, Havana, Lima and New York. Issues such as globalization, migration from the country to the city, urban subcultures and urban politics will be discussed in relation to readings from authors such as Garcia Lorca, Monsivais, Arlt, Borges, Piglia, Ribeiro, Pacheco, Garcia Canclini, Sanchez, Fusco, and filmmakers such as Nielinsky, Gonzalez Inarritu. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, IIST, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3855. FASCISMS, AESTHETICS, AND THE HISPANIC WORLD. (4 Credits)
This course will explore various iterations of fascism in Spain, Latin America, and the United States in the 20th and 21st centuries. We will concentrate first on debates among historians about the definitions and origins of fascism, and then move on to its aesthetic embodiments throughout the Spanish-speaking world. We will examine primary texts that both uphold and undermine fascist ideals, as well as theoretical texts that illuminate the mechanisms by which this works. Our discussions will be informed by historical, philosophical, and literary approaches to fascism's beginnings its transnational and transatlantic repercussions; and the persistence today of fascist rhetoric and aesthetics on three continents, particularly vis-à-vis the growing Hispanic presence in the US. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI.
Prerequisite: SPAN 2500.

SPAN 3890. FRANCOIST SPAIN. (4 Credits)
This course focuses on cultural production during the regime of Francisco Franco (1939-1975), and examines the regime's ideological approach to the arts by studying the personalities and legislature that shaped the Francoist aesthetics. The course puts state sponsored and subversive art and dialogue with official policies and the struggle for their control to produce a more nuanced understanding of Franco's Spain.
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3900. THE FANTASTIC IN SPANISH LITERATURE AND FILM. (4 Credits)
An exploration of the fantasy genre and subgenres in Spanish culture (its evolution, its social and political implications) from medieval chivalry novels and miracles to 21st century horror movies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3999. SPANISH IMMERSION IN SPAIN. (3 Credits)
Students will receive instruction at their appropriate level of language competency. Classes will meet four hours per day, five days a week for a total of 80 hours. The course will be substituted for the correspondent level of Spanish language at the home university. In addition, participants will engage in a number of cultural excursions within Granada as well as take short trips to other parts of Andalusia. Cultural visits are organized by Prof. Lamas, who also supervises the academic progress of the students. Granada, a recognized World Heritage Site by UNESCO, is one of the most beautiful cities in the world and a center of flamenco culture. The program is based at the University of Granada.
Attribute: ALC.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 3999. TUTORIAL. (3 Credits)
Independent research and readings with supervision from a faculty member.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.
SPAN 4001. CERVANTES AND DON QUIXOTE. (4 Credits)
Lectures, readings and discussion of Don Quixote. Cervantes’ importance for the development of modern fiction. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 4018. CONTEMPORARY CUBAN CULTURE IN HAVANA. (4 Credits)
This interdisciplinary capstone course will study the representation of the Cuban revolutionary process in literature, history, and film. It will explore some of the major topics on the Cuban revolutionary process from the vantage point of historical, literary and cinematic accounts: the relationship of intellectuals to the state, the revision of the past as antecedent to the Cuban revolution and its policies, the place of race, gender and sexuality in revolutionary culture, the Mariel exodus and the revolution’s relationship to Cuban diasporic communities, the critique of revolutionary rhetoric during the post-Soviet "special period" and issues related to consumption, gender, sexuality, race, urban development and subjectivity during the current period of economic and cultural transition from socialism. It will use an interdisciplinary historical, literary and cinematic approach to examine the Cuban revolutionary process and will offer as a complement to the course an optional Spring Study-Tour of Havana. Conducted in English with texts in Spanish and English translation. Coursework in Spanish for credit toward the Spanish major and minor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMC, COMM, FITV, GLBL, ICC.

SPAN 4020. NOVELS OF PEREZ GALDOS. (4 Credits)
The works of Galdos, Spain's foremost novelist after Cervantes and the central figure in the rise and development of the modern Spanish novel. Emphasis on trends in the novel in the Spain and Europe of his period. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 4100. SPEAKING FOR/AS THE OTHER. (4 Credits)
What are the implications of giving voice to those who are "voiceless"?
This course explores the role of writing and speaking during the encounter of black, Indian, mestizo and Hispanic cultures in Latin America and Latin/o United States. By examining these cultural encounters, the course examines the political and ethical implications of speaking for and as the other. Conducted in English with texts in Spanish and English translation. Coursework in Spanish for credit toward the Spanish major and minor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, EP4, LALS, VAL.

SPAN 4347. LATINOS: FACT AND FICTION. (4 Credits)
This course uses an interdisciplinary approach to examine the experiences of Latin Americans and Latinos. It employs literature and history to introduce students to the benefits of using multiple ways of acquiring knowledge. It then relies on other academic areas such as art and sociology to reinforce its interdisciplinary. As a capstone course, it allows students to incorporate disciplines from their own academic foundation. It covers topics such as politics, social justice, race, gender, and identity.
Attributes: COLI, GLBL, ICC, LALS.
Prerequisite: SPAN 2500.

SPAN 4511. SPANISH CIVIL WAR. (4 Credits)
This course examines how the Spanish Civil War has been represented in Spanish Cultural Production both during the war and in the decades following Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, ICC, INST.
Prerequisite: SPAN 2500.

SPAN 4520. SPAIN IN CONTEXT. (4 Credits)
Focusing on the relationship between creativity and society, the course explores the literature and culture of Spain’s diverse regions. The course comprises the following elements: classes taught by Dr. Lamas, trips, cultural visits, and gatherings/workshops with prestigious Spanish intellectuals and artists (at the so-called tertulias). Students work in groups towards a final project, which will be presented in class as a Podcast, and handled to the instructor as a journal article ready for publication in the magazine Por Granada, available in print and on line. The course is offered in conjunction with Fordham in Granada. Only students enrolled in the Program can register for this class. Granada, a recognized World Heritage Site by UNESCO, is one of the most beautiful cities in the world. It is the hometown of Federico García Lorca, and a center of flamenco culture. The Alhambra Palace, the Albaicín neighborhood, the Cathedral, and the numerous Baroque churches of the city are testimonies of its rich past, which continues to be alive through its vibrant university community. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, LALS, PJST.

SPAN 4900. SEMINAR: HISPANIC LITERATURE. (4 Credits)
(May be applied to Groups II, III and IV depending on topics offered.) Intensive consideration of an author or a specialized topic in Spanish and Spanish-American literature. To focus on topics such as: "Revolution in Literature," "Discourses of Modernity," "National Identity, Gender, and Race," "Literature," "Dictatorship and Resistance," "The Avantgarde," and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, LALS.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

SPAN 4998. SENIOR THESIS TUTORIAL. (4 Credits)
Independent research, supervised by a faculty in the language, leading to the completion of a senior thesis.

SPAN 4999. TUTORIAL. (1-4 Credits)
Study of a particular aspect of Hispanic literature or thought. Independent research and readings. Weekly or bi-weekly meetings with faculty adviser. Designed for majors with permission of instructor.
Prerequisites: SPAN 2500 or SPRU 2500 or SPEU 2500 or SPLU 2500.

Updated: 10-11-2017
**Spirituality (SPGR)**

**SPGR 6702. HIST OF CHRISTN SPIRITUALITY I. (3 Credits)**
This course will explore a number of the significant figures and themes that characterized the development of Christian Spirituality from its beginnings until the Reformation. Readings will be drawn from classical spiritual texts and relevant secondary literature.

**SPGR 6703. HIST OF CHRIST SPIRITUALITY 2. (3 Credits)**
This course provides a solid grounding in the historical-critical, hermeneutical, and theological engagements with Christian Mysticism/ Spirituality from the sixteenth through twentieth centuries. In addition to focusing upon representative Catholic, Protestant, Reform and Orthodox traditions, we examine recent expressions of globally contextualized Christian spiritualities. Course readings draw from classical spiritual texts and relevant secondary literature. Authors typically considered include Ignatius of Loyola, Martin Luther, Teresa of Avila, Madame Guyon, Francis de Sales, George Herbert, the author(s) of The Pilgrim’s Tale, Pierre Teilhard de Chardin, Howard Thurman, Gustavo Gutierrez, C.S. Song, and Desmond Tutu. Additionally, selected themes in Christian spirituality are considered, including feminist, ecological, and social justice spiritualities. In addition to weekly 1-page papers, the course capstone requirements adjust to student’s degree programs: MA and Certificate students write either a research paper or project; doctoral students write a 20-page research paper.

**SPGR 6720. SACRAMENTAL SPIRITUALITY. (3 Credits)**
An exploration of present-day theological reflection, contemporary spirituality, and pastoral practice for ministry of the sacraments of initiation (RCIA) and the healing sacraments (reconciliation and anointing). The study and discussion will be biblical and ecumenical, interdisciplinary and multicultural.

**SPGR 6740. IGNATIAN SPIRITUALITY FOR MINISTRY. (3 Credits)**
This course examines the life and writings of St. Ignatius Loyola, offering (a) historical-critical and hermeneutical engagements with primary texts and (b) practical, contemporary, and diverse appropriations of Ignatian/Jesuit spirituality today. We examine especially two important primary sources, the Autobiography and Spiritual Exercises. We also survey some of the other writings that have come down to us: excerpts from his Spiritual Journal, the Constitutions of the Society of Jesus, and representative letters. Course capstone requirements adjust to student’s degree programs: MA and Certificate students write either a research paper or project; doctoral students write a 20-page research paper.

**SPGR 6746. FRANCISCAN SPIRITUALITY: FRANCIS,CLARE & BONAVENTURE. (3 Credits)**
Explores the religious experiences of Francis and Clare from their own writings as well as biographical materials and examines the spiritual teachings that Clare and Francis bequeathed to the religious orders they founded. Special emphasis is placed on the balance they achieved between the contemplative and active lifestyles and on the evangelical values that characterize the Franciscan approach to ministry. Some consideration will be given to representative Franciscan figures who have exemplified the interplay of theology, spirituality and ministry, suggesting outlines of the same for today.

**SPGR 6752. CHRISTIAN CONTEMPLATION & ACT. (3 Credits)**
This elective Christian spirituality course explores the writings and historical-cultural contexts of various Christian mystical and spirituality authors. We focus upon possibilities and problematics within Christian prayer traditions as they relate to the alternate dynamics of (1) withdrawal into contemplative prayer (cloister; everyday mysticism) and (2) advancement into the public sphere (ministry; social justice). Ignatian, Carmelite, monastic, reform, global and social justice spiritual traditions are examined, with a special focus upon topics of diversity and contemporary appropriation. Open to certificate, masters, and doctoral level students from all GSRRE Areas and Fordham University programs. Course capstone requirements adjust to student’s degree programs: MA and Certificate students write either a research paper or project; doctoral students write a 20-page research paper.

**SPGR 6792. CONTEMPORARY CHRISTIAN SPIRITUALITY. (3 Credits)**
Contemporary foundations, issues, movements and persons impacting the practice of Christian spirituality in a post-modern context. Issues discussed will include embodiment, prayer, work and sexuality. Movements will include feminism, ecology and compassion/justice.

**SPGR 6794. WOMEN MYSTICS. (3 Credits)**
This course will explore the experiences and theologies of women mystics as these have been reported throughout Christian history. Students will read selections from hagiographical texts such as the Acts of Paul and Thecla and the Acts of Perpetua and Felicitas, from the apothegmatic texts such as the sayings of the Desert Mothers, from the historical texts such as the Trial of Joan of Arc, and from the writings of women mystics themselves- such as Hildegard of Bingen, Clare of Assisi, Marguerite Porete, Catherine of Siena, Julian of Norwich, Teresa of Avila, Margaret Mary Alacoque, Therese of Lisieux, and Mother Teresa of Calcutta. History, sociology, psychology, theology, and other disciplines will serve to contextualize the consideration of these readings and will invite a careful comparison with present-day experiences. Students will also be invited to ponder the forces that have shaped our current canon of mystics and saints: whose lives remain invisible to study, and why?

**SPGR 6811. MEDITATION EAST/WEST. (3 Credits)**
A practical theoretical treatment of the tradition of Christian prayer and Eastern Meditation. Included are guided practices, reading and reflection.

**SPGR 6830. DISCERNMENT IN CHRISTIAN TRAD. (3 Credits)**
This course offers a two-fold introduction to Christian traditions for the discernment of spirits. During the first half of the course, we pursue an historical review of the various articulations of spiritual discernment from New Testament foundations through the sixteenth century. During the second half of the course, we concentrate upon the theory and practice of Christian discernment and decision-making grounded in the writings of St. Ignatius of Loyola. We engage in a critical, close reading of Ignatius’ Rules for the Discernment of Spirits (Weeks 1 & 2) and The Election, both texts from The Spiritual Exercises, as well as selected letters and other writings by Ignatius. This course also emphasizes student’s personal appropriation of this material through the discussion of provided discernment case studies. Course capstone requirements adjust to student’s degree programs: MA and Certificate students write either a research paper or project; doctoral students write a 20-page research paper.

Updated: 10-11-2017
SPGR 6834. METHODS IN CHRISTIAN SPIRIT.. (3 Credits)
This course introduces graduate students to the academic discipline of Christian Spirituality and to methods for researching and writing at the MA or Doctoral level, employing the GSRRE standard stylebook, Turabian (8th. edition). In consultation with the professor, students are free to pursue a research topic of their choosing; however, their research agenda must include a Christian spirituality component. Students already working on a thesis or dissertation may, with the professor’s consent, use a chapter thereof as their research paper for this course. Course topics include defining the academic discipline of Christian spirituality; the relationship between spirituality and theology; experience as an object of study; the approaches to context, historical consciousness, multidisciplinarity, and hermeneutic theory. In this practical seminar, students collaboratively learn to research and write at the graduate level, as well as explore the rich offerings of Christian spirituality as an academic discipline. Course evaluation is based on active participation, frequent writing assignments, occasional presentations, writing group collaboration, Turabian quizzes, and a 20-page research paper appropriate to each student’s degree program.

SPGR 6881. SPIR DIR:THEOL & PRACT. (3 Credits)
This course explores the experience of spiritual direction from the standpoint of both the director and the one directed. It situates the contemporary ministry of spiritual direction within the history of the Christian tradition and draws upon interdisciplinary and interreligious perspectives in order to critically examine a diversity of past and present theologies, processes, and models of spiritual direction.

SPGR 7702. HIST OF CHRISTIAN SPIRITUALITY I. (3 Credits)
This course will explore a number of the significant figures and themes that characterized the development of Christian Spirituality from its beginnings until the Reformation. Readings will be drawn from classical spiritual texts and relevant secondary literature. This course is for Doctor of Ministry students only and will require doctoral level participation and additional research/writing elements.

SPGR 7703. HIST OF CHRIST SPIRITUALITY 2. (3 Credits)
For Doctoral students only. This course provides a solid grounding in the historical-critical, hermeneutical, and theological engagements with Christian Mysticism/Spirituality from the sixteenth through twentieth centuries. In addition to focusing upon representative Catholic, Protestant, Reform and Orthodox traditions, we examine recent expressions of globally contextualized Christian spiritualities. Course readings draw from classical spiritual texts and relevant secondary literature. Authors typically considered include Ignatius of Loyola, Martin Luther, Teresa of Avila, Madame Guyon, Francis de Sales, George Herbert, the author(s) of The Pilgrim’s Tale, Pierre Teilhard de Chardin, Howard Thurman, Gustavo Gutierrez, C.S. Song, and Desmond Tutu. Additionally, selected themes in Christian spirituality are considered, including feminist, ecological, and social justice spiritualities. In addition to weekly 1-page papers, the course capstone requirements adjust to student’s degree programs: MA and Certificate students write either a research paper or project; doctoral students write a 20-page research paper.

SPGR 7720. SACRAMENTAL SPIRITUALITY. (3 Credits)
An exploration of present-day theological reflection, contemporary spirituality, and pastoral practice for ministry of the sacraments of initiation (RCIA) and the healing sacraments (reconciliation and anointing). The study and discussion will be biblical and ecumenical, interdisciplinary and multicultural. Additional Doctoral readings and assignments per instructor.

SPGR 7740. SPIRITUAL DIRECTION PRACTICUM1. (3 Credits)
The Spiritual Direction Practicum offers participants the opportunity to learn about (1) the dynamics of prayer as a personal relationship with God, (2) the spiritual direction relationship, (3) elements of Ignatian spirituality, and (4) the role of supervision. A grade of pass and an instructor’s evaluation confirming skill development are required to move to Spiritual Direction Practicum 2. Ordinarily, the Practicum parts 1 and 2 are taken at the conclusion of one’s program; however, with the approval of the collaborative staff, a student still needing to fulfill a limited number of course requirements may also apply for admission to the Practicum courses. The following courses are prerequisites to the Spiritual Direction Practicum for all students: Theology of Spiritual Direction; Discernment in the Christian Tradition; and Basic Skills in Pastoral Counseling. Ordinarily, before taking the Practicum courses, MA in Christian Spirituality students complete these additional courses: Old Testament; New Testament; Christology or Theology of the Human Person; Sacraments or Sacramental Spirituality or Church and Society; however, with faculty approval, one or more of these additional courses may be taken during the Practicum courses. Pass/Fail Only.

SPGR 7741. SPIRITUAL DIRECTION PRACT. II. (3 Credits)
Continuation of SPGR 7740. A grade of pass for SPGR 7740 and an instructor’s evaluation confirming skill development at a successful level is required to register for this course. Pass/Fail only.

SPGR 7746. FRANCISCAN SPIRITUALITY: FRANCIS,CLARE & BONAVENTURE. (3 Credits)
Doctoral students only: please see syllabus requirements for doctoral students. Explores the religious experiences of Francis and Clare from their own writings as well as biographical materials and examines the spiritual teachings that Clare and Francis bequeathed to the religious orders they founded. Special emphasis is placed on the balance they achieved between the contemplative and active lifestyles and on the evangelical values that characterize the Franciscan approach to ministry. Some consideration will be given to representative Franciscan figures who have exemplified the interplay of theology, spirituality and ministry, suggesting outlines of the same for today.

SPGR 7751. IGNATIAN SPIRITUALITY FOR MINISTRY. (3 Credits)
For Doctoral students only. This course examines the life and writings of St. Ignatius Loyola, offering (a) historical-critical and hermeneutical engagements with primary texts and (b) practical, contemporary, and diverse appropriations of Ignatian/Jesuit spirituality today. We examine especially two important primary sources, the Autobiography and Spiritual Exercises. We also survey some of the other writings that have come down to us: excerpts from his Spiritual Journal, the Constitutions of the Society of Jesus, and representative letters. Course capstone requirements adjust to student’s degree programs: MA and Certificate students write either a research paper or project; doctoral students write a 20-page research paper.
SPGR 7752. CHRISTIAN CONTEMPLATION & ACT. (3 Credits)
For Doctoral students only. This elective Christian spirituality course explores the writings and historical-cultural contexts of various Christian mystical and spirituality authors. We focus upon possibilities and problematics within Christian prayer traditions as they relate to the alternate dynamics of (1) withdrawal into contemplative prayer (cloister; everyday mysticism) and (2) advancement into the public sphere (ministry; social justice). Ignatian, Carmelite, monastic, reform, global and social justice spiritual traditions are examined, with a special focus upon topics of diversity and contemporary appropriation. Open to certificate, masters, and doctoral level students from all GSRRE Areas and Fordham University programs. Course capstone requirements adjust to student’s degree programs: MA and Certificate students write either a research paper or project; doctoral students write a 20-page research paper.

SPGR 7760. CHRISTIAN SPIRITUALITY&LEADER.. (3 Credits)
This course examines the intersection between classic texts in Christian spirituality and contemporary texts on leadership studies. The oldest corporations in the West are the monasteries and the Catholic Church. Many spiritual treatises are aimed at helping people understand how to lead communities in an effective manner through word and example. Contemporary writers about leadership, such as Jim Collins, stress spiritual qualities such as humility and hope as important for leading companies into greatness. Whereas the spiritual writings have little quantitative evidence associated with them, the leadership studies provide such analysis; however, books on leadership studies tend to lack any depth behind such concepts as humility or even good advice as to how to achieve it, which texts from the history of Christian spirituality provide. By bringing these horizons together, the course will help students to understand the practical value of Christian spirituality in business, administration, and politics.

SPGR 7792. CONTEMPORARY CHRISTIAN SPIRITUALITY. (3 Credits)
Contemporary foundations, issues, movements and persons impacting the practice of Christian spirituality in a post-modern context. Issues discussed will include embodiment, prayer, work and sexuality. Movements will include feminism, ecology and compassion/justice. This course is for Doctor of Ministry students only and will require doctoral level participation and additional research/writing elements.

SPGR 7794. WOMEN MYSTICS. (3 Credits)
This course will explore the experiences and theologies of women mystics as these have been reported throughout Christian history. Students will read selections from hagiographical texts such as the Acts of Paul and Thecla and the Acts of Perpetua and Felicitas, from the apocryphal texts such as the sayings of the Desert Mothers, from the historical texts such as the Trial of Joan of Arc, and from the writings of women mystics themselves—such as Hildegard of Bingen, Clare of Assisi, Marguerite Porete, Catherine of Siena, Julian of Norwich, Teresa of Avila, Margaret Mary Alacoque, Therese of Lisieux, and Mother Teresa of Calcutta. History, sociology, psychology, theology, and other disciplines will serve to contextualize the consideration of these readings and will invite a careful comparison with present-day experiences. Students will also be invited to ponder the forces that have shaped our current canon of mystics and saints: whose lives remain invisible to study, and why? This course is for Doctor of Ministry students only and will require doctoral level participation and additional research/writing elements.

SPGR 7811. MEDITATION EAST/WEST. (3 Credits)
A Practical theoretical treatment of the tradition of Christian prayer and Eastern Meditation. Included are guided practices, reading and reflection. DMIN/PHD Students Only.

SPGR 7830. DISCERNMENT IN CHRISTIAN TRAD. (3 Credits)
This course offers a two-fold introduction to the Christian tradition of the discernment of spirits. During the first part of the semester, we pursue a historical review of the various articulations of spiritual discernment within the Christian traditions, from New Testament foundations through today. In the second part of the semester, we concentrate upon the theory and practice of Christian Discernment and decision-making grounded in the writing of St. Ignatius of Loyola. Additional Doctoral readings and assignments per instructor.

SPGR 7834. METHODS IN CHRISTIAN SPIRIT.. (3 Credits)
For Doctoral students only. This course introduces graduate students to the academic discipline of Christian Spirituality and to methods for researching and writing at the MA or Doctoral level, employing the GSRRE standard stylebook, Turabian (8th. edition). In consultation with the professor, students are free to pursue a research topic of their choosing; however, their research agenda must include a Christian spirituality component. Students already working on a thesis or dissertation may, with the professor’s consent, use a chapter thereof as their research paper for this course. Course topics include defining the academic discipline of Christian spirituality; the relationship between spirituality and theology; experience as an object of study; the approaches to context, historical consciousness, multidisciplinarity, and hermeneutic theory. In this practical seminar, students collaboratively learn to research and write at the graduate level, as well as explore the rich offerings of Christian spirituality as an academic discipline. Course evaluation is based on active participation, frequent writing assignments, occasional presentations, writing group collaboration, Turabian quizzes, and a 20-page research paper appropriate to each student’s degree program.

SPGR 7839. DISCERNMENT IN CHRISTIAN TRAD. (3 Credits)
For Doctoral students only. This course offers a two-fold introduction to Christian traditions for the discernment of spirits. During the first half of the course, we pursue an historical review of the various articulations of spiritual discernment from New Testament foundations through the sixteenth century. During the second half of the course, we concentrate upon the theory and practice of Christian discernment and decision-making grounded in the writings of St. Ignatius of Loyola. We engage in a critical, close reading of Ignatius’ Rules for the Discernment of Spirits (Weeks 1 & 2) and The Election, both texts from The Spiritual Exercises, as well as selected letters and other writings by Ignatius. This course also emphasizes students’ personal appropriation of this material through the discussion of provided discernment case studies. Course capstone requirements adjust to student’s degree programs: MA and Certificate students write either a research paper or project; doctoral students write a 20-page research paper.

SPGR 7870. SPIR DIR:THEOL & PRACT. (3 Credits)
This course explores the experience of spiritual direction from the standpoint of both the director and the one directed. It situates the contemporary ministry of spiritual direction within the history of the Christian tradition, and draws upon interdisciplinary and interreligious perspectives in order to examine critically a diversity of past and present theologies, processes, and models of spiritual direction.

SPGR 7888. SPECIAL TOPICS:SPIRITUALITY. (3 Credits)
Reserved for special courses in Spirituality.
SPGR 7902. IGNATIAN SPIRITUALITY FOR MINISTRY. (3 Credits)
Limited to DMin students. Engaging in ministry within an Jesuit/Ignatian spirituality context involves pursuing a Christian vision of the world rooted in the experience and writings of the sixteenth-century Basque saint, Ignatius of Loyola. In this hybrid course, we (1) examine the life of Ignatius against the background of his socio-historical and theological context, (2) engage in a close, critical reading of representative texts, and (3) survey various contemporary approaches to the appropriation of his spiritual tradition, with an emphasis upon ministerial practices. We examine especially two important primary sources, his Autobiography, dictated to a fellow Jesuit near the end of his life, and The Spiritual Exercises, a remarkable and influential handbook for personal and spiritual growth. We also read excerpts from his Spiritual Journal, the Constitutions of the Society of Jesus, and Letters. Capstone requirement: 20-page research paper, which is due later in the spring semester.

SPGR 8500. COMPREHENSIVE EXAM MA CHRISTIAN SPIRITUALITY. (0 Credits)
Required for completion of the MA in Christian Spirituality concentrations, Generalist and Spiritual Direction.

SPGR 8870. SPIR DIR:THEOL & PRACT. (3 Credits)
(PHD and DMIN students only) This course explores the experience of spiritual direction from the standpoint of both the director and the one directed. It situates the contemporary ministry of spiritual direction within the history of the Christian tradition, and draws upon interdisciplinary and interreligious perspectives in order to examine critically a diversity of past and present theologies, processes, and models of spiritual direction.

SPGR 8998. SPECIAL TOPICS: SPIRITUALITY. (3 Credits)
A tutorial in the area of religion.

Supreme Court (SUGL)

SUGL 0386. CURR SUPREME CRT CONTROVERSIES. (2 Credits)
Concentrates on Supreme Court practice, the constitutional decisions of the most recent term, and leading constitutional issues on the current docket. Enrollment is limited. Notes/Miscellaneous: PAPER REQUIRED.
Attributes: JD, LLM.

SUGL 0999. HISTORYOF THE SUPREME CT.. (2,3 Credits)
This is a survey course that explores the history of the Supreme Court from its beginnings to present.
Attributes: JD, LLM.

Symposium (SYMP)

SYMP 0001. PRE-HEALTH SYMPOSIUM. (1 Credit)
An introduction to medical, dental and other health professions schools requirements together with an opportunity to interact with members of different health professions.

SYMP 0002. FRESHMAN SYMPOSIUM. (0 Credits)

SYMP 0003. PRE-LAW SYMPOSIUM. (1 Credit)
This symposium will familiarize students with careers in the law, as well as the essential elements of a strong law school application. Emphasis will be placed on the academic, extracurricular, and professional conduct expectations necessary to enter the legal profession. The symposium will feature guest speakers from different sectors of the legal profession, as well as admissions officers from area law schools.

SYMP 0005. PRE-HEALTH PEER MENTORS. (0 Credits)
Attend all sessions of Pre-Health Professions Symposium, lead a group of 8-10 first-year health professions students in academic and community life.

SYMP 0006. FIRST-YEAR FORMATION SYMPOSIUM. (0 Credits)

SYMP 0007. FIRST YEAR RESEARCH EXPERIENCE. (1 Credit)

SYMP 0008. MANRESA JESUIT EDUCATION SOCIAL JUSTICE. (1 Credit)
A critical examination of the relationship between the academic study and loved experience of Jesuit education and social justice.

SYMP 0009. BIG DATA. (1 Credit)
Wherever we go and whatever we do, data is being collected: purchases, registrations, clicks, “likes”, tweets, “favorites” and more. This unprecedented volume, variety and velocity of electronically captured information, known as Big Data, is transforming the way we live, work, think and behave. This interdisciplinary symposium will expose students to opportunities and challenges currently facing the fields of law, business, science and government. Students will learn techniques and tools for understanding and processing this new form of digital knowledge. No prior background is required.

SYMP 0010. WEST WING ILC. (1 Credit)

SYMP 1000. NUTRITION ESSENTIALS. (1 Credit)
We ARE what we eat. Therefore we should know exactly what we are eating and how it affects our bodies. Nutrition is the science of food and how food nourishes our bodies and impacts our health. This course/seminar will help you to understand: what nutrients are in food, what nutrients your body requires, how your body utilizes those nutrients, how to know your food is safe and what is a “healthful” diet for you and your lifestyle (whether you are an athlete, non-athlete, have weight issues etc). Such knowledge will help you maintain overall wellness FOR LIFE.
Attributes: ENST.

SYMP 2500. THE MATTEO RICCI SEMINAR. (1 Credit)
The Matteo Ricci Seminar focuses on helping students develop a broad-based perspective on the contemporary world, their location in it, and the role of learning in creating a more just society. In the spring, students will identify and begin to work closely with faculty advisors in their areas of expertise. Seminar meeting will focus on the postgraduate opportunities for which students will be applying, and by the end of the academic year, each participant will have an outline of a research project that s/he plans to work on, with direction from her/his academic advisor, over the summer and during the 2011-2012 academic year.

Taxation (Gabelli) (TXGB)

TXGB 709A. TAXATION FOR FINANCE. (3 Credits)
This course enables students to become more tax literate. Along with specific knowledge of the tax law participants will now be able to recognize situations which have tax significance. Prerequisite: ACGB 6111.
Prerequisites: ACGB 6111 or GBA Waiver Fundamentals Acct with a score of 070.

TXGB 709B. PFP-CASE STUDIES. (3 Credits)
This course will cover such topics as entity structure, buy-sell agreements, family limited partnerships, private annuities, division among children and estate issues, qualified deferred compensation plans, non qualified (NQO’s) and incentive (ISO’s) options, restricted stock grants, retirement planning, choice of entity, and estate planning. Prerequisite: TXGB 7025.
Prerequisite: TXGB 7025 (may be taken concurrently).
TXGB 709C. CIVIL&CRIMINAL TAX ENFORCEMENT. (3 Credits)
This course focuses on the federal tax crime statutes enumerated in the Internal Revenue Code and the impact on tax practitioners in their capacity as expert witnesses for the defense, as government witnesses against the client, and as the targets of a criminal investigation. The student will be introduced to the function of the Criminal Investigation Division of the Internal Revenue Service and its investigative techniques, as well as to the legal process via the role of the Justice Department. Prerequisite: TXGB 7001 This course may be taken as an elective for students in the MS in Taxation, MTA, MS in Accounting as well as an elective in the MBA Program. Prerequisite: TXGB 7001 (may be taken concurrently).

TXGB 7001. CORPORATE TAXATION. (3 Credits)
Studies Federal income tax laws that apply to the formation, operation, dissolution and liquidation of corporations. Focuses on the tax impact of various financial transactions upon the corporation, as well as on the shareholders. Issues of distributions and redemptions, accumulated earnings tax and personal holding companies are covered. Discusses multiple corporations, earnings and profits, book-to-tax adjustments and the alternative minimum tax. Emphasizes corporations and other ways of mitigating double taxation. Includes a brief view of corporate acquisitions and reorganizations. Prerequisite: ACGB 7184.

Prerequisites: ACGB 7184 or GBA Waiver IndvBus Entity Tax with a score of 070.

TXGB 7010. FEDERAL RESEARCH & PRCDR. (3 Credits)
Concentrates, during the first part of the course, on the skills needed to research and answer tax questions. Then focuses on the procedures to resolve disagreements — both pre-and post-audit — with the Internal Revenue Service. Prerequisite: AC 7184 .

Prerequisites: ACGB 7184 or GBA Waiver IndvBus Entity Tax with a score of 070.

TXGB 7012. PLANNING AND DESIGN FOR FAMILY WEALTH TRANSFERS. (3 Credits)
Examines planning and design of techniques for transferring wealth from one generation of family members to another. The emphasis is on the gifts, sales, leases, loans and other arrangements between family members that when used carefully and wisely, preserve a family's total wealth for enjoyment by future generations. The course examines those types of lifetime transfers that most effectively preserve a family's wealth from taxation and, at the same time, accomplish important non-tax family objectives. Prerequisite: TX 7025.

Prerequisite: TXGB 7025.

TXGB 7015. PARTNERSHIPS. (3 Credits)
Analyzes the uses, formation, operation and termination of partnerships. Topics include the "substantial-economic-effect doctrine," distributions, sale and exchange of interest, partnership termination, liquidation and disproportionate distributions and limited partnerships and their use as tax shelters. Prerequisite: TX 7001.

Prerequisite: TXGB 7001 (may be taken concurrently).

TXGB 7020. ESTATE & GIFT TAXES. (3 Credits)
Emphasizes the relationship of estate and gift taxes to the income tax. Explores the philosophy underlying Federal policy toward the three taxes and the issue of transferring assets. Introduces basic elements of estate planning, such as trusts, annuities, joint interests and life insurance. Prerequisite: ACGB 7184.

Prerequisites: ACGB 7184 or GBA Waiver IndvBus Entity Tax with a score of 070.

TXGB 7025. TAX PLAN HIGH NTWRTH IND. (3 Credits)
Focuses on the practical aspects of taxing wealthy individuals. Reviews general income-tax planning for wealthy individuals; dealing with passive activities (tax shelters); the use and limitations of qualified plans; investment planning (debt versus equity, timeframe, asset allocation); life, disability and liability insurance exposures; retirement planning; and estate planning. Prerequisite: ACGB 7184.

Prerequisites: ACGB 7184 or GBA Waiver IndvBus Entity Tax with a score of 070.

TXGB 7030. CORP TAX PLANNING STRAT. (3 Credits)
Offers an in-depth study of Subchapter C of the Internal Revenue Code: the complicated rules governing organization, reorganization and liquidation of corporations. Explores such topics as leveraged buyouts, corporate takeovers and personal holding companies. Provides the groundwork essential for corporate tax planning and the analysis of mergers and acquisitions. Prerequisite: TXGB 7001.

Prerequisite: TXGB 7001.

TXGB 7035. FEDERAL TAXATION OF FINANCIAL INSTRUMENTS AND TRANSACTIONS. (3 Credits)
The growth in the number and variety of financial products and transactions has increased exponentially. New financial products have been designed and marketed to fulfill a variety of financial needs and goals. The major challenge from a tax law perspective has been to keep pace with the constant stream of emerging products. The course focuses on the Federal taxation of financial instruments and transactions. It comprehensively explains the myriad and complex rules that govern various financial instruments and transactions and to analyze recent developments in tax law. Prerequisite: TXGB 7065.

Prerequisite: TXGB 7001 (may be taken concurrently).

TXGB 7041. RESEARCH PROJECT. (3 Credits)
Offers an opportunity to research a topic in taxation agreed to by the professor and the student. The research is focused on both academic and legal references and may be integrated with current or anticipated tax practice. A written research paper and an oral presentation are required. Prerequisite: TXGB 7001 and TXGB 7010.

Prerequisites: TXGB 7001 and TXGB 7010.

TXGB 7045. INT'L CORPORATE TAX. (3 Credits)
Introduces the complexities of international taxation by focusing on the U.S. tax system's impact on U.S. companies investing or operating abroad and on foreign companies investing or operating in the U.S. Topics include tax treaties, foreign tax credits and controlled foreign operations. Prerequisite: TX 7001, TX 7010 is recommended.

Prerequisite: TXGB 7001.

TXGB 7048. TAX PLANNING WITH TRUSTS. (3 Credits)
Trusts are used in all facets of income tax, gift tax, estate tax and financial planning. Some trusts are created primarily for tax-planning purposes, but others are more general. This course analyzes and evaluates many creative and current planning uses of the following trusts: irrevocable and revocable trusts, grantor trusts, testamentary trusts, trusts for minors, dynasty trusts, life insurance trusts and corporate trusts. Prerequisite: TXGB 7020.

Prerequisite: TXGB 7020.

TXGB 7050. STATE & LOCAL TAXES. (3 Credits)
Discusses the basic elements of state and local taxes, and surveys the distinctive tax characteristics of major business states, such as New York, New Jersey, Illinois and California. Prerequisite: TXGB 7001.

Prerequisite: TXGB 7001.
TXGB 7056. TX EXEC COMP EMP BNFT RE. (3 Credits)
Covers the tax consequences as well as various strategies relating to
the design and implementation of executive compensation programs
including stock options, restricted stock, stock appreciation rights,
phantom stock and golden parachutes; employee benefit plans, including
health care, disability, life insurance, educational assistance, dependent
care and cafeteria and flexible spending plans; and retirement plans,
including qualified pension, profit-sharing and stock bonus plans, as well
as non-qualified supplemental executive retirement plans (SERPS), top
hat plans and excess benefit plans. Prerequisite: ACGB 7184.
Prerequisites: ACGB 7184 or GBA Waiver IndvBus Entity Tax with a score
of 070.

TXGB 7058. TAX PLANNING FOR BUSINESS PURCHASE, SALE, AND
GIFT. (3 Credits)
Explores the critical planning areas when deciding to buy, sell or gift
business interest. Explores the entrance and exit strategies available
to closely held business owners. Emphasis is on business planning
tools utilizing buy/sell agreements, partnership liquidation agreements,
installment sales, SCINS, family limited partnerships, preferred/common
recapitalization, entity splits and structuring a business for purchase or
sale. Prerequisite: TXGB 7001.
Prerequisite: TXGB 7001.

TXGB 7060. REAL ESTATE INVEST TX PL. (3 Credits)
Studies the tax problems and planning opportunities encountered in
the acquisition, operation and disposition of real estate. Topics include
redevelopment expenditures, carrying costs, depreciation alternatives,
utilization of fair market value, leveraging and other financial techniques.
Prerequisite: TXGB 7001, TXGB 7015.

TXGB 7065. CURRENT PROBLEMS IN TAX. (3 Credits)
This course analyzes the major provisions of new federal tax legislation,
case ruling and regulations. Examining their impact on individual
taxpayers, business, investments, retirement plans, estates, trusts and
practices and procedure. The course uses the current legislative changes
to keep up with the constantly changing tax environment. Prerequisite:
TXGB 7001.
Prerequisite: TXGB 7001.

TXGB 7070. ESTATE & FINANCIAL PLANNING TECHNIQUES FOR
CHARITABLE GIVING. (3 Credits)
This course will analyze in depth the planning strategies and vehicles that
planners use to integrate individual and charitable planning goals. The
areas of focus will be: charitable split interest trusts, private foundations,
conservation easement, pooled income funds and other means to
accomplish overall effective charitable tax planning. These techniques
provide specific tax savings for income, gift and estate taxes, as well
as creating an income stream to the individual for cash flow purposes.
Prerequisites: TXGB 7025.
Prerequisite: TXGB 7025.

TXGB 7076. TAX ACCOUNTING. (3 Credits)
Focuses on situations where government rules required to compute
tax liability differ from those permitted by the accounting profession
to reflect the financial condition of a business. Studies the effects of
different accounting methods on cash flow and reported earnings and
explores their implications for financial decision-making. Topics include
depreciation methods, inventory methods, income-recognition and
changes in accounting periods. Prerequisite: TXGB 7001.
Prerequisite: TXGB 7001.

TXGB 7078. PRES WEALTH WITH EST PLN. (3 Credits)
Provides a complete foundation for estate planning and analysis: the role
of the estate planner and the selection and appointment of fiduciaries;
marital deductions and will planning; life insurance in the estate; the use
and taxation of trusts; recent changes in estate tax law; and special-
situation planning for corporate executives, closely held business owners
and partners. Prerequisite: ACGB 7184, Recommended TXGB 7020.
Prerequisites: ACGB 7184 or GBA Waiver IndvBus Entity Tax with a score
of 070.

TXGB 7080. TAXATION OF U.S. & FOREIGN EXPATRIATES. (3 Credits)
Analyzes how salaries, benefits and special allowances can be structured
to minimize individual tax liability under U.S. tax law for citizens working
abroad and foreigners working in the United States. Encompasses
filing requirements, cost-of-living differentials, foreign business
expenses, foreign tax-credit limitations and avoidance of double taxation.
Prerequisite: TXGB 7025.
Prerequisite: TXGB 7025.

TXGB 7085. FOREIGN TAXATION. (3 Credits)
Introduces the tax systems of major foreign countries from two
standpoints taxation of U.S. companies investing or operating in foreign
countries and taxation of foreign enterprises investing or operating in
the U.S.. Extends concepts discussed in TXGB 7045 INTERNATIONAL
CORPORATE TAXATION. Prerequisite: TXGB 7045.
Prerequisite: TXGB 7045.

TXGB 7087. LANDMARK CASES OF TAXATION. (3 Credits)
Prerequisite: TXGB 7045.

TXGB 7099. SPEC TOPICS IN TAXATION. (3 Credits)
Capitalizes on the availability of industry experts and government
officials to investigate special topics in depth or to analyze issues from a
particular industry perspective. The special topics and prerequisites are
announced when the course is offered. Some examples of Special Topics
in Taxation are Life Cycle Case Studies, Taxation for Finance, and Issues
in Taxation.

TXGB 7811. TAXATION - INTERNSHIP. (1-3 Credits)
The course is intended for students with a Taxation internship for this
semester that wish to receive academic credit for it. The course will begin
with an orientation session and will be followed by additional meetings
with students. The course instructor will provide additional details to
enrolled students.

TXGB 8999. INDEPENDENT STUDY. (3 Credits)

Taxation Law (TXGL)

TXGL 0206. TAX PLANNING & TRANSACTIONS. (2 Credits)
Course will focus on the practical and substantive tax considerations in
the life of a U.S. multinational corporation. From deciding the best ways
to sell a product in a foreign market, to establishing a holding company,
and considering a move outside of the U.S., to adopting the best methods
for dealing with tax-reform, this class will build on the fundamentals of
tax law and teach students how to apply their knowledge and provide
practical advice to the multinational. Some classes will include group
presentations, where students will have the opportunity to present on an
assigned topic during the first half of the class. The professors will invite
guest lecturers from the business community to create a stimulating
discussion of hot-topic tax issues.
Attributes: LAWB, LLM.
Prerequisites: BUGL 0201 and SCGL 0417.
TXGL 0291. RICs & REITs: Tax & Securities. (2 Credits)
Taxation and securities issues relating to regulated investment companies and real estate investment trusts that qualify under subchapter M of the Internal Revenue Code, including umbrella partnership real estate investment trusts (“UPREITs”), including their formation, operation and regulation and merger, and related acquisitions. <p> Helpful But Not Necessary prerequisite: Corporate Tax or Partnership Tax >p> Prerequisites: Income Tax and Securities Regulation .
Prerequisites: (TXGL 0348 and SCGL 0417).

TXGL 0328. CORPORATE TAX. (3, 4 Credits)
This course presents the tax considerations of doing business in the corporate form. The course includes the formation of the corporation, distributions to shareholders, stock redemptions, partial and complete liquidations, reorganizations, spin-offs, and the survival of net operating loss carryovers following changes in corporate structure or shareholders. Attributes: BFF, LAWB.

TXGL 0339. ESTATE & GIFT TAXATION. (2, 3 Credits)
An introduction to the fundamental principles of federal estate and gift taxation and estate planning, including inter vivos and testamentary transfers, trusts, the marital and charitable deductions, powers of appointment, life insurance, jointly held property, IRAs, and generation skipping transfers. Attributes: JD, LLM.

TXGL 0348. INCOME TAXATION. (2-4 Credits)
Prof. Donald L. Sharpe<br> This course covers the basic principles of federal income taxation as applied to individuals (including sole proprietors), exploring the concepts of gross income, adjusted gross income, itemized deductions, deductions and losses disallowed, capital gains and losses, the standard deduction, personal exemptions, taxable income, and credits against tax. Drawing on the Internal Revenue Code, Treasury Regulations, and case law, students and the professor work through 14 different assignments, each assignment subdivided into a number of very specific fact patterns that are discussed in class. This is not a math course. You are permitted to bring into the final exam the assigned Selected Federal Taxation Statutes and Regulations and your notes. <p> Professor Katsoris Section Description: <br> A study of the income taxation of individuals, estates, trusts, and partnerships covering such items as gross income, permissible exemptions and deductions, accounting problems and capital gains and losses. <p> Professor Sugin Section Description: <br> This course surveys the basic principles of federal taxation, exploring income, deductions, and property transactions. Although it concentrates on the taxation of individuals, the principles introduced are applicable to all taxpayers. A comparison of income taxation with consumption taxation runs throughout the course. There is an emphasis on tax policy, and a focus on the role of taxation in social policy. Math is not the instructor’s strength. Attributes: BFF, LAWB, PIE.

TXGL 0357. TAX POLICY. (3 Credits)
This seminar examines tax policy through the lens of distributive justice. It begins by considering the traditional criteria for evaluating taxes: equity and efficiency, with a focus on whether economic efficiency and economic justice are reconcilable goals. Students read some political theory in order to explore the meaning of fairness in taxation. Having mastered basic economic and philosophical tools, students turn to the classic tax policy issues of progressivity and choice of tax base (income, consumption, and wealth), and also examine selected policy issues, which change each year. Topics have included: taxation of the family, taxation of the poor, taxation of human capital, personal deductions, exemption for nonprofit organizations, transitions in the tax law, tax expenditures, social security, and the politics of tax. The readings are a combination of classics in the tax policy literature and exemplars of contemporary debates. The class regularly discusses current events. <p> Tax Policy is an intensive writing class in which each student must write six short papers and discuss them with the class. There is no exam. Income Taxation is not a prerequisite, but an interest in justice in taxation is. The short paper requirement is somewhat modified for students seeking to satisfy the writing requirement.
Attributes: INLJ, JD, LAWB, LAWJ, LLM, PIE.

TXGL 0369. GLOBAL OF AM CORP: TAX & REG POL.. (2 Credits)
Globalization of American Corporations: Tax and Regulatory Policies This course will review the legal issues faced by US multinational corporations as they expand their operations outside the United States. Topics covered will include: the tax impact of their international businesses; US and foreign regulatory concerns, such as anti-trust, employment, intellectual property, as well as the global response to such expansion in the form trade laws, local taxes and popular opposition to expansion. We will also review financial issues, such as structuring mergers and acquisitions, international debt and equity offerings and legal governance.
Attributes: LAWB, LAWI.

TXGL 0375. CORPORATE STRATEGY & TAXATION. (2 Credits)
This course will review the role income tax considerations play in corporate strategy and in determining a corporation’s financial planning and results. Taxes and strategic planning will be reviewed as part of determining business structure, debt and offerings, mergers and acquisitions, international business expansion, capital structure, and choice of business location. This course can be used to satisfy writing requirement.
Attribute: LAWB.

TXGL 0410. NONPROFIT LAW. (2, 3 Credits)
The nonprofit sector, which accounts for an increasingly significant share of the U.S. economy, is regulated by both state and federal law. This course blends business law, tax law, public interest law, and constitutional law. It considers many of the unique legal and policy issues that face charities, including eligibility for tax exemption, restrictions on political activities, prohibition on private benefit for individuals, regulation of fundraising, and limitations on commercial enterprise. The course compares the law and theory of business organizations with that of nonprofit organizations in the context of fiduciary duties and executive compensation.
Attributes: BFE, PIE.
TXGL 0709. TAX ISSUES IN INTERNATIONAL MERGERS & ACQUISITIONS. (2-3 Credits)
This course focuses on the U.S. tax rules governing cross-border reorganizations, taxable acquisitions and dispositions, and foreign joint ventures. In particular, we will examine the U.S. tax consequences of the outbound transfer of assets, foreign-to-foreign transfers of assets, and inbound transfers of assets. We will specifically address issues arising with the transfer of intellectual property, the financing of foreign acquisitions, the structuring of foreign operations of U.S. multinationals, foreign exchange concerns, and the efficient repatriation of foreign earnings. Some knowledge of general corporate and international tax principles is helpful, although background materials will be supplied. The readings will consist primarily of sections of the IRC, regulations, administrative guidance, and some articles addressing tax policy issues raised by the current U.S. international tax regime. For each topic, we will reinforce our knowledge of the relevant provisions by working through problems based on real-world examples. There will be an in-class final examination.
Prerequisites: Federal Income Taxation or permission of the professor.
Recommended: International Taxation and/or Corporate Taxation (neither is required)
Attributes: LAWI, LLM.
Prerequisite: TXGL 0348.

TXGL 0780. PARTNERSHIP TAXATION. (3,4 Credits)
This course addresses the tax treatment of partnerships and partners, problems associated with the formation, operation and dissolution of the partnership, sale of a partnership interest, termination, and death of a partner. We examine actual partnership agreements and apply fundamental partnership tax concepts to a series of problems. In past years, we have had guest lectures by distinguished practitioners. Students should note that partnership tax rules apply generally to all business entities that are not publicly traded, such as general and limited partnerships, LLCs, and play an especially important role in real estate ventures. Prerequisites: Federal Income Taxation or permission of the instructor.
Attributes: BFF, JD, LAWB, LLM.
Prerequisite: TXGL 0348.

Theatre (THEA)

THEA 1100. INVITATION TO THEATRE. (3 Credits)
An introduction to major plays, artists, and forms of theatre in various periods, and an investigation into the creative process of the Theatre today. Videotapes of outstanding productions of plays past and present. Guest lecturers and discussions with directors and designers when possible. Attendance at selected professional productions at reduced rates. Cannot be used by Theatre majors to fulfill art requirement.
Attributes: FACC, FRFA.

THEA 1151. DRAWING: ARCHITECTURE AND STAGE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: FASH, VART.

THEA 1152. DRAWING: ARCHITECTURE AND STAGE II. (2 Credits)
The continuation of Drawing: Architecture and Stage I.
Attributes: FASH, VART.

THEA 1210. INTRODUCTION TO FASHION DESIGN. (3 Credits)
This course explores the art and the business of fashion design by tracing its history in Europe and America; understanding the contribution of fibers to the medium; communicating design details through several modes of drawing; and investigating the market factors that shape contemporary fashion industry around the globe.
Attribute: FASH.

THEA 1220. FASHION TECHNIQUES. (3 Credits)
An overview of Fashion design techniques including research, fabric selection, sewing and basic pattern-making. From studying techniques used by contemporary and historical designers, this course will work through the basic skills necessary for students to create their own designs.

THEA 1800. INTERNSHIP. (1 Credit)

THEA 1901. MODERN THEATRE. (2 Credits)
This course will explore the classic works of modern global and American theatre, including how theatre responds to cultural and social issues. Era-defining works will be read and viewed and focus will be placed on the major playwrights and musical composers of the various periods.

THEA 1999. TUTORIAL. (1 Credit)

THEA 2000. THEATRE HISTORY I: THE GREEKS. (4 Credits)
The course explores the major developments in the ancient Greek theatre, focusing on the plays of Aeschylus, Sophocles, and Euripides. To enrich our context we will read primary Greek texts including The Iliad and The Odyssey, and contemporary responses to the Greeks from writers such as Wole Soyinka, Adrienne Kennedy, and Derek Walcott. The course is open to non-majors. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: CLAS.

THEA 2001. THEATRE HISTORY I: MYTHOS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

THEA 2002. THEATRE HISTORY II: MODERNITY. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

THEA 2003. THEATRE HISTORY III: POSTMODERNISM AND THE PRESENT. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

THEA 2010. ACTING I. (3 Credits)
An introductory acting course influenced by the work of Stanislauski and Grotowski, with psycho-physical actions. Students participate in voice, sound and movement, and associative impulse exercises with particular emphasis on physical actions. These exploratory classroom exercises lead to the creation of a 10-minute individual performance piece based on a transformational personal experience. Voice Lab.
THEA 2015. ACTING FOR NON-MAJORS. (4 Credits)
Introductory acting technique for non-theatre performance majors. Emphasis on developing and freeing the voice, body, imagination, and emotions. Activities of the course include vocal and body warm-ups, theatre games and exercises, improvisation, and scene work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2020. THEATRE CRAFTS I. (4 Credits)
An introduction to the principles, materials, tools, and techniques of the technical theatre. Emphasis on scenery, construction, and lighting, with an exploration of sound, painting, rigging, drafting, and stage management. Students are required to complete lab hours in the theatre’s scene shop during which they will be building, painting, rigging, and lighting the mainstage productions each semester. (Every semester) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2030. VISUAL DESIGN IN THEATRE. (4 Credits)
Study of the theory and expressive use of color, line, mass, texture, balance, emphasis, and rhythm in visual design for the stage. Procedures and practice in the design and execution of scenery, lighting, properties, and costume. Theatre resources of New York City will be utilized. Note: Students are required to work on a backstage crew for one mainstage production. (Every semester) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2040. DIRECTING I. (4 Credits)
Directing I is an introduction to the fundamentals of text analysis, stage composition, and production design - all essential components of the director’s art. Students study classic and contemporary plays in the Realist tradition, develop design concepts for theoretical productions of the plays, and present scenes in class. The course also focuses on developing students’ leadership and communication skills (equally crucial aspects of directing). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2045. INTRODUCTION TO DIRECTING. (4 Credits)
This class introduces students to some of the basic tools of theatre directing by having them craft several short pieces that explore ways of using space, movement, gesture, light, sound, objects, and spoken words to communicate a story to an audience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2050. DIRECTING II. (4 Credits)
In Directing II students work throughout the semester on a one-act of their own choosing - conducting production research, forging an interpretation of the play, collaborating with design students on a design approach, and presenting scenes in class. Course work also touches on such practical issues as structuring a rehearsal schedule and assembling a production book. The semester concludes with each student’s mounting a staged reading of the one-act for public performance. Other activities include studying plays outside the Realist tradition that demand more from the director in terms of interpretative skills and production strategies, and working with students in the Playwriting program on their new plays. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2055. DIRECTING III. (3 Credits)
Directing III puts into practice the skills developed in Directing I and II by graduating students to one-act play production. With support from the design departments, scene shop, and publicity office, students mount several evenings of one-act plays for public performance in the Studio Theatre. In the process they hone their ability to conduct auditions and rehearsals and collaborate with designers, technicians, and administrators. They also learn how to create and manage a budget - increasingly crucial skills for the professional director, who must often also produce his or her own work. Other activities include studying the history of directing and learning the rudiments of thrust and arena staging.

THEA 2070. THEATRE DESIGN. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2080. COLLABORATION I. (4 Credits)
First semester of a full year course for all theatre majors. The class introduces students to the areas of acting, directing, playwriting, and design with focus on the art of collaboration. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2090. COLLABORATION II. (4 Credits)
Second semester of a full year course for all theatre majors. The class introduces students to the areas of acting, directing, playwriting, and design with a focus on the art of collaboration. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2210. STAGE MAKEUP AND HAIR I. (3 Credits)

THEA 2211. STAGE MAKEUP AND HAIR. (4 Credits)
An introduction to stage makeup, including planning and executing a variety of makeup styles and techniques. From fantasy to old age, bruises to animal stylization, students will be challenged not only to design makeup but create characters to inform their makeup choices. Other topics will include hairstyles and basic prosthetics. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2212. STAGE MAKEUP AND HAIR II. (3 Credits)

THEA 2221. DRAWING FOR THE THEATRE. (3 Credits)
Introductory drawing course focusing on drawing with directional light, a proportioned human figure, and two point perspective. We explore the media of pencil, charcoal, and water and apply these skills with emphasis on proportion, line quality and contrast.

THEA 2222. DRAWING FOR THEATRE II. (3 Credits)
Drawing I with more emphasis on color. Attribute: INST.

THEA 2230. COSTUME DESIGN. (3 Credits)
Study of the principles involved in the design of costumes for the stage with an emphasis on research, the development of drawing and painting skills, and the investigation of character.

THEA 2231. DRAFTING. (3 Credits)
Introductory drafting course focusing on mechanical drawing and the importance of scale, line weight, and lettering. The three views that communicate the design are ground plan, section, and elevation. We will learn how to layout an entire show and accomplish a full set of plans.
THEA 2230. DRAFTING II. (4 Credits)
Advanced course in drafting. Includes computer drafting utilizing vectorworks. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2235. COSTUME DESIGN II. (3 Credits)
Continuation of Costume Design.
Prerequisite: THEA 2230.

THEA 2241. DRAPING. (3 Credits)
Understanding fabric involves learning fiber content, weave and how particular fabrics behave. As a designer, when choosing fabric it is essential that one understands how fabrics react with light, hang on a figure and relate to scenery by understanding grain, knapp, and weight.

THEA 2242. DRAPING II. (3 Credits)
A continuation of Draping I.

THEA 2243. FABRIC IN 3D. (3 Credits)
Understanding fabric involves learning fiber content, weave, and how particular fabrics behave. As a designer, when choosing fabric it is essential that one understands how fabrics react with light, hang on a figure, and relate to scenery by understanding grain and weight.

THEA 2251. MODEL MAKING. (3 Credits)
An introductory model making class focusing on creating a scenic model in half-inch scale. Beginning with building a model box from plans then constructing walls, show decks and portals. This involves exploring different materials along with their textures and completing the model with props, furniture and figures.

THEA 2252. MODEL MAKING II. (3 Credits)
A continuation of Model Making I.

THEA 2251. THEATER AND SOCIAL JUSTICE IN LATIN AMERICA. (4 Credits)
Theatre has often been employed as a vehicle for raising consciousness of social issues and concerns. Students will study theatres role in shaping society and cultural identity. A practical component of working with theatre artists in Lantin America is part of this course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2240. THE IRISH THEATRE. (4 Credits)
The course explores the Irish Theatre in the 20th century using major plays as focus. We trace its origins in the Irish Literary Theatre in Dublin at the turn of the century, its growth in parallel with the rising nationalist movement, and its impact in London, Paris, and New York. The playwrights will range from Yeats, O'Casey, and Lady Gregory to Samuel Beckett, Seamus Heaney, and the new writers of the present moment. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2245. CONTEMPORARY IRISH DRAMA. (4 Credits)
Introduces students to works of modern Irish playwrights from Brian Friel to Marina Carr, and examines how joining the European Union and the Celtic Tiger have influenced modern Irish Theatre. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2610. PLAYWRITING II: STRUCTURE. (4 Credits)
We continue the work of Playwriting I with a shift of focus to two new major issues: structure and language. Classic plays are used to demonstrate structural principles with an emphasis on a play's arc through its beginning, turning point, and ending. Exercises introducing alternative techniques of writing enrich the process, including approaches to playwriting as collage, emphasizing the power of image, gesture, and experimental narrative structures including non-linear. Then the writers reach for heightened language to flesh out their play's world. The process includes seminars with guest writers and uses the New York theatre scene as a resource. Again, the final project of the semester is a reading of the one-act plays before an invited audience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2700. ACTING II. (4 Credits)
Introduction to scene study and text analysis for the actor using the Stanislavsky approach. Work on scenes chosen from realistic plays. Students will study character development by exploring psychological objectives and how they are embodied in physical actions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2750. PERFORMING ITALIAN. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2751. ADVANCED PERFORMING ITALIAN. (4 Credits)
In this advanced version of Performing Italian, students will study in Rome. They will explore additional dramatic texts, including plays by Ruzzante Goldoni, Gozzi and DeFilippo. Critical, theoretical readings from D’Amico, Strehler and Albertazzi among others. The student will also do additional advanced scene study workshops outside of regular scheduled class. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2800. STAGE MANAGEMENT. (4 Credits)
A study of the organizational responsibilities and practical skills needed by stage managers to bring a production through auditions, rehearsals, and performances. Students stage manage a studio theatre production or mainstage production. Also crew work on load in and strike for mainstage production. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2805. STAGE MANAGEMENT I. (3 Credits)
A continuation of Stage Management I. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2810. STAGE MANAGEMENT II. (4 Credits)
A continuation of Stage Management I. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2820. DRAFTING. (4 Credits)
Advanced course in drafting. Includes computer drafting utilizing vectorworks. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2830. DRAFTING II. (4 Credits)
Prerequisite: THEA 2820.

THEA 2840. DRAFTING III. (4 Credits)
Prerequisite: THEA 2830.

THEA 2850. DRAFTING IV. (4 Credits)
Prerequisite: THEA 2840.

THEA 2870. MODEL MAKING. (3 Credits)
Prerequisite: THEA 2800 (may be taken concurrently).
THEA 2815. STAGE MANAGEMENT II. (3 Credits)

THEA 2900. THEATRE MANAGEMENT. (4 Credits)
An introduction to the managerial aspects of American theatre. Topics include: history of theatrical production and management in America, defining and understanding the differences between commercial and nonprofit theatre, basic management functions, types of theatre managers, forming a production company, understanding the actors’ unions and contracts, organizing a nonprofit theatre company, artistic policy choices, staffing, casting, theatrical tours, the role of the producer and presenter, budget planning, box office, fundraising, marketing and audience development, the publicity campaign, and advertising. The class is comprised of lecture, discussion, and guest speakers from the New York City Theatre community. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 2910. THEATRE MANAGEMENT II. (4 Credits)
A continuation of Theatre Management. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: THEA 2900.

THEA 2999. INDEPENDENT STUDY. (2 Credits)
Independent research and readings with supervisio from a faculty member.

THEA 3000. ACTING III. (4 Credits)
Continuation of intensive scene study based on the Stanislavsky system. Techniques of scene analysis, scoring, and appropriate rehearsal procedures will be covered. Performance majors only. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3011. TEXT ANALYSIS. (4 Credits)
Through careful, intensive reading of a variety of plays with different dramatic structures and aesthetics, students begin to see that options exist for interpreting a script. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3016. SONG AS THEATRE I. (4 Credits)
This class leads students towards dynamic expression of musical theatre and other song repertoire through intensive group and individual vocal training. There is special emphasis on the connection between the voice and personality of each student and resolving challenges through imagination. The course includes a professional accompanist. Prerequisite: THEA 2700 or permission of instructor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: THEA 2700.

THEA 3017. SONG AS SCENE. (4 Credits)
Learn how to effectively present musical material by exploring the text and combining it with sure vocal technique. An accompanist is present at each class, and different types of songs will be explored – ballad, up tempo, comic/character, and pop/rock. Acting exercises will be used to fully flesh out the songs. Seamless transitions from scene to song to scene will be examined. The notion of singing as simply acting on pitch will be stressed. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3021. SONG AS THEATRE II. (4 Credits)
Continuation of Song As Theatre Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3022. SONG AS SCENE II. (4 Credits)
Continuation of SONG AS SCENE (Pre-Req: THEA 3017) Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3030. ACTOR’S VOCAL TECHNIQUE I. (2 Credits)
Vocal exercises for the actor to help release the voice, develop larger breathing capacity, and agility in articulation. Work on developing physical ease while exploring varieties of vocal projection through speech and song, and text. (Every fall)

THEA 3040. ACTOR’S VOCAL TECHNIQUE II. (2 Credits)
Advanced exploration of the voice.

THEA 3050. MOVEMENT FOR THE ACTOR I. (2 Credits)
This course will include: 1) Vigorous physical training to develop physical stamina along with Yoga breath-work and stretches to increase flexibility, agility, focus and concentration; 2) Butoh-influenced image work to develop body awareness and sensitivity as well as stimulate movement by images exercised by one’s imagination; 3) Creating characters by exploring the center, weight, rhythm, colors and temperament of the character; 4) Individual and group improvisational exercises to learn to trust and act upon organic impulses.

THEA 3055. DIRECTING IV. (3 Credits)
Directing IV is the first semester of an advanced production course which shepherds students through the process of directing full-length plays for public performance. Throughout the semester students present their research and production ideas, as well as scenes from the plays they are directing, for comment and critique. Other activities include class work on Shakespeare and/or other verse texts.

THEA 3056. DIRECTING IV. (4 Credits)
This course is designed for students who, because they begin the directing track in their junior year, must register for Directing IV in the spring of their senior year and complete course work for Directing IV and V in one semester. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3060. MOVEMENT FOR THE ACTOR II. (2 Credits)
Continuation of Movement I. This course will include: 1) Continuation from Movement I of developing physical stamina and intensifying breath and Yoga work; 2) Continuation of Movement I based on Butoh-influenced image work; 3) Deeper exploration of character work and also taking the character out of the naturalistic realm to invite another layer of understanding on a more unconscious level; 4) Exploring abstract movement; 5) Creating group and solo pieces.
THEA 3065. MUSICAL THEATRE WORKSHOP. (4 Credits)
The Fordham Musical Theatre workshop is a 5-week summer intensive, that offers a varied schedule of four classes: Musical Theatre Workshop, Vocal Techniques, Dance for Musical Theatre, and Acting and Improvisation for Musical Theatre. Monday-Thursday 1-5pm students will work in the classroom as a company. The early afternoon and evenings will include field trips, guest seminars, and attendance at Broadway, Off-Broadway, and Off-Off Broadway plays and musicals. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3066. MUSICAL THEATRE INTENSIVE. (4 Credits)
A five-week summer intensive that offers a varied schedule of four classes: Musical Theatre workshop, Vocal techniques, Dance for Musical theatre, and Acting. Monday through Thursday from 10 a.m. to 5 p.m., students will work in the classroom as a company. The early afternoon and evenings will include field trips, guest seminars, and attendance at Broadway, Off-Broadway, and Off-Off Broadway plays and musicals. Find the program application online at fordham.edu/summer. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3081. ADVANCED MOVEMENT III. (3 Credits)
Emphasis on Boeth inspired image movement works, utilizing imagination, concentration, centering and body expression. Development of solo work.

THEA 3090. STAGE COMBAT. (3 Credits)
Students will become familiar with the concepts, techniques, and safety practices of stage combat. Each class begins with a warm-up/stretch and then moves into strengthening and isolation work. Each class ends with work on original, ongoing choreography.

THEA 3100. ACTING IV. (4 Credits)
Continued advanced scene study with emphasis on complete characterization, physical actions, scoring of rhythm in text, physicality of character, and the grasp of styles. Work with Theatre of the Absurd writers such as Beckett, Pinter, Ionesco, Albee. Maintaining physical scoring in developing character with Chekhov. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3205. FROM PAGE TO STAGE. (4 Credits)
This is a class primarily for directing, playwriting, and design students in how to translate the words on the page of a script into a vision for production on the stage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3253. MOLIERE: FROM PAGE TO STAGE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3361. COSTUME AND SET DESIGN. (4 Credits)
Investigates the relationships of scenery and costumes, how the design of the environment creates the world for the play and the characters to exist. While learning how to break down a text, we explore character development as well as an emotional response to the play so that research can be done. Through models and sketches, students learn their process and how to articulate their ideas. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3362. LIGHTING DESIGN. (3 Credits)
THEA 3363. LIGHTING DESIGN. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3371. LIGHT AND SET DESIGN. (4 Credits)
Investigates the relationships of lighting to scenery and how lighting design completes the visual world of play on stage. Lighting is the key element to the movement of the production as it relates to transitions between scenes and helping define time and place. We will also examine alternative functions and use of light within scenery. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3373. LIGHTING DESIGN II. (4 Credits)
Continuation of lighting design and practical applications of light in architecture, interiors, installations, and photography. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3374. LIGHTING DESIGN II. (3 Credits)

THEA 3391. PORTFOLIO REVIEW. (3 Credits)
Upper level class for students to compile a sampling of their work in preparation for professional interviews, learn how to prepare a resume, gather photographs, and layout documentation. Students will interact with professionals in a critique of their work.

THEA 3392. PORTFOLIO REVIEW II. (3 Credits)
Continuation of Portfolio Review with the addition of preparing work for the Spring design show.

THEA 3430. SOUND DESIGN. (4 Credits)
From the physics of sound waves to the finesse of cueing, Sound Design covers the foundations of the field. The class will touch on topics in acoustics, system design, vocal reinforcement, sound effects, playback and audio development software, and the role of sound design in the rehearsal and tech process. The goal is to develop the conceptual rigor and practical technique to support a small production with an integral audio component. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3435. SOUND DESIGN II. (4 Credits)
Continuation of Sound Design. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3430. PORTFOLIO REVIEW II. (3 Credits)
Continuation of Portfolio Review with the addition of preparing work for the Spring design show.

THEA 3430. SOUND DESIGN. (4 Credits)
From the physics of sound waves to the finesse of cueing, Sound Design covers the foundations of the field. The class will touch on topics in acoustics, system design, vocal reinforcement, sound effects, playback and audio development software, and the role of sound design in the rehearsal and tech process. The goal is to develop the conceptual rigor and practical technique to support a small production with an integral audio component. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3435. SOUND DESIGN II. (4 Credits)
Continuation of Sound Design. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3430. PORTFOLIO REVIEW II. (3 Credits)
Continuation of Portfolio Review with the addition of preparing work for the Spring design show.

THEA 3430. SOUND DESIGN. (4 Credits)
From the physics of sound waves to the finesse of cueing, Sound Design covers the foundations of the field. The class will touch on topics in acoustics, system design, vocal reinforcement, sound effects, playback and audio development software, and the role of sound design in the rehearsal and tech process. The goal is to develop the conceptual rigor and practical technique to support a small production with an integral audio component. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3435. SOUND DESIGN II. (4 Credits)
Continuation of Sound Design. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3430. PORTFOLIO REVIEW II. (3 Credits)
Continuation of Portfolio Review with the addition of preparing work for the Spring design show.

THEA 3430. SOUND DESIGN. (4 Credits)
From the physics of sound waves to the finesse of cueing, Sound Design covers the foundations of the field. The class will touch on topics in acoustics, system design, vocal reinforcement, sound effects, playback and audio development software, and the role of sound design in the rehearsal and tech process. The goal is to develop the conceptual rigor and practical technique to support a small production with an integral audio component. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3435. SOUND DESIGN II. (4 Credits)
Continuation of Sound Design. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3430. PORTFOLIO REVIEW II. (3 Credits)
Continuation of Portfolio Review with the addition of preparing work for the Spring design show.

THEA 3430. SOUND DESIGN. (4 Credits)
From the physics of sound waves to the finesse of cueing, Sound Design covers the foundations of the field. The class will touch on topics in acoustics, system design, vocal reinforcement, sound effects, playback and audio development software, and the role of sound design in the rehearsal and tech process. The goal is to develop the conceptual rigor and practical technique to support a small production with an integral audio component. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3435. SOUND DESIGN II. (4 Credits)
Continuation of Sound Design. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3430. PORTFOLIO REVIEW II. (3 Credits)
Continuation of Portfolio Review with the addition of preparing work for the Spring design show.
THEA 3450. PROJECTION DESIGN. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3455. PROJECTION DESIGN I. (3 Credits)
THEA 3460. PROJECTION DESIGN II. (3 Credits)

THEA 3564. FRENCH THEATRE AND PERFORMANCE (TAUGHT IN FRENCH). (4 Credits)
This course explores Contemporary French Theatre and offers the opportunity to engage in the creative process from page to rehearsal to a full public performance at the end of the semester. It teaches students how to express themselves more effectively in French. It develops the ability to communicate thoughts and feelings to others. We will combine acting, history, reading, theory and analysis of major modern playwrights. Invited guests from the French and bi-cultural theatre community in New York City will share their experiences with students, and provide opportunities for students to practice their new skills and learn more about. Taught in French. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ALC.
Prerequisite: FREN 2600.

THEA 3600. MASTER CLASS IN DESIGN. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3610. PLAYWRITING III: ONE ACT PLAY. (4 Credits)
The writers alternate their time between the seminar room and the studio theatre for the development and rehearsal process of a Theatre program sponsored production of their one-act play. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3700. PLAYWRITING. (4 Credits)
This playwriting workshop is the cornerstone of the playwriting program. It intentionally welcomes writers of many levels of experience to one dynamic space. The goals of the workshop are to teach basic craft and create an environment that will guide the writers’ explanation of their individual voices. We concentrate on four major issues: storytelling, character, structure, and language. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENGL.

THEA 3750. PLAYS AND SCREENPLAYS. (3 Credits)
The purpose of the five week project is to write a one-act play and a short screen play, and to explore the relation between the two forms. Elements of craft will be introduced to provide a vocabulary and a scaffolding. Contemporary plays and screenplays will be used as models.

THEA 3800. INTERNSHIP. (2-3 Credits)
Supervised placement for students interested in work experience.

THEA 3900. CUEING AND NARRATIVE. (3 Credits)
This course will incorporate the study of both Lighting and Sound Design to explore storytelling through Theatrical Design choices.

THEA 3910. PERIOD AND STYLE. (3 Credits)
This course will incorporate the study of both Scenic and Costume design to explore storytelling through theatrical design choices.

THEA 3980. SET DESIGN. (4 Credits)
Investigates how the design of an environment creates the world of a play. While learning how to break down a text, we explore character development as well as an emotional response to the play so that research can be done. Through models and sketches, students learn their process and how to articulate their ideas. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 3985. SET DESIGN I. (3 Credits)
Investigates how the design of an environment creates the world of a play while learning how to break down a text, we explore character development as well as an emotional response to the play so that research can be done. Through models and sketches, students learn their process and how to articulate their ideas.

THEA 3987. SET DESIGN II. (3 Credits)
Continuation of Set Design I.

THEA 3999. INDEPENDENT STUDY. (3 Credits)
Independent research and reading with supervision from a faculty member.

THEA 4000. CREATING A CHARACTER. (4 Credits)
Advanced scene study employing exercises and exploration specifically designed to give the actor a technique with which to develop a distinct characterization. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: THEA 3100.

THEA 4001. CREATING A CHARACTER II. (4 Credits)
Continuation of creating character TDLU4000 Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: THEA 3100.

THEA 4021. ACTING AND THE IMAGE. (4 Credits)
Through work with mask the course explores the actor’s use of images as the greatest mode of communication. Masks connect to the essence of the body’s energy and teach us how to create a character. Many of Michael Chekhov’s techniques are embodied in mask work, so the course will also be an introduction to Chekhov technique and beyond. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4022. ACTING AND THE IMAGE II. (4 Credits)
A continuation of Acting and the Image I. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4025. FLYING SOLO. (4 Credits)
This will be an intensive, practical course for students interested in creating a short solo performance piece. Creative work will be accompanied by in-depth documented research into the student’s particular area of interest. In addition to their creative work, each student will be responsible for a substantive research project on a performance artist, assigned to them by the instructor. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
THEA 4045. YOUNG, GIFTED, AND BLACK. (4 Credits)
This interdisciplinary course will explore themes of political, social, and personal transgression and transformation in the cultural tradition of Black American Theatre and performance from the Harlem Renaissance, through the Black Arts Movement to the present. The interrelationship of text, music, and movement will be highlighted to underscore significant aesthetic innovations and also to allow for a discussion of plays, playwrights, and performers in the fullest possible context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: PLUR.

THEA 4055. DIRECTING V: THESIS PROJECT. (3 Credits)
Directing V is the second semester of an advanced course in full-length play production. Throughout the semester students present their research and production ideas, as well as scenes from the plays they are directing, for comment and critique. Other activities include class exploration of a variety of theatrical styles including Brechtian theatre, solo performance, and ensemble-generated work, among others. In addition, students prepare to enter the professional world by working on their resumes, preparing for job/graduate school interviews, and meeting with guest directors to discuss career strategies.

THEA 4056. DIRECTING VI: INDEPENDENT PROJECT. (3 Credits)
Directing VI is an elective production course designed to meet the needs of the directing major who wishes to investigate a particular playwright's work or explore a certain form or style of theatre. Independent Direction Projects may be of any length. Please note that students wishing to take this course must first meet with the Head of Directing to discuss their project goals and must receive approval before registering.

THEA 4100. ACTING SHAKESPEARE. (4 Credits)
An investigation of the various historical and contemporary techniques of acting Elizabethan verse through close textual analysis and in-class performance of scenes from Shakespeare's plays. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4120. ACTING SHAKESPEARE II. (4 Credits)
Advanced Scene and text work in Shakespeare. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4130. SHAKESPEARE: TEXT AND PERFORMANCE. (4 Credits)
his course will study Shakespeare's plays first as texts and then as performance, focusing on the literary/historical aspect of a play, and then the same play as a theatrical script for realization in a performance setting. Through close readings from these widely disparate points of view, we will try to grasp how the theater acts to engage audiences and create meanings, and how time and culture are expressed in both text and performance. We'll investigate questions about adaptation, authorship, the status of "classic" texts and their variant forms, the transition from manuscript, book and stage to film and digitally inflected forms of media. Assignments will include readings, memorization, essays, and presentations. The final project can be an essay, the student's short video of a Shakespeare excerpt, or a brief performance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.

THEA 4148. MEDIEVAL DRAMA. (4 Credits)
Divine mysteries and scurrilous scatology, Everyman's workaday struggles and a king's political quandaries, lavish one-night courtly entertainments and massive Biblical plays performed by an entire community: the drama of the English late Middle Ages (roughly 1350-1500) was resourceful, Iocal, non-professional, and endlessly inventive. In this course, we study medieval English drama along three axes: as literary texts full of humor, pathos, and meaning; as evidence for historical performance practice and theater history; and as scripts brimming with possibility for performance. Combining intensive reading of medieval play texts with key works by important theater practitioners, we examine medieval drama on its own terms and ask what it means to read and perform these works in the 21st century. To help answer this question, students collaboratively design, direct, and stage a medieval dramatic work of their choosing as a final project. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENGL, ICC, MVST.

THEA 4200. THE ACTOR AND THE TEXT. (4 Credits)
The actor's interpretation of the text. Advanced work on the actor's choices. Investigation of what makes the word personal. Explores how the actor can deepen and enrich the text. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4201. THE ACTOR AND THE TEXT II. (4 Credits)
A continuation of TDLU 4200; The actor's interpretation of the text. Advanced work on the actor's choices. Investigation of what makes the WORD personal. Explores how the actor can deepen and enrich the text. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4250. ACTING FOR THE CAMERA. (4 Credits)
Introduces the actor to the techniques of acting for the mediums of television and film, including issues of scale, angle, and material. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: THEA 3100.

THEA 4260. ACTING FOR THE CAMERA II. (4 Credits)
A continuation of Acting for the Camera I. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: THEA 4250.

THEA 4300. ACTORS AND THEIR ART. (4 Credits)
Advanced acting course in developing original scenes based on poetry, short stories, novels, sculpture, and paintings. Emphasis on work with physical actions and creating a physical and psychological score to illuminate actor-created work. Focus on imagination, writing, and performance skills. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
THEA 4301. PERFORMANCE AND ART. (3 Credits)
This acting course for dancers will work in developing original scenes based on poetry, sculpture, paintings and scene study. Emphasis on work with physical actions and creating a physical and psychological score to illuminate actor-created work. Focus on imagination, writing and performance skills. For Alvin Ailey BFA majors.

THEA 4302. RUSSIAN THEATRE WORKSHOP. (2 Credits)
This course conducted in Moscow includes work in acting, movement, dance, voice, Russian theatre history, and a study of the current Russian theatre. It is taught by the faculty of the Moscow Art Theatre School.

THEA 4305. CLOWN AND IMPROVISATION. (4 Credits)
Examining different comedic traditions, students will study techniques from commedia dell'arte, clown and improvisation. Drawing on the teachings of contemporary artists such as Keith Johnstone and Phillippe Gaulier, the course will demonstrate and sharpen comedic skills by creating a sense of continuity between traditional and contemporary comedy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4310. ADVANCED SCENE STUDY. (4 Credits)
Students will work on scenes in depth covering a broad range of theatrical styles and diverse playwrights. Students will work on scenes in depth covering a broad range of theatrical styles and diverse playwrights. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4400. SENIOR AUDITION I. (2 Credits)
Prepares students to audition for professional theatre companies, agents, casting directors, and graduate schools. Students develop two audition pieces (one classical/one contemporary) and also learn to prepare cold readings. Guidance also provided in the preparation of pictures and professional resumes. Performance majors only. (fall, senior year)

THEA 4410. SENIOR AUDITION II. (2 Credits)
Preparation of the Senior Showcase, in which students present scenes, monologues, and songs for producers, agents, and casting directors. Performance majors only.

THEA 4420. SENIOR AUDITION. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4425. DESIGN SHOWCASE. (2 Credits)
This course focuses on presenting and discussing students’ work as a design or manager while developing their understanding of the business of theatre and their potential role in it. We look at portfolios, resumes, and CVs, cover letters, and production books and talk with established professionals and recent graduates about the best strategies for entering the New York and regional theatre communities. Design and Production students only, required for participation in the annual Design Showcase. Prerequisite: THEA 3205.

THEA 4500. THEATRE, CREATIVITY, AND VALUES. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction. Attribute: EP4.

THEA 4501. DIRECTING PRODUCTION WORKSHOP. (3 Credits)
An advance production class that shepherds students through the process of producing a fully staged production for public performance.

THEA 4505. DESIGN PRODUCTION WORKSHOP. (3 Credits)
This course is designed to run with Directing Workshop to merge design and directing students in practical production experiences. In the process, students will hone their ability to analyze text, shape a design idea, communicate with artistic collaborators, create working drawings and models, plan a production schedule, and create and manage a budget. The focus is play production and attending and discussing university and professional productions.

THEA 4510. DIRECTING PRODUCTION WORKSHOP I. (3 Credits)
An advanced production class that shepherds students through the process of producing a fully-staged production for public performance.

THEA 4511. DIRECTING PRODUCTION WORKSHOP I. (4 Credits)
This course is designed to run with Directing Workshop to merge design and directing students in practical production experiences. In the process, students will hone their ability to analyze text, shape a design idea, communicate with artistic collaborators, create working drawings and models, plan a production schedule, and create and manage a budget. The focus is play production and attending and discussing university and professional productions.

THEA 4520. DIRECTING PRODUCTION WORKSHOP II. (3 Credits)
An advanced production class that shepherds students through the process of producing a fully-staged production for public performance.

THEA 4521. DIRECTING PRODUCTION WORKSHOP II. (4 Credits)
Continuation of Design Production I Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4530. DIRECTING PRODUCTION WORKSHOP III. (3 Credits)
An advanced production class that shepherds students through the process of producing a fully-staged production for public performance.

THEA 4531. DIRECTING PRODUCTION WORKSHOP III. (4 Credits)
Continuation of Design Production Workshop II Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4560. ADVANCED PLAYWRITING. (4 Credits)
This course supports the writer on the production of a play of any length and style. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
THEA 4650. ACTORS WORKSHOP. (4 Credits)
The Fordham Actors Workshop is a five-week summer intensive that offers a varied schedule of four classes: Acting, Text, Movement, and Improvisation technique. Monday-Thursday from 10 am to approximately 5 pm students will work as an ensemble in the classroom. The early afternoon and evenings are reserved for field trips, guest seminars, and the weekly attendance of Broadway, off-Broadway, and off-off-Broadway shows. Course enrollment for Fordham students is by permission of the department. If not currently Acting majors or minors, students will be expected to fill out the full written application. Course enrollment is limited to 20 students. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4800. INTERNSHIP. (4 Credits)
Supervised placement for students who are interested in work experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 4900. ADVANCED COLLABORATION. (3 Credits)
A continuation of the work begun in Collaboration 1 and 2 for advanced theater majors. Taught in conjunction with the graduate level Collaboration course for MFA Playwrights.

THEA 4999. TUTORIAL: THEATRE AND DRAMA. (1-4 Credits)
Independent research and reading with supervision from a faculty member.

THEA 5000. THEATRE HISTORY I. (4 Credits)
We will seek a perspective on the developments in the theatre from Ancient Greece, Japan, and India, and through the Elizabethans using major plays as our focus. We will explore their context—when, where, and why they were written—the lives of the playwrights, and the culture and the politics of their society. Our prime focus will be the nature of tragedy. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 5055. DIRECTING VI. (3 Credits)
Directing VI is an elective production course designed to meet the needs of the directing major who wishes to investigate a particular playwright's work or explore a certain form or style of theatre. Independent Direction Projects may be of any length. Prerequisite: Directing IV. Please note that students wishing to take this course must first meet with the Head of Directing to discuss their project goals and must receive approval before registering.

THEA 5080. COLLABORATION I. (4 Credits)
The ability to collaborate is the fundamental skill necessary for the creation of theatre. This course will explore the vocabularies of design, acting, playwriting, and directing to create a common fluency in the dialects of each discipline. This will increase the playwright's ability to listen and communicate, the chief tools of collaboration. Structured exercises will guide teams to create short pieces together, rotating responsibilities, and always placing a strong collaborative process as the highest goal. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 5090. COLLABORATION II. (4 Credits)
Second semester of full-year progression of Collaboration Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 5100. THEATRE HISTORY II. (4 Credits)
The course explores the major developments in Theatre from 1879 to the present using major plays of Ibsen, Strindberg, Chekhov, Wedekind, Stein, Brecht, O'Neill, Artaud, Genet, Beckett, Soyinka, Mishima, Kennedy, Hansberry, Churchill, Parks, and the movements of performance art and Butoh. We explore their context (when, where and why they were written), the lives of the playwrights, and the culture and the politics of their society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 5166. YA/CHILDREN'S LITERATURE. (4 Credits)
A Master Class level creative writing workshop where students will engage in writing for younger readers, children through YA, with attention to process and the art of storytelling. During the semester students will develop a writing portfolio consisting of prewriting, first draft, revised and polished pages. The genre and form of a student’s writing will be self-selective with the instructor's guidance. Workshop writings may include fiction, non-fiction, fantasy or poetry. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 5176. WRITING ABOUT PLACE. (4 Credits)
Of course writing about "place" can be exotic (as it must have been for the 18th century British noblewoman, Mary Montagu, when she visited a harem or two in Turkey) but then again, some of most evocative writing about place we have is by writers who didn't even have to leave their neighborhoods to do it. In this Master Class, you will get a variety of opportunities to write about New York City, bringing your New York City neighborhoods to do it. In this Master Class, you will get a variety of opportunities to write about New York City, bringing your New York City life. The options are infinite. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 5200. INVENTING SHAKESPEARE. (4 Credits)
This course will study Shakespeare's plays first as texts and then as performance, focusing on the literary/ historical aspects of a play, and then the same play as a theatricals script for realization in a performance. We'll investigate questions about adaptation, authorship, the status of "classic" texts and their variant forms, the transition from manuscript, book and stage to film and digitally infected forms of media. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 5610. DRAMATIC STRUCTURE. (4 Credits)
Iconoclasts have shaped the history of our art form's progression, from Euripides to Shakespeare to Beckett. Someone creates the rules and then someone else breaks it, and so we advance. The purpose of this course is to understand the rules to forment the next possibility of advance. Plays are vehicles to transport us to places we would not otherwise go, places of danger. Exercises are rooted in storytelling techniques and character development. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
THEA 5700. PLAYWRITING WORKSHOP. (4 Credits)
The primary goals of the course are to hone basic craft and to create an environment that will guide the writers’ exploration of their individual voices. We concentrate on four major issues: storytelling, character, structure, and the poetic voice. The course is taught from overlapping perspectives of traditional and alternative techniques. Exercises are rooted in storytelling techniques and character development. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ENGL.

THEA 5750. PLAYWRITING STRATEGIES. (4 Credits)
This course offers a series of workshop classes that focus on writing strategies, generating new work, and giving writers unique tools for confronting and overcoming obstacles and challenges the playwright faces. The playwrights will be introduced to readings and interviews by and about other playwrights on generative writing process, the act of rewriting, and new forms of creating a stage event. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 5800. TV COMEDY WRITING. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 5810. TV DRAMATIC WRITING. (4 Credits)
This course will focus on the art of creating, pitching, and selling a dramatic series. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 5850. TV WRITING. (4 Credits)
This course will focus on the field of writing for television. Students will explore every aspect of the craft, from concept to pitch to sale. Various exercises and writing assignments will familiarize students with the various structures and systems of TV and new media, preparing them for work in a writers room, as a show runner, or anything in between. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 5900. TEXT ANALYSIS. (4 Credits)
Introduces students to various methods for investigating a script and uncovering the many different stories that can be told in production. Students are exposed to a variety of plays, with the emphasis placed on exploring the language of the plays themselves rather than on researching their historical and theatrical context, although these areas may also be touched on. By semester’s end, each student is expected to have a command of the basic tools of text-analysis, and should be able to use these tools in collaboration. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 5958. CRAFT OF POETRY. (4 Credits)
Directed as a workshop, this course will focus on student work in progress. We will pay special attention to a variety of forms, modes and generative techniques, from the traditional to the very experimental. Readings will be determined by instructor and student interests. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 5966. MASTER CLASS:CREATIVE ONLINE. (3 Credits)
This multi-genre writing workshop will take on the website as a performance space for creative avatars. What possibilities for creative projects lie in the malleability of the Internet--its multi-directional readability and possibilities for instant gratification editing? Students will design websites, workshop website content, generate multi-media through collaborative teams and make presentations.

THEA 5996. MASTER CLASS: CREATIVE ONLINE. (3 Credits)
This multi-genre writing workshop will take on the website as a performance space for creative avatars. What possibilities for creative projects lie in the malleability of the Internet--its multi-directional readability and possibilities for instant gratification editing? Students will design websites, workshop website content, generate multi-media through collaborative teams and make presentations.

THEA 6210. ALTERNATIVE THEATRE. (4 Credits)
Playwrights will learn the history of theatre outside the mainstream, concentrating on non-linear works, Art-related movements, such as DADA, language experiments, such as Gertrude Stein’s movement theatre, and other experimental forms. They will also survey the contemporary ways these historic roots have taken form now. And then they will imagine and execute their own alternative works in scale model. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 6400. DESIGN FOR PLAYWRIGHTS. (4 Credits)
Playwrights write texts to be performed in actual space, so the playwright who begins from imagining the place where action occurs is activating the essential core of the dramatic imagination. Playwrights must understand how to collaborate with designers and they may benefit enormously from allowing a designer in to the creative process early. It advances the playwright’s craft to learn the designer’s craft of line, shape, drawing, model making and findings way to embody thematic ideas in concrete spaces. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 6430. ADAPTATION. (4 Credits)
Introduction to the craft of adaptation for the stage and screen. Emphasis will be placed on learning to recognize and evaluate the kinds of source material that invite adaptation, and subsequently how to effectively translate elements from that material to craft powerful stories. Class discussion, lectures, readings, and guest seminars will examine source material that includes short stories, novels, biographies, and true stories developed from journalistic sources as well as examples of its successful adaptation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 6500. SHAKESPEARE. (4 Credits)
An exploration of Shakespeare’s plays from a playwright’s perspective on craft. How does Shakespeare achieve what he does? What techniques does he employ to generate his vast range of characters and meanings? MFA playwrights only, or by permission of Chair.
THEA 6600. SCREENPLAY ANALYSIS. (4 Credits)
This course introduces methods of analyzing and examining screenplays in terms of their language, plot and character development, story, cinematography, and other elements of structure and theme. Students will examine the diverse methods of storytelling for the screen, especially how the stories of film are told primarily through visual imagery. The screenplays analyzed will span global cultures, eras, and movements in film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 6770. SCREENWRITING. (4 Credits)
This course focuses on analyzing and writing screenplays for film and television. Class time is devoted to exercises, lectures, and assignments that focus on creating and improving plots and premise, developing potent characters, understanding and honing structure, and sharpening dialogue. In-class activities and lectures are supplemented with guest seminars, film viewings, and screenplay readings, followed by discussion and analysis on the theme of craft, including plot, character, technique, and structures. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 6790. SCREENPLAY ANALYSIS. (4 Credits)
This course introduces methods of analyzing and examining screenplays in terms of their language, plot and character development, story, cinematography, and other elements of structure and theme. Students will examine the diverse methods of storytelling for the screen, especially how the stories of film are told primarily through visual imagery. The screenplays analyzed will span global cultures, eras, and movements in film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 6980. CONTEMPORARY THEATRE. (4 Credits)
A playwright is the person who has her ear to the rail, the one who channels the zeitgeist. To that end this class will obsess on the present moment. What is happening in politics now? Literature? Science? Where in New York City theatre and global theatre are these revolutions and innovations finding expression? Writers in the course will see in never-before-produced play every week, meet with the makers of new work, and use those experiences to write a play that resonates with the present moment. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 6990. THE PLAYWRIGHT PREPARES. (4 Credits)
This semester focuses on preparing the second-year playwrights for submitting their plays to theatres, film and television studios, contests, and agents. Visiting designers, managing directors, film and television producers will enhance the students' understanding of the community they are entering. Contemporary theatre issues are also discussed, particularly those related to the role of the playwright in our society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 7000. PRODUCTION. (4 Credits)
This seminar focuses on preparing the second-year playwrights for submitting their plays to theaters, film and television studios, contests, and agents. Visiting agents, dramaturgs, screenwriters, directors, designers, managing directors, film and television producers will enhance the students' understanding of the community they are entering. The seminar will also serve as a foundational course for the full-length thesis productions that spring. Contemporary theater issues are also discussed, particularly those related to the role of the playwright in our society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEA 8999. INDEPENDENT STUDY. (4 Credits)

Theology (THEO)

THEO MTNC. MAINTENANCE-THEOLOGY. (0 Credits)

THEO 0912. REQUIREMENT PREPARATION. (0 Credits)
For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement, such as comprehensive exam, Master's thesis, or dissertation submission. Attribute: Z410.

THEO 0914. REQUIREMENT PREPARATION IN SUMMER. (0 Credits)
For Ph.D. and Master's students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

THEO 0922. PHD COMPREHENSIVE EXAMINATION PREPARATION. (0.5 Credits)

THEO 0930. PHD COMPREHENSIVE EXAMINATION-THEOLOGY. (0 Credits)

THEO 0934. MASTER'S COMPREHENSIVE EXAMINATION PREPARATION. (0.5 Credits)

THEO 0936. MASTER'S COMPREHENSIVE EXAMINATION-THEOLOGY. (0 Credits)

THEO 0938. MASTER'S CAPSTONE-THEOLOGY. (0 Credits)
Required interdisciplinary capstone project for all M.A. students in Theology.

THEO 0950. PROPOSAL DEVELOPMENT. (1 Credit)

THEO 0960. PROPOSAL ACCEPTANCE. (3 Credits)

THEO 0970. DISSERTATION MENTORING-THEOLOGY. (0 Credits)
Theology Ph.D. student is required to register for Dissertation Mentoring, which has a 3 credit fee, the semester after the student's proposal is accepted. Attribute: Z407.

THEO 1000. FAITH AND CRITICAL REASON. (3 Credits)
An introductory theology course designed to acquaint students with the analytical study of religion and religious experience, and to give them some critical categories of evaluating the history of theological discourse. The academic study of some of the forms, concepts, experience, and theological formulations found in Christianity and various other traditions will be introduced. Attributes: FRPT, REST, THFR.
THEO 1006. SIN AND SALVATION IN MEDIEVAL THEOLOGY. (3 Credits)
This Manresa seminar will provide a survey of Christian understandings
of sin and salvation in the medieval West, c. 400-1500. Theologians
whose writings on these topics will be considered include Augustine,
Anselm, Peter Lombard, Thomas-Aquinas, Bonaventure, John Duns
Scotus and Martin Luther.
Attribute: MANR.

THEO 1007. SINNERS, SAINTS, AND STORIES. (3 Credits)
This course will explore both the ways that biblical narratives have
informed the traditional self-understanding of the western world and
the ways in which that self-understanding has been complicated in the
modern era. Of particular interest for this course is 1) the different biblical
presentations of what it means to be a “sinner” or a “saint,” 2) the further
reflection on these narratives and topics found in post-biblical literature,
and 3) the competing narratives that may be found in the modern world.
Attributes: FRPT, MANR, THFR.

THEO 1010. RESTLESS HEART: QUEST. (3 Credits)
Many writers throughout history, have described their personal quest for
the transcendent. Writers—both classical and popular, devout believers
and atheists, some reverent, some vulgar—describe this quest as a
matter of first losing and then finding oneself. This seminar will explore
the search of several of these writers through their autobiographies.
Attributes: EP1, FRPT, MANR, THFR.

THEO 1050. SYRIAC LANGUAGE AND LITERATURE I. (3 Credits)
This course is part of a two-semester introduction to Syriac, a dialect
belonging to the Aramaic language branch. The first semester will
introduce the scripts, cover grammatical foundations, and expose
students from early on to the reading of texts. The second semester will
be mostly spent reading Syriac literature, but some time will be devoted
to select special topics in Syriac grammar. It is possible to take the first
semester only.
Attributes: MVST, OCST, REST.

THEO 1800. INTERNSHIP. (1 Credit)

THEO 1999. TUTORIAL. (1 Credit)
Independent research and readings with supervision from a faculty
member.
Attribute: GLBL.

THEO 2800. INTERNSHIP-THEOLOGY. (2 Credits)
Independent research and reading with supervision from a faculty
member.
Prerequisite: THEO 1000.

THEO 3100. INTRODUCTION TO OLD TESTAMENT. (3 Credits)
History, literature and religion of ancient Israel.
Attributes: MEST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1003 or THEO 1004 or
THEO 1005 or THEO 1006 or THEO 1010 or HPLC 1401 or THEO 1007 or
THEO 1009 or THEO 1002 or THEO 1008.

THEO 3102. BOOK OF GENESIS. (4 Credits)
This fascinating and influential book of the Bible will be studied for its
historical origins, literary forms, and theological ideas. In addition, the
course will address the impact of the stories in Genesis on the
development of western culture. Four-credit courses that meet for 150
minutes per week require three additional hours of class preparation per
week on the part of the student in lieu of an additional hour of formal
instruction.
Attribute: STXT.
Prerequisites: THEO 1000 or THEO 1009 or THEO 1008 or THEO 1002 or
THEO 1004 or HPRH 1001 or HPLC 1401 or THEO 1003 or THEO 1005 or
THEO 1006 or THEO 1010 or THEO 1007.

THEO 3105. THE TORAH. (3 Credits)
Study of different types of literature found in the first five books of the
Hebrew Bible and of the methods for its interpretation. This course will
focus on the process by which this material moved from oral tradition to
written literature to sacred scripture in Israel.
Attributes: JWST, MEST, STXT.
Prerequisites: THEO 1000 or THEO 1009 or THEO 1008 or THEO 1002 or
HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1003 or THEO 1005 or
THEO 1006 or THEO 1010 or THEO 1007.

THEO 3120. THE PROPHETS. (3 Credits)
A study of prophecy in the Bible from its origin in the religious practices
of the ancient Near East to the final literary shape of biblical books.
Moses, Elijah, Amos, Hosea, Jeremiah, Isaiah and Ezekiel are among the
figures to be studied.
Attributes: MEST, STXT.
Prerequisites: THEO 1000 or THEO 1009 or THEO 1008 or THEO 1002 or
HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1003 or THEO 1005 or
THEO 1006 or THEO 1010 or THEO 1007.

THEO 3200. INTRODUCTION TO NEW TESTAMENT. (3 Credits)
Christianity began as a Jewish movement. Jesus’ followers worshipped
the God of Israel and ordered their lives according to the Torah and other
sacred texts. As Christians separated themselves from the synagogue,
they began composing texts proclaiming the Gospel. This course
will engage questions about the origin, development and authority of
the Christian canon while reading parts of the New Testament in the
historical context of first-century Hellenistic Judaism and the religious
context of the canon.
Attributes: AMCS, CLAS, MVST, REST, STXT.
Prerequisites: THEO 1000 or THEO 1009 or THEO 1008 or THEO 1002 or
HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1003 or THEO 1005 or
THEO 1006 or THEO 1010 or THEO 1007.

THEO 3207. THE FIRST THREE GOSPELS. (3 Credits)
Introduction to the gospels of Mark, Matthew and Luke. The formation of
the gospels, the distinguishing characteristics of each, and the life and
teachings of the historical Jesus.
Attribute: STXT.
Prerequisites: THEO 1000 or THEO 1009 or THEO 1008 or THEO 1002 or
HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1003 or THEO 1005 or
THEO 1006 or THEO 1010 or THEO 1007.

THEO 3212. GOSPEL OF JOHN. (3 Credits)
Literary and theological analysis of the fourth gospel; special attention
to the theme of personal revelation in Jesus Christ, the motif of
misunderstanding and the thematic unity of the gospel as a whole.
Attributes: AMCS, CLAS, STXT.
Prerequisites: THEO 1000 or THEO 1008 or THEO 1009 or THEO 1002 or
HPRH 1001 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or
THEO 1010 or HPLC 1401 or THEO 1007.
THEO 3250. JESUS IN HISTORY AND FAITH. (3 Credits)
A study of the early Christian understanding of Jesus’ life and ministry as this understanding is expressed in the Gospels, and of the so-called problem of the “historical Jesus” which issues from a critical reading of these texts. This course will cover several divergent readings of Gospel texts by contemporary scholars.
Attributes: STXT.
Prerequisites: THEO 1000 or THEO 1008 or THEO 1009 or THEO 1002 or HPRH 1001 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3301. CHRISTIAN TEXTS IN CONTEXT. (3 Credits)

<table>
<thead>
<tr>
<th>Attributes:</th>
<th>CLAS, STXT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites:</td>
<td>THEO 1000 or THEO 1009 or THEO 1008 or THEO 1002 or HPRH 1001 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1010 or HPLC 1401 or THEO 1007.</td>
</tr>
</tbody>
</table>

THEO 3314. ST. AUGUSTINE OF HIPPO. (3 Credits)
A study of the life and thought of St. Augustine (354-431). Particular attention is given to his early philosophical writings, the Confessions, and his teaching on sin and grace. Students read Augustine’s works in translation and write several short papers.
Attributes: CLAS, MEST, MVST, OCST, REST, STXT.
Prerequisites: THEO 1004 or THEO 1008 or HPR 1001 or THEO 1009 or THEO 1002 or THEO 1005 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1010 or HPLC 1401 or THEO 1007 or THEO 1003.

THEO 3316. BYZANTINE CHRISTIANITY. (3 Credits)
Historical and critical study of classic authors and texts in the Orthodox tradition including: Basil of Caesarea, John Chrysostom, John Climacus, John of Damascus, and Gregory Palamas.
Attributes: MEST, MVST, OCST, REST, STXT.
Prerequisites: THEO 1000 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or HPRH 1001 or HPLC 1401.

THEO 3320. AUGUSTINE, AQUINAS, AND LUTHER. (3 Credits)
This course provides a historical introduction to the life and thought of three of the most significant and influential theologians in the history of Christianity. The course will be divided into three units, one per theologian, and the general rubrics within each unit will be "Faith and Reason" and "Nature and Grace."
Attributes: MVST, REST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3330. MEDIEVAL THEOLOGY TEXTS. (3 Credits)
Historical and critical study of classic theological texts of Augustine, Pseudo Dionysius, Anselm, Bonaventure and Thomas Aquinas. Doctrine of God, the human person and Christ; relation of theology and philosophy.
Attributes: MVST, OCST, REST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3332. CHRISTIANS, MUSLIMS, JEWS IN THE MEDIEVAL PERIOD. (3 Credits)
This Sacred Texts and Traditions course explores theological writings from Christians, Muslims, and Jews in the Middle Ages. We will explore moments of both inter-religious conflict and peaceful co-existence, and we'll interrogate what this complex, distant history can teach us about possibilities of mutual understanding among members of Christian, Islamic, and Jewish faiths today.
Attributes: JWST, MVST, OCST, REST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401.

THEO 3340. CHRISTIAN MYSTICAL TEXTS. (3 Credits)
This course will introduce students to classic texts from the Christian mystical tradition with a primary focus on their close interpretation and analysis. Broader topics may include the nature of religious experience, explorations of the category of “mysticism” itself, gender and mysticism, and the interpretive issues at stake in comparing mystical texts across time and culture. Depending on instructor, course may focus on mystical texts from one particular period in the history of Christianity, or it may range from the patristic, medieval, modern, and/or contemporary periods. This course counts as core course in the Sacred Texts and Traditions serious.
Attributes: EP3, MVST, STXT.
Prerequisites: THEO 1000 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or HPLC 1401 or THEO 1008.

THEO 3345. THE BOOK OF REVELATION. (3 Credits)
The course includes a close reading of the final book in the Christian New Testament with special attention to contemporary biblical scholarship as well as various interpretations offered in times of crisis throughout Christian history.
Attributes: MVST, STXT.
Prerequisites: THEO 1000 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3360. REFORMATION TEXTS. (3 Credits)
This course will examine major Protestant and Catholic texts from the sixteenth century with attention to their religious, social and theological context and their importance for their respective ecclesial communities.
Attributes: EP3, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3361. PROTESTANT TEXTS. (3 Credits)
An exploration of major Protestant texts from the Reformation to the present, focusing on themes that have been especially prominent in Protestant Christian thought, e.g. sources of revelation, justification, ecclesiology, the role of images/material objects in worship, Christianity’s relationship to culture, etc. Students will be introduced to major Protestant figures and movements within Protestant theology through careful reading of significant theological texts. The course will focus especially on texts from the 18-20th centuries, concluding with an exploration of theological diversity within contemporary Protestantism.
Attributes: REST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

Updated: 10-11-2017
THEO 3375. AMERICAN RELIGIOUS TEXTS. (3 Credits)
A critical and contextual reading of classical texts in American Religions History, focusing on diverse traditions and the crucial importance of religious perspectives to American culture, society, and self understanding.
Attributes: AMCS, AMST, PLUR, REST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401.

THEO 3390. CHURCH IN CONTROVERSY. (3 Credits)
A study of the Catholic Church's written responses to some of the major controversies and secular ideologies in the modern world. Some of these include the rationalism of the Enlightenment, 19th-century liberalism and nationalism, the varieties of socialism and various forms of 20th century totalitarianism.
Attributes: AMCS, REST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3542. CATHOLIC SOCIAL TEACHING. (3 Credits)
This course is an introduction to modern Catholic social teaching. Major papal and conciliar documents will be read and critically examined from various Christian and non-Christian perspectives. Their relation to contemporary social issues will be explored.
Attributes: PJST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3546. THE BIBLE AND SOCIAL JUSTICE. (3 Credits)
A study of social justice in the Hebrew and Christian scriptures that involves historical, literary, theological, and ethical interpretations. Students will explore key biblical texts that address themes such as poverty, war, justice, power, and marginalization in historical context, within a history of interpretation, and in light of contemporary practice and theory.
Attribute: STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3560. CHRIST IN WORLD CULTURES. (3 Credits)
At the center of the Christian tradition stands the person of Jesus Christ. Yet from a global perspective, Christianity takes many forms in its many contexts. This course examines the ways in which the Christian faith interacts with diverse world cultures and asks the central question, how do cultural differences shape contemporary interpretations of Jesus as the Christ?
Attributes: AMCS, GLBL, INST, LALS, REST, STXT.
Prerequisites: THEO 1000 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3610. CHRIST IN WORLD CULTURES. (3 Credits)
This course will examine the poetry of Christian hymnody, beginning with the New Testament to the present, in order to unpack the rich and divergent theology expressed through its language and symbol, metaphor and doxology.
Attributes: AMCS, MVST, REST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3655. The Journey of Faith: Autobiography as Sacred Text. (3 Credits)
Spiritual autobiography carries the lifeblood of religious experience. Through the reading of selected autobiographies, this course provides an inter-religious study of the personal quest for the transcendent.
Attributes: REST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3700. SCRIPTURES OF THE WORLD. (3 Credits)
An introduction to the inspired writings that have molded the religious life of humankind.
Attributes: MEST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3711. SACRED TEXTS OF THE MIDEAST. (3 Credits)
First, an introduction to selected sacred literature of Ancient Egypt, Mesopotamia, and Israel, with attention to the social and historical contexts of the writings. Then, a similar consideration of selected readings from the New Testament of Christianity and the Mishnah and Talmud of Judaism. Finally a study of the Qur'an, the rise of Islam, and some early Muslim writings.
Attributes: GLBL, INST, JWST, MEST, MVST, OCST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401.

THEO 3713. CLASSIC JEWISH TEXTS. (3 Credits)
An exploration of Jewish beliefs through close readings of the Bible and post-Biblical Jewish texts (Mishnah, Talmud, midrash, liturgy). The course will focus on Jewish methods of biblical interpretation, legal discussion, and the relationships between texts, practice and theology in Jewish tradition.
Attributes: GLBL, JWST, MEST, REST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401.

THEO 3715. CLASSIC ISLAMIC TEXTS. (3 Credits)
This course explores the sacred texts of Islam including the Quran, and Hadith, medieval philosophical, liturgical and legal texts.
Attributes: GLBL, INST, MEST, MVST, REST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401.

THEO 3720. HINDU LITERATURE AND ETHICS. (3 Credits)
This course explores the sacred texts of Islam including the Quran, and Hadith, medieval philosophical, liturgical and legal texts.
Attributes: GLBL, INST, MEST, MVST, REST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401.

THEO 3720. HINDU LITERATURE AND ETHICS. (3 Credits)
This course involves a study of the four aims of life (purushartha) in Hinduism: kama (enjoyment), artha (material gain), dharma (sacred law), and moksha (liberation). Readings, drawn from a variety of classic and modern Hindu texts, will be viewed in their historical contexts as developments in the evolution of Hinduism.
Attributes: GLBL, INST, REST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401.
THEO 3724. CLASSIC BUDDHIST TEXTS. (3 Credits)
This course is an in-depth study of the Buddhist textual tradition starting with the early sectarian canon in South Asia and progressing through Chinese Buddhism to Japan, with a strong emphasis on Zen Buddhism. We will explore these religious texts in terms of their historical, cultural and artistic contexts.
Attributes: GLBL, INST, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3725. BUDDHISM IN AMERICA: A MULTIMEDIA INVESTIGATION. (3 Credits)
This course traces the history of Buddhism in the United States from the nineteenth century to the present. It asks whether Buddhism in America is a single object of study, and whether we should understand it as a “religion.” It further explores different techniques and media at our disposal for considering the primary concerns of American Buddhists (using films, podcasts, etc.)
Attribute: STXT.
Prerequisites: THEO 1000 or THEO 1002 or HPRH 1001 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3726. BUDDHIST MEDITATION. (3 Credits)
This course is an in-depth study of Japanese religions and literary compositions of enduring influence, including examples of Japanese poetry, drama, koans, and manga. The course will focus on those relevant spiritual, cosmological, and stereological aspects of Japanese religion that manifest themselves in these cultural landmarks.
Attributes: GLBL, STXT.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401 or THEO 1007.

THEO 3728. BUDDHIST MEDITATION. (3 Credits)
This course will be a comparative study of spiritual exercises across religions and cultures. Beginning with the exercises of Ignatius of Loyola, we proceed to the reception of his exercises in diverse global Christian contexts, feminist theology, and modern psychology. We then study lesser-known Christian spiritual exercises and their relation to Ignatius. Working backward, the course then turns to the ancient Mediterranean exercises that gave birth to Christian exercises. We conclude by studying spiritual exercises in religions and spiritualities beyond Christianity. Questions about comparative theological method will surface throughout.
Attribute: STXT.
Prerequisites: THEO 1000 or HPRH 1001 or HPLC 1401 or THEO 1004 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1010 or THEO 1007 or THEO 1009.

THEO 3729. VISION AND FAITH. (3 Credits)
Vision and Faith will compare how the visual arts and faith both have the potential to open us out beyond ourselves. How are the two experiences alike, how are they different, and how can (should?) the enhance each other? The course will be structured around readings and visits to gallery and museum exhibitions.
Attribute: STXT.
Prerequisites: THEO 1004 or THEO 1009 or THEO 1008 or THEO 1002 or THEO 1000 or HPRH 1401 or HPLC 1001 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1010.

THEO 3822. THE BIBLE IN WESTERN CULTURE. (4 Credits)
Study of selected biblical narratives that have troubled readers and affected culture through the ages. Topic include theories of reading, effects of history on biblical interpretation, art as exegesis, the hidden influences of past readings. Texts include the stories of Adam and Eve, the sacrifice of Isaac, David and Bathsheba, Jonah, Jeremiah. Interpretations are studied in historical sequence to provide students with a model for investigating a biblical text of their own choosing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, MEST, REST.
Prerequisites: THEO 1000 or THEO 1003 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or THEO 1004.

THEO 3826. WOMEN IN THE BIBLE. (4 Credits)
In this course, we will employ various traditional exegetical and recent feminist tools to examine figures from both the New and Old Testaments including Eve, Sarah, Hagar, Ruth, Elizabeth and the Samaritan women as well as figures from the extra-Biblical Apocrypha. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: JWST.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or HPRH 1001 or THEO 1004 or HPLC 1401.

THEO 3827. BIBLE AND HUMAN SEXUALITY. (4 Credits)
This course examines key biblical texts that have figured in discussions of human sexuality from antiquity to the present. In particular, it will explore how shifting paradigms of interpretation in different historical periods have informed the reading of the Bible in relation to sexual ethics, identity, and practice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: WGSS.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1001 or HPLC 1401 or THEO 1004.

THEO 3832. CHRISTIAN THOUGHT AND PRACTICE I. (4 Credits)
Christian Thought and Practice I surveys the variety of Christian thought and practice from the beginning of Christianity to the late antique period. The course aims to encourage a critical examination of such theological themes as: God, Christ, grace, church, sacraments and ethics. Topics will be situated within the broader historical study of social, economic, political and cultural forces. Students will engage a wide range of Christian texts, art, rituals and other artifacts including classical theology, sermons and literature. Engagement with traditional Christianity by everyday Christian men and women, reflected in such genres as memoirs, ethnography and historical writing will be studied, as well as influential philosophical critiques of Christianity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: OCST, REST.
Prerequisites: THEO 1003 or THEO 1000 or THEO 1009 or HPRH 1001 or THEO 1004 or THEO 1007 or THEO 1002 or THEO 1005 or HPLC 1401 or THEO 1005 or THEO 1006 or THEO 1010.
THEO 3833. CHRISTIAN THOUGHT AND PRACTICE II. (4 Credits)
Christian Thought and Practice II surveys the variety of Christian thought and practice from the late antique period through the middle ages. The course aims to encourage a critical examination of such theological themes as God, Christ, grace, church, sacraments, and ethics. Topics will be situated within the broader historical study of social, economic, political and cultural forces. Students will engage a wide range of Christian texts, art, rituals, and other artifacts including classical theology, sermons, and literature. Engagement with traditional Christianity by everyday Christian men and women, reflected in such genres as memoirs, ethnography and historical writing will be studied, as well as influential philosophical critiques of Christianity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or THEO 1004 or HPLC 1401.

THEO 3834. CHRISTIAN THOUGHT AND PRACTICE III. (4 Credits)
Christian Thought and Practice III surveys the variety of Christian thought and practice from the Reformation to the present. The course aims to encourage a critical examination of such theological themes as God, Christ, grace, church, sacraments, and ethics. Topics will be situated within the broader historical study of social, economic, political, and cultural forces. Students will engage a wide range of Christian texts, art, rituals, and other artifacts including classical theology, sermons, and literature. Engagement with traditional Christianity by everyday Christian men and women, reflected in such genres as memoirs, ethnography and historical writing will be studied, as well as influential philosophical critiques of Christianity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1001 or HPLC 1401 or THEO 1004.

THEO 3836. CAPPADOCIAN THEOLOGY. (4 Credits)
This course examines in detail the thought of the fourth-century Cappadocian Fathers (Basil the Great, Gregory Nazianzen, and Gregory of Nyssa). Themes include their development of the Orthodox doctrine of the Trinity and Christ as well as their attitudes toward Biblical exegesis, hagiography, and asceticism. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: OCST.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPLC 1401 or THEO 1004.

THEO 3837. GOD AS TRINITY. (4 Credits)
This course will explore the reasons why Christians conceptualize God as Trinity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or THEO 1004 or HPLC 1401.

THEO 3840. THEISMS AND ATHEISMS. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1001 or HPLC 1401 or THEO 1004.

THEO 3843. RELIGIOUS FAITH AND DOUBT IN WESTERN THOUGHT. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or HPRH 1001 or THEO 1004 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPLC 1401.

THEO 3847. LATINO/A THEOLOGY. (4 Credits)
The course focuses on the theology and spirituality of U.S. Latino/as. Special attention will be given to how this explicitly contextual theology accounts for the role of popular religiosity, ethnicity, gender, race, and class in its reflection on Christian theological themes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: LALS, MEST, MVST, PLUR.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPLC 1401 or THEO 1004.

THEO 3849. ESCHATOLOGY. (4 Credits)
An introduction to Christian eschatology with a biblical, historical, and contemporary component. Surveys biblical, apocalyptic, and New Testament teachings and developments in patristic, medieval, reformation, and modern Christianity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPLC 1401 or THEO 1004.

THEO 3850. 20th CENTURY THEOLOGIANS. (4 Credits)
This course traces major shifts in the 20th century theology as it has engaged pressing issues of the modern world such as atheism/ secularism; suffering; hermeneutics of history; ecumenism; gender equality; race and ethnicity; religious pluralism; and evolution. The course will study the method and ideas of a major theologian such as Karl Rahner, Gustavo Gutierrez, or Rosemary Radford Ruether on each selected issue, and then read others who have critiqued and enrich understandings in this area. Students will be encouraged to see how the meaning of God-Humanity-Christ-Church-World gets rethought and their relations reconfigured in light of each approach. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1001 or HPLC 1401.

Updated: 10-11-2017
THEO 3852. LGBTQ ARTS AND SPIRITUALITY. (4 Credits)
A broad examination of LGBTQ affiliations and identities considered through history and across religious traditions. The course juxtaposes the vision of mystics with artistic vision, identifying common spiritual elements in both. The course will culminate in an examination of the contemporary arts of NYC as an example of LGBTQ spirituality.

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: REST, WGSS.

Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or HPRH 1001 or THEO 1004 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPLC 1401.

THEO 3854. IGNATIAN SPIRITUALITY. (4 Credits)
As a Jesuit university, Fordham’s vision and spirit is grounded in the life and lineage of St. Ignatius of Loyola, the sixteenth century founder of the Society of Jesus. Focusing upon a contemporary appropriation of classic texts, this course offers a historical-critical, hermeneutical, and theological engagement with selected texts by Ignatius, including his Spiritual Exercises, Constitutions, Autobiography, Spiritual Journal, and letters. Additionally, we will examine various methods of Ignatian contemplation, meditation, discernment of spirits, and discernment of God’s will in our lives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1004 or HPLC 1401.

THEO 3855. ENVIRONMENTAL ETHICS. (4 Credits)
Since the early twentieth century, enduring moral and theological questions of human relationality and responsibility—previously only applied to individuals and human communities—have expanded to include the environment. In this class we will chart the genesis of environmental ethics from a historical point of view; identify and analyze significant claims and developments in environmental philosophy, ethics, and theology, especially vis-a-vis insights from ecology; and assess the importance of notions of value and justice in the first decades of the 21st century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: THEO 1000 or HPRH 1001 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or THEO 1004 or HPLC 1401.

THEO 3856. INTRODUCTION TO BIOETHICS. (4 Credits)
This course introduces students to contemporary bioethics topics through (a) an overview of different meta-ethical approaches to understanding moral status and personhood, b) discussion and readings on how these approaches can be applied to unraveling the complex threads of contemporary bioethics arguments related to the treatment/care/use of individuals, animals and the environment: and (c) introduction to the legal and social contexts in which bioethics public policies are framed. In addition to engaging a substantial amount of theological and philosophical literature, students will also be exposed to multidisciplinary perspectives (in the form of both texts and guest speakers) from disciplines such as biology, psychology, sociology, feminism, and ecology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BIOE, PJST, REST.

Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1001 or THEO 1004 or HPLC 1401.

THEO 3857. THEOLOGIES OF SEXUALITY AND GENDER (Service Learning). (4 Credits)
This course examines Christian theologies of sexuality and gender, exploring both the historical roots and the contemporary implications of different ways of thinking theologically about what it means to be a sexed, gendered, and sexualized human being. A required service learning component will provide an opportunity for students to interrogate the complex structures (ecclesial/theological, political, economic and otherwise) that shape the experiences and possibilities of sexual minorities in an urban metropolis in the 21st century. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: THEO 1000 or RSEF 1000 or RSEU 1000 or RSLF 1000 or RSLU 1000 or RSRF 1000 or RSRU 1000 or HPRH 1001 or HPLC 1401 or THEO 1004 or HPLC 1401.

THEO 3858. GENDER AND ASCETICISM. (4 Credits)
‘Gender & Asceticism’ treats issues of sexuality and bodily discipline between gender and sex, images of male and female, monasticism, fasting, and voluntary poverty. Most examples will be taken from the literature and practices of Late Antiquity (pre-Middle Ages). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: OCST.

Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1001 or HPLC 1401 or THEO 1004.
THEO 3860. CONTEMPORARY CONVERSATIONS IN THEOLOGY. (4 Credits)
Conceived as a "capstone" course for the theology major/minor, this course examines recent methodological developments in the disciplines of theology and religious studies with particular emphasis on their intersection with contemporary critical theory. Particular topics to be engaged may include hermeneutics, historiography, secularism, the human subject, gender/sexuality, and the problem of political and/or moral action. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1001 or THEO 1004 or HPLC 1401.

THEO 3861. WORKS OF MERCY/WORK FOR JUSTICE. (4 Credits)
This course examines the debates about the difficulties people have in making a living and about the practices of charity/works of mercy and the justice advocacy of individuals, religious communities and voluntary associations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP3, PJST.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1001 or THEO 1004 or HPLC 1401.

THEO 3865. ETHICS OF RELATIONSHIPS. (4 Credits)
The course examines how culture affects the relationships that constitute what it means to be human. Topics include human dignity and dating, the virtues of friendship, intimacy, and spirituality, God and gender, justice/charity and financial responsibility, sexual ethics, marriage and family. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1001 or THEO 1004 or HPLC 1401.

THEO 3870. RELIGION AS HUMAN EXPERIENCE. (4 Credits)
Religion as Human experience aims to foster a broad knowledge of religion as a dimension of human experience. Through a consideration of various types of religious experience in a variety of different cultural contexts, this course will also introduce students to a selection of thinkers who try to define, comprehend, or critique religion. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMCS, PJST.
Prerequisites: THEO 1000 or THEO 1003 or HPRH 1001 or HPLC 1401 or THEO 1004 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.

THEO 3871. RELIGION AND FILM. (4 Credits)
The study of faith and doubt portrayed in cinema. Students will view and analyze films that present struggles of the human spirit, the secular portrayal of the Christ-figure, the role of the secular "messiah" or hero in Western society, the conflict between religious and secular authority, and the dilemmas of moral choice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or THEO 1003 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.

THEO 3873. JESUS AND WORLD RELIGIONS. (3 Credits)
An exploration of the identity and mission of Jesus Christ in comparison with founding figures of other religions.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1001 or THEO 1004 or HPLC 1401.

THEO 3874. RELIGION IN AMERICA. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMCS, PLUR.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1001 or THEO 1004 or HPLC 1401.

THEO 3876. MUSLIMS IN AMERICA. (4 Credits)
This course will examine the history and experience of Muslims in the United States from the time of the slave trade to the present day. Through a close analysis of both primary and secondary materials, students will explore the rich diversity of US Muslim communities and their multi-faceted contributions to the global ummah and the formation of an "American Islam". Particular emphasis will be given to the impact of 9/11 and the "war on terror" on the representations, challenges, and the experience of Muslims in America. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: MEST, PLUR.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or HPRH 1001 or THEO 1004 or HPLC 1401.

THEO 3877. RELIGION AND THE AMERICAN SELF. (4 Credits)
A course in historical theology that examines the role of religion in the formation of American social and political culture. The course will utilize various interpretive approaches to uncover how the 'American self' is both the most religious and the most secular in the industrialized West. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: MEST, PLUR.
Prerequisites: THEO 1000 or THEO 1003 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.
THEO 3881. CHINESE RELIGIONS. (4 Credits)
Chinese Religions introduces students to "The Three Teachings" (san jiao): Confucianism ancestors, divination, and bodily health. The course models multiple strategies for understanding Chinese approach to bodily practice. Major themes include human responsibility to the family, human dependent Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, INST.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1004 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.

THEO 3882. COMPARATIVE MYSTICISM. (3 Credits)
"This course frames questions about the possibilities of isolating religious practices as points of cross-cultural and inter-religious comparison through a thorough exploration of Greek, Syriac, and Russian Orthodox traditions of prayer in comparison with Islamic, Buddhist, Hindu, and Western Christian spiritual practices. In the course of this comparative study, we will consider the possibilities and challenges of cross cultural comparative study of religion, and in particular we will interrogate the critical imperative to distinguish "practice" from "dogma" as a basis for comparative studies."
Attributes: GLBL, OCST, REST.
Prerequisites: THEO 1000 or THEO 1009 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1010 or THEO 1007 or THEO 1002 or THEO 1008 or HPRH 1001 or HPRH 1401.

THEO 3883. MEDICINE AND HEALING IN ISLAM. (4 Credits)
This course explores Muslim perceptions of health, disease, medicine and healing across time and space, and in conversation with the religious traditions of Islam. Through a focused set of topics and a variety of methodological approaches, students will investigate more broadly epistemologies of health, healing and disease, practical application of knowledge and wisdom, and cultural histories of the body. Specific topics will include medicine and the cosmos; health and the environment; astrology, magic and ritual; sex, childbirth and pediatrics; cosmetic surgeries and reproductive technologies; and perceptions of suffering and pain, disability, mental illness, and old age, as they are addressed in both medieval and modern contexts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP, GLBL.
Prerequisites: THEO 1000 or THEO 1009 or THEO 1003 or THEO 1008 or THEO 1002 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1010 or HPRH 1001 or HPLC 1401 or THEO 1007.

THEO 3954. APOCALYPTIC THEMES IN FILM. (3 Credits)
This course is a college level introduction to the use of apocalyptic terms, themes and rhetoric in contemporary films. Apocalyptic in religious writings is "crisis" literature. This assumption will be explained prior to surveying usage of apocalyptic in religious and secular films. Apocalyptic may have no religious implications. Students will develop a template of types of apocalyptic terms and usage as well as review film maker's intentions.
Prerequisites: THEO 1000 or THEO 1003 or THEO 1006 or THEO 1009 or HPRH 1001 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008 or THEO 1004 or HPLC 1401.

THEO 3960. RELIGION AND RACE IN AMERICA. (4 Credits)
This course explores the ways religion and race function in the American landscape as sources of both belonging and discrimination, in historical and contemporary perspectives. Special attention will be paid to theological discourses and religious communities as sites of both racism and race-justice. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, PJST, PLUR.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1003 or THEO 1004 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1005 or THEO 1002 or THEO 1008.

THEO 3961. RELIGION, SEX, AND CULTURE IN AMERICA SINCE 1700. (4 Credits)
This course explores the complex and shifting engagement among religion, sex, and culture in North America from the eighteenth century to the present. Its treats a variety of religious traditions and explores how faith communities defined sexuality and gender relations in theological and spiritual terms and, in turn, helped to shape approaches to sex and sexual morality in the broader American culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or THEO 1002 or THEO 1008 or THEO 1009 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1010 or HPRH 1001 or HPLC 1401 or THEO 1007.

THEO 3970. CATHOLICS IN AMERICA. (4 Credits)
History and culture of Spanish and French Catholicism in the colonial and post-colonial periods of the United States. Detailed study of English-speaking Catholicism from its beginnings to its present position. Relationships between Catholicism and American culture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PLUR.
Prerequisites: THEO 1000 or THEO 1003 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.

THEO 3993. WARTIME RELIGION IN U.S. HISTORY. (4 Credits)
This course explores American religion during the Civil War, World Wars I and II, the War in Vietnam, and the War in Iraq. The anxieties and passions of wartime open up dialogue on the "justice" of particular conflicts, but they also prompt reflection on more basic questions of human meaning, suffering, loss, and death, and the sources and boundaries of selfhood. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or THEO 1003 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.
THEO 3995. RELIGION AND THE AMERICAN SELF. (4 Credits)
A course in historical theology that examines the role of religion in the formation of American social and political culture. The course will utilize various interpretive approaches to uncover how the 'American self' is both the most religious and the most secular in the industrialized West. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes:
- PLUR.
Prerequisites:
- THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.
THEO 3999. TUTORIAL. (3 Credits)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.
Prerequisites:
- THEO 1000 or THEO 1003 or HPRH 1001 or THEO 1006 or THEO 1009 or HPLC 1401 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.
THEO 4001. ART AND CHRISTIAN VALUES. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes:
- SRVL.
Prerequisites:
- THEO 1000 or THEO 1003 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.
THEO 4005. WOMEN AND THEOLOGY. (4 Credits)
An examination of feminist/womanist approaches to the mystery of God. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes:
- AMCS, EP4, PJST, SRVL, VAL, WGSS.
Prerequisites:
- THEO 1000 or THEO 1003 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.
THEO 4008. RELIGION AND ECOLOGY. (4 Credits)
A course to study the earth as a matter of ethical and religious concern. Starting with biblical texts and classical doctrines, students will analyze the resources of the Jewish/Christian traditions that value the natural world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes:
- AMCS, CORE, ENST, REST, STXT.
Prerequisites:
- THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.
THEO 4009. MEDIEVAL JERUSALEM. (4 Credits)
What has made Jerusalem so beloved to - and the object of continual strife for - Jews, Christians, and Muslims? This course will explore the ancient and medieval history of Jerusalem, from its Jebusite inhabitants before the time of King David through Suleiman's construction of the modern city walls in the 1540s. Students will learn to analyze a variety of literature, through which we will explore the themes of sacred space, conquest, destruction and lament, pilgrimage and religious polemic. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes:
- ICC, MEST, OCST.
Prerequisites:
- THEO 1000 or THEO 1003 or THEO 1004 or HPRH 1001 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.
THEO 4010. DEATH AND DYING. (4 Credits)
An attempt to confront the reality of death, its practical consequences and its religious significance through D SEXUALITY (4.00 credits). A theology course that fulfills the senior values requirement in the college core. The course explores the theological interpretations of human sexuality. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes:
- BIOE, SRVL, VAL.
Prerequisites:
- THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.
THEO 4011. THE NEW TESTAMENT AND MORAL CHOICES. (4 Credits)
This course will examine the principles of Christian living that emerge in the testimonies of Jesus and Paul as recorded in the New Testament and explore the ways in which they might apply these principles critically and responsibly in moral discernment of some of today's most debated and troublesome alternatives. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes:
- SRVL, VAL.
Prerequisites:
- THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1003 or THEO 1006 or THEO 1009 or THEO 1007 or THEO 1010 or THEO 1002 or THEO 1005 or THEO 1008.
THEO 4012. MORAL CHOICE OF THE FIRST CHRISTIANS. (3 Credits)
An exploration of how the first Christians made choices in all areas of life, including birth, sex, death, business, legal matters and politics. The course seeks to elicit a "grammar" of early Christian morals.
Prerequisites:
- THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1006 or THEO 1009 or THEO 1010 or THEO 1007 or THEO 1002 or THEO 1005 or THEO 1003 or THEO 1008.
THEO 4013. RELIGION AND AMERICAN POLITICS. (4 Credits)
This interdisciplinary seminar explores the nexus of religion and American public life. After treating topics related to electoral politics (e.g., candidate religion, voter religion, “value voters,” religious rhetoric), students will then engage a series of “hot topics” that encompass (and often combine) both religious and political discourse. The goal is to provide students with two alternative, yet complementary methods of analyzing the intersection of religion and American politics: one from a political science perspective and one from a theological perspective. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMCS, AMST, ICC.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4020. FAITH THAT IMAGINES JUSTICE. (4 Credits)
Throughout the semester, we will explore a variety of reasons why “the arts” serve an increasingly important function in our contemporary culture where our ability to imagine and create “the good life” has become increasingly difficult given religious and cultural pluralism, isolated individualism, capitalist consumerism, and fragmenting tribalism. We will also examine the validity of the claim that religion/faith needs the arts and the arts needs religion/faith if either is to be authentic, relevant, vibrant, and socially efficacious. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: SRVL.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4025. FUTURE OF MARRIAGE 21ST CENTURY. (4 Credits)
An ethical examination of Christian marriage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMCS, AMST, EP4, REST, VAL, WGSS.
Prerequisites: THEO 1003 or THEO 1005 or THEO 1006 or THEO 1010 or HPLC 1401 or HPRH 1001 or THEO 1002 or THEO 1004 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1000.

THEO 4027. THE ETHICS OF LIFE. (4 Credits)
Jewish, Christian, and Muslim traditions have yielded complex religious responses to ethical, human dilemmas involving life/death issues. This course examines some of those responses in relation to sexuality, love and family, punishment, health and disease, death, and the environment through the lenses of Jewish, Christian and Muslim authors, texts, and traditions. Students will investigate how such responses are crafted in a liberal, pluralistic society, and assess their own reactions to religious differences and challenges to their own fundamental values. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BIOE, EP4, MEST, REST, SRVL.
Prerequisites: THEO 1000 or THEO 1004 or HPRH 1001 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4030. MORAL ASPECTS OF MEDICINE. (4 Credits)
The course examines the role of faith in the moral issues raised by advancements in medical science. The course will survey issues such as reproductive technologies, the patient-physician relationship, euthanasia and physician suicide, health care reform, AIDS and the human genome project. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: BIOE, EP4, REST, SRVL, VAL.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4036. HUMAN NATURE AFTER DARWIN (Interdisciplinary Capstone Core). (4 Credits)
This course enters contemporary theological, political and scientific debates about how to conceptualize human nature after Darwin. We read Epicures, Lucretius, Augustine, Aquinas, Darwin and contemporary theologians, political theorists and scientists. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4037. NATURE IN HISTORICAL AND ETHICAL PERSPECTIVE. (4 Credits)
In anthropological, theological, and ethical discourse, nature has often been appealed to as that which is, by definition, outside of culture and history. However, nature’s meanings – especially in social-relational significations that it carries- have varied over time, according to a range of contexts and “controlling images.” This Interdisciplinary Capstone Course will analyze historical and contemporary methodologies and significations of the term “nature,” in ways that facilitate critical scrutiny of how this potent term is deployed in contemporary political, scientific, environmental, and religious discourse. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401.
THEO 4040. HOME, AWAY, AND IN-BETWEEN. (4 Credits)
This course draws on historical theology and literature to explore diverse human engagements with displacement. Reading focus on specific contexts and modes of displacement as they have upset and remade truth for those involved. Key examples include diaspora, quest, alienation, conversion, migration, and relocation. We will encounter characters and real-life actors whose experiences of these conditions—whether literal or metaphorical, whether cultivated or imposed—put them in highly charged space between feeling “at home” and “away.” In addition to studying the responses of literary characters and religious actors, we will explore the ways the disciplines of literature and theology themselves invite practitioners into experiences of disorientation and reorientation. We will also consider the relationship between literature and theology as ways of knowing about displacement and its meanings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401.

THEO 4052. AN ETHICS OF MODERN SELFHOOD: THE PURSUIT OF AUTHENTICITY. (4 Credits)
The modern and postmodern self or identity, examined as a series of personal and moral conflicts and dilemmas. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ICC, SOCI.
Prerequisites: THEO 1000 or THEO 1004 or HPRH 1001 or HPLC 1401 or THEO 1005 or THEO 1006 or THEO 1002 or THEO 1003 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4105. RELIGION, GENDER, AND SEXUALITY. (4 Credits)
This course considers the intersections of religion, gender, and sexuality. In many parts of the world, including the United States, and in many religious traditions, cultural and religious identity and continuity hinge on gendered practices and closely controlled sexual regimes. The goal of this course is to understand how religious institutions, communities, doctrines, practices and traditions shape gendered ideologies and practices, debates about sexuality and gendered division of labor, and the lives of men and women who participate in these religious communities. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ICC.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1010 or HPLC 1401 or THEO 1007 or THEO 1002 or THEO 1008 or THEO 1009.

THEO 4411. RELIGION, THEOLOGY, AND NEW MEDIA. (4 Credits)
An interdisciplinary capstone course, this course examines the historical and theoretical significance of the intersection between communication, technologies and religious communities. Drawing on the disciplinary methods and assumptions of both communication and media studies and theology, the course will ask students to critically and theoretically explore the significance of religion as a cultural phenomenon as well as to take seriously the theological significance of media practices as articulated by religious subjects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMCS, AMST, ICC.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4450. LITURGICAL THEOLOGY. (4 Credits)
This course will study the Roman Catholic liturgy, its history and theology. We come to understand a culture in part by examining its rituals. Through the lens of, the liturgy-its scripture, symbols and sacraments- we get a closer look at the story of the church. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4455. EUCHARIST, JUSTICE, AND LIFE. (4 Credits)
This course explores the intrinsic relationship between celebrating the liturgy, especially the Eucharist, and living lives of justice, peace, and social responsibility. Such topics as world poverty, hunger, immigration, violence, global warming, and the care of the planet will be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: EP4, VAL.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4520. ANIMALS, ANGELS, AND ALIENS: BEYOND THE HUMAN IN CHRISTIAN THOUGHT. (3 Credits)
Contemporary theologians focus almost exclusively on the human. Indeed, some prominent theologian’s explicitly claim that all theology can be understood as anthropology. But in this course we will use both new trends and ancient sources to push beyond the human into other areas of concern. The Christian (and Jewish) traditions have very interesting things to say, for instance, about non-human entities like animals, angels and even aliens. In addition to looking carefully at these sources, we will think about their implications for contemporary moral and political issues surrounding food production and consumption, lab experiments, ecological protection, and even cyborg technology and transhumanism.
Attributes: ENST, EP3.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.
THEO 4570. ORTHODOX CHRISTIAN ETHICS. (4 Credits)
This Course will explore the two-thousand year tradition or Orthodox Christian Ethics. Students will be asked to resolve modern moral dilemmas by reading ancient Orthodox texts and their modern commentators. As such, the purpose of the course is twofold: 1) to develop an understanding of Christian ethics within an Orthodox theological perspective; 2) to develop the ability to make ethical judgments and to reflect critically on those judgments on established Orthodox theological principles. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: EP4, OCST, VAL.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4600. RELIGION AND PUBLIC LIFE. (4 Credits)
The course explores the role of religion in public life, focusing primarily on American democracy and its separation of church and state. The course will focus on religion's voice in public debate over issues such as health, poverty, and biomedical and economic issues, whether specifically religious arguments and language should have place in public discourse, and the role of discourse in a pluralistic society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMCS, AMST, EP4, MEST, VAL.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4610. MALCOLM, MARTIN, BALDWIN, AND THE CHURCH. (4 Credits)
This course will engage the social thought and religious faith of these persons, both individually and in relation to each other. We will examine the challenges each posed both to Christian faith and to the fabric of American society - especially their critiques of American understandings of justice; the relevance of religious faith to the struggle for racial justice; and the response of the Catholic Church to these men, the movement they represented, and the enduring reality of racial injustice.

THEO 4620. OSCAR ROMERO: FAITH AND POLITICS IN EL SALVADOR. (4 Credits)
This course will investigate the life and ministry of Oscar Romero of El Salvador. How did the socio-political and religious upheaval, Romero functions as a lens through which students can explore important themes including: the nature and impact of the effects of US Cold War foreign policy, power in the Catholic Church and numerous issues involving the relationship between religion and politics.

Prerequisites: THEO 1000 or HPRH 1001 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1010 or HPLC 1401 or THEO 1007 or THEO 1002 or THEO 1008 or THEO 1009.

THEO 4630. G.O. DEEPER. INTERDISCIPLINARY INQUIRIES. (4 Credits)
This Interdisciplinary Capstone Course is designed to build on (1) what these students have learned by offering them an opportunity to consider their immersion experience in light of critical inquiries in sociology, anthropology, & critical social theory; associated with (2) conflict studies, cultural studies, & postcolonial theory, & (3) in theology. The course is designed above all to cultivate skills to describe, analyze, and evaluate critical issues in local practices pertaining to personal life, family life, social and political life, housing, work, and indigenous cultures, including faith cultures of practice and belief. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: THEO 1000 or HPRH 1001 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1010 or HPLC 1401 or THEO 1007 or THEO 1002 or THEO 1008 or THEO 1009.

THEO 4640. JESUS AND SALVATION. (4 Credits)
This course explores Christian belief in Jesus Christ (Christology) with an emphasis on how this belief is intertwined with the understanding of salvation (soteriology). Reflecting on the biblical accounts of salvation in Jesus, with examining the development of classic christological doctrine, students will inquire how this tradition relates to critical issues raised today. How is Christian belief in Jesus and salvation relevant to questions of identity, religious pluralism, global inequality, and environmental crises? Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: THEO 1000 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1010 or HPRH 1001 or HPLC 1401 or THEO 1002 or THEO 1008 or THEO 1009 or THEO 1007.

THEO 4647. THEOLOGIES OF LIBERATION. (4 Credits)
This course will explore the challenge of living Christian values in a globalized and stratified world. Students will explore how the concerns of U.S society - especially their critiques of American democracy and its separation of church and state. The course will focus on religion's voice in public debate over issues such as health, poverty, and biomedical and economic issues, whether specifically religious arguments and language should have place in public discourse, and the role of discourse in a pluralistic society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: THEO 1000 or HPRH 1001 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009.

THEO 4649. GOD AND EVIL. (4 Credits)
This course analyzes biblical, theological, and literary texts and evaluates the ways in which these texts understand how to characterize the various ways in which the world, account for God's allowing these evils in creation, and how religious and philosophical works frame and add to these. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.
THEO 4850. THEOLOGY AND HUMAN SUFFERING: A COMPARATIVE APPROACH. (4 Credits)
Questions about the nature and meaning of human suffering occupy a central place in every religion, past and present. This course looks comparatively at traditions of theological reflection and religious practice in order to ask: what do they say about pain and suffering? Is it an inevitable part of embodied existence? An opportunity for spiritual maturation? A matter of mental perspective? What happens when religion itself becomes the source of pain and sorrow? This course explores these questions comparatively, focused on texts and practices with the Buddhist and Christian traditions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: SRVL.
Prerequisites: THEO 1000 or HPRH 1001 or THEO 1004 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4853. SPIRITUALITY AND POLITICS. (4 Credits)
This course will examine three twentieth-century Roman Catholic movements that espoused both a novel approach to spirituality/mysticism and embodied a distinctive politics on three different continents: the French Catholic revival, the Catholic Worker movement in the U.S and liberation theology in Latin America. The twentieth century witnessed a remarkable engagement of Catholics with the meaning of their faith and its role in social and political issues of their times, particularly around issues of war and poverty. From each of these three sites of renewal, the students will ask questions such as: How did these new movements come about? How are their views articulated in various texts and embodied in personal and communal practices? What is the legacy of these twentieth-century movements’ spirituality and politics for us today? As an interdisciplinary seminar, students will rely on the methodological approaches in the disciplines of history and systematic theology to pursue these questions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMCS, ICC, PJST, REST.
Prerequisites: THEO 1000 or THEO 1004 or HPRH 1001 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4870. ECONOMIC FOUNDATIONS OF CATHOLIC SOCIAL TEACHING. (4 Credits)
This course explores the economic thought that has served as the basis of the Church’s teaching on issues like capitalism, socialism, poverty, wages, unions, the environment, and economic responsibility from Leo XIII’s encyclical Rerum Novarum to the present and current economic research that may guide future Church teaching. This will be done through lectures, readings from primarily 19th and 20th-century economic works, and discussion of how these works’ ideas are evident in papal encyclicals and other Church documents. The course will include case studies of how Catholic social teaching has influenced national social and economic policies in Europe and the U.S. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMCS, ICC, REST.
Prerequisites: ECON 1100 or ECON 1200 or ECON 1150 or ECON 1250 or THEO 1000 or HPRH 1001 or THEO 1002 or THEO 1003 or THEO 1004 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010 or HPLC 1401.

THEO 4950. CHRISTIANITY AND GENDER/SEXUAL DIVERSITY: INTERDISCIPLINARY PERSPECTIVES. (4 Credits)
Employing perspectives from history, theological ethics, and LGBT studies, this course will investigate what it means to take queer perspectives on Christianity sexuality, and discipleship. Readings will include biblical, historical, and contemporary materials that seek to illuminate the ways in which Christians and Christian communities have responded to sexual and gender diversity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ICC.
Prerequisites: THEO 1000 or THEO 1004 or HPRH 1001 or HPLC 1401 or THEO 1002 or THEO 1003 or THEO 1005 or THEO 1006 or THEO 1007 or THEO 1008 or THEO 1009 or THEO 1010.

THEO 4999. TUTORIAL. (1-4 Credits)
Independent research and reading with supervision from a faculty member.

Prerequisites: THEO 1000 or HPRH 1001.

THEO 5000. BIBLICAL HEBREW INTRO. (4 Credits)
This course is an intensive introduction to the grammar, syntax and vocabulary of Biblical Hebrew. By the end of the course students will be able to read passages from the Hebrew Bible with the help of a dictionary, and will have learned sufficient vocabulary to ensure a rewarding reading experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEO 5015. TEACHING THEOLOGY. (0 Credits)
Classical and contemporary discussions on the practice of teaching theology, particularly as understood in the Roman Catholic tradition, introducing the field of professional theology and its relationship to other disciplines, and engaging in careful, critical reflection on the vocation of the teaching theologian.

THEO 5017. THEOLOGY DISSERTATION SEMINAR. (0 Credits)
A colloquium for workshop dissertation chapters in progress.

THEO 5025. EXODUS IN HEBREW. (3 Credits)
This course combines exegesis of Exodus in Hebrew with intermediate-level study of biblical Hebrew. We will read chapters 1-24 and 32-34 of Exodus in Hebrew. Our study of the Hebrew language will progress from a review of grammatical forms to a more advanced understanding of the syntax of biblical Hebrew.

THEO 5071. ELEMENTARY COPTIC II. (3,4 Credits)
Completion of Coptic grammar and reading of Biblical texts in Sahidic Coptic. Continuation of Elementary Coptic I. Other students welcome subject to instructor approval.

Prerequisite: THEO 5070.

THEO 5072. CHRISTIAN TEXTS IN COPTIC. (3 Credits)
Intermediate and advanced readings in Coptic, which may include biblical, monastic, and Gnostic texts.

THEO 5075. SYRIAC LANGUAGE AND LITERATURE I. (3 Credits)
This course is the first of a two-semester introduction to Syriac, a dialect belonging to the Aramaic language branch. The first semester will introduce the Estrangela and the Serto scripts, cover grammatical foundations, and expose students from early on to the reading of texts. The second semester will be mostly spent reading Syriac literature, but some time will be devoted to select special topics in Syriac grammar.

Attributes: MVST, OCST, REST.

Updated: 10-11-2017
THEO 5076. SYRIAC LANGUAGE AND LITERATURE II. (3 Credits)
This course is the second of a two-semester introduction to Syriac, a dialect belonging to the Aramaic language branch. The first semester introduced both the Estrangela and the Serto scripts, covered grammatical foundations, and exposed students from early on to the reading of texts. The second semester will be mostly spent reading Syriac literature, but some time will be devoted to select special topics in Syriac grammar.
Attribute: MVST.

THEO 5080. BIBLICAL GREEK INTRO. (3,4 Credits)
This course an intensive introduction to the grammar and syntax of New Testament Greek. Sufficient attention will be devoted to vocabulary to enable rewarding experience in reading an exegesis.

THEO 5090. BIBLICAL ARAMAIC. (3-4 Credits)
An introduction to the language through comparison with Hebrew morphology and readings from the Aramaic sections of the Old Testament.

THEO 5230. ADVANCED GREEK. (3 Credits)
This course includes both a rapid review of Greek grammar and syntax, and also intermediate/advanced readings from Hellenistic and/or early Christian texts.

THEO 5300. HIST OF CHRISTIANITY I. (3-4 Credits)
Development of central concepts of Christianity from the Apostolic Fathers to the Reformation.

THEO 5301. HIST OF CHRISTIANITY II. (3-4 Credits)
Catholic and Protestant theologies after the first century of the Reformation, from the 17th to the 20th centuries, including both European and USA theological developments.

THEO 5400. TOPICS IN ISLAM: TEXTS & TRADITIONS. (3,4 Credits)
This course explores major topics in Islam, including notions of revelation, God, law, theological speculation, gender issues, philosophy, mysticism and science. Comparisons with Jewish and Christian materials will be brought to bear on the topics for discussion when relevant.

THEO 5550. NEW METHODS:AMERICAN RELIGION HISTORY. (3 Credits)
The past thirty years have produced significant changes in the ways historians, theologians, and ethnographers describe, explain, and theorize Americans' religious worlds. Problems include how to account for the experiences of women and racial and ethnic minorities, the relationship of doctrine to practice, the legacy of the enlightenment, the religious meanings of objects and places, the importance of borders and identity, and the significance of class in theological expression. This course investigates new answers to these and other questions, assessing them in light of their contributions and limitations in the effort to make sense of North America's past and present. The work of the semester involves close reading of contemporary historical and ethnographic texts, covering periods from the colonial era to the present. The emphasis rests both on American religious history and on new ways of making sense of religious lives, which may be applicable beyond the North American context.

THEO 5620. Introduction to Systematic Theology. (3 Credits)
An introduction to major schools and methods in contemporary systematic theology.

THEO 5630. SYSTEMATIC LIBERATION THEOLOGY. (3 Credits)
The course will examine theologies of liberation originating among marginalized peoples of the Americas. In addition to studying their origins and major figures, the course will focus on how liberation theologies rethink a range of themes in systematic theology including: Christology, anthropology, soteriology, and ecclesiology.

THEO 5640. Introduction to Theological Ethics. (3 Credits)
This introductory course will examine the sources and methods of Christian ethics, as well as contemporary questions in the discipline including gender and identity, racism, and bio-and environmental ethics.

THEO 5820. OLD TESTAMENT INTERPRETATION. (3-4 Credits)
Introduction to the multi-faceted project of interpreting the religious literature of ancient Israel and the sacred Scriptures of the church, in order to develop competence in a variety of exegetical approaches to the Old Testament. These include patterns of patristic and medieval interpretation, the classic modern methods of scholarly analysis, and selected contemporary approaches.

THEO 5890. NEW TESTAMENT INTERPRETATION. (3-4 Credits)
History, literature, and religion of the New Testament, studied in the context of the time and circumstances that produced them.

THEO 6026. SECOND TEMPLE JUDAISM. (3 Credits)
A survey of the literature and history of both Palestinian and Diaspora Judaism of the Second Temple period, including late biblical texts, Apocrypha, Pseudepigrapha, Qumran Scrolls, Philo and Josephus.

THEO 6031. THE PSALMS. (3 Credits)

THEO 6039. BIBLICAL ETHICS. (3 Credits)
This course will explore a number of ways that the Bible has been used to inform ethical behavior. Special attention will be paid to the ethical implications of different interpretive approaches to the biblical text, as well as to the fact that the Christian Bible has two testaments, each of which contains a variety of approaches to ethics.

THEO 6130. MATTHEW MARK AND METHOD. (3 Credits)
This graduate seminar offers both detailed analysis of Gospels of Matthew and Mark and a survey of contemporary critical methods as applied to these Gospels. Sessions will examine the two texts through the lenses of Christology; Discipleship and Ethics; Feminist Criticism; Form Criticism; "Historical Jesus"; Literary Criticism; Political Theology; Postcolonial Criticism; Redaction Criticism; and Text Criticism.

THEO 6192. GRECO-ROMAN CONTEXT/XTNT. (3 Credits)
This course creates a context for understanding the encounter of early Christianity with Greco-Roman culture by exploring Hellenistic and Roman history, politics, religion, social relations, economics, education, rhetoric, philosophy, literature, and the theatre.

THEO 6194. HISTORY THEORY & XTIANITY. (3 Credits)
This course will provide a thorough introduction to recent developments in historiography and critical theory in light of the so-called "linguistic turn." It will also explore the methodological relevance of these theoretical shifts for the study of pre-modern Christianity/historical theology.

THEO 6196. EARLY CHRISTIAN RITUAL. (3 Credits)
This graduate seminar surveys the evidence for ritual practices in the first few centuries of Christianity. Through engagement with theoretical literature on ritual and identity formation, we will explore what can be known about early Christian practices and interrogate our means of knowing it. Much of the course will focus on the rituals of initiation and their diverse interpretations in ancient sources, but other topics will be covered as time allows. Prior study of early Christian history and/or New Testament is recommended.

THEO 6198. SELF IN EARLY CHRISTIANITY. (3 Credits)
An examination of different notions of "the self" in early Christianity with particular attention to ancient ideas about status, gender, ethnicity, and cultural identity, as well as their implications for Christians in the pre-Constantinian era.
THEO 6211. Paul, Prisoner and Martyr: Political Theology in Early Christianity. (3 Credits)
A close reading of the authentic letters of Paul from prison (Philippians and Philemon), supplemented by an investigation of the image of Paul as the "prisoner of Christ" in Colossians, 2 Timothy, 3 Corinthians, the Acts of the Apostles, and the Acts of Paul.

THEO 6214. OLD TESTAMENT THEOLOGY. (3 Credits)
An examination of recent attempts to use the Old Testament as a resource for systematic theological thought. Among the topics to be considered are the nature of divine revelation in creation and history and the implications of the human response to that revelation.

THEO 6300. APOSTOLIC FATHERS. (3 Credits)
A seminar in the body of first and second century Christian literature known as the "Apostolic Fathers," so as to gain an understanding of this literature as an expression of the life and thought of its authors and the churches in which it arose and was preserved. A secondary concern of the course involves the use of the Apostolic Fathers as historical sources for the reconstruction of the social experience of the early Christians.

THEO 6305. INTRO TO RABBINIC LITERATURE. (3 Credits)
In this course, students will explore the vast corpus of rabbinic literature and the historical, intellectual, religious, social, legal and political circumstances in which rabbinic Judaism developed in Palestine and Babylonia between the first and seventh centuries C.E. Students will gain experience reading different genres of rabbinic texts; become familiar with cutting-edge scholarship in the field; experiment with various methodologies in the study of late antiquity; and learn about a formative period in Jewish history.

THEO 6359. NORTH AFRICAN CHRISTIANITY. (3 Credits)
The course "North African Christianity" introduces students to the physical and cultural environment of early Christian communities in North Africa and to the theologies Africans produced between the origins of African Christianity in the second century and the Middle Ages. Subjects include Tertullian, Cyprian, stories of martyrs and literature of the Donatist controversy (with Augustine). Some attention will be paid to archaeology and, if possible, pseudo-Cyprianic literature.

THEO 6360. ALEXANDRIAN THEOLOGY. (3 Credits)
Reading and interpretation of selected writings of Clement of Alexandria, Origen, Athanasius, Didymus the Blind, and Cyril of Alexandria, against the background of the pagan and Jewish traditions of Alexandria.

THEO 6365. CAPPADOCIAN FATHERS. (3 Credits)
A wide-ranging but analytic reading of the most important writings of Basil of Caesarea, Gregory Nazianzus and Gregory of Nyssa, with particular attention to the doctrine of the Trinity, to Christian anthropology, and to spirituality.

THEO 6367. Byzantine Christianity: History and Theology. (3 Credits)
The graduate-level survey course introduces students to the theological ideas and historical transitions that captivated the minds of Eastern Christians from the 8th to the 15th centuries. Through a careful reading of primary sources (in English translation) and the scholarly debates about those sources, we will explore the Iconoclastic controversies, the expansion of Christianity to the Slavs, the experience of Christians living under Islamic authority, and a host of issues related to rupture between Eastern and Western Christianity. In most circumstances, successful completion of this course authorizes doctoral students in Theology to teach the undergraduate cognate course.

THEO 6400. Theological Anthropology and Human Diversity. (3 Credits)
As the subdiscipline of "theological anthropology" speaks about the nature of our being human, how does it take into account the great variety in evidence among human beings? Particularities of race, religion, culture, disability, sexual orientation and gender will be placed in conversation with classic text.

THEO 6425. ST. AUGUSTINE IN CONTEXT. (3 Credits)
This course investigates the life and writings of Augustine of Hippo in the context of late antiquity including philosophical and religious influences upon him as well as the controversies and archeological remains of his ministry.

THEO 6426. ST. AUGUSTINE OF HIPPO. (3 Credits)
An introduction to the life and thought of St. Augustine that will include an examination of his principal theological controversies (e.g. against manichaicism).

THEO 6444. Medieval Modernists: Modern Appropriations of Medieval and Ancient Christianity. (3 Credits)
In twentieth century Europe, an astonishing range of intellectuals were animated and energized by the study of pre modern and early modern Christianity. For theologians, historians, philosophers, and literary figures, Christian medieval and patristic sources were galvanizing forces of transformation, and harbingers of ethical, theological, and political renewal. This course investigates the various appropriations of medieval and ancient Christianity from the Catholic nouvelle theologie movement (Henri de Lubac, M.D. Chenu, and Jean Danielou in particular), literature (Charles Peguy), philosophy, (Hannah Arendt and Luce Irigaray), and historiography (Michel de Certeau), along with secondary works by Amy Hollywood, Joan Wallach Scott, and others.

THEO 6445. AFFECT, EMOTION, AND RELIGIOUS EXPERIENCE. (3 Credits)
This course examines recent work in affect theory and the history of emotions (and their philosophical antecedents) as potential resources for historical and theological accounts of religious experience.

THEO 6456. MEDIEVAL LITURGY. (3 Credits)
A study of the written sources and architectural setting of liturgy in the West from the 6th century to the eve of the Reformation. Special attention will be given to the liturgy of the Eucharist in the Roman Rite, the liturgical calendar, and the Liturgy of the Hours.

THEO 6461. MYSTICAL THEOLOGY. (3 Credits)
Examines the influences of Neoplatonic philosophy and the writings of Pseudo-Dionysius on medieval Latin Christianity, with attention to both "negative" theological language and reflection on the paths to and modes of union with God. Modern deconstructive, psychoanalytic, and feminist approaches to mysticism will also be considered.

THEO 6463. FROM LOLLARDS TO LUTHER. (3 Credits)
This course offers an introduction to the key themes, events, and thinkers of Christianity during the transition from what historians refer to as the late medieval to what they call the early modern period. Topics will include theological method; humanism; heresy and reform; gender; scripture; and the relationship between the church and civil society.

THEO 6465. ASCETICISM & MONASTICISM. (3 Credits)

THEO 6466. HAGIOGRAPHY. (3 Credits)

THEO 6480. CHRISTIANIZING THE BARBARIANS. (3 Credits)
The course examines the "Christianizing" of pagan peoples (Roman, Germanic, Slavic) during the late ancient and medieval periods. We begin with two basic questions: what evidence is there for the "Christianization" of Europe? And how do we explain it?
THEO 6490. CHRISTIANITY AND VIOLENCE. (3 Credits)
This course explores the often ambivalent relationship between Christianity and violence in the pre-modern world. Readings include a broad range of primary sources including martyr acts, liturgical hymns, canon law, and Crusader chronicles as well as influential scholarly assessments of the history of Christianity and violence.

THEO 6505. HISTORIES OF COLONIALISM, EMPIRE, THEOLOGY. (3 Credits)
This interdisciplinary course traces the interconnected histories of colonialism, European empire, and Christian theology in the 15th-20th centuries, with focus on the 18th-20th centuries. Special attention will be given to questions of historiography and theoretical method: the pairing of material history and philosophical/theological inquiry, the creation of "religion" as a discursive category, the role of Christian theology in funding, resisting, or augmenting imperial projects, and the diversity of Christian forms of like birthed in the circum-Atlantic world.

THEO 6510. SOCIALLY ENGAGED THEOLOGY. (3 Credits)
This course will examine the tradition of theology engaged with social concerns and emerging from within broader social movements. Students will be invited to participate in current social projects with local organizations as part of our exploration.

THEO 6543. Aesthetics, Religion, and Modernity. (3 Credits)
This course will explore the rise of "aesthetics" as a category to supplant, explain, enrich, and/or revive religious discourse within the philosophical and economic projects of Western modernity. Focus will be given to the historical conditions that made aesthetics a compelling rival or reviver of traditional religious belief and practice in the 18th-20th centuries.

THEO 6544. BELIEF AND UNBELIEF TOL & INTO. (3 Credits)
Descriptions: This graduate seminar explores two related phenomena: the historical development of varieties of religious belief and unbelief; and the practice of religious tolerance and intolerance in modern Europe and North America. Since course readings focus on major historical transitions in theological, social, cultural, political, and intellectual life, students will encounter a range of methodological approaches and source materials and will develop a broad interpretive framework for understanding Western religious history since the sixteenth century.

THEO 6551. U.S. RELIGIOUS HISTORY. (3 Credits)
This course consists of two parts: a survey of classic works in American religious history, followed by student immersion in archival work at manuscript collections in the New York City area. Students will conduct original historical research on sites of religious significance located in Metropolitan New York.

THEO 6553. READINGS IN AMERICAN RELIGION. (3 Credits)
This course offers an historical study of theology in America that is atttentive to contemporary discussions of theory, method, and historiography. Readings include primary and secondary sources in American theology and religious history from the coming of the Europeans to the 1980s. Topics may include: Colonialism and Borderlands Theologies, Puritanism, the American Enlightenment, Slave Religion, Evangelicalism, Transcendentalism, the Black Church, Immigrant Catholicism, New Thought, Mormonism, Social Gospel, Fundamentalism, U.S. Catholic Counterculture, Neo-Orthodoxy, U.S. Buddhism, Civil Rights, Liberation Theology, the Nation of Islam, and Eco-Theology.

THEO 6600. MODERN ORTHODOX THEOLOGY. (4 Credits)
Examination of Twentieth-Century Orthodox Theological Texts. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

THEO 6606. THEOLOGICAL ANTHROPOLOGY. (3 Credits)

THEO 6615. Rahner, Lonergan, and Transcendental Method. (3 Credits)
Lonergan and Rahner represent two distinctive approaches to what is frequently called “transcendental method” (although Lonergan had reservations about the term as applied to him). This course will examine Lonergan’s often neglected but crucial philosophical work, along with Lonergan’s more specifically theological writings. The two will be compared with each other as well as with contemporary and post-modern critics.

THEO 6616. CONTEMP THEOL OF TRINITY. (3 Credits)
An introductory survey of the historical development of the doctrine and an exploration of contemporary interpretations of the Trinitarian mystery in Lonergan, Rahner, and Muhlen.

THEO 6620. GOD IN CONTEMP THEOLOGY. (3 Credits)

THEO 6621. GOD IN COMPARATIVE THEOLOGY. (3 Credits)
Examination and comparison of notions of God or the Absolute (Brahman, Dharmakaya, etc.) in major theological traditions: Jewish, Christian, Muslim, Hindu, Buddhist. Classic texts will be read.

THEO 6630. CHURCH IN CONTEM THEOL.. (3 Credits)
Some contemporary ecclesiologies from the point of view of the Church’s relationship with the world.

THEO 6642. POLITICAL THEOLOGY. (3 Credits)
This course will discuss and critically analyze contemporary theologies of the political, with attention being given to the recent debate over political liberalism. Texts from a variety of theologians and theological perspectives will be examined, as well as recent attempts at political theology by non-theologians.

THEO 6651. THE LITURGY: HOW CHRISTIANS WORSHIP. (3 Credits)
This course will focus on the Roman Catholic liturgy – leitourgia – the people’s work for God. We will draw a list of topics concerning three areas: the theory of liturgical reform, the history of the “Mass,” and related concerns for the liturgy, e.g., the role of justice, inculturation, feminist worship, music, and architecture.

THEO 6656. THEO OF LOUIS-MARIE CHAUVET. (3 Credits)
Louis-Marie Chauvet has developed a theology of sacrament that offers a reinterpretation of human existence. Scholars are exploring its implications, both ecumenically and internationally. This course will examine Chauvet’s methodological shift from metaphysics to a theology of symbol as mediation. He offers a way to understand sacrament and sacramentality that appreciates the significance of human bodiliness. Both primary and secondary sources will be read and critiqued within the context of other prominent theologians of the 20-21st century, including Rahner and Schillebeeckx. There will be optional opportunities to read some of Chauvet’s writing in their original French.

THEO 6657. EUCHARIST & WORLD TODAY. (3 Credits)
This course will put Eucharistic theology and practice dialogue with concerns regarding hunger, violence, and exploitation in our contemporary world.

THEO 6671. CONTEMPORARY CHRISTOLOGY. (3 Credits)
Current trends in Christological theology, including those of the post-Vatican II era (e.g., Rahner, Schillebeeckx, et. al.)
THEO 6674. ECOLOGICAL THEOLOGY. (3 Credits)
In the light of contemporary scientific understandings of the cosmos and attendant ecological concerns, this course will study reinterpretations of Christian doctrine and ethics of the last 40 years that have been in dialogue with these developments.

THEO 6710. ISSUES IN FUNDAMENTAL MORAL THEOLOGY. (3 Credits)
Fundamental moral theology has undergone dramatic shifts in understanding since the moral manuals. It is now characterized by a pluralism in method and perspective that would have been inconceivable. This advanced seminar will examine several issues in the field of fundamental moral theology that have received recent critical attention. Among these will be topics such as conscience and its formation, culturally entrenched social evil, change in magisterial teaching, the concept of natural law, the influence of cultural pluralism on moral formation and reasoning, and the role of the “sensus fidelium” in moral doctrine.

THEO 6721. AFRICAN AMERICAN THEOLOGICAL ETHICS. (3 Credits)
This course, which surveys African American theological and social ethics, is open to both M.A. and Ph.D. students.

THEO 6730. CHRISTIAN ECOLOGICAL ETHICS. (3 Credits)
This course examines distinctly Christian approaches to ecological ethics, including comparative historical perspectives, methods, and key topics.

THEO 6731. CHRISTIAN ECOLOGICAL ETHICS. (3 Credits)
This course examines distinctly Christian approaches to ecological ethics, including comparative historical perspectives, methods, and key topics.

THEO 6732. ETHICS AND ECONOMICS. (3 Credits)
An examination of contemporary economic social issues with the aid of Catholic social teaching, and with a critical use of economic science. The social issues examined include but are not limited to poverty, pollution control, protectionism, unemployment, and inflation.

Attribute: CEED.

THEO 6733. THEOLOGY & SCIENCE. (3 Credits)
This graduate-level course attends to the history, methodologies, content of conflict, and major questions that have occurred at the intersections of scientific and theological inquiry.

THEO 6734. THE BEAUTY OF JUSTICE. (3 Credits)
This course explores potential intersections between theories of "the beautiful" and "the good" in both classic and contemporary Christian theology and ethics. It also examines practical examples of this intersection in the lived practices of the Christian community in order to evaluate the viability of a faith that seeks beauty for addressing a variety of social justice problems including environmental racism, urban poverty, conflict resolution, and global health.

Attribute: CEED.

THEO 6735. ECOLOGICAL ETHICS. (3 Credits)
This course considers the rise of ecological consciousness, environmental history, and ethical reflection in light of modern philosophical and theological traditions. It aims to provide students with substantial, foundational knowledge in twentieth and twenty-first century environmental thought as well as emerging approaches to global environmental problems.

THEO 6737. GOD/MYSTERY OF SUFFERING. (3 Credits)
David Hume has articulated what many consider to be the problem of evil for the Western theistic traditions. Indeed, for nearly three hundred years, philosophers of religion and philosophers of religion and philosophical theologians have attempted to resolve the problem of the alleged inconsistency of God’s infinite goodness, power, knowledge, and the reality of human suffering, especially innocents’ suffering. The presumption of the present seminar is very simple. Hume’s pithy rendering does not articulate the problem — or at least the whole problem. In light of this presumption, this seminar shall critically examine the various ways Christians have responded to suffering. The goal of this seminar is to have the students be able to understand the history of responses to the problems of evils in the Christian traditions, and to evaluate those responses.

THEO 6738. The Mystical-Prophetic Turn in Modern Catholic Theology. (3 Credits)
The course analyzes the thought of Johann Metz, Gustavo Gutierrez, and David Tracy as responses to the challenges of late modernity. By identifying the authors’ contexts and influences, investigating their central ideas, and engaging their critics, the course explores the philosophical and theological implications of the mystical and prophetic traditions of Christianity retrieved by political, liberation, and public theologies for contemporary thought. Other thinkers to be considered include: Rahner, Lindbeck, Ratzinger, Balthasar, Gadamer, Adorno, Ellacuria, Johnson, Goizueta, Dionysius, John of the Cross, and various biblical authors.

THEO 6740. CATHOLIC SOCIAL THOUGHT. (3 Credits)
Catholic social thought as found in the social encyclicals, emphasizing their theological contexts, social scientific constructs, historical background and philosophical presuppositions.

Attribute: CEED.

THEO 7222. NEW PERSPECTIVES ON PAUL. (3 Credits)
This course will examine contemporary interpretations of Paul from the post-World War II period to the present. Topics will include the so-called “New Perspective” and recent engagements with Paul in continental philosophy.

THEO 7731. RELIGION AND REVOLUTION. (3 Credits)
Using El Salvador (1975-1995) as a case study, the course will examine theological and socio-political questions that emerge when believers engage in revolutions. Primary focus on theological figures and themes such as Oscar Romero, Jean Donovan, Ignacio Ellacuria, comunidades de base, the preferential option for the poor, and Christology, will be supplemented with interdisciplinary reflection on critical theory (Marx et al.), postidealist epistemology (Zubiri), and postcolonial identity (Bhabha).

THEO 7736. BIOETHICS. (3 Credits)
This course attempts to put the Roman Catholic and broadly Christian bioethical traditions in conversation with their secular interlocutors — toward the end of examining whether or not these traditions have a place in public bioethical discourse and what that contribution might look like. Among the issues to be examined are the distribution of healthcare resources, reproductive and other biotechnologies, the moral status of ‘the other’ in bioethics, and refusal of medical treatment.

THEO 8998. IUDC CONSORTIUM TUTORIAL: ADVANCED SYRIAC READINGS. (3 Credits)
This course is an independent study/tutorial for IUDC Consortium students from member schools, and offers an exploration of linguistic and theological aspects of Syriac writings from Late Antiquity.

Updated: 10-11-2017
THEO 8999. INDEPENDENT STUDY. (4 Credits)

THEO 9000. PROFESSIONAL DEVELOPMENT SEMINAR. (0 Credits)
The seminar introduces advanced doctoral students to the job search process, provides help in compiling a strong application dossier, prepares students for interviews and job talks, advises students about negotiating offers, and assists students in strategizing their career paths within and beyond the academy. In addition to a number of seminar meetings, students will receive individualized attention, help editing their application materials, and practice with interviews and job talks.

THEO 9999. DISSERTATION DIRECTION. (1 Credit)

Torts (TOGL)

TOGL 0108. TORTS. (4.5 Credits)
A study of the causes of action arising from breaches of legally recognized duties relating to the protection of person, and property, including the traditional tort actions and new and developing areas of tort liability. Various defenses, immunities and privileges are discussed. The course includes a critical analysis of the fault concept of liability. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: LMCO.

TOGL 0226. ADV. TORTS: DEFAMATION. (3 Credits)
Tort law recognizes that words and images can injure, and through causes of action libel, slander, and the rights of privacy, it attempts to compensate the victims of those injuries. This course begins with traditional tort law of defamation, traces the development of that through key Supreme Court cases of the 1960s, and provides a close examination of current defamation law. Some of the contemporary controversies to be addressed include: the existence and scope of the "fact/opinion" distinction; the use of defamation causes of action in employment-related litigation; the developing "neutral reportage" principle and the proper accommodation of defamation principles to new technologies of communication. Notes: Take-home exam or paper option.

Attributes: IPIE, LLM.

TOGL 0227. CONSTITUTIONAL TORTS. (2 Credits)
This course will explore issues concerning how private individuals obtain remedies against governmental actors for violation of their constitutional (and sometimes statutory) rights. The class will address prerequisites to relief, such as the state action doctrine, and will touch on substantive rights such as substantive and procedural due process, the 4th Amendment right to be free from unreasonable search and seizure, and the 8th Amendment right not to be subjected to cruel and unusual punishment.

Attributes: INLJ, LMCO.

TOGL 0360. CONSUMER FINANCIAL PROTECTION LAW. (2-4 Credits)
Consumer spending is a multi-trillion dollar sector that drives the U.S. economy. This course provides an overview of the consumer finance system—the way in which consumers finance and manage their consumption—and examines the business, economics, politics, and regulation of this sector of the economy. Consumer finance is a business-to-consumer industry, and this course focuses on both consumer and financial institution concerns in transactions. The course examines the regulatory structure and methods of consumer finance regulation, as well as the specific economics and regulation of major consumer financial products. Considerable attention will be given to the new Consumer Financial Protection Bureau and its powers and politics. The course's coverage will roughly tracks the authority of the CFPB: deposit accounts, payment products (debit and credit cards), credit products (credit cards, mortgages, payday, and auto loans as well as debt collection and restructuring services), some insurance products; and advice and restructuring services. Attention will also be given to how financial institutions finance their operations, access to financial services, and to the special role of consumer finance in the socioeconomics of the middle class.

Attributes: BFE, CRCP, INLJ, LAWB, LLM.

TOGL 0378. PRODUCTS LIABILITY. (2,3 Credits)
This course explores the concepts of product defect and strict liability in tort; manufacturing and design defects, and inadequate warning claims particularly as they arise in drug and medical device contexts. What does it mean for a drug to be declared “safe and effective” given the limited power of both pre-approval clinical trials and the post-market approval passive adverse event reporting system. The course will address the relationship of product liability claims to the principal doctrinal issues in tort law (warranty, strict liability, negligence). Drawing on the record of recent trials, decisional, regulatory, and statutory law this course focuses on the complex field of drug and medical products liability and will explore claims such as those involving the Cox-2 inhibitor class of anti-arthritic drugs (Vioxx) which resulted in substantial settlements; and claims arising from defective implantable cardiac defibrillators which the Supreme Court found to be barred by federal preemption law. Attention will also be given to vaccine liability and the schemes which replace tort liability with narrow administrative remedies.

Attributes: JD, LLM.

TOGL 0609. CONTEMPORARY PROTECTIONISM: FROM CUSTOM DUTIES TO ECONOMIC PATRIOTISM. (2 Credits)
The purpose of this course is to explain and analyze how the origins of the 2011 European crisis were discernible from the beginning of the European Monetary Union. We will study warning reports issued by European Founding Fathers, identify deficiencies and wrong strategies that eventually led to the Euro crisis through the examination of treaties and European reports. We will analyze all the barriers to the success of the Euro, the key role played by the European Central Bank whose limited missions have been criticized and the long process to the achievement of a better monetary stability through new treaties as well as the harmonization of economic governance which remain an unfinished task.

Attributes: LAWI, LLM.

TOGL 0780. BUSINESS TORTS. (2 Credits)
Students will demonstrate a basic understanding of commonly litigated business torts, including the basics of the economic loss rule, misappropriation, fiduciary duties, deceptive marketing, business disparagement, misappropriation of trade secrets and trademark. Students will be able to recognize situations in which these causes of action are available and analyze those causes of action.

Attributes: LAWB, LLM.

Updated: 10-11-2017
Urban Education (UEGE)

UEGE 4999. SERVICE LEARNING-4000/5000 LEVEL. (1 Credit)

UEGE 5102. HISTORICAL, PHILOSOPHICAL, AND MULTICULTURAL FOUNDATIONS OF AMERICAN EDUCATION. (3-4 Credits)

This introductory course examines the historical and philosophical roots of public education and discusses how this system is related to the social, multicultural, political, and economic life of the nation. As a course in educational foundations, this course examines the concept of cultural pluralism—the values, traditions, and aspirations of various immigrant and ethnic groups, and the ways in which those differences influenced schooling cultures and processes.

UEGE 6001. PHILOSOPHY OF EDUCATION. (1-3 Credits)

An examination of the philosophies underlying contemporary policy issues in education with an emphasis on egalitarian versus meritocratic positions.

UEGE 6241. URBAN EDUCATION: PROBLEMS AND PERSPECTIVES. (3 Credits)

An analysis of those trends and innovations most likely to shape urban education delivery systems in the future.

UEGE 6243. THE IMPACT OF PREJUDICE ON MINORITY GROUPS IN AMERICA. (3 Credits)

Examines the institutionalized nature of prejudice and the cultural, economic, and social status of selected minority groups.

UEGE 6276. HISTORY OF EDUCATION. (1-3 Credits)

An examination of selected innovations in American public and nonpublic education with an emphasis on use of the past to improve current practice.

UEGE 6330. URBAN SOCIOLOGY AND EDUCATION. (3 Credits)

An analysis of group values, mobility patterns, and intergroup relations as they affect metropolitan school systems. Emphasis on the education of ethnic minority groups.

UEGE 9990. INDEPENDENT STUDY. (1-3 Credits)

Designed to enable students to study selected topics in depth and to conduct research. For matriculated students only. An outline of the proposed work must be approved by the adviser. Registration requires the approval of the professor directing the study, the division chairperson, and the associate dean of academic affairs.

Urban Studies (URST)

URST MTNC. MAINTENANCE-URBAN STUDIES. (0 Credits)

URST 0912. REQUIREMENT PREPARATION. (0 Credits)

For Ph.D. and Master’s students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement, such as comprehensive exam, Master’s thesis, or dissertation submission.

URST 0914. REQUIREMENT PREPARATION IN SUMMER. (0 Credits)

For Ph.D. and Master’s students, registration necessary to maintain continuous enrollment while preparing for a milestone requirement during the summer. (e.g., to be used by Ph.D. students after the oral examination/defense and prior to receiving the degree).

URST 3070. URBAN DESIGN. (4 Credits)

A studio course in urban design for public spaces, neighborhoods, urban districts, campuses, parks, infill developments and expansions. A major design project is prefaced with research in urban design history, infrastructural technologies, case studies, and diagrammatic analysis. Portfolio layouts, field trips, workshops, lab fee, and office hours visits are required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

URST 3340. URBAN PSYCHOLOGY. (4 Credits)

In 1800, London became the first city in human history to top the 1-million mark. How does living in a large city impact us—our inner personality, outer behavior, values and relationships? This interdisciplinary urban studies course focuses on this question, including the methods and findings of behavioral research on: the growth of cities, crowding, prosocial and antisocial behavior, primary and secondary relationships, ethnicity, happiness, deviance, pace of life, urban personality, the future of cities. This Fordham course in London meets three days weekly (Tues/Wed/Thurs), including related excursions and fieldwork on city life. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

URST 3800. INTERNSHIP. (3 Credits)

Supervised placement for students interested in work experience.

URST 3999. TUTORIAL- URBAN STUDIES. (3 Credits)

URST 4800. URBAN STUDIES INTERNSHIP. (4 Credits)

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

URST 4890. RESEARCH SEMINAR. (4 Credits)

Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

URST 4999. TUTORIAL. (1-4 Credits)

Independent research and reading with supervision from a faculty member.

URST 5000. ISSUES IN URBAN STUDIES. (3-4 Credits)

Required foundation course for MA in Urban Studies. Introduces students to current debates in urban studies and to modern urban theory. Themes covered include: immigration, race and ethnicity, urban culture and history, urban sociology, urban planning, city and globalization.

URST 5020. URBAN POLITICAL PROCESSES. (3 Credits)

Examines urban political systems concentrating on the primary institutions and processes that comprise the urban milieu. Focuses on the major theories and approaches that attempt to explain urban politics and urban political systems.

Attribute: INST.

URST 5030. AMERICAN SUBURB: RISE AND FALL. (3 Credits)

Examination of 19th Century origins of suburb as counterpoint to the city and the role of nature in shaping the design of this new form of country living. The twentieth century transformation of the suburb into the American dream will be evaluated in light of the resultant sprawl and the policy critiques of this pattern of growth. The class project will involve the design of a sustainable suburb for the 21st century.

Attribute: HIST.

Updated: 10-11-2017
URST 5040. URBANISM. (3 Credits)
Overview of urban philosophy and urban planning theory in the modern period with emphasis on contemporary scholarship as well as planning methods and techniques. Course scope is international.
Attribute: INST.

URST 5045. INFORMAL CITIES. (3 Credits)
This course will examine informal organization as it takes place under the impact of political crisis, natural and manmade disasters, and the ongoing crisis of poverty. A variety of sources will be used including written records, films, and imagery.

URST 5066. URBAN HEALTH AND ENVIRONMENT. (3 Credits)
This course will examine the intersection of urban life, the urban environment, individual and community health, and public policy. In doing so, it will examine the evolution of urban public health problems, the urban environment, and the role and responsibility of the political system to respond to individual and community health issues in urban settings. A variety of approaches to the study of urban public policy as well as selected issues from the study of urban public and environmental health will be highlighted.
Attribute: ENST.

URST 5070. Environmental History of the American City. (3 Credits)
A survey of New York City's history that emphasizes its changing economy, ecology, geography, and society over 400 years. Subjects include the political economy of poverty, the global outreach of New York, its capacity to change the environment of other places, and urban redevelopment. Students will conduct preliminary research and prepare a prospectus for a research project.
Attribute: ENST.

URST 5080. On the Waterfront: Maritime New York History and Policy. (3 Credits)
This course will explore the rich exchange of goods and people which made New York a "river city," the problematic legacy of that long maritime history, and the complex array of public policy questions that are redefining our relationship to the edge.

URST 5081. Brooklyn Waterfront: The Social Production of Space. (3 Credits)
This course examines the social, economic, ideological, and technological forces that produced the new Brooklyn waterfront. Brooklyn Bridge Park is the case study and focuses on its historic transformation from a ferry landing and the largest private freight terminal in the world into a public waterfront park at the beginning of the 21st century. The course explores the role of public policy, community debates, as well as the historical memory, visual images, and local uses that shaped the new vision of this space. Field work and research at the Brooklyn Historical Society required.

URST 5090. LINCOLN CENTER ARTS. (3 Credits)
Considers the performing and visual arts and how they are mediated by the stature of the Lincoln Center complex. Topics include John D. Rockefeller 3rd's dream, the politics and design of the complex, Robert Moses and Lincoln Square, history of the arts in NYC, politics and economics of the arts.

URST 5095. SPACE, PLACE, IMMIGRANT CITIES. (3 Credits)
This course will introduce students to the main issues and current debates on immigrants in large urban areas in the U.S. Due to their density, cities represent microcosms of interaction and identity formation among and between different groups. This often manifests itself spatially, as certain neighborhoods become cores of residence and territorial concentration for immigrants. In the process of settling, immigrants also start identifying strongly with their space of settlement. This course will focus on the contemporary manifestations of immigrant settlement in cities, while also paying attention to new settlement patterns in reconfigured metropolitan spaces.

URST 5252. URBAN THEORY & THE MODERN CITY. (3 Credits)
Provides an overview of key theory themes of the 20th/21st American city and explores the modern city at the crossroads of socio-political study and interdisciplinary urban research. Themes include city and society, class and urban space, urban poverty, race and culture, diversity in the global city, crisis and conflict, gender and sexuality, sovereignty, just cities, sanctuary cities, and more.

URST 5900. GLOBAL CITIES. (3 Credits)

URST 6080. URBAN STUDIES FIELDWORK. (1-6 Credits)
Required internship or field research in New York City or another large scale US or foreign city, depending on student interest. Prerequisite: 12 completed credits and program approval. The field study may be related to the required research project. Maintenance- open enrollment.

URST 6200. RESEARCH SKILLS URBAN STUDIES. (3 Credits)
Introduces students to urban research methods, setting up research design including deriving hypotheses and conclusions and the application of qualitative and quantitative approaches.

URST 6999. URBAN STUDIES RESEARCH. (1-6 Credits)
Required research project for Master’s Thesis or project. Prerequisites: 12 completed units, URST 6080, and program approval. Leads to completed thesis or project.

URST 7999. URBAN LAB. (4 Credits)
Graduate course with field study component on specific urban topics. Co-taught by faculty across the university and open to all graduate students. Focuses on applied urban research and community engagement. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

URST 8100. URBAN STUDIES INTERNSHIP. (0.5-6 Credits)
Required internship or field research in New York City or another large scale US or foreign city, depending on student interest. Prerequisite: 12 completed credits and program approval. The field study may be related to the required research project. Maintenance- open enrollment.

URST 8999. INDEPENDENT STUDY. (1-4 Credits)

Visual Arts (VART)

VART 1055. FIGURE DRAWING I. (4 Credits)
The study of the figure through direct observation: various techniques of rendering and diverse media will be explored. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
VART 1101. URBANISM. (3 Credits)
A historical introduction to the issues, principles and processes of urban design in western societies. Lectures will trace the evolution of selected cities (from ancient Athens to contemporary Los Angeles) taking into consideration the design decisions that have affected our built environment and urban culture. Field Trips. (Satisfies Fine Arts core requirement).
Attributes: FACC, FRFA, INST, URST.

VART 1124. PHOTOGRAPHY I. (4 Credits)
Instruction is offered in basic camera and darkroom techniques of black-and-white photography. Class will also include critiques of students’ work and discussions of aesthetic questions pertaining to photography. Students should have adjustable cameras. Additional darkroom hours required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMM, ZLB5.

VART 1128. INTRODUCTION TO DIGITAL PHOTOGRAPHY. (4 Credits)
This class is an introduction to the fundamentals of digital photography. Assignments throughout the semester encourage students to explore some of the technical and aesthetic concerns of the medium. Photoshop is used as the primary editing tool. A 3.2 or higher megapixel camera is required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: NMDD.

VART 1135. VISUAL THINKING I. (4 Credits)
A foundation course in visual communication. The course will cover the following topics: visual perception, composition, light and color, drawing perspective, words and images, graphic design, photography and photo montage. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMM, NMDD.

VART 1136. VISUAL THINKING: PERSPECTIVES, PAINTING, AND DRAWING. (4 Credits)
An introductory course in visual perception with an emphasis on formal, historical and theoretical concerns in painting and drawing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: FCLC.

VART 1150. DRAWING I. (4 Credits)
Work in pencil, ink, charcoal, and other graphic media designed to involve students in various approaches and attitudes toward representation and expression in drawing. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 1160. ARCHITECTURAL LANGUAGE. (4 Credits)
(Formerly VART 2060 - Architectural Design I.) Introducing the basic language of 3D form and space making, this studio course involves students in the process of architectural vision, critique, analysis and creation. Emphasizing short, elementary in-class assignments, students learn to use the same tools—sketching, diagramming, scale model making, and computer modeling and animation—used by design professionals to shape our world. Lab fee. All are welcome. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: URST, ZLB3.

VART 1161. FORM AND SPACE. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ZLB3.

VART 1180. PAINTING I. (4 Credits)
An introductory course in painting, emphasizing basic formal and technical concerns. Acrylic paints will be used. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 1257. AVANT-GARDE FILM/VIDEO. (4 Credits)
This studio course will explore the practice of current avant-garde film and video from a visual arts perspective. Various artists’ strategies for creating challenging work will be considered, including the use of abstraction, appropriated imagery, autobiographical detail, disjunctive sound image relationships and other aesthetic choices. The course will include field trips to view current experimental films and videos at museums, film festivals and art galleries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 1256. FILM/VIDEO I. (4 Credits)
An introduction to film/video production techniques used to make short projects. Students will study composition, lighting, and editing in creating their own Super 8 mm film and digital video work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMM, FITV, NMDD.

VART 1800. INTERNSHIP. (1 Credit)

VART 1999. TUTORIAL. (1 Credit)
In this student-initiated program, the student may earn one additional credit by connecting a service experience to a course with the approval of the professor and the service-learning director.

VART 2003. GRAPHIC DESIGN & DIGITAL TOOLS. (4 Credits)
In this course the student will learn the basic tools and operations of several different graphics programs. Photoshop, Illustrator, and QuarkXpress will be explained through demonstrations, tutorials, and weekly assignments. The focus will be on a conceptual and analytical approach to design vocabulary and problem solving. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COMM, NMDD.
VART 2004. DESIGN INTRODUCTION. (3 Credits)
This course introduces the student to basic language and practice of Graphic Design. Through demonstrations and hands-on assignments students will learn the essential skills needed in producing elegant design solutions and gain a proficiency in the use of the industry design programs, Adobe Suits.

VART 2050. DESIGNING THE CITY. (4 Credits)
A hands-on course in the theory and practice of urban design, showing how a mixture of idealism and realism contributes to the design of more "live-able" cities. Theoretical models ( e.g., modernism, garden cities, suburban development urban renewal, and new urbanism) are presented in slide lectures. Students will design urban neighborhoods by computer modeling and animation. A creative and practical course in urban design, focusing on the relationship between people and the built environment. Although urban design is a visual discipline, its roots and purposes are interdisciplinary, combining high ideals with hard realism. Readings, walking tours, and research examine the historical roots of current urban design problems and practices. Seminar discussions highlight the goals: regenerative neighborhoods and lively public places. Smart growth, sustainable communities, and new urbanism are contrasted with suburban sprawl and auto-centered development. Students use Mac-based CAD software to visualize great new public places in New York–practicing the imaginative are of the possible. Visits during office hours are recommended. Field trips and lab fee are required. Recommended to Urban and Environmental Studies students, but open to all. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ENVS, URST.

VART 2055. ENVIRONMENTAL DESIGN. (4 Credits)
This introductory course explores the physical relationship between mankind and nature. Slide presentations, field trips and readings will outline the histories and forms of settlement patterns, landscapes and gardens, and our increasing interest in sustainable development, renewable energy and conservation. Sketching, design and model-building in landscape settings. Intended for design, history and science students. Required field trips and lab fee. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ENST, ENVS, NMDD, URST.

VART 2065. INTERIOR AND ARCHITECTURAL DESIGN. (4 Credits)
A design studio course, synthesizing contextual, artistic, environmental and functional requirements in the design of public spaces, landscapes, furnishings, and buildings. A relatively simple term project, set in a landscape environment, is prefaced by exercises in analysis, skill building, theory, critique and fabrication. (Formerly VART 2060/3070 Architectural Design). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: THEA, URST.

VART 2070. ARCHITECTURAL DESIGN I. (4 Credits)
A design studio course, synthesizing contextual, artistic, environmental and functional requirements in the design of public spaces, landscapes, furnishings, and buildings. A relatively simple term project, set in a landscape environment, is prefaced by exercises in analysis, skill building, theory, critique and fabrication. (Formerly VART 2060/3070 Architectural Design). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: THEA, URST.

VART 2085. SUSTAINABLE NEW YORK. (3 Credits)
An intensive summer workshop in big city "green" design. Intended for majors in visual arts, environmental studies, and/or urban studies, this course might interest anyone concerned about New York City's future in an era of rising energy costs and environmental risk. Walking tours; field trips; reading program and discussion; visits to buildings, parks, and construction sites; illustrated presentations; guest speakers from state and city agencies, NGOs, nonprofits, and private sector innovators. At least one day each week will be based at Solar One, located on the East River at 23rd Street, or the Science Barge in the Hudson River at 44th Street. By term's end, each student will present an independent research or design project.

Attributes: ENST, ENVS, URST.

VART 2121. ABSTRACTION. (4 Credits)
We think abstractly and routinely navigate the complex abstract structures of our world. Abstractart- themajor art form of the last century- has tried in many different ways to come to grips with this situation. This course rather than treating abstraction as a style considers it as a way of thinking visually as structure for creativity and expression. Working across material disciplines, the course will employ painting, drawing, three dimensional Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 2130. PAINTING II. (4 Credits)
Intermediate instruction is offered in painting. Emphasis will be placed on developing individual approaches to the solving of creative problems within the context of 20th-century historical and critical concerns. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: VART 1150 or VART 1180.

VART 2140. COLLAGUE AND MIXED MEDIA. (4 Credits)
A course emphasizing the formal, material and thematic exploration inherent in collage and mixed media techniques. Different visual disciplines and approaches will be combined to produce two- and three-dimensional work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 2150. DRAWING II. (4 Credits)
A workshop in various techniques and media. Field trips to museums and galleries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ZLB5.

VART 2185. PHOTOGRAPHY II. (4 Credits)
Students will initiate specific photographic projects, which they will pursue throughout the semester, while they consider work of certain 20th-century masters of photography. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ZLB5.

Prerequisite: VART 1124.
VART 2196. LARGE-FORMAT PHOTOGRAPHY. (4 Credits)
Large format-view camera technique, which produces large negatives and permits extraordinary image control, will be taught along with medium photography in this intermediate level class. Students will work on short, specific technical assignments as well as a long-term individual project. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ZLB5.

VART 2265. FILM/VIDEO II. (4 Credits)
Advanced film/video production techniques will be explored as students complete several projects over the course of the semester. Students will shoot 16mm film and video and learn sound design and post-production digital effects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COMM, FITV, NMDD.
Prerequisite: VART 1265.

VART 2400. FUNDAMENTALS OF WEBSITE DESIGN. (4 Credits)
This class will introduce the key concepts in designing and building websites from an aesthetic and technical perspective. Through lecture, critical analysis and hands-on assignments students will learn how to design and build a creative and effective website. The focus of the class will be on presenting and exploring the fundamental industry standard programming language and website practice: HTML, CSS, Navigational Structures, interactivity, and Information Architecture. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: NMDD.

VART 2500. TYPOGRAPHY AND DESIGN. (4 Credits)
Structured as a lab course, the fundamental perception, concept and method of graphic design will be introduced through a series of set projects and exercises. We will explore how graphic design can engage, inform and challenge the viewer as well as how the design of visual communication is influenced by social, political and cultural issues. Through lectures, slide presentations, assignments and class discussions, we will examine the formal aspects of typography, the relationship between type and image, and the impact of new technologies on design practices today will be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: NMDD.

VART 2545. PROJECTS AND CONCEPTS. (4 Credits)
A multi-media studio course that emphasizes creative solutions to a varied series of visual problems. The student will be able to use painting, drawing, collage, photography, sculpture, and video, as well as installation and performance to make artworks that "think out of the box". Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ZLAB.

VART 2550. DESIGNING BOOKS, "ZINES" AND CHAPBKS. (4 Credits)
All students with an interest in self-publishing are welcome to the class. The focus will be on the design, layout, and production of a publication from cover to the copyright page. You will learn through weekly assignments and readings about design, type, paper, and binding techniques. We will look at and critique the numerous "indie" publications available and the final product will be a self-published book, "zine," or chapterbook. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COMM.
Prerequisite: VART 2003.

VART 2600. GRAPHIC DESIGN CONCEPTS. (4 Credits)
In this class the focus will be on both the practical and creative aspects of the design process. Assignments will include magazine, book and brochure designs. Social responsibility in the context of a design's ability to educate, inform and propagandize, and deceive will also be examined. Emphasis will be placed on the articulation of ideas, process, writing skills and preparation of files for output as well as presentation, craftsmanship and typography. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: NMDD, ZLB3.

VART 2700. LOGOS, BRANDING, AND PRESENTATION. (4 Credits)
This advanced level class will focus on the development, design and presentation of an organizational product identity. The assignment will include research, a written proposal and a final presentation of a design for a logo, product, brochure and a promotional material. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: NMDD.
Prerequisite: VART 2003.

VART 2999. TUTORIAL. (2 Credits)
Independent research and readings with supervision from a faculty member.

Updated: 10-11-2017
VART 3001. DOCUMENTARY PHOTOGRAPHY: JAPAN. (4 Credits)
This intensive class is designed as a platform for intermediate and advanced level students to further develop their photographic production with an emphasis on generating documentary projects focusing on the people, culture, and architecture of Japan. The megacity of Tokyo will serve as the starting point for our investigations, with image making itineraries that will take us from the cosmopolitan ward of Shinjuku, to the center of youth culture in Shibuya; and from the cutting edge fashion districts of Harajuku, to the temples and shrines of Asakusa. Concurrent with our photographic explorations we will examine contemporary exhibitions in venues such as the Tokyo Metropolitan Museum of Photography in Eibusu, as well as view the ancient collections housed in Japan’s oldest and largest museum, the Tokyo National Museum in Ueno. Traveling by Shinkansen bullet train at 300 km/h (186mph), we will make our way south to Kyoto, the nexus of traditional Japanese culture and history with approximately two thousand temples, shrines, and gardens that we can utilize as both the catalyst and stage for our photography. The extraordinary wealth of visual stimuli we will experience in Japan over ten days will certainly inspire, as well as function as the backdrop against which to critically discuss the strategies that photographers employ in communicating their interests. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ZLB5.

VART 3025. DESIGNING BOOKS. (4 Credits)
The students will learn the fundamental principles, structures, and “typographic etiquette” involved in designing a book. Projects will include designing the exterior, book jacket, and interior page layouts of three kinds of books ranging from literary to the illustrated. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: VART 2003.

VART 3026. HISTORY OF PHOTOGRAPHY BOOKS: 1844-2004. (4 Credits)
The class will survey the history of the publication of photography books from early works published in the mid-19th century, albums with tipped-in original photographs, through the invention of off-set reproduction at the turn of the 19th century, and self-made digital books at the end of the 20th. Influential books and formats will be reviewed. The class will visit a museum collection to see examples of rare out-of-print and limited edition items, such as Alexander Gardner’s Photographic Sketchbook of the Civil War, William Bradford’s Arctic Regions, and others. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 3030. ART DESIGN AND POLITICS. (4 Credits)
This class will investigate the design of political art through hands-on studio projects and the consideration of historical precedents and contemporary examples, print media, public art, and events, political organizations, museums and gallery exhibitions will form a back drop for the course. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: NMDD.

VART 3055. ECOLOGY FOR DESIGNERS. (4 Credits)
An introduction to functional ecosystems, and the application of that knowledge to the re-design of the urban built environment. Energy use patterns, resource management, water cycles, productivity, food production, systems integration will be inspected, leading to the proposition of a hypothetical urban ecosystem, which may include water re-cycling, habitat restoration, bio-mimarcy, renewable energy, and vertical farming. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ENST, URST.

VART 3056. URBAN ENVIRONMENTAL DESIGN. (4 Credits)
A creative studio/seminar course in the design of renewable technologies, mixed use urbanism, hybrid ecologies; productive systems and resilient, sustainable cities. This is a synthetic studio, combining the concerns of Urban Design, Green Architecture, and Environmental Design in complex urban spaces, buildings, and networks. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ENST.

VART 3070. URBAN ARCHITECTURAL DESIGN I. (4 Credits)
(Formerly VART 3080.) A creative studio/seminar course in architectural design and theory synthesizing contextual, artistic, environmental and functional requirements in the design of public spaces and buildings using models, sketches, diagrams and computer modeling. Short assignments plus a major project, normally a public building in a complex urban context. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisites: VART 1161 or VART 11060 or AREU 1160 or ARRU 1160 or VART 2050 or AREU 2050 or ARRU 2050 or VART 2055 or AREU 2055 or ARRU 2055.

VART 3130. ABSTRACTION II. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 3132. PROJECTS AND CONCEPTS II. (4 Credits)
An advanced multi-media studio course emphasizing creative solutions to a variety of visual and conceptual problems. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: FCLC.

VART 3134. 20TH CENTURY ART: MODERNISM AND MODERNITY. (4 Credits)
A survey of the major developments of modern art from the late 19th century until today, with an emphasis on work done before 1940. This course will undertake the larger task of understanding modernism in art as a visual response to the conditions of modernity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
VART 3135. CONTEMPORARY ART: MODERNISM AND ITS AFTERMATH. (4 Credits)

VART 3156. PAINTING III. (4 Credits)
Individual instruction is offered with group critiques and seminar discussions. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 3186. PHOTOGRAPHY III. (4 Credits)
Continuation of studies in photography at the advanced level. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: ZLB5.
Prerequisite: VART 2185 (may be taken concurrently).

VART 3250. DESIGN AND THE WEB. (4 Credits)
In this class, students will learn how to design websites that maximize the mediums and limitations of technology. The class will explore the new directions websites are moving in, critically study websites that are successful both commercially and as a visual art form. The focus will be on how a website can be designed without sacrificing typography or good design. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attribute: COMM.
Prerequisite: VART 2400.

VART 3257. SEMINAR: AVANT-GARDE FILM/VIDEO. (4 Credits)
This studio course will explore the practice of current avant-garde film and video from a visual arts perspective. Various artists’ strategies for creating challenging work will be considered, including the use of abstraction, appropriated imagery, autobiographical detail, disjunctive sound image relationships and other aesthetic choices. The course will include field trips to view current experimental films and videos at museums, film festivals and art galleries. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 3258. FILM / VIDEO INSTALLATION. (4 Credits)
Students will create their own video installations using multiple monitors and mixed sounds. Using video monitors and film loops, students will create their own moving image pieces for the gallery/museum context. We will consider historical background and how contemporary practitioners use multiple screens and sound to explore unexpected terrain. Students will present their video installation work in a gallery show at the end of the semester. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisites: VART 1265 or AREU 1265 or ARLU 1265.

VART 3261. DOCUMENTARY FILM/VIDEO PRODUCTION. (4 Credits)
Students will plan, shoot, and edit a short non-fiction film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 3262. NARRATIVE FILM/VIDEO PRODUCTION. (4 Credits)
Students will plan, shoot, and edit a short fiction film. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: VART 1265.

VART 3267. FILM AND THE CITY. (4 Credits)
After looking at ways in which the city has been framed historically in films, students will pursue research in the city using video as their tool. Using interviews, screen text, voice over, and other documentary techniques, students will explore a project of interest to them and make a series of short films that reveal an aspect of the urban milieu. In class sessions and in one on one meetings with the professor, students will propose and refine their project and gather feedback about communicating in visual language on city issues. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: COMM, URST.

VART 3268. FILM/ANIMATION. (4 Credits)
This course will explore 2 and 3 dimensional film and video animation. Past film artist works will be studied in the hopes of gleaning inspiration from the history of animation. Students will create their own films in this class using flat art (drawings, paintings, photographs, or collages) or sculptural objects. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Prerequisite: VART 1265.

VART 3270. FILM, VIDEO, AND DANCE. (4 Credits)
Students will use easily accessible technology to create and record movements and images that extend their expressive range. Seminal works of film, video & choreography that solved problems in original and unexpected ways will be studied. This course is designed for art enthusiasts as well as those with training in film, video and/or dance. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 3500. PHOTOGRAPHY IN THE DOCUMENTARY TRADITION. (4 Credits)
A course using 35mm black and white film. A dark room will be provided. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 3535. SEMINAR: HISTORY OF PHOTOGRAPHY. (4 Credits)
The history of photography from 1839 to the present. The work of leading European and American photographers will be studied in the light of the technical, social and aesthetic issues of their time. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 3541. THE STREETS OF NEW YORK. (4 Credits)
This course will use the streets of metropolitan New York as its classroom and its laboratory. By studying the initial foundations, street layouts, building typologies, historical topology and geography of the region, with its architectural monuments and everyday street-life, we will seek to understand this city’s past - ecological, urban, and architectural - and the implications for our shared future. Analytic comparisons to Rome, Beijing, London, Mumbai, Paris, Sydney, LA, and Chicago, with an emphasis on sustainability: parks, agriculture, solar, resilience. Walking tours. Studio visits. With notice, this course may meet off-campus.

VART 3800. INTERNSHIP. (3 Credits)
Supervised placement for students interested in work experience.
VART 3810. SEMINAR IN GRAPHIC DESIGN. (4 Credits)
This seminar course is open to all students interested in graphic design. Class will include visits to designers' studios, slide lectures, assigned readings and written essays. We will look at the role of the designer in society both in the past and present, and examine the art of graphic design. Social responsibility in the context of a design's ability to educate, inform or propagate and deceive will also be examined. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: VART 2003.

VART 3999. TUTORIAL. (3 Credits)
Independent research and readings with supervision from a faculty member.

VART 4090. SENIOR PROJECT ARCHITECTURE. (4 Credits)
In this advanced studio seminar, students may pursue a specific design project with the consent and guidance of a visual arts faculty member. Portfolio preparation. A program proposal, with a schedule, bibliography, and proposed site, is due at the outset. In this advanced studio seminar, senior students may design a specific project with consent and guidance of a visual arts faculty member. Portfolio preparation. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Prerequisite: VART 3070 or VART 3080.

VART 4100. SEMINAR MODERN ART: CRITICAL PERSPECTIVES. (4 Credits)
A seminar class with readings, discussions, and presentations, emphasizing critical and historical trends in modern and contemporary art. Current museum and gallery exhibitions will be explored. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 4200. ART AND ETHICS. (4 Credits)
Since the eighteenth century the arts have been separated from the social functions-such as religious worship and political display-they had in the past been associated with, and are thought of as ends in themselves. How are we to think about this? What could art for "art's sake" be? What gives art or artworks value? How do artistic goals relate to moral imperatives? This course is intended to explore these questions by looking at a number of ways they have been posed and answered. This course satisfies the senior values seminar requirement of the University core. It does not count as an elective for the Visual Arts major. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: NMDD, SRVL.

VART 4300. REPRESENTATION IN ART. (4 Credits)
Representation in Art: Film/Video. Photography and Painting will deal with the ethics of representation, and consider how art deals with depictions of people. What is an artist's responsibility to his/her subject? This seminar will provide a sense of ethical insight and social morality into this aspect of visual literacy and will encourage students to be critical, active and engaged artists and viewers. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: COLI, SRVL.

VART 4600. SENIOR SEMINAR: STUDIO ART. (4 Credits)
This is a course for senior visual arts students who wish to have a senior project exhibition. The seminar will discuss critical issues relating to the making, presentation, and interpretation of contemporary art. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 4800. INTERNSHIP. (4 Credits)
Supervised placement for students who are interested in work experience. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 4999. TUTORIAL. (1-5 Credits)
Supervised individual projects in photography, painting/drawing, graphic design, architecture or filmmaking/video. May be continued to a maximum of eight credits.

VART 5070. URBAN ARCHITECTURAL DESIGN. (4 Credits)
This is a creative studio course in urban architectural design. Students will synthesize contextual, artistic, environmental and functional requirements in the design of public spaces and buildings using models, sketches, diagrams and computer modeling. A term project-often related to the student's research interest--is prefaced and interspersed with shorter exercises in contextual analysis, skill building, urban theory, and architectural critique. Field trips, workshops, lab fee, and office hours critiques are required. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

VART 5555. FILM AND THE CITY. (3,4 Credits)
After looking at ways in which the city has been framed historically in films, students will pursue research in the city using video as their tool. Using interviews, screen text, voice over and other documentary techniques, students will explore a project of interest to them and make a series of short films that reveal an aspect of the urban milieu.
In class sessions and in one on one meetings with the professor, students will propose and refine their project and gather feedback about communicating in visual language on city issues.
Attribute: URST.

Women, Gender, and Sexuality Studies (WGSS)

WGSS 2999. SERVICE LEARNING-2000 LEVEL. (1 Credit)
WGSS 3000. GENDER AND SEXUALITY STUDIES. (4 Credits)
This course introduces students to theories of gender and sexuality from a range of disciplinary perspectives. It is the new introductory course for the WGSS program. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, ASSC, COLI, LALS, PLUR.
WGSS 3001. QUEER THEORIES. (4 Credits)
An introduction to the academic discipline of queer theory, focusing on foundational thinkers (e.g., Butler, Foucault, Sedgwick, and others as well as their philosophical and psychoanalytic precursors and interlocutors. The course will also address selected issues currently under discussion in the discipline. These may include the role of activism, the relationship between queer theory and feminism theory, attention to race, and intersections with postcolonial theory. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, COLI, PLUR.

WGSS 3002. FEMINIST AND WOMEN'S STUDIES. (4 Credits)
This course provides a historical perspective on feminism and women's experience, including 19th and 20th century American movements for women's rights as well as texts that influenced the development of feminist thought and theory. It is one of three required courses for WGSS program. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.

WGSS 3007. CONTEMPORARY WOMEN POETS. (4 Credits)
In this course, students will read poetry written by women poets in the 20th and 21st centuries with a focus on the imaginative representation of women's lived experience. We will read the work of poets who address the themes of feminine embodiment and sexuality, women's roles as mothers and daughters, women's work (both professional and domestic), and the role poetry plays in enabling women to discover a language to contain their experience. Among the (possible) poets we will read are Sylvia Plath, Ann Sexton, Elizabeth Bishop, Lucille Clifton, Anna Swir, Adrienne Rich, Marie Ponsot, Eavan Boland, Louise Erdrich, Kate Daniels, Mary Karr and A.E. Stallings. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, AMST.

WGSS 3141. WOMEN IN AFRICA. (4 Credits)
This course examines the formal and informal participation of African women in politics, their interaction with the state and their role in society. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AFAM, ASSC, GLBL.

WGSS 3318. EARLY WOMEN NOVELISTS. (4 Credits)
A study of the rise of female authors in the early modern period. We will address problems of gender and rigorously analyze the basic literary and historical dimensions of each text. Authors will include Behn, Burney, Wollstonecraft, Radcliffe, Austen, Emily and Charlotte Bronté. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.

WGSS 3341. RACE, SEX, AND SCIENCE. (4 Credits)
This course introduces students to interdisciplinary debates about the relationship between race, sex, and gender, on the one hand, and science, technology, and medicine, on the other. We will examine two interrelated questions: How do scientific claims influence cultural understandings of race, gender, and sexuality; and how do cultural beliefs about race, sex, and gender influence scientific research and knowledge production? The course will explore the role that understandings of race, sex, and gender have played in the development of Western science; the relationship among race, sex, gender, and scientific research in genomics and health disparities research (among other fields); and finally, the ways in which race, gender, and social inequalities become embodied and affect human biology. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ASSC, LALS, MVST, SOCI, URST.

WGSS 3415. EUROPEAN WOMEN 1500-1800. (4 Credits)
This course will explore the role of women in northern European society from the 16th to the end of the 18th centuries. It will examine issues of gender, and contemporary attitudes concerning women. Among the subjects that this course will address are women's work, education, marriage and childbirth. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC.

WGSS 3416. EUROPEAN WOMEN 1800-PRESENT. (4 Credits)
This course will be an exciting exploration of the changing status, roles, and achievements of women in Western Europe from the French Revolution at the dawn of industrialization to the present day. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, IPE.

WGSS 3503. WORK, FAMILY, AND GENDER. (4 Credits)
This course examines how two key institutions in society – the workplace and the family – interact with one another. Special emphasis is placed on the critical ways that work-family balance and conflict are conditioned by gender. The course will cover the impacts – both negative and positive – of work demands upon individuals’ family lives, as well as the effects of family obligations upon workers and workplaces. Students will be familiarized with voluntary responses to work-family challenges on the part of individuals, families, and employers, as well as relevant public policies in the U.S. and around the world. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, EP3.
WGSS 3537. SATIRE, SEX, STYLE: AGE OF T. NASHE. (4 Credits)
Considered for a long time to be a “minor” Elizabethan writer with “nothing to say,” Thomas Nashe managed to produce a varied and astonishing, if ultimately costly and futile, body of work during the last decade of the sixteenth century, spanning erotica, picaresque fiction, and fierce invective, satire, and polemic. This course will offer a close look at Nashe’s unique rhetorical style in relation to the vivid literary culture of his times, focusing on how Nashe’s work pushes to the extreme various impulses in Elizabethan literature that tend to get overlooked in conventional accounts of the period. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: ALC.
Prerequisites: ENGL 2000 or HPRH 1001 or HPRH 1501 or HPRH 2001 or HPRH 2051.

WGSS 3826. MODERN US WOMEN’S HISTORY. (4 Credits)
The history of American women from the first women’s rights convention in 1848 to the present. We will study women’s everyday lives (including at home and work), major events like the campaign for suffrage, World War II, and the women’s liberation movement, and representations of women in popular culture (magazines, movies, and T.V.). Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: AHC, AMST, PLUR.

WGSS 3901. PHILOSOPHICAL ISSUES FEMINISM I. (4 Credits)
Philosophical exploration of issues raised by historical and contemporary reflection on the relationship between the sexes. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attribute: PJST.

WGSS 3930. SEX AND GENDER IN SOUTH ASIA. (4 Credits)
In this course, we will explore histories of women, gender, and sexuality in South Asia from the 18th century to the present. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AHC, EP3, GLBL.

WGSS 3931. INTRODUCTION TO GAY AND LESBIAN LITERATURE. (4 Credits)
This course will read texts by a diverse range of Anglophone authors, emphasizing the cultural history of same-sex identity and desire, heteronormativity and oppression, and queer civil protest. It will also consider the problems of defining a queer literary canon, introduce the principles of queer theory, and interrogate the discursive boundaries between the political and personal. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, AMST.

WGSS 4005. QUEER THEORY AND THE AMERICAS. (4 Credits)
Drawing from the often divergent traditions of Anglo and Hispanic America, this course will take an interdisciplinary approach to queer methodologies for cultural and literary studies. Students will encounter foundational queer theoretical texts (both historical and contemporary) as well as novels, plays, and films, and will explore, for themselves, what queerness means and does. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, COLI, ENGL, ICC.

WGSS 4105. RELIGION, GENDER, AND SEXUALITY. (4 Credits)
This course considers the intersections of religion, gender, and sexuality. In many parts of the world, including the United States, and in many religious traditions, cultural and religious identity and continuity hinge on gendered practices and closely controlled sexual regimes. The goal of this course is to understand how religious institutions, communities, doctrines, practices and traditions shape gendered ideologies and practices, debates about sexuality and gendered division of labor, and the lives of men and women who participate in these religious communities. The course is organized conceptually; rather than learning about specific religious traditions, we will discuss thematic issues at the intersection of religion, gender, and sexuality. At various junctures we will discuss specific examples that span religious traditions, geographical locations, and historical periods. The course will therefore provide students with a sense of how contemporary and seemingly local debates are rooted in much broader conversations. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: AMST, ICC, PLUR.

WGSS 4127. SEMINAR: NOVELS BY WOMEN: JANE AUSTEN TO TONI MORRISON. (4 Credits)
An intensive study of novels by Jane Austen, George Elliot, Virginia Woolf, Zora Neale Hurston, and Toni Morrison. Our reading will be supplemented by literary criticism and historical contextual material. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: ALC, ENGL.
Prerequisites: ENGL 1102 and ENGL 2000.

WGSS 4344. REPRODUCTIVE TECHNOLOGIES: GLOBAL PERSPECTIVE. (4 Credits)
The interdisciplinary course will focus on issues in technology and reproduction, emphasizing the view that reproduction is not simply a biological process, but one that is laden with symbolic, political, and ideological meanings. Drawing on the fields of anthropology, sociology, history, public health, law, and science, technology and society. We will examine the contested meanings of reproduction, in particular how reproductive technologies are changing lives around the globe. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.
Attributes: GLBL, ICC.
WGSS 4400. GENDER, BODIES, SEXUALITY. (4 Credits)
This course explores how gender and sexuality shape and organize our lives. We will examine how gender is built into structures, institutions, and ideologies of social life as well as the interaction between gender and other axes of inequality, including race, class, and sexual orientation. The course will examine the experiences of men and women in addition to those who do not fit into these gender categories. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: AMST, ICC, PLUR.

WGSS 4800. INTERNSHIP. (4 Credits)
Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

WGSS 4910. INTERNSHIP. (4 Credits)
Placement in an agency or organization that deals with women's issues. Under a faculty member's supervision, the student writes a paper which integrates the internship experience with course work and research. All students meet monthly with the program co-director and one another for group discussions of their work. *This course requires the approval of the Director of Women, Gender, and Sexuality Studies. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

WGSS 4920. SENIOR PROJECT. (4 Credits)
A substantial project on a subject in Women's Studies submitted, with appropriate documentation, by students in theatre and the visual arts and evaluated by two faculty advisers in their field. All students meet monthly with the program co-director and one another for group discussions of their work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

WGSS 4930. SENIOR THESIS. (4 Credits)
A substantial paper on a topic in Women's Studies written under the direction of a faculty adviser and a second reader. All students meet monthly with the program co-director and one another for group discussions of their work. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

WGSS 4950. CHRISTIANITY AND SEXUAL DIVERSITY. (4 Credits)
Employing perspectives from history, theological ethics, and LGBT studies, this course will investigate what it means to take queer perspectives on Christianity sexuality, and discipleship. Readings will include biblical, historical, and contemporary materials that seek to illuminate the ways in which Christians and Christian communities have responded to sexual and gender diversity. Four-credit courses that meet for 150 minutes per week require three additional hours of class preparation per week on the part of the student in lieu of an additional hour of formal instruction.

Attributes: ICC, REST.

WGSS 4999. TUTORIAL. (1-5 Credits)
# INDEX

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-Year Integrated Teacher Education Track</td>
<td>19</td>
</tr>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Academic Activities</td>
<td>85</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>58</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>67</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>76</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>88</td>
</tr>
<tr>
<td>Academic Advising for Student-Athletes</td>
<td>21</td>
</tr>
<tr>
<td>Academic Honors, Awards, and Societies</td>
<td>364</td>
</tr>
<tr>
<td>Academic Policies and Procedures</td>
<td>8</td>
</tr>
<tr>
<td>Academic Policies and Procedures</td>
<td>59</td>
</tr>
<tr>
<td>Academic Policies and Procedures</td>
<td>67</td>
</tr>
<tr>
<td>Academic Policies and Procedures</td>
<td>76</td>
</tr>
<tr>
<td>Academic Policies and Procedures</td>
<td>89</td>
</tr>
<tr>
<td>Academic Program</td>
<td>61</td>
</tr>
<tr>
<td>Academic Program</td>
<td>70</td>
</tr>
<tr>
<td>Academic Programs, Policies, and Procedures</td>
<td>8</td>
</tr>
<tr>
<td>Academic Progress, Probation, Suspension, and Dismissal</td>
<td>8</td>
</tr>
<tr>
<td>Accounting</td>
<td>103</td>
</tr>
<tr>
<td>Accounting - Public Accountancy Major (CPA-150 track)</td>
<td>99</td>
</tr>
<tr>
<td>Accounting - Public Accounting Major (120 credits)</td>
<td>100</td>
</tr>
<tr>
<td>Accounting (Graduate) (ACGB)</td>
<td>852</td>
</tr>
<tr>
<td>Accounting Law (ACGL)</td>
<td>855</td>
</tr>
<tr>
<td>Accounting Minor</td>
<td>98</td>
</tr>
<tr>
<td>Accounting (Undergraduate) (ACBU)</td>
<td>854</td>
</tr>
<tr>
<td>Accounting/Information Systems Major</td>
<td>97</td>
</tr>
<tr>
<td>Accounting/Information Systems Major</td>
<td>406</td>
</tr>
<tr>
<td>Accreditations and Affiliations</td>
<td>92</td>
</tr>
<tr>
<td>Administration and Supervision, Catholic/Faith-Based Educational Leadership, MSE</td>
<td>790</td>
</tr>
<tr>
<td>Administration and Supervision, EdD</td>
<td>790</td>
</tr>
<tr>
<td>Administration and Supervision (GSE) (ASGE)</td>
<td>855</td>
</tr>
<tr>
<td>Administration and Supervision, PhD</td>
<td>792</td>
</tr>
<tr>
<td>Administrative Law (ADGL)</td>
<td>858</td>
</tr>
<tr>
<td>Admissions Policy</td>
<td>8</td>
</tr>
<tr>
<td>Adolescence Biology, MST</td>
<td>758</td>
</tr>
<tr>
<td>Adolescence Chemistry, MST</td>
<td>759</td>
</tr>
<tr>
<td>Adolescence Earth Science Education, MST</td>
<td>760</td>
</tr>
<tr>
<td>Adolescence English Language Arts, MST</td>
<td>760</td>
</tr>
<tr>
<td>Adolescence Mathematics, MST</td>
<td>761</td>
</tr>
<tr>
<td>Adolescence Physics, MST</td>
<td>762</td>
</tr>
<tr>
<td>Adolescence Social Studies, MST</td>
<td>763</td>
</tr>
<tr>
<td>Adolescence Special Education, MST</td>
<td>763</td>
</tr>
<tr>
<td>Advanced and Specialist Teaching Programs (MSE)</td>
<td>776</td>
</tr>
<tr>
<td>Advanced Disciplinary Study</td>
<td>40</td>
</tr>
<tr>
<td>Affirmative Action Policy</td>
<td>33</td>
</tr>
<tr>
<td>African and African American Studies</td>
<td>106</td>
</tr>
<tr>
<td>African and African American Studies (AFAM)</td>
<td>859</td>
</tr>
<tr>
<td>African and African American Studies Major</td>
<td>114</td>
</tr>
<tr>
<td>African and African American Studies Minor</td>
<td>115</td>
</tr>
<tr>
<td>African Studies</td>
<td>116</td>
</tr>
<tr>
<td>African Studies Minor</td>
<td>117</td>
</tr>
<tr>
<td>American Catholic Studies</td>
<td>119</td>
</tr>
<tr>
<td>American Catholic Studies (AMCS)</td>
<td>865</td>
</tr>
<tr>
<td>American Catholic Studies Certificate</td>
<td>118</td>
</tr>
<tr>
<td>American Studies</td>
<td>123</td>
</tr>
<tr>
<td>American Studies (AMST)</td>
<td>868</td>
</tr>
<tr>
<td>American Studies Major</td>
<td>128</td>
</tr>
<tr>
<td>American Studies Minor</td>
<td>136</td>
</tr>
<tr>
<td>Anthropology</td>
<td>137</td>
</tr>
<tr>
<td>Anthropology (ANTH)</td>
<td>869</td>
</tr>
<tr>
<td>Anthropology Major</td>
<td>159</td>
</tr>
<tr>
<td>Anthropology Minor</td>
<td>160</td>
</tr>
<tr>
<td>Antitrust (ATGL)</td>
<td>878</td>
</tr>
<tr>
<td>Applied Accounting and Finance Major</td>
<td>101</td>
</tr>
<tr>
<td>Applied Accounting and Finance Major</td>
<td>352</td>
</tr>
<tr>
<td>Applied Statistics and Decision Making (SDGB)</td>
<td>878</td>
</tr>
<tr>
<td>Arabic (ARAB)</td>
<td>879</td>
</tr>
<tr>
<td>Arabic Minor</td>
<td>479</td>
</tr>
<tr>
<td>Art History</td>
<td>162</td>
</tr>
<tr>
<td>Art History and Visual Arts Double Major</td>
<td>161</td>
</tr>
<tr>
<td>Art History and Visual Arts Double Major</td>
<td>668</td>
</tr>
<tr>
<td>Art History (ARHI)</td>
<td>880</td>
</tr>
<tr>
<td>Art History Major</td>
<td>169</td>
</tr>
<tr>
<td>Art History Minor</td>
<td>171</td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Banking (BKGL)</td>
<td>886</td>
</tr>
<tr>
<td>Bankruptcy (BRGL)</td>
<td>889</td>
</tr>
<tr>
<td>Bilingual Childhood Education, MST</td>
<td>764</td>
</tr>
<tr>
<td>Bilingual Education, Advanced Certificate</td>
<td>779</td>
</tr>
<tr>
<td>Bilingual School Psychology, Advanced Certificate</td>
<td>803</td>
</tr>
<tr>
<td>Bilingual School Psychology, Professional Diploma Program</td>
<td>804</td>
</tr>
<tr>
<td>Bilingual Special Education, Advanced Certificate</td>
<td>780</td>
</tr>
</tbody>
</table>
Bioethics ....................................................................................................................... 172
Bioethics Minor ......................................................................................................... 173
Bioinformatics Minor ................................................................................................. 263
Biological Sciences ................................................................................................... 174
Biological Sciences (BISC) ....................................................................................... 890
Biological Sciences Major ......................................................................................... 178
Biological Sciences Minor ......................................................................................... 180
Bronx Zoo Partnership (BZGE) .................................................................................. 894
Business Administration ........................................................................................... 183
Business Administration (BABU) ............................................................................... 895
Business Administration Major .................................................................................. 181
Business Administration Minor .................................................................................. 182
Business Analytics (BYGB) ....................................................................................... 895
Business Core ............................................................................................................ 93
Business Coursework ................................................................................................. 70
Business Economics .................................................................................................. 185
Business Economics (BEGB) ..................................................................................... 895
Business Law and Ethics ........................................................................................... 187
Business Law and Ethics Minor .................................................................................. 186
Business Law (Gabelli Graduate) (BLGB) ................................................................. 896
Business Law (Gabelli Undergraduate) (BLBU) ...................................................... 898
Business Major ......................................................................................................... 554
Business Minors ......................................................................................................... 92

C
Campion Languages (CAMP) ...................................................................................... 900
Capstone Courses ....................................................................................................... 49
Catholic and Jesuit Tradition ...................................................................................... 33
Center for Ethics Education (CEED) .......................................................................... 900
Center for International Policy Studies (CIPA) ......................................................... 902
Certificate and Extension Teaching Programs: Non-degree (Advanced Certificate) ................................. 779
Certified Management Accountant (CMA) Exam Prep ............................................. 555
CFA Track ................................................................................................................... 85
Chemistry ..................................................................................................................... 189
Chemistry (CHEM) ................................................................................................... 902
Chemistry Major ......................................................................................................... 193
Chemistry Minor ......................................................................................................... 194
Childhood Education, MST ......................................................................................... 765
Childhood Special Education, Advanced Certificate .................................................. 780
Childhood Special Education, MSE ........................................................................... 776
Childhood Special Education, MST ........................................................................... 766
Civil Law (CVGL) ....................................................................................................... 905
Civil Rights (CIGL) ..................................................................................................... 907
Classical Civilization Major ......................................................................................... 195
Classical Civilization Minor ......................................................................................... 196
Classical Languages and Civilization ........................................................................... 199
Classical Languages and Civilization (CLAS) .......................................................... 908
Classical Languages Major ......................................................................................... 197
Classical Languages Minor ......................................................................................... 198
Clinic (Law) (CLGL) .................................................................................................. 910
College at 60 (CASP) ................................................................................................ 924
College at Sixty ............................................................................................................ 556
College Support Services ............................................................................................. 80
Commercial Law (COGL) .......................................................................................... 925
Communication and Culture (COMC) ....................................................................... 927
Communication and Culture Major .......................................................................... 203
Communication and Culture Minor .......................................................................... 205
Communication and Media Management (Gabelli Graduate) (CMGB) ..................... 934
Communication and Media Management (Gabelli Undergraduate) (CMBU) .......... 938
Communication and Media Studies .......................................................................... 213
Communication and Media Studies (COMM) ........................................................... 940
Communications and Media Management ................................................................ 247
Communications Law (CMGL) .................................................................................. 944
Communications Major .............................................................................................. 206
Communications Minor ............................................................................................... 208
Comparative Literature .............................................................................................. 249
Comparative Literature (COLI) .................................................................................. 944
Comparative Literature Major .................................................................................... 261
Comparative Literature Minor ..................................................................................... 262
Compliance (Law) (CPGL) ......................................................................................... 952
Computer and Information Sciences ......................................................................... 267
Computer and Information Sciences (CISC) ............................................................. 956
Computer Science Major ............................................................................................. 264
Computer Science Minor ............................................................................................ 265
Concentration in Accounting ..................................................................................... 102
Concentration in Alternative Investments ................................................................... 353
Concentration in Business Economics ....................................................................... 184
Concentration in Communications and Media Management ..................................... 246
Concentration in Consumer Insights ......................................................................... 447
Concentration in Digital Media and Technology ....................................................... 291
Concentration in Entrepreneurship .......................................................................... 440
Concentration in Finance ........................................................................................... 354
Concentration in Fintech ............................................................................................ 355
Concentration in Global Business .............................................................................. 367
Concentration in Global Finance and Business Economics ..................................... 356
<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration in Healthcare Management</td>
<td>441</td>
</tr>
<tr>
<td>Concentration in Information Systems</td>
<td>407</td>
</tr>
<tr>
<td>Concentration in Management</td>
<td>442</td>
</tr>
<tr>
<td>Concentration in Marketing</td>
<td>449</td>
</tr>
<tr>
<td>Concentration in Marketing Analytics</td>
<td>448</td>
</tr>
<tr>
<td>Concentration in Services Marketing</td>
<td>450</td>
</tr>
<tr>
<td>Concentration in Social Innovation</td>
<td>635</td>
</tr>
<tr>
<td>Concentration in Sports Business</td>
<td>664</td>
</tr>
<tr>
<td>Concentration in Strategic Branding</td>
<td>451</td>
</tr>
<tr>
<td>Concentration in Value Investing</td>
<td>357</td>
</tr>
<tr>
<td>Consulting Projects (CPBU)</td>
<td>969</td>
</tr>
<tr>
<td>Contemporary Learning And Interdisciplinary Research (CLAIR) (CLGE)</td>
<td>969</td>
</tr>
<tr>
<td>Contemporary Learning and Interdisciplinary Research, PhD</td>
<td>817</td>
</tr>
<tr>
<td>Continuing Education (Grad Religion) (CEGR)</td>
<td></td>
</tr>
<tr>
<td>Contracts Law (CNGL)</td>
<td></td>
</tr>
<tr>
<td>Cooperative Program in Engineering (3-2 Engineering)</td>
<td>21</td>
</tr>
<tr>
<td>Core Business (CBBU)</td>
<td></td>
</tr>
<tr>
<td>Core Curriculum</td>
<td>80</td>
</tr>
<tr>
<td>Core Curriculum Course Requirements</td>
<td>92</td>
</tr>
<tr>
<td>Corporations Law (BUGL)</td>
<td></td>
</tr>
<tr>
<td>Counseling and School Psychology Programs</td>
<td>795</td>
</tr>
<tr>
<td>Counseling Psychology, PhD</td>
<td>805</td>
</tr>
<tr>
<td>Course Descriptions (University-wide)</td>
<td>850</td>
</tr>
<tr>
<td>Creative Writing Minor</td>
<td>306</td>
</tr>
<tr>
<td>Credit for Experiential Learning</td>
<td>558</td>
</tr>
<tr>
<td>Criminal Law (CRGL)</td>
<td></td>
</tr>
<tr>
<td>Curriculum and Teaching (CTGE)</td>
<td>976</td>
</tr>
<tr>
<td>Curriculum and Teaching, MSE</td>
<td>978</td>
</tr>
<tr>
<td>Cybersecurity (CYSC)</td>
<td>785</td>
</tr>
<tr>
<td>Cybersecurity Minor</td>
<td>992</td>
</tr>
<tr>
<td>Disciplinary Ways of Knowing</td>
<td>37</td>
</tr>
<tr>
<td>Distributive Requirements</td>
<td>51</td>
</tr>
<tr>
<td>Domestic Relations Law (DRGL)</td>
<td>1006</td>
</tr>
<tr>
<td>Dual-Degree Programs</td>
<td>85</td>
</tr>
<tr>
<td>E Early Childhood and Childhood Education, MST</td>
<td>767</td>
</tr>
<tr>
<td>Early Childhood Education, MST</td>
<td>768</td>
</tr>
<tr>
<td>Early Childhood Special Education, Advanced Certificate</td>
<td>780</td>
</tr>
<tr>
<td>Early Childhood Special Education, MSE</td>
<td>777</td>
</tr>
<tr>
<td>Early Childhood Special Education, MST</td>
<td>770</td>
</tr>
<tr>
<td>Early Master's Degree Admission/Five-Year Programs</td>
<td>22</td>
</tr>
<tr>
<td>Economics</td>
<td>294</td>
</tr>
<tr>
<td>Economics (ECON)</td>
<td>1007</td>
</tr>
<tr>
<td>Economics (Law) (ECGL)</td>
<td>1017</td>
</tr>
<tr>
<td>Economics Major</td>
<td>293</td>
</tr>
<tr>
<td>Economics Minor</td>
<td>303</td>
</tr>
<tr>
<td>Educational Philosophy</td>
<td>17</td>
</tr>
<tr>
<td>Educational Philosophy, MSE</td>
<td></td>
</tr>
<tr>
<td>Engineering Physics Major</td>
<td>596</td>
</tr>
<tr>
<td>Engineering Physics Minor</td>
<td>597</td>
</tr>
<tr>
<td>English</td>
<td>307</td>
</tr>
<tr>
<td>English as a World Language, MS</td>
<td>785</td>
</tr>
<tr>
<td>English (ENGL)</td>
<td>1017</td>
</tr>
<tr>
<td>English Major</td>
<td>336</td>
</tr>
<tr>
<td>English Major with a Creative Writing Concentration</td>
<td>304</td>
</tr>
<tr>
<td>English Minor</td>
<td>338</td>
</tr>
<tr>
<td>Entertainment Law (ETGL)</td>
<td>1066</td>
</tr>
<tr>
<td>Environmental Law (EVGL)</td>
<td>1067</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>339</td>
</tr>
<tr>
<td>Environmental Science (ENVS)</td>
<td>1069</td>
</tr>
<tr>
<td>Environmental Science Major</td>
<td>341</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>347</td>
</tr>
<tr>
<td>Environmental Studies (ENST)</td>
<td>1070</td>
</tr>
<tr>
<td>Environmental Studies Major</td>
<td>343</td>
</tr>
<tr>
<td>Environmental Studies Minor</td>
<td>345</td>
</tr>
<tr>
<td>Equity in Athletics Disclosure Act</td>
<td>33</td>
</tr>
<tr>
<td>Estates Law (ESGL)</td>
<td>1071</td>
</tr>
<tr>
<td>Ethics (Law) (EHGL)</td>
<td>1071</td>
</tr>
<tr>
<td>Evidence (EDGL)</td>
<td>1073</td>
</tr>
<tr>
<td>Exceptional Adolescents with Subject Extension, Advanced Certificate</td>
<td>781</td>
</tr>
<tr>
<td>Exceptional Adolescents with Subject Extension, MST</td>
<td>771</td>
</tr>
<tr>
<td>F Fashion Studies</td>
<td>350</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Fashion Studies Minor</td>
<td>351</td>
</tr>
<tr>
<td>Fed Con Law (FCGL)</td>
<td>1074</td>
</tr>
<tr>
<td>Field Study (Gabelli Graduate) (FSGB)</td>
<td>1075</td>
</tr>
<tr>
<td>Film and Television (FITV)</td>
<td>1076</td>
</tr>
<tr>
<td>Film and Television Major</td>
<td>211</td>
</tr>
<tr>
<td>Film and Television Minor</td>
<td>212</td>
</tr>
<tr>
<td>Finance</td>
<td>359</td>
</tr>
<tr>
<td>Finance (Graduate) (FGNB)</td>
<td>1081</td>
</tr>
<tr>
<td>Finance Major</td>
<td>358</td>
</tr>
<tr>
<td>Finance (Undergraduate) (FNBU)</td>
<td>1088</td>
</tr>
<tr>
<td>Financial Planning (FPCE)</td>
<td>1092</td>
</tr>
<tr>
<td>Five-Year Teacher Education Program (BA/BS and MST)</td>
<td>772</td>
</tr>
<tr>
<td>Fordham Center for Nonprofit Leaders (NPLD)</td>
<td>1092</td>
</tr>
<tr>
<td>Fordham College at Lincoln Center</td>
<td>56</td>
</tr>
<tr>
<td>Fordham College at Rose Hill</td>
<td>65</td>
</tr>
<tr>
<td>Fordham Fellowship Media Lead (FMCE)</td>
<td>1093</td>
</tr>
<tr>
<td>Fordham School of Professional and Continuing Studies</td>
<td>74</td>
</tr>
<tr>
<td>French (FREN)</td>
<td>1093</td>
</tr>
<tr>
<td>French Language and Literature Major</td>
<td>480</td>
</tr>
<tr>
<td>French Minor</td>
<td>482</td>
</tr>
<tr>
<td>French Studies Major</td>
<td>483</td>
</tr>
<tr>
<td>Gabelli School of Business</td>
<td>83</td>
</tr>
<tr>
<td>General and Exceptional Adolescents, MST</td>
<td>774</td>
</tr>
<tr>
<td>General Program Requirements</td>
<td>721</td>
</tr>
<tr>
<td>General Science</td>
<td>365</td>
</tr>
<tr>
<td>General Science Major</td>
<td>366</td>
</tr>
<tr>
<td>German (GERM)</td>
<td>1101</td>
</tr>
<tr>
<td>German Major</td>
<td>484</td>
</tr>
<tr>
<td>German Minor</td>
<td>485</td>
</tr>
<tr>
<td>German Studies Major</td>
<td>486</td>
</tr>
<tr>
<td>Global Business</td>
<td>368</td>
</tr>
<tr>
<td>Global Business Honors Program</td>
<td>86</td>
</tr>
<tr>
<td>Global Business Major</td>
<td>369</td>
</tr>
<tr>
<td>Global Finance (GFGB)</td>
<td>1103</td>
</tr>
<tr>
<td>Grading System</td>
<td>9</td>
</tr>
<tr>
<td>Graduate School of Education</td>
<td>721</td>
</tr>
<tr>
<td>Graduate School of Education Academic Programs</td>
<td>732</td>
</tr>
<tr>
<td>Graduate Study</td>
<td>22</td>
</tr>
<tr>
<td>Greek (GREK)</td>
<td>1108</td>
</tr>
<tr>
<td>GSE Courses</td>
<td>818</td>
</tr>
<tr>
<td>GSE Policies and Procedures</td>
<td>723</td>
</tr>
<tr>
<td>H</td>
<td></td>
</tr>
<tr>
<td>Health Care Ethics (HECE)</td>
<td>1109</td>
</tr>
<tr>
<td>Health Law (HEGL)</td>
<td>1109</td>
</tr>
<tr>
<td>Healthcare Workshop (HLTH)</td>
<td>1111</td>
</tr>
<tr>
<td>Higher Education Opportunity Program</td>
<td>22</td>
</tr>
<tr>
<td>History</td>
<td>370</td>
</tr>
<tr>
<td>History (HIST)</td>
<td>1111</td>
</tr>
<tr>
<td>History Law (HSGL)</td>
<td>1141</td>
</tr>
<tr>
<td>History Major</td>
<td>396</td>
</tr>
<tr>
<td>History Minor</td>
<td>398</td>
</tr>
<tr>
<td>Honors Program</td>
<td>71</td>
</tr>
<tr>
<td>Honors Program</td>
<td>83</td>
</tr>
<tr>
<td>Honors Program - CBA (HPCB)</td>
<td>1142</td>
</tr>
<tr>
<td>Honors Program - FCLC (HPLC)</td>
<td>1143</td>
</tr>
<tr>
<td>Honors Program - FCRH (HPRH)</td>
<td>1144</td>
</tr>
<tr>
<td>Honors Thesis Program</td>
<td>86</td>
</tr>
<tr>
<td>Humanitarian Affairs (HUAF)</td>
<td>1145</td>
</tr>
<tr>
<td>Humanitarian Studies</td>
<td>400</td>
</tr>
<tr>
<td>Humanitarian Studies Major</td>
<td>1147</td>
</tr>
<tr>
<td>Humanitarian Studies Major</td>
<td>402</td>
</tr>
<tr>
<td>Humanitarian Studies Minor</td>
<td>404</td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Important and Useful Links</td>
<td>18</td>
</tr>
<tr>
<td>Incomplete Coursework</td>
<td>10</td>
</tr>
<tr>
<td>Independent Study Law (INGL)</td>
<td>1148</td>
</tr>
<tr>
<td>Independent Study (UG) (INDP)</td>
<td>1148</td>
</tr>
<tr>
<td>Individualized Major</td>
<td>405</td>
</tr>
<tr>
<td>Information Science Major</td>
<td>275</td>
</tr>
<tr>
<td>Information Science Minor</td>
<td>276</td>
</tr>
<tr>
<td>Information Systems</td>
<td>408</td>
</tr>
<tr>
<td>Information Systems (Gabelli Graduate) (ISGB)</td>
<td>1149</td>
</tr>
<tr>
<td>Information Systems (Gabelli Undergraduate) (INSY)</td>
<td>1155</td>
</tr>
<tr>
<td>Information Systems Major</td>
<td>412</td>
</tr>
<tr>
<td>Information Technology and Systems Major</td>
<td>565</td>
</tr>
<tr>
<td>Initial Courses</td>
<td>36</td>
</tr>
<tr>
<td>Initial Teaching Programs (MST)</td>
<td>733</td>
</tr>
<tr>
<td>Institute of American Language and Culture</td>
<td>22</td>
</tr>
<tr>
<td>Institute of American Language and Culture (IALC)</td>
<td>1158</td>
</tr>
<tr>
<td>Institute of American Language and Culture (ILAC)</td>
<td>1159</td>
</tr>
<tr>
<td>Insurance Law (ISGL)</td>
<td>1160</td>
</tr>
<tr>
<td>Integrative Neuroscience</td>
<td>413</td>
</tr>
<tr>
<td>Integrative Neuroscience Major</td>
<td>414</td>
</tr>
</tbody>
</table>